Do You Recognize Your Implicit Biases? With Mahzarin R. Banaji, PhD

Would You Tattoo Psi Chi's Logo on Your Leg?

Sport Psychology: Explicitly Linking the Body and the Mind

Finding a Mentor
COLUMNS

06 Contemporary Psychology: Sport Psychology: Explicitly Linking the Body and the Mind
Ethan A. McMahan, PhD

Sonia Dhaliwal, PsyD

12 Wisdom From the Workplace: Get Ready, Set. Hired: Careers Choices and Workplace Readiness
Paul Hettich, PhD

16 Advisor Advice: The Secret Life of Professors Revealed Part III: A Professor’s Room With a View (of Students)
Laura Vernon, PhD

INTERVIEWS

29 Do You Recognize Your Implicit Biases? With Mahzarin R. Banaji, PhD
Meg Sutter

32 How to Create Nurturing Environments With Anthony Biglan, PhD
Meg Sutter

FEATURES

18 Finding a Mentor
Darren R. Ritzer, PhD

23 Would You Tattoo Psi Chi’s Logo on Your Leg? Bryan Here, Did Just That!
Bradley Cannon

25 Culture, Chimps, Emotion, and Empathy: An Interview With Frans de Waal
Evgeniya Vedernikova and Mary Beth Ahlum, PhD

DEPARTMENTS

04 President’s Message
36 Chapter Activities
49 PSI CHI Central Office
50 Merchandise

ADVERTISEMENTS

09 Argosy University
15 California Lutheran University
22 Alliant International University
24 Cleveland State University
28 University of San Francisco
Welcome to the new term! As a dear colleague likes to remind me, the beauty of an academic context is that, every 12 to 15 weeks, students and faculty alike have the pleasure of hitting “the giant reset button” at the end of one semester, refilling the reservoir of promise and potential just in time for the start of the following term. Books exude their new book smell. Syllabi brim with interesting readings and thoughtful assignments to further broaden and deepen our knowledge. Everyone starts out the semester with perfect grades and spotless attendance. The activities that lead students to their seats on that first day of classes are many and often stressful. Students have to register, be waitlisted, monitor courses against their degree requirements, buy books and school supplies, check financial aid and scholarships, etc. With so much structure to follow, sometimes students forget to ask “What do I want to learn this semester?”

What do you want to learn this semester?
As you ponder this question, look up from your books and screens, and push yourself to experience what I believe to be one of the greatest perks college has to offer: the ability to interact with people who are different from you with many, rich dimensions of identity. “Diversity” has become a bit of an ugly word on some campuses and has been unfortunately politicized in our national landscape. Put politics aside for a moment and consider the value of diversity. Businesses value diversity in their workforce because it translates into higher sales for their diverse clients. Colleges value diversity in their student body because it translates into a richer learning environment for all students. Diversity in groups can actually change the way we all think, resulting in greater creativity and better decision-making (Phillips, 2014; Stahl, Maznevski, Voigt, & Jonson, 2010). In real-world settings, we are collectively being tasked with working successfully within teams (McDaniel & Salas, 2018).

Exposure to diversity alone is not necessarily effective for well-functioning of groups (Stahl et al., 2010; Wang, 2017). What diverse groups gain in creativity they may lose in cohesion (Stahl et al., 2010). Furthermore, the benefits of diversity are best observed when the differences between groups are meaningful (e.g., values, attitudes) rather than superficial (e.g., use of general ethnic labels that may or may not indicate different world views).

Given the essential yet complex nature of team work, wouldn’t it be wonderful to pick up some skills for how to work productively in diverse groups? It turns out your college campus is a great place to do so! In a meta-analysis of college diversity experiences, results show that the greatest impact on positive cognitive outcomes for students was from interpersonal experiences rather than diversity workshops or coursework (Bowman, 2010). Thus, my recommendation is to look up from your books and screens, and be open to engage in some deep diversity experiences on your campus!

Some of you may be asking, but what is diversity? Diversity generally refers to differences along many dimensions of identity including, but not limited to, race/ethnicity, gender identity, sexual orientation, ability status, political ideology, and religious beliefs and practices. As I mentioned, these labels can lead to only superficial differences between people, although they are helpful pointers for seeking activities. For example, if you are cisgender, have you ever considered going to a drag show? If you are an urban Latinx like me, have you ever considered attending a rodeo? Look for meaningful differences that will challenge you to understand how you see the world. A helpful step in this process is understanding what you bring to a group (see Figure 1).

These questions are certainly only a starting point. If you have a much more nuanced understanding of who you are as a person, then you can certainly engage in an analysis much deeper than this one. Regardless of how you engage in this process, once you have a sense of what you bring to a group, you can consider how to go outside of your own comfort zone. You may choose activities that are scholarly, social, or even community engaged. For example, you may wish to participate in a specialty student club, venture to a local venue, or even volunteer in a particular context. In my community, I steer my students to volunteer their time and energy into the Cache Refugee and Immigrant Connection group where they work with local refugees to become integrated into our community.

As you approach your activities, pay attention to your mindset. I would
encourage you to expect frustration as you leave your comfort zone and choose to learn something new anyway. You may not like the music you hear, or the taste or texture of new foods. You may be physically uncomfortable with differences in interpersonal space used across cultural groups. At a deeper level, you may find that you disagree with viewpoints presented or experience the focus of conversations differently than what you would value or consider important. Rather than pass judgment on these experiences, observe them and try to understand how your own cultural diversity informs your values, beliefs, and practices. For example, why do you stand at arm’s length when having a conversation with a friend? Why not closer? Why not further? And, why do you commonly use the spices that you use to flavor your dishes? Understanding that our own values, beliefs, and behaviors are culturally grounded goes a long way to nurture cross-cultural understanding.

As you engage diversity, I also encourage you to meet your fears and choose to learn something new anyway. Over the years, I have found that my students are consistently challenged by the discomfort they feel when surrounded by people who speak a language that they do not understand. Students express personal concerns (e.g., embarrassment resulting from not understanding and having to ask a person to repeat something) and social ones (e.g., discomfort when others are speaking in a different language for varied reasons such as “they are talking about me” or “I want to participate in the conversation”). There is the ever-present fear of being called a racist, a fear that goes well beyond my own campus (e.g., Ashlee, 2017). Any seasoned educator will tell you that making mistakes is a critical part of learning. In fact, a few years ago, I recorded a TEDx talk on this very issue that could be helpful as you head on your journey (Domenech Rodríguez, 2014).

The United States is becoming increasingly diverse (Cohn & Caumont, 2016). Team work is essential to our professional pursuits (McDaniel & Salas, 2018). Our literature points to the importance of interpersonal contact in diverse contexts. This fall, I would encourage you to look up from your books, computers, and smart phones, and push yourself to engage the experiential learning that college campuses have to offer! I predict that these experiences may turn out to be more memorable over time than much of the course content you cover in your classrooms.

References
People love sports and athletics... I don’t think I need a citation there... I think we can all take this to be true. But, for my more academically rigid readers who require empirical evidence in support of generalized statements such as the above (note: the researcher in me truly appreciates your skeptical approach), consider the following statistics. In 2016, the four major sports leagues in the United States (the National Football League, Major League Baseball, the National Basketball Association, and the National Hockey League) generated more than $30 billion in revenue. More than 27 million Americans tuned it to watch primetime coverage of the Summer Olympics in 2016, and 3.2 billion people worldwide tuned into the 2014 FIFA World Cup. As an avid cyclist, I am particularly impressed by the fact that, even for the relatively unfamiliar world of professional cycling (unfamiliar in the United States, anyway), more than 10 million people show up roadside to the Tour de France to watch cyclists zip by at incredible speeds (incredible for a bike, anyway). So, perhaps a clarification is in order: Not everyone likes sports... but a very large number of people do.

While illustrating the popularity of sport, the above focuses on only one aspect of its popularity, however, namely consumption. People also like playing sports, playing sports well, competing, and harvesting the benefits that sport and athletic endeavors can provide. And, for many years now, psychologists and other professionals have recognized that (a) psychological factors impact athletic performance, and (b) engagement in athletics and regular exercise impacts our psychology.

In this issue of *Contemporary Psychology,* we are going to cover sport psychology, an area of psychology that is not just an area of psychology, but rather an interdisciplinary science that draws from fields such as kinesiology, biomechanics, physiology, and (ahem) psychology. The primary objective of sport psychology is to understand the many ways in which psychological factors affect athletic performance and how athletics impact psychological and physical functioning. Further, this field has a healthy applied side, focusing on the implementation of various training strategies, interventions, and treatments to improve athletic performance and well-being more broadly. But, to adequately describe contemporary sport psychology, we need to first discuss the development of the field.
Sport Psychology: Yet Another Product of the Cold War

The earliest examples of research in what we would now consider sport psychology come from the early 20th century in the United States, Germany, and Russia. In Germany, the birth of sport psychology occurred in the laboratories of Carl Diem and Robert Werner Schulte, researchers who were focused on the measurement of sports aptitude and achievement. Notably, Schulte is credited with publishing one of the first books on the topic, Body and Mind in Sport (1921). In the United States, the prolific and hugely influential Coleman Griffith began work at the Research in Athletics Laboratory in 1925, published many sport psychology-related works, defined the field of sport psychology and the responsibilities of the sport psychologist, and served as a consultant for several professional sports organizations. Meanwhile, in Russia, sports psychology experiments were being conducted at newly founded “institutes of physical culture,” with independent sports psychology departments being established around 1930.

Now, it is perhaps a slight exaggeration to say that sports psychology was a “product” of the Cold War, but competition between the United States and Russia, as well as broader sociocultural factors, did certainly aid in the development of the field to some degree. Notably, from the 1940s through the 1980s, sports science programs proliferated in both countries due in part to military competitiveness and the desire to outdo one another in terms of Olympic medal counts. Additionally, the professionalization of sport increased the importance of competitiveness and in effect channeled more resources toward anything that could improve athletic records such as the application of sport psychology. The field grew, and in 1965, the First World Congress on Sport Psychology was held, the International Society for Sport Psychology (ISSP) was established (in the same year), and the first issue of the International Journal of Sport Psychology was then published in 1970.

From the late 1970s through the 1990s, sport psychology started to form into the field that it is today, one that is both a dynamic science and a robust area of applied professional practice, and a number of important developments in sport psychology occurred during this period. These include the establishment of the Association for Applied Sport Psychology (AASP; the largest applied sport psychology organization in the world), the formation of Division 47 of the American Psychological Association (a division devoted exclusively to exercise and sport psychology), and the creation of many new sport psychology journals including the Journal of Sport and Exercise Psychology, The Sport Psychologist, and the Journal of Applied Sport Psychology. At this time, there was an increase in the number of basic scientists dedicating their research careers to the study of sport psychology, along with an increase in the number of practitioners applying this research while working directly with athletes and coaches. In result, the field became a firmly established professional discipline (for more history, see Gould & Voelker, 2014).

Contemporary Sport Psychology (...and don’t forget Exercise Psychology)

Today, sport psychology is a field that addresses the interactions between psychology and sports performance including what factors contribute to optimal performance, the psychological functioning of athletes, and optimal training strategies, among many other topics. In addition, due in part to observed increases in obesity rates, decreased physical activity, and increases in sedentary recreational activity among nonathletic populations in many Western nations, there has been a proliferation of research within exercise psychology, a subdiscipline of psychology that focuses more broadly on the relationship between exercise and psychological functioning. Exercise psychology is often grouped with sport psychology, to the extent that many professional organizations, associations, and publications include both within their scope of coverage (for example, Division 47 includes both sport and exercise psychology).

What do sport and exercise psychologists do, you ask? Short answer: lots of different things. As with other areas of psychology, many research-oriented sport and exercise psychologists work as university faculty and/or research associates. Common areas of study include examining

- the relationship between personality factors (e.g., self-efficacy, mental toughness) and performance;
- the effects of youth sports participation on child development;
- the effects of coaching strategies on athlete and/or team performance, motivation, and performance;
- the effects of athletic participation and competition on well-being; and
- team dynamics (e.g., team cohesion, collective self-efficacy; see Tennenbaum & Eklund, 2007).
Applied sport and exercise psychologists may perform a number of different tasks such as counseling athletes and/or performing clinical interventions with athletes, serving as consultants for sports organizations, implementing cognitive and behavioral skills training programs to improve athletic performance, and assisting with rehabilitation, among many other possibilities. Because of the wide variety of functions sport and exercise psychologists may serve, you can find them in a number of different occupational contexts—colleges and universities, research institutes, hospitals, rehabilitation centers, gyms and recreation centers, as well as working for professional sports organizations and in government agencies (see Hanrahan & Andersen, 2010).

Training for Sport Psychology
If the above sounds wildly exciting and a viable and interesting way to spend a career, you may now be asking yourself: “how do I become a sport (or exercise) psychologist?” Well, I have your answer. You will of course need an undergraduate degree. This is typically a degree in psychology, but it is not uncommon for sport psychologists to have majored in physical education, exercise science, or kinesiology. Additionally, there are an increasing number of universities offering degree programs in sport psychology specifically, and a list of these programs is maintained on the AASP website (see Resources and Further Reading section, below).

But, as usual for most psychology-related careers, a graduate degree is typically required to work as a sport psychologist, and what type of graduate degree you need depends on what area of sport psychology you want to go into. For example, if you want to conduct research and/or teach sport psychology at a college or university, a PhD is typically required. Additionally, many sports psychologists are licensed clinical or counseling psychologists who work with athletes. For these folks, a PhD in clinical or counseling psychology is required, as well as licensure to practice. However, many applied careers in sport psychology require only a master’s degree, typically in combination with certification from the AASP (as a Certified Mental Performance Consultant). So, the exciting news here is that a career in sport psychology is accessible at both the master’s and doctoral levels.

As always, I would like to leave you, my dear readers, with additional resources to aid in your research on sport and exercise psychology. It is an exciting field, one that promises to experience tremendous growth in the upcoming years. I encourage you to get in the game!

Further Readings and Resources

References

Ethan A. McMahan, PhD, is an associate professor in the Department of Psychological Sciences at Western Oregon University where he teaches courses in research methods, advanced research methods, and positive psychology. He is passionate about undergraduate education in psychology and has served Psi Chi members in several ways over the last few years, including as a faculty advisor, Psi Chi Western Region Steering Committee Member, Grants Chair, and most recently, as the Western Regional Vice-President of Psi Chi. His research interests focus on hedonic and eudaimonic approaches to well-being, folk conceptions of happiness, and the relationship between nature and human well-being. His recent work examines how exposure to immersive simulations of natural environments impact concurrent emotional state and, more broadly, how regular contact with natural environments may be one route by which individuals achieve optimal feeling and functioning. He has published in the Journal of Positive Psychology, the Journal of Happiness Studies, Personality and Individual Differences, and Ecopsychology, among other publications. He completed his undergraduate training at the University of Colorado at Colorado Springs and holds a PhD in experimental psychology from the University of Wyoming.
THE RIGHT MENTOR CAN PUT YOUR PLANS IN PERSPECTIVE.

At the College of Clinical Psychology at Argosy University, we share your commitment to helping those in need. That’s why our supportive faculty members are so dedicated to helping you realize your vision.

Our Doctor of Psychology (PsyD) in Clinical Psychology degree program is designed with a comprehensive method of training that offers a robust curriculum and real-world experience. Guiding you through this program, our mentors can help you acquire the skills and knowledge to effectively support the needs of the diverse populations you will serve.

Earn a Doctor of Psychology (PsyD) in Clinical Psychology* at any of our Argosy University locations below:

- Phoenix, Arizona
- Orange, California
- Tampa, Florida
- Atlanta, Georgia
- Honolulu, Hawaii
- Chicago, Illinois
- Twin Cities, Minnesota
- Arlington, Northern Virginia

Take the next step in your journey. Learn more at clinical.argosy.edu/psichi

*The Doctor of Psychology in Clinical Psychology Program at Argosy University, Atlanta, Chicago, Hawaii, Orange County, Phoenix, San Francisco, Schaumburg, Tampa, Twin Cities and Northern Virginia is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program’s accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington DC 20002. Phone: (202) 336-5979 E-mail: apaaccred@apa.org / Web: www.apa.org/ed/accreditation **Campuses no longer accepting new students.

Argosy University is accredited by the WASC Senior College and University Commission (985 Atlantic Ave., Suite 100, Alameda, CA 94501, wsrcuc.org). Programs, credential levels, technology, and scheduling options are subject to change. Not all online programs are available to residents of all U.S. states. Administrative office: Argosy University, 801 South Lewis Street, Orange, CA 92868 ©2018 Argosy University. All rights reserved. Our email address is materialsreview@argosy.edu
A s shifts within the sociocultural demographic in the United States become more apparent, there is greater urgency to prepare students, along with faculty and staff, to constructively engage in difficult dialogues that deepen and enhance understanding across a multitude of identity and ideological differences (Difficult Dialogues National Resource Center, 2012; Gurin, Nagda, & Zuniga, 2013; Nash, Bradley, & Chickering, 2008). According to Watt (2007), difficult dialogues involve a verbal or written exchange of ideas or opinions among a diverse group of individuals who may differ in terms of their beliefs and values. This article will highlight the importance of difficult dialogues and introduce a new interactive webinar to increase your skills and confidence when engaging in a difficult conversation.

At some point in your life, you have probably either avoided a difficult dialogue, anticipated engaging in one, or engaged in a difficult dialogue with someone. The thought of engaging in a difficult dialogue can evoke feelings of anxiety and fear in some people. These feelings of anxiety and fear are especially prominent if you lack the necessary tools to communicate effectively using language and/or the ability to manage the emotions that come with engaging in a difficult dialogue. The acquisition of tools to communicate effectively must be accompanied by some level of psychological awareness such as understanding your motivation for engaging in the dialogue. It is also important that you understand your own personal sociocultural context and how past experience within your sociocultural context may impact the ability to be fully present in the dialogue.

The creators of this difficult dialogue webinar have found that having awareness for how you feel while engaging in a difficult dialogue is important for the outcome of the dialogue. For example, if you shut down and turn away from the conversation, you will probably not be able to finish the dialogue, and some level of both misunderstanding and hurt may exist for both parties. Therefore, developing an understanding around why you shut down can help you locate old psychological wounds that may yet to be worked through. Perhaps there are subconscious wounds around your own cultural stories that have yet to be explored, resulting in flare ups when you are engaged in difficult dialogue. Understanding why these flare ups occur and the emotional triggers behind them can help you accept your reactions and develop insight, which in turn helps you to enter difficult dialogues with some sense of openness. This openness is imperative for you to engage in different types of difficult dialogues with people.

**Difficult Dialogues Course**

Many people have asked me, “Why do we need to engage in difficult dialogues?” “Why do we need to put ourselves through the anxiety of engaging with someone who has different opinions, beliefs, and values than our own?” At the University of Missouri, we explored this question in depth by offering a 16-week Difficult Dialogues course. We initially created this course to develop a framework in which we could better understand how difficult dialogues occur. We wanted to examine the biopsychosocial processes that people experience when engaged in a difficult dialogue with someone very different from themselves. When we say “very different from themselves,” we mean different in terms of ethnicity, culture, socioeconomic status, nationality, religious orientation, gender, and sexual orientation.

In this course, we had a diverse group of graduate students who differed in terms of gender, ethnicity, sexual orientation, nationality, and socioeconomic status. These individual differences contributed to rich dialogue and made us think about how people from different sociocultural contexts conceptualize and think about diversity differently. The differences also created the opportunity for much psychological healing to take place; meaning these individuals were better able to understand their emotional responses to the types of dialogues they were having.
difficult dialogue occurred as a result of past experiences within the individuals’ socioeconomic background. In a fishbowl activity, participants are asked to discuss a topic while being watched by other participants who form a circle or semicircle around the speakers. The purpose is to give the observers the opportunity to hear dialogue expressed by speakers that is normally not shared with those outside of their group. Usually, the speakers and the observers are members of two different groups such as men or women.

Discussions of diversity can be a source of discomfort for many different people. The goal of this webinar is to assist in reducing discomfort, increasing self-awareness, and enhancing skills around initiating and engaging in difficult conversations.

**Difficult Dialogue Webinar**

As a result of the aforementioned, we created a 60-minute interactive webinar aimed at assisting diverse professionals from various contexts develop skills to better navigate difficult conversations so that growth and learning can result. Professionals who view this webinar will be able to take these newly learned skills into their own environments to teach others how to engage in difficult dialogues.

The webinar highlights three key components to a difficult dialogue—Content, Process, and Experiential. Content simply refers to what topic is being discussed; race, gender, and public policy are all different types of content that could be the focus of a difficult dialogue. Process refers to the different ways in which the content is being discussed. For example, what is the communication style (both verbal and nonverbal) being utilized between individuals while engaged in this process. How is this impacting the conversation (i.e., is it helping move the conversation forward in a positive direction?) or is it contributing to the various emotions that may be triggered.

To understand process, the webinar presents various evidence-based psychological frameworks and models that may be useful in conceptualizing ways in which process can occur. For example, we found that when people anticipate engaging in a difficult dialogue, they experience a level of stress and anxiety. When individuals experience stress, their ability to remain open and engage in creative thinking diminishes. This stress response may occur as a result of past experiences within the individuals’ sociocultural context. For example, they had a negative experience when they engaged in a difficult dialogue with someone, and now their immediate physiological reaction is to respond with anxiety, resulting in nonverbal withdrawal from the dialogue as evidenced by them looking down and away, or looking to other individuals to engage in the dialogue. Some other nonverbal stress responses include emotions such as tearing up or leaving the space where the dialogue is occurring to reduce the overall level of anxiety. Other individuals in the room may not be aware of the physiological response the person is experiencing and may blame the person for intentionally not wanting to participate in the dialogue, which leads to more hostility in the space.

Finally, the Experiential section of the webinar encourages facilitators of difficult dialogues to engage their audience in the experience. For example, to engage in the privilege walk, cultural immersion experiences, and fishbowl activities. The privilege walk is an exercise in which participants line up next to each other across an open space. They are then instructed to take one step forward or backward in response to a statement made by the leader of the exercise. The leader will read statements that pertain to economic resources that were or were not available to the participants and their family of origin. Participants take a step forward if a resource was available to them or a step backward if the resource was not available. After all the statements have been given, the participants will be separated from each other indicating who had more resources and opportunities available to them based upon socioeconomic background. In a fishbowl activity, participants are asked to discuss a topic while being watched by other participants who form a circle or semicircle around the speakers. The purpose is to give the observers the opportunity to hear dialogue expressed by speakers that is normally not shared with those outside of their group. Usually, the speakers and the observers are members of two different groups such as men or women.

Discussions of diversity can be a source of discomfort for many different people. The goal of this webinar is to assist in reducing discomfort, increasing self-awareness, and enhancing skills around initiating and engaging in difficult conversations.

**References**


Sonia Dhaliwal, MD, is a licensed psychologist and the Director of Training of the APA-accredited internship (CAPS) at the University of Nevada, Las Vegas. She received her graduate training at the School of Professional Psychology, Pacific University (OR). She then completed her clinical internship at Michigan State University followed by her post-doctoral training at the University of Nevada, Las Vegas. Dr. Dhaliwal was trained as an emotion focused therapist, and her clinical interests lie in working with complex trauma within nonmajority populations and running substance use and eating disorder groups. She is also passionate about issues pertaining to the experience of clinical supervision and mentorship in nonmajority graduate students. In addition, Dr. Dhaliwal works closely with organizations such as the United Nations (specifically UNHCR) in studying Trauma within nonmajority populations and advocating for International Women’s Rights. In 2014, she presented a project at the UN that she had developed and completed with UNHCR. Dr. Dhaliwal is currently also a member of the Psychologist Coalition for the United Nations (PCUN) and chair of the Early Career Psychologists committee within Division S2 (International Psychology) of the American Psychological Association. Dr. Dhaliwal recently received a Recognition Award for serving as a reviewer on the Psi Chi board for the past decade. She currently serves on the Diversity Advisory Committee (DAC) for the Midwestern region in the United States.
GET READY.
SET. HIRED:
Careers Choices and Workplace Readiness

Paul Hettich, PhD
DePaul University (IL)

How often have you heard: “What can you do with your bachelor’s degree in psychology?” or “Are you really prepared to join the workforce?” Thanks to two excellent resources created by the APA Center for Workforce Studies, you can gain a unique perspective on the first question. The Data Tool: Careers in Psychology graphically presents numerous career options at the baccalaureate, master’s, and doctoral level. The Data Tool: Degree Pathways in Psychology identifies the number of psychology majors who completed a bachelor’s degree, advanced degrees in psychology, and advanced degrees in other fields (APA, 2017). For example, of the 3.4 million people who held a bachelor’s degree in psychology in 2015, 57% stopped at the bachelor’s level, 13% obtained a graduate degree in psychology, and 30% received a graduate degree in a field other than psychology (APA, 2017). I strongly encourage you to explore these Data Tools and discover the many careers that psychology graduates have entered and the pathways they followed, at all levels of education. If you plan to enter the workforce with your bachelor’s in psychology, you should also be very concerned about the second question, namely, your readiness for the workplace.

Are College Graduates Prepared for the Workforce?

A survey entitled What Graduates Need to Succeed: Colleges and Employers Weigh In, conducted by Macguire Associates, Inc. for The Chronicle of Higher Education, may provide some answers to this critical and complex issue (Bourbon, 2017). Data was collected from 359 college administrators and 233 employers representing nine industries and involved in recruiting recent college graduates. The report addressed topics such as workplace preparation, the knowledge and skills graduates need, and selected elements of the job search process. As you read my summary below, ask yourself what you can do to strengthen your readiness for that much anticipated first postcollege job. If you are currently working toward a career-specific minor or double major, the information below will be of special interest. The terms success, readiness, and preparedness are not defined in this report, but they include multiple factors including some topics I address below.

Workplace readiness requires the commitment and resources of your school, as well as your efforts to use those resources optimally. The ratings by employers and administrators of how well colleges are preparing graduates for the workplace are shown in Figure 1 (Bourbon, 2017).

Overall, both employers (70%) and college administrators (78%) believe that colleges are doing a good or excellent job in preparing graduates for the workplace; predictably, the administrators expressed more confidence than employers. However, employer satisfaction varies widely among the nine groups of industries represented by the employer respondents, as Figure 2 illustrates (Bourbon, 2017).

Note the considerable spread in employer satisfaction between the highest and lowest ratings. The Bourbon report does not
identify the specific knowledge needed for success in a particular industry, although completing a preparatory internship is a valuable experience in all of them. To learn more about careers in a particular industry, consult your program advisor or career services, and conduct informational interviews with professionals in your intended field. Discover, for example, what components of your coursework are strengths if you seek a career in health care. Or, what elements are lacking if you seek a job in a nonprofit or government organization? In what other academic departments should you complete coursework and gain practical experience via a job or an internship to prepare for one of these industries? Bourbon (2017) found the following:

In terms of being prepared to work in an increasingly automated and technical world, both employers and colleges have confidence in recent graduates, with 42% of employers rating them “prepared,” and 33% rating them “well-prepared” or “highly prepared.” Colleges rated these elements similarly, with 37% answering “prepared” while nearly half (41 percent) called them “well-prepared” or “highly prepared.” (p. 10)

What Knowledge and Skills Are Required?
When employers were asked to rate the three most important skills college graduates need to succeed in the workplace, they chose communication (45%), relevant technical skills (40%), and problem solving (36%). In comparison, college administrators named communication (87%), collaboration (47%), and problem solving (45%). In addition, when asked about the top three skills graduates actually possess, employers identified relevant technical skills (47%), relevant knowledge (38%), and communication skills (33%). College administrators identified collaboration skills (57%), relevant knowledge (45%), and communication skills (40%). Communications is the only top skill on which the two groups agreed that graduates both need and possess. Other important skills named by employers included collaboration, recent knowledge, adaptability, and analytical skills, in that order

The employer sample in this report focused only on the top three skills. However, other employer-based surveys include additional important skills besides the five mentioned above. For example, a survey of 400 employers conducted by Hart Research Associates (2015) for the American Association of Colleges and Universities also included in its top skills ethical judgment and decision making; critical thinking and analytic skills; the ability to apply knowledge and skills; the ability to locate, organize, and evaluate information from multiple sources; and the ability to innovate and be creative; among others. What evidence could you provide a hiring manager for your achievement of such skills? In general, they are as interested or more interested in the skills you developed (and your evidence for them) than in the content of your courses.

Should You Focus on Liberal Arts or Career-Specific Knowledge and Skills?
The employer sample in the Bourbon (2017) survey were not asked to rate which majors they value more highly, but they were queried about the overall factors they consider when evaluating candidates and their resumes. They identified academic major (33%), relevance of the coursework to the position (30%), college GPA (23%), and reputation of candidate’s college (14%). In comparison, college administrators named relevance of the coursework to the position (31%), academic major (29%), college GPA (21%), and reputation of the college (19%).

Did you notice the importance of academic major, relevant skills, and relevant knowledge in these ratings? Being relevant means that employers seek applicants who possess specific knowledge and skills that match or approximate the requirements of particular positions. If you have a general idea of the career field you want to enter, your psychology major alone may not be sufficient to obtain a satisfying career-specific job. Chances are you also need to complete a career-related minor and internship. Such situations address the age-old dilemma that many students face: Which is more important, the liberal arts or a career specific major?

The Bourbon (2017) survey sought employers’ opinions about the importance of broad versus specific knowledge and skills. On a continuum where broad-based knowledge is 0 and specific, technical abilities is 10, the average rating of the college administrator sample was 4.92 while that of employers was 6.18. Employers in this study generally preferred specific skills, although not totally. When Hart Research Associates asked employers about the importance of general versus specific career skills, 60% indicated that both were important. “The majority of employers continue to say that possessing both field-specific knowledge and a broad range of knowledge and skills is important for recent college graduates to achieve long-term

<table>
<thead>
<tr>
<th>FIGURE 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rating</td>
<td>Employers</td>
</tr>
<tr>
<td>Excellent</td>
<td>15%</td>
<td>32%</td>
</tr>
<tr>
<td>Good</td>
<td>55%</td>
<td>46%</td>
</tr>
<tr>
<td>Fair</td>
<td>27%</td>
<td>20%</td>
</tr>
<tr>
<td>Poor</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Employers and colleges rate colleges’ effectiveness in producing successful graduates.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Healthcare/medical</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Computer services/telecommunications</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Manufacturing</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>Nonprofit/government</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>Computer hardware/software</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>Business services</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>Media/communications/publishing</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>Education/training</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Consumer/personal services</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Industries rate colleges’ effectiveness in producing successful employees.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
career success” (2015, p. 1). Anthony Carnevale, director of the
Georgetown Center on Workforce Studies leans toward broad
range knowledge and skills. According to Bourbon (2017):

The demand for general skills has increased dramatically
and will come up more for employers. In the end, it’s the
general skills that count if you want to promote people.
Most CEOs have a bunch of competent people working for
them, but would they make them a vice-president? No. A
manager? No. In order to be a manager you must have
general skills. (p. 15)

But it is often difficult to reach a significant management
position without some prior knowledge of and experience with
the organization’s core specialties, procedures, and related
components.

Perhaps you can have your cake and eat it. According to
Burning Glass Technologies (BGT), a labor market analytics firm,
“By coupling a field-specific skillset with the soft skills that form
the foundation of a liberal education, Liberal Arts graduates can
nearly double the number of jobs available to them” (2013, p. 2).
From an analysis of its data, BGT identified eight such categories
of jobs/skillsets including marketing, sales, general business,
social media, graphic design, data analysis, computer program-
ning, and IT networking. These jobs are open to liberal arts
graduates IF you have completed additional coursework such as a
minor and (ideally) an internship in one of those areas (Burning
Glass Technologies, 2013). The good news for psychology students
is that many of these career areas are substantially influenced by
psychological concepts.

In short, in today’s complex and rapidly changing workplace,
the real issue is not liberal arts or career specific majors, but liberal
arts (your psych major) and career-specific preparation. Your
education should prepare you for work and for life. If you want a
career in psychology, you must plan on attending graduate school
in psychology. If, instead, you want a career using your psychol-
ogy major at the bachelor’s level, you have numerous options
to choose from (consult the APA Data Tools named above), but
your chances of success are greatly enhanced with the addition of
coursework and experiences in a career-specific field.

Job Search Factors
Possessing the knowledge and skills that employers seek is one
major hurdle that you must surmount; having the job search
skills is another. In the Bourbon (2017) survey, employers
reported that 64% of recent graduates were either prepared,
well-prepared, or very well-prepared to succeed in the job search
process, yet 36% disagreed. Colleges were far more optimistic
about their students, convinced that 82% of their graduates would
succeed in their search for a job.

The most important nonclassroom experiences employers
look for on a résumé (Bourbon, 2017) include internships (34%),
employment during college (32%), extracurricular activities
(17%), and volunteer activities (17%). In basic agreement but going
further, the Hart Research Associates survey (2015) reported that
employers expressed greater willingness to hire recent college
graduates if they completed an internship (94%); a senior thesis or
project that demonstrated knowledge, research, problem-solving,
and communication skills (87%); multiple courses involving
significant writing (81%); and a collaborative research project
(80%). Service learning project with community organizations, a
field project in a diverse community with people from different
backgrounds or culture, and a study abroad program were also
identified. For many employers, the career- or industry-specific
internship is a critical requirement for employment. You probably
don’t have the time or resources to complete all these activities,
but they are the applied learning experiences that hiring manag-
ers will search for on your résumé and ask about in an interview.
So, get ready and set to obtain such experiences, if you want to be
hired.

The Bourbon report provided data about one job search factor
that other reports omit. Most employers (67%) investigate their
candidates’ social media presence. Between 72% and 74% check
LinkedIn, Facebook, or conduct an Internet search; 42% check
Twitter, and 9% ask for passwords (Bourbon, 2017). How profes-
sional is your social media profile? Does it contain material you
don’t want to share with prospective employers?

Other aspects of the job search process such as résumés, inter-
views, and networking were not addressed in What Graduates
Need to Succeed: Employers Weigh In. Consequently, you should
work closely with your advisor and career services to develop the
necessary skills in these areas. In addition, Eye on Psi Chi con-
tains numerous articles devoted to careers and job search issues.
Go to the Publication Search page and select Career Preparation
from the dropdown menu (currently showing–Select one):
https://www.psichi.org/?Publications_Search. Also, consult the
incredibly useful Appleby (2016) online career exploration guide
for psychology majors.

In conclusion, before you graduate, you need to be ready
and set to go for your postcollege employment. That takes time,
preparation, and persistence. So, create a plan for that goal and
view it as an ongoing job that you hold in addition to your job
of completing academic requirements along with the job that helps
pay the bills. Don’t wait until the last semester to start, or you’ll
be among the last to leave the starting block.

References
American Psychological Association. (2017). Careers in psychology [Interactive data tool], Retrieved from
Society for Teaching of Psychology, Office of Teaching Resources. Retrieved from
www.teachpsych.org/page-1803066
Burning Glass Technologies. (2013). The art of employment: How liberal arts graduates can improve their labor market
prospects. Boston, MA. Retrieved from

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
ELEVATE YOUR CAREER. IMPACT YOUR COMMUNITY.

Turn your passion for psychology into action through rigorous academics, research and clinical experiences enhanced by one-on-one mentorship. You'll develop your professional identity and prepare to make a meaningful impact on the community.

- PsyD in Clinical Psychology (APA-accredited) Integrating Practice and Research
- MS in Clinical Psychology Doctoral preparation program
- MS in Counseling Psychology (MFT) Training in Marital and Family Therapy

Learn more at CallLutheran.edu/gsop
APPLY NOW FOR FALL 2019
Professors are key for the development and success of their students. In the past two columns, I gave you secrets to improve your understanding of your professors and their jobs. In this column, learn how you can recruit your professors as part of your support team, use their feedback to grow and improve, and get their assistance in times of crisis.

Secret #7:
Professors See More Than You Think

This is good news and bad news. The bad news is that avoiding your professor’s eye does not make you invisible. When you determinedly stare down at your desk, we know that you are unprepared. It may surprise you to know that we are also aware that the “BS artists” did not complete the assigned reading either, even if we are too kind to embarrass them for pretending to know what they are talking about. We see when you are nodding off or writing a text message or reading for another class. Pro tip: don’t do it if you can possibly avoid it. You will appear rude at best and disrespectful and unmotivated at worst. If you do nod off or check your text messages, consider apologizing and explaining afterward about your late work shift the previous night or that you got an emergency text message.

Now the good news: We usually have a pretty good read on our students’ strengths and weaknesses. Your visibility can have benefits, particularly when we are blessed to be teaching small classes. Professors usually know which student is the organization queen, the writing maestro, the articulate smooth talker, the group leader, the deep thinker, and the provider of moral support. If you come to us for advice or hope to work on a particular skill, we will often be able to offer ideas for good study partners or suggest that you apprentice yourself to the organization queen to find out how her color-coded system keeps her trains running on time.

Your professor may offer you a helpful “mirror” in which to view yourself. I encourage you to ask your professors for feedback. What do they see? What could you do better? What is an important strength that you have? What do you need to build on? The better the professor knows you and the more often they have had you in classes, the more accurately they will be able to answer these questions. Obviously a professor who has only glimpsed you at the back of a packed lecture hall can’t answer these questions, but professors and teaching assistants with small seminars and labs will usually be able to.

I am grateful for a professor in graduate school who gently...
told me to practice talking scientifically and professionally. She had noticed that, when prepared for a speech I sounded professional, but when talking off the cuff in class, if I got nervous I had the unfortunate tendency to sound like a Valley Girl, sprinkling “like, um, yeah, you know” into my language, which could make me sound less credible. I was too nervous to have a sense of how I sounded at these moments, until she told me. This was uncomfortable news for me, but invaluable, I became more aware, started to work on it, and improved. On the flip side, many of my most thoughtful and insightful students are so full of self-doubt that they have no idea they are among my most deep and flexible thinkers until I tell them so. Getting such feedback has helped them become more confident and outspoken. A recent graduate e-mailed me asking for her next set of “personal growth assignments.”

Knowing more about yourself should be one of your college goals. Professors can give valuable feedback and insight because we spend our days working with many people your age, at your level of training, and with similar goals. It gives us a large comparison group, and we generally have realistic expectations for you. Your well-meaning Aunt Sally may not have the benefit of this large comparison group, and your father (who has wanted you to be a doctor since you were two) may have a few blind spots. Professors are generally clear-eyed and clear-headed about our students. We are on your side and want what is best for you, but aren’t particularly attached to any one outcome for you.

Secret #8: Professors Know You Are a “Work in Progress”
Professors see their fair share of unprofessional student behavior, from coming to class late to missing class and meetings to sending badly misspelled e-mails or claiming the death of a grandmother three or four or more times. College is the ideal place to learn study skills, acquire knowledge, and try out different perspectives and ways of thinking and knowing. It is also a safe place to learn a lot of professional skills and “soft skills” or people skills that will serve you for the rest of your life: time management, clear and respectful communication, team work.

I challenge you to use your college years to not only grow your knowledge but to develop your professionalism, maturity, and coping skills. In addition to learning course material, getting good grades, and forming meaningful friendships, this should be one of your top priorities. If you make a mistake, own it. I am impressed by students who reflect on their failures, identify the sources of those failures, readily acknowledge their mistakes, and seek feedback on how they can improve. You will undoubtedly make mistakes during college. Learn from them.

For example, if procrastination and timeliness is a problem every semester, you should be evaluating this problem and taking steps to correct it. Ultimately, even if you are smart, work hard, and are pleasant, you will not succeed if you are unprofessional by missing deadlines. Survey successful friends and colleagues to see what works for them, and then test their approaches out. Do you need electronic calendar reminders, lists of weekly and monthly deadlines that you check religiously, or a small reward for yourself every time you complete an annoying task? Experiment and find one or more strategies that works for you; discard those that don’t.

Secret #9: Professors Have Been the Windshield and the Bug
Life is not always rainbows and ponies, and professors understand this. As surely as you will have areas you need to improve, you will also have some negative life events and maybe even a trauma or tragedy during college.

Arguments with roommates and breakups with romantic partners can be extremely upsetting, but challenge yourself not to crumble academically in the face of these. If you have a big exam coming up, you might hide out in the library to study and avoid roommate drama, or enlist a motivated study partner to help you stay on track. Build an informal support network of friends and family for help during such times. For life’s little bumps in the road, test different coping strategies, build your skills, and try not to let them affect your classwork.

On the other hand, a friend’s fatal car accident, a parent’s serious illness, or your own major illness merit your professors’ support and should not be kept to yourself. College should be a balance of growing your own individual resources while wisely learning to use the resources around you. Professors may offer you extensions on deadlines when tragedy strikes and can give helpful advice about who to contact (e.g., resident assistants, student counseling center, academic affairs) and when to consider taking an incomplete, withdrawing from a class, or taking a medical leave.

Faculty and staff can assist you in taking the “long view” when you are struggling to see beyond the current crisis. Major life events can seriously impact your schoolwork, your grades, and your mental health if you don’t get help managing them. Sadly, they are a part of life, and professors have plenty of practice going through such events themselves and supporting students through them. Such events are not the time to prove your self-sufficiency nor are they a cause for embarrassment or shame. My best students have often been the most reluctant to ask for help during serious crises, as they feel that it is admitting weakness or failure. Most professors will respect you for taking the initiative to inform them about crises when they arise and will step up to assist you.

Think of college as a time to build your repertoire of professional and personal skills and strategies. Enlist your professors as coaches to help you reach your potential and to manage setbacks.

Laura Vernon, PhD, is an associate professor of psychology at the Wilkes Honors College of Florida Atlantic University. As an undergraduate at Northwestern University, Dr. Vernon completed two undergraduate honors theses in psychology and sociology and took many small advanced seminar courses. The benefits of that individual attention remain with her and she is delighted to offer the same types of experiences at the Honors College. Dr. Vernon enjoys introducing students to her beloved field in her General Psychology course, as well as exploring the fascinating nuances of Psychopathology, Psychotherapy, Positive Psychology, and Social Psychology with her students. It is her goal to give students enriching and challenging learning experiences and help them apply what they learn to themselves and their lives, all while having fun. As a clinical psychologist, Dr. Vernon’s research is on psychological disorders and their treatment. Her lab broadly examines anxiety disorders, emotion, cognition, and mindfulness. Some of her recent research has examined the effectiveness of a mindfulness-based equine assisted therapy for clinical patients, the usefulness of brief mindfulness interventions for college students, the contributions of fear and disgust to spider phobia, and the cognitive processes of emotion and phobias. She is also interested in the potential for games and online gaming to revolutionize teaching and learning. Dr. Vernon has been faculty sponsor of student clubs such as the Psychology Club, the Newman Catholic Club, and the Quidditch Club.
When I dropped out of engineering as an undergraduate, I had no “Plan B.” I had no major in mind, no clear plan for the future, and no idea how to get on track. Less than a year later, I knew what I wanted to do with the rest of my life. I attribute this turnaround, in large part, to a man named Dr. Burt Cohen. I found a mentor who helped set my career path. I discovered my love for psychology and decided that I wanted to be a college professor. Over the years, I have noticed that a common aspect among successful people in academics, business, and in life, is that they, too, had a mentor that made all the difference.

In fact, one of the best predictors of college student success during the first year is having a meaningful mentor relationship (Lenz, 2014). Mentors provide information, support, and feedback (Fonts, 2018; Greenberg, 2010). The benefits extend well beyond that first year. College students who were provided mentors in their desired profession exhibited better career planning and job search behaviors than their nonmentored peers (Renn, Steinbauer, Taylor, & Detwiler, 2014). A longitudinal study on college students who were mentored suggests that the personal and career benefits were still being felt a decade after graduation (Bradford, 2018).

A mentor can hold many positions in a person’s life. They are role models, but unique in that you get to observe them from close proximity rather than from a distance. They can serve as advisors, teachers, and friends. Their assistance can penetrate many realms, from academic to research to work to personal issues.

Unfortunately, finding a mentor in college is not guaranteed or easy. You cannot be “assigned” a mentor. Nor can you just decide one day that you need one and simply identify one. It is a special role that often unfolds over time. Although the advice and general principles in this article are useful for all types of mentors, the focus will be on academic mentors.

What to Look for?
The mentor/mentee relationship is based on “fit.” What may be helpful to one person may not be to another. Certain personalities may not mesh well. Although you do not need to have a mentor who is exactly like you, certain shared interests, values, and world views will make the relationship function more smoothly. It’s important to take time to get to know both your own needs and what potential mentors have to offer so that the relationship will have the best chance for long-term success.

Hettich and Landrum (2014) suggest that a good starting point is considering the people who are already in your social realm and asking yourself who is willing to help, who would be skilled at giving honest feedback, who is available and willing, and who inspires you. Your future mentor may already be on your list, or alternatively, the list may help you start thinking about the type of person you would want to mentor you.
Specialty Area
We are naturally drawn to interesting people. Rather than be attracted to simply their personality, you should be attracted to what attracts them. If I meet a really engaging chemist, but I have no interest (or ability) in chemistry, that doesn’t make a chemist an ideal potential mentor. Through my interactions with the chemist, I might be turned on to chemistry, but again, it is the subject area that ultimately interests me. Although it is certainly possible to find a mentor who is from an area outside your chosen career path, a mentor who shares your specialty area will be better equipped to answer discipline-specific questions.

Your responsibility here is to identify the interests and expertise of mentors, and then demonstrate to potential mentors how you overlap.

Time
Don’t begin by looking for a mentor who has enough time to help you, or you may never find one! College professors (and administrators) are intimidatingly busy. However, you might be able to discern differences between how those busy professors handle their time. Some potential mentors make time for students no matter how busy they are. Obviously, having a mentor who can (or will) never meet with you is of little benefit. Look for a mentor who will make time for you despite a busy schedule.

Your responsibility is to also make time for the mentoring relationship to flourish and develop. You need to be thoughtful about communicating your needs and availability, with a sensitivity to your mentor’s schedule.

Enthusiasm
In academics, there is nothing as contagious as enthusiasm. When we see someone truly excited about a topic, it makes us curious. A recent study found that encouragement provided by mentors motivated healthy academic behaviors even more than did practical advice or assistance (Reynolds & Parrish, 2017). Practical advice and assistance is still beneficial, so consider potential mentors who combine enthusiasm with wisdom and expertise in areas that are important to you.

You have a responsibility to be enthusiastic as well. Be mindful of how you are coming across when interacting with your mentor. Make sure you are giving verbal and nonverbal feedback that shows your interest, respect, and appreciation.

Integrity
A mentor (and professionals in general) should have integrity in the small things as well as in the larger context. Seemingly insignificant issues can be harbingers of more serious problems. Be sure to check with other students about their interactions with the potential mentor. Your personal experience is the focus, but you may be able to detect patterns of behavior that are encouraging or worrisome.

You have a responsibility to trust and be trustworthy yourself. You want to be honest and forthright when dealing with your mentor. The more candid you can be about both your strengths and weaknesses, the more your mentor can offer useful assistance, whereas dishonesty may lead to inaccurate advice from your mentor (Levit, 2009). In the context of being honest, remember to also be very aware of what information you reveal. You do not want to treat the relationship with a casualness that might be off-putting to your mentor.

Professionalism
A mentor is not a parent or a best friend. A mentor may give personal advice (e.g., “should I take a year off before graduate school?” or “What regions of the country are best for starting this career?”), but you should keep the relationship as professional as possible. If the interactions become too casual, as I just mentioned, it may be difficult for the mentor to give (needed) negative feedback.
Communication
A mentor should not be overly prescriptive. In other words, your mentor should not dictate or command, but rather present options (pros and cons) for you to consider. Ultimately, it is your career, and the choices are yours.

You have a responsibility to be a clear communicator yourself. You will not have all the right answers, nor will you have all the right questions. However, you can take time to formulate and prioritize your thoughts.

Track Record of Success
Just as you and your work are being assessed, you must also assess your mentor. It may be too late to realize that your mentor has done little for you after you have spent several semesters working together. Check potential mentors’ track records of success. Do they consistently present and/or publish with students? Do their professional promises come to fruition?

Where Do I Find a Mentor?
In Class
The most logical first step to finding a mentor is considering your personal experiences with professors in your courses. During your time as a student, you should be able to assess all those “what to look for” qualities. How did they conduct themselves in the classroom? Were they always on time? Did they give constructive feedback in a timely manner? Were they available outside of the classroom? Was their knowledge (and love) of the material evident? After spending a semester in a professor’s class, you should have a good idea if you would like to work with that person and if you would trust that person’s advice. Look for someone who behaves in a way that you envision yourself being as a young professional.

Office Hours
Additionally, being in classes affords you the opportunity to interact with professors outside the classroom. Take advantage of office hours to discuss course material and the subject area in general. While in a professor’s office, take a look around and see if there are any clues about a mentor/mentee fit. Are there things in the office about which you can make a connection? For example, if they have sports paraphernalia or pictures of foreign travel that interest you, engage them about it. (Incidentally, this is a great process to use during job interviews in a potential employer’s office.)

Departmental Events
If you have not had the opportunity to take a class with a particular professor, you can still take advantage of departmental events such as Psi Chi or Psychology Club meetings to interact with them. Once you have an initial connection, it makes it easier to drop by the person’s office to learn more about them. There is (normally) no rule against interacting with professors during their office hours, even if you aren’t in one of their classes. Be sensitive to how busy they are and the timing of such visits, however.

Also, have a clear purpose in mind for the visit and avoid awkward lingering. Typically, professors want to help the person who has come to their office. It can be frustrating when a student lingers with no clear need.

Research
In many psychology departments, there are opportunities to help faculty members with research. This is an excellent chance to find a mentor while gaining valuable research experience.

What Should I Bring to the Relationship?
Mentoring has been shown to benefit both the mentee and the mentor. Compared to professionals who do not serve as mentors, career mentors experience higher job satisfaction, career success, and organizational commitment (Ghosh & Reio, 2013). Realize you are entering into a mutually beneficial relationship, but only if both partners commit to it.

Matching Expectations
Naturally, you should be willing to bring some of the same characteristics and behaviors to the mentor/mentee relationship that you expect of the potential mentor. You should be willing to make time for meetings regardless of the tempo of life. You should be enthusiastic and professional. You should have a high level of integrity, be honest, and follow through on promises. You should make every effort to be a clear communicator in person and in writing.

A Purpose/Goal
Along with matching these expectations, you have additional requirements as the person being mentored. First, you need an end goal. A mentor shouldn’t decide or dictate what you are going to be when you grow up. You need to decide that, and the mentor will help you get there. Your end goal doesn’t have to be crystal clear or finalized, but there needs to be a goal to work toward.

Listening Ear
You need to be willing to listen. This sounds simple, but is anything but. Many people (especially in psychology) say they are good listeners and are open to constructive criticism, but few actually are. Mentors and close friends are alike in their responsibility to tell hard truths sometimes. Ultimately, both groups have your best interest in mind.

A secondary part of listening is being responsive to what you hear. One benefit of having a mentor is receiving helpful advice. As I previously mentioned, mentors can support both academic and career success. A recent study suggests that mentors may also be able to support less tangible benefits such as training in resilience (DeCastro, Sambuco, Ubel, Stewart, & Jagsi, 2013).
Going Above and Beyond

You need to be willing to work harder than you would have without a mentor. Notice, this is different than saying “be willing to work hard.” This relationship requires sacrifice from both parties. A mentor might ask you to do extra work beyond the class work or research you are involved with. Your work will also be held to a higher standard than a “normal” student.

Desire to Take Advantage of Opportunities

Take advantage of opportunities your mentor has given you. One of the valuable advantages to having a mentorship is that the mentor will often seek out opportunities for you that would not otherwise happen. For example, a mentor can use personal or professional connections to set up internship opportunities. You might be able to present research at a professional conference or attend professional meetings because of your connection. Ultimately, your mentor may be of significant help in your transition to graduate school or the job market.

What Is the Long-Term Impact?

Many years ago, I was teaching a night class at a large, Research-1 institution. In the psychology department, there was a professor who had graduated from my alma mater almost 20 years before I did. We were talking about our undergraduate experiences, and I said, “I am a psychologist because of Burt Cohen.” He replied, “So am I.” I wonder how many others would say the same. Keep in mind, having a mentor can change your life and set your career trajectory. The experience may also inspire you to be a mentor yourself someday.

References


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

Making an Impact in Psychology Since 1969

Clinical Psychology | APA-accredited
Marriage and Family Therapy | COAMFTE-accredited
Organizational Psychology
Clinical Counseling | For LPCC licensure
6 California Campuses & Online

learn more ALLIANT.EDU/CSPP
Bryan Patriquin tackled two work-study jobs and earned straight A's during the spring semester. His self-care present to himself—to get the Psi Chi logo tattooed on his right calf.

As incredible as this is, there's a lot more to his story, which has been told by local newspapers and television news, nationally on PBS, and even in international newspapers and television news. In addition to being a 27-year-old college senior at Southern New Hampshire University (SNHU), Bryan has also been in long-term recovery from Substance Use Disorder. He says, "For me, that means that neither drugs nor alcohol have made decisions in my life since November 29, 2011." Just five years ago, Bryan's addiction cost him his parents and his wife. And although it is difficult to imagine, at the time, Bryan also weighed more than 500 pounds. But still, even through all of this, he didn't want to quit using because he "felt like I was going to miss something" (Levitz, 2017; Wickham, 2015).

Bryan tried to stop using on his own, but he had to be hospitalized after a near-fatal heart attack. Then, after 18 months of sobriety, his parents invited him to live at their home again while he returned to college. Bryan recalls that their kindness brought tears to his eyes.

Today, Bryan is beyond proud to tell us this: "While in recovery, I have managed to average a 3.91 GPA in college, and six consecutive semesters of ranking President's list honor roll. Psi Chi is an international family of helping professionals. I am proud to advertise what Psi Chi stands for!"

A Story of Ink
Bryan's tattoo took four hours to complete at Avalon Ink in Nashua, NH, by tattoo artist Renee. As Bryan explains, "A tattoo will always tell a story about the person behind it. I chose this tattoo because the words psyche and cheires are part of my story."

Psyche, or the general enrichment of the mind through scholarship, represents Bryan's life because one of the biggest life decisions he has made in recovery was to invest in himself by attending college. Cheires, meaning hands, symbolizes the fellowship of people in his support system who helped him to be where he is today.
About these people, he told PBS News Hour (2016), “It’s an emotional thing for me. They stuck behind me, and they supported me.” Today, he adds, “I would not be where I am today without these people. I chose to tattoo my right calf because cooperation in both scholarly growth and emotional growth is the foundation for my recovery.”

**Looking Ahead**

Bryan was inducted into Psi Chi at SNHU in the Spring 2018 semester, and he plans to run for president of the Chapter in the fall. As he explains, “Psi Chi means a great deal to me. Psi Chi means that I am able to tangibly show that my education is my paramount priority. Psi Chi means that I have finished six consecutive semesters in the top of my class. Furthermore, Psi Chi means that I am able to learn from mentors around the world, and grow as a professional.”

Bryan joined Psi Chi because of one main reason—opportunity. He currently has only two semesters left before he will earn a bachelor’s degree in psychology with a concentration in mental health, and a minor in public health and wellness. He also currently serves as the publicity chair for SNHU’s Psychology Student Association (PSA; https://www.facebook.com/pg/PsychologyStudentAssociation/about/). He says, “This experience at SNHU, plus my associate’s degree in addiction counseling, has helped me build a well-rounded foundation that I plan to expand upon. After graduating, I would love to travel and discover new experiences outside of the United States. Psi Chi is a name that will be recognized worldwide.”

His other work-study job on campus is working for SNHU’s Wellness Center on the peer health education team. About this job, he explains, “We call ourselves ‘Petey’s PEEPS’ because SNHU’s mascot is Petey Penman and PEEPS is an acronym standing for ‘Programs for Empowering and Encouraging Penmen Success.’ I say all this because the PEEPS launched a very similar campaign to Psi Chi’s #Help_HelpedMe Initiative, during both the fall and spring semesters of the 2017–18 academic year.”

The PEEPS’ campaign was titled “SNHU: How R U?” This simple question, Bryan explains, can help intervene anyone’s troubles. “Everyone has the potential to lift another person up and the responsibility to care about each other. Actions and beliefs such as these are what builds a true sense of community. This is what I love to suggest to everyone who asks me the question, ‘How can I help this person?’ Ask them how they are! Listen to what they say, question, ‘How can I help this person?’ Ask them how they are! Listen to what they say, and it could potentially save a life.”

To anyone actively seeking help for a Substance Use Disorder, Bryan would like to say this: “As impossible as it feels; it’s possible. As easy as it would be to wait until tomorrow; you have today. And if you don’t think anybody out there thinks you’re worth the help, you’re so, so wrong. I know you are worth helping! Take some action, and start living your recovery today!”

**References**


It is well-known that humans and chimps share 98.8% of their DNA. But have you ever stopped to consider what percentage of our behavior is shared too? Can understanding animals’ behaviors help us understand more about ourselves and how people communicate with and treat one another?

Dr. Frans de Waal is a Dutch/U.S. biologist and primatologist, a leading expert in the field of evolutionary cognition. He is a professor of psychology at Emory University in Atlanta, Georgia, and director of the Living Links Center of the Yerkes National Primate Research Center. He specializes in studies of social behavior and social intelligence in primates in order to better understand the evolution of humanity. As he says on his Facebook page: “I have drawn parallels between primate and human behavior, from aggression to morality and culture.”

His latest books are The Age of Empathy (2009), The Bonobo and the Atheist (2013), and Are We Smart Enough to Know How Smart Animals Are? (2016). Dr. Frans de Waal visited Nebraska Wesleyan University in March 2017 where he sat down with Evgeniya Vedernikova and Jesse Malmkar for an interview about his perspective on the roles of culture, language, and aggression, for humans and nonhumans alike.

**Cultural Issues**

**Eugen-Vedernikova:** In Age of Empathy (de Waal, 2009) you mentioned that people have “excessive loyalty to one’s own nation, group or religion . . . Nations think they are superior to their neighbors and religions think they own the truth” (p. 204). What can we do with that?

**De Waal:** People very easily identify with groups. I think racism is partly based on that. Racism is not that the other group is “bad” but that this is my group and this is your group. I think a lot of human behavior can be explained that way. If you ask how you can overcome it, that is very hard. I know, for example,
there are now programs to bring Israelis and Palestinians together and help them understand each other. What they basically do is to show Israelis the daily life of a Palestinian, or the other way around. I think that is the only way to help people from one group to understand that the other groups’ lives are not so different from their own.

EVGENIYA: Regarding cultural differences, there are countries that may be considered as collectivist and countries that have more of an individualistic style of life. What are your thoughts on this point?

DE WAAL: I do think the Russians have a more collectivist culture. The Russian Peter Kropotkin (1902) wrote a very interesting book called *Mutual Aid* about how animals in Siberia survive by huddling together for warmth and protection. It is a socialist-type book about how people need to cooperate more, and that cooperation is successful.

He was opposed, at the time, to Thomas Darwin. Huxley professed every individual for himself: no altruism, no cooperation. Darwin was a much gentler person, than Huxley, who saw many nuances of behavior. Daniel Todes (1989) wrote on Kropotkin and Darwin, *Darwin Without Malthus: The Struggle for Existence in Russian Evolutionary Thought*. It was about how the Russians have trouble with the world view of competition. It was a very interesting reflection on the collectivism of the Russians compared to the capitalist principles of Huxley and his countrymen.

**Language Issues**

**EVGENIYA:** In your last book, you cited Ludwig Wittgenstein: “If a lion could talk, we could not understand him” (de Waal, 2016, p. 9). I relate to this in terms of communication issues between different countries and nationalities. People can speak the language, but sometimes it is difficult to understand the mentality of the people in a specific place. This comparison to how humans would not understand the lion, and its explanation, eased my anxiety concerning adaptation.

**DE WAAL:** There are always big cultural differences. I am not American, I am from Holland, so the language differences are very big. If you plan to stay in the United States, it will take a long time before you find it comfortable in the sense of you expressing yourself or understanding the people. The language differences are much bigger than people think. Also, with the language comes the whole cultural difference, of course.

**EVGENIYA:** In terms of culture, if people travel more, could they better understand other perspectives?

**DE WAAL:** Yes, of course. If you don’t travel and don’t speak other languages, then that is more difficult. English speakers can go everywhere and if they can only speak their own language, they don’t notice differences in variation because they do not speak another language. Everyone adapts to them instead of them adapting to others. They go to Japan and they speak English in Japan. So, yes, that is a problem.

**EVGENIYA:** Why do you think language affects a person’s perceptions so much?

**DE WAAL:** Language has a lot of cultural elements. Language reflects the culture. For example, French has many more words for the kitchen and cooking than any other language that I know. A lot of their expressions are about cooking. Whereas the Dutch are traders and that is why the Dutch speak many languages. For example, I speak four languages. The Dutch have always been traders. They had ships and would go to places. Since Holland is a very small nation, we needed to speak the language of where we would go.

**EVGENIYA:** In your last book, you said there is no such thing as “mindreading” but at the same time you said that children read through their hearts (de Waal, 2016, p. 135). Could you elaborate on that?

**DE WAAL:** Well, “mindreading” is now something like “theory of mind.” People act as though they can read the minds of somebody else. I can only read bodies, so whatever I know about your mind comes from me reading your body: your facial expressions, where you look (your attention), what you see, but I cannot directly read your mind. I think “mindreading” is a bad expression. It is more than “body reading” because I use your body to assess your intentions and your knowledge.
Theory of mind makes it seem that I have a “theory” about your mind, but I don’t think it works that way.

For me feelings are something else than emotions. I can observe emotions in animals. Your feelings are what you subjectively experience and what you can communicate to me. You can tell me your feelings if you want. You can say to me that you feel angry. But I do not know what exactly you are feeling. You may be feeling angry at someone you love, but it’s a very complex feeling because it’s anger plus love. I do not know what you are feeling even though I hear the words you are using to describe your emotion.

**EVGENIYA:** In your book, *Are We Smart Enough to Know How Smart Animals Are?* (de Waal, 2016), you mentioned that cognition does not depend on language. Could you please explain?

**DE WAAL:** As soon as you need to explain to me what you think, of course you need words. As a result, many psychologists have begun to believe that we need language to think. I don’t think that is necessarily the case. For example, in research on facial expressions, the experimenter presents faces to people and they give you a choice like “happy” or “sad” or “angry” and you find one of the three. People have very good agreement on this. But if we do it differently: if we present facial expressions and then you have to tell me what the emotion is, the agreement is very low, actually. So, we help people to identify emotions with the labels that we give them. We seem to assess faces quite differently so that the language labeling sort of interferes with discovering how we process the faces. Because “angry,” “sad,” and “happy” are such big categories and there are so many emotions in between that are possible, I am not convinced that language is necessary.

**Humans and Other Animals**

**EVGENIYA:** Do people put themselves higher than the other animals to excuse their aggression toward animals?

**DE WAAL:** Sometimes, yes. We have this question: Should we eat animals or not? If we move away from that situation, let’s say we are completely vegetarian, we do not eat animals. We still have a question. How do you look at that issue of yourself, our species versus another species?

**EVGENIYA:** Throughout your book, you talk about the importance of scientific methodology. What gets in the way of an unbiased experiment?

**DE WAAL:** I think the main bias is that we underestimate animals. We like to keep things simple and so we give them a simple test and that confirms that they are simple. If you put a rat in the box and you make it press a lever, there is not much the rat can do. And it’s going to confirm all your beliefs. Whereas if you look at wild rats in the fields, you can obtain a sample of complex behaviors. A rat is a very complex animal, but not if you put it in a Skinner box.

**EVGENIYA:** So, people think that animals are not intelligent and give them tasks that do not require high intelligence?

**DE WAAL:** Yes, I think part of the problem is that our beliefs about animals are used to justify what we do to them. I remember I was in Vienna, where they have a Clever Dog lab; people brought their dogs, and they tested them. Then, they wanted to test pigs, and they wanted to call it the Clever Pig lab. The local farmers objected. They did not want a Clever Pig lab. Pig lab was okay, but a Clever Pig lab was not. They did not want people to hear that pigs may be clever. But pigs are as clever as dogs basically. That can create cognitive dissonance in people who eat pork. Because we do not eat chimpanzees, we do not have this problem with chimpanzees. If we were eating them, we might have a different look at that.

**EVGENIYA:** While reading your book (de Waal, 2016), there is an impression that you are fighting for the clarity of the science, for objectivity and argumentativeness. What is the reason of your fight?

**DE WAAL:** All my life I have been working with intelligent animals, and all my life I have heard from people that I should not overestimate them. When other scientists suggest that you can explain everything animals do with very simple rules, I have my doubts. For me, it has been a long fight to get people to consider a different view of animal behavior, which now, I think, has become this problem dominant. People who wanted to simplify animals, these people are disappearing, and a new, young generation of scientists thinks very differently of animals. So, the book reflects the struggles that we have had.

**Chimpanzees**

**EVGENIYA:** Please tell us about how it is to work with chimps. Aren’t they dangerous?

**DE WAAL:** One must always be careful. You can trust some chimps more than others. Chimps can bite fingers. One female did it even with the people she knew, and some try to do it with strangers all the time. Even with the people that she knew, this one female chimp seemed to have been waiting for the right occasion. Most animals have a certain expression when they want to bite you. I notice the expression and know that the interaction is not going too well. The chimps will try to get you close to them by being very friendly. Or they will offer you something pleasant. They are much trickier than most animals are.

I do not know why. They must have had a bad experience with people or something. Other chimps will never bite and can be trusted. That’s a difference in individuals. There is a lot of research in animal personality where they find the same five dimensions of human personality in animals.

**Your Legacy**

**EVGENIYA:** What is the meaning of your work? After writing your books, what changes do you want to see in people? What effect are you expecting?

**DE WAAL:** I am not sure it’s applied
directly to my work, but my work has an effect, of course, on how we perceive animals. That is how it may have a big impact. In the sense of… If we look at the animals differently, we may also begin treating them differently. I do feel that farm animals should be treated better. All these activists campaign about zoos, but I think the animals in good zoos actually have wonderful lives. Compare zoo life to most pig and chicken factory farms, and you’ll see the difference. I think the farm animals are the big problem. There are billions of animals in factory farms whereas zoos hold just several thousands of animals. Farm animals urgently need better treatment. I do not write specifically on that topic, but that could be an implication of the work that I do.

My work is not just about making people aware of animals, but also helping people to be aware that they are animals. Making them aware of themselves.

**EVGENIYA:** Have people’s comments convinced you that you have reached your goal? Do you see changes?

**DE WAAL:** I do not know. There is a change in the last 25 years in the way people look at animals. That’s for sure. These are big changes. For example, there is much more interest in evolution, much more interest in the biology of behavior, in the neurosciences. Genetic research helped with that topic, but that could be an implication of the work that I do.

My work is not just about making people aware of animals, but also helping people to be aware that they are animals. Making them aware of themselves.

**EVGENIYA:** What do you think the future of empathy is?

**DE WAAL:** My basic definition of empathy is that the animal relates to others emotionally and mentally. I write a lot about empathy, and we do research on empathy in chimps, in dogs, in elephants, in other animals, and in humans of course. I think empathy is a very important human capacity that has only been studied for the last 10 to 15 years. Before this time, people did not take it seriously. Now, we have neuroscience, we have psychological experiments, we have a lot of ways to study empathy. So, I think it’s very important to understand empathy.

**EVGENIYA:** What are you working on next?

**DE WAAL:** I am writing about emotions. Human and animal emotions. People sometimes think that animals experience very few emotions or very basic emotions, but I am not convinced that humans have more emotions than animals. Some emotions, like shame and guilt and embarrassment, which are very self-conscious emotions, are probably more developed in humans, that is my guess. But overall, the emotional repertoire of humans and other mammals is probably very similar.

---

**References**


Kropotkin, P. (1902). Mutual aid: a factor of evolution. Available at: [https://libcom.org/files/Peter%20Kropotkin-%20Mutual%20Aid%20as%20a%20Factor%20of%20Evolution.pdf](https://libcom.org/files/Peter%20Kropotkin-%20Mutual%20Aid%20as%20a%20Factor%20of%20Evolution.pdf)

We’ve all been there. You meet a new person, and, without intention, the first thought you have is a stereotype. In that moment, what do you do? How do you feel?

Even though it is quite ordinary that this should happen, research shows that these thoughts and feelings can have impact on our behavior. You can choose to ignore the implicit bias your mind automatically produced, or you can choose to outsmart your mind. Dr. Mahzarin Banaji has good news: your implicit bias isn’t necessarily your true self; it’s just your default self. What you choose to do depends on the environment you create for yourself and others.

Dr. Banaji is a cofounder of the widely popular Project Implicit (Harvard’s online Implicit Association Test, or IAT). According to the test’s website, “The IAT measures the strength of associations between concepts (e.g. black people, gay people) and evaluations (e.g. good, bad) or stereotypes (e.g. athletic, clumsy)” (Project Implicit, 2011). By measuring the time it takes to sort words into categories, the IAT reveals implicit bias; and with millions of participants, it is no secret that people want to understand their hidden selves. As Dr. Banaji has found along the way, overcoming our minds’ biases can be accomplished, with time and practice. She says, “We have to use the same attitude about how to improve our minds, as we do toward improving our bodies. Imagine that I explained to you what sugar and fat do to your body’s metabolism, and I teach you about exercising and eating right. At the end of my lecture, would you have lost any weight?” So how do we change? According to Dr. Banaji, “There are many aspects of our lives where the first thought or the most natural action isn’t the one that’s best for us. To engage in constant improvement of ourselves is what our species has been doing for a long time. We call it becoming civilized. We learn to move in the direction of what is good and right. We learn and practice to allow the better parts of our nature to express themselves.”

In the following interview, Dr. Banaji explains the importance of feeling responsible, not fearful or guilty, when confronting implicit bias. Responsibility leads to truth, action, and greater understanding, which in turn produces better relationships, research, communities, and countries.
**Acknowledge Your Bias**

Dr. Banaji understands firsthand the disappointment that comes from discovering your own bias: “I will be honest, when I took my very first IAT, I didn’t think I would ever share my score with another soul; it wasn’t who I thought I was. The data were not consistent with the view I had of myself.” Despite Dr. Banaji’s original embarrassment, however, she used disappointment to make changes in the way she understood herself—something she hopes for everyone taking the IAT. “That day was the most transformative day of my life.”

After Dr. Banaji took the IAT, she says, “I learned something about myself—not something I was pleased to see—but that’s how modern humans are different, right? We don’t shy away from knowledge that is scary or disappointing. If we had that attitude, we wouldn’t do anything about the most important problems we confront, like climate change. But we are constantly seeking to improve our environment, and that involves improving ourselves.”

The implications of implicit bias are significant, and the relevance is for all—IAT-takers, Psi Chi members, even psychologists who know the facts of the research—to accept responsibility for how to move forward. Dr. Banaji explains, “Facing the facts is generally a good idea, but as scientists, it is what we especially hold ourselves to. We measure ourselves by how much unpalatable information we can dig up, hold it up for all to see, until we are compelled to do something about it.”

Individual research coupled with institutional support is critical. Dr. Banaji says, “Individual actions are important. But they are enhanced, sometimes exponentially, when a group decides that we as a society, a city, a school, a neighborhood, or a country will act to put our children and ourselves in healthier social environments. It’s not that different than wanting clean air. We are asking: what is good for mental health? How can we make decisions of which we are proud because they are more accurate, because they fit with our moral values.”

**How Bias Influences Action**

As a psychologist, Dr. Banaji understands that the sources of influence on human beings are many: by “the immediate moment, our lifelong experiences, the broader culture, our individual biology, and our make-up as a particular species.” All of these things influence our ways of thinking including the biases we have. But it doesn’t mean you are your bias. On the contrary, Dr. Banaji says, “The implicit stuff isn’t any more our ‘real self’; it’s just one side. It needs special attention because it’s a side of ourselves we don’t know about because it’s hidden from our conscious awareness.”

Voting is a great example of understanding individual choice versus bias. Dr. Banaji says, “If I decide that I am going to vote for Candidate X, even if my IAT shows a preference for the other candidate, I can walk into the voting booth and exert my conscious attitude and vote for Candidate X.” You can choose to exert your conscious choice over the less conscious one—but only if you’re willing to know about both. “You may realize, because you’ve given it deliberate thought, that your implicit preference is leading you toward the candidate who feels comfortable because of similarity or familiarity; that the candidate you showed implicit preference for may be more physically attractive. But your final choice needs to be driven by a different set of criteria. What’s good for me and my society?”

**Lose the Fear**

Humans enjoy comfort, and stereotypes are comfortable. But who would we be if we didn’t experience new things, meet
new people, and learn from original discomfort? Dr. Banaji agrees, “It took our ancestors nerve to travel far away, to try a new food, to go off to a foreign country; but they did it! We’ve been doing it for thousands of years.” Understanding our bias and choosing to grow in a new direction can feel just as nerve-wracking as trying on anything less familiar that’s known to be safe. But the rewards!

Laughing, Dr. Banaji continues: “Our ancestors at some point, in some place, got on a plank of wood and said, ‘I’m running away from home! I’m going off to some unknown place, and who knows if I’ll get there, but I sure am going to try!’ We have both parts to us—the part that seeks familiarity and safety, and the part that seeks new experiences and new understanding.” Each part is useful, as long as we listen to both of them!

You Are How You Grow
Feeling guilty or uncomfortable with your IAT score are not the response Banaji hopes for. “Implicit measures should not produce fear in us. These tests simply tell you about a part of yourself of which you are not aware.”

Our self is made up of everything—the implicit and conscious parts, as well as our actions. Individuals have a hand in how they evolve. Isn’t that the greatest measure of who you are? Dr. Banaji says, “One of our great qualities as a species is that we do strive to be right and we do strive to be good. Both of those require that we outsmart our minds, because our minds—our brains—evolved in a very different world than the world we face today.” There’s no need to be afraid, but there is a great need to shake off the guilt and move in the direction of becoming responsible for who we are and to strive for change.

Dr. Banaji’s Hope for the Future—YOU
Dr. Banaji has received some backlash for her work on implicit bias, but she believes that discoveries that make us uncomfortable are often hard to accept: “Were scientists in the 1600s thrilled to discover the earth was not at the center of the universe? No! Life would have been very easy for Galileo if he had never had to tell the Vatican about what he saw through a telescope. It would have been really easy for Charles Darwin—a religious man—to never reveal that his observations meant human beings came to be on this earth in a very different way than God placing them there.” Although Dr. Banaji is confident that her work isn’t earth-shaking, she concludes that new ideas however big or small do encounter resistance. “In each of these moments, we have a choice of whether to speak about it or to withhold. My colleagues and I chose to speak.”

Although her research may cause discomfort to those who’d like to believe that implicit bias isn’t real, or doesn’t affect behavior, Dr. Banaji continues on. She says, “I began with the premise that it is my job as a scientist to discover things, and if the discovery makes people happy, so be it. But if the discovery does not make people happy, I can’t let that determine what I do. That’s not what tenure is for.” She continues, “This doesn’t mean that I don’t care about how people respond. I care deeply! Like any other being, I want to be understood for what I’m saying. I want to be challenged so that the work can improve, I would like people to see that this discovery has implications for them and their children. I want them to feel a sense of responsibility to think harder and then to act differently.”

“Engage with people honestly,” Dr. Banaji explains. “Tell them that we are in the same position they’re in, that we the scientists are not sitting on some mountaintop showing no bias while the people we’re testing do. We are in this together.”

She says, “I am one of the luckiest of scientists, because I get to be a subject in my own experiments. Not many can have this experience. A biologist cannot become a cell to know what that feels like. A physicist cannot become a proton to see it from the inside. And even most psychologists, who study conscious thought, cannot. But because we are figuring out ways to interrogate the less conscious sides of our minds, the parts that are not within our own control, the parts that operate automatically, we can have our tests reveal sides of ourselves we didn’t know we had.”

Dr. Banaji can teach people about bias by telling them about her own. It’s a powerful communication, she says, to say, “Let me tell you about my bias. This is something I discovered about myself, and it was not a pleasant moment.’ Nobody with any neurons in their head would say they don’t want to hear what you have to say. We want to know about many things but most of all ourselves, our own minds.”

Her message to Psi Chi is simple: “The future is you—members of Psi Chi! You are young and fearless. Every decade I’ve taught about this research, it becomes easier. People are less and less scared compared to earlier generations. So I’m assuming that your generation, the generation that took IATs in 5th grade, you don’t fear such knowledge. People will look back one day and be surprised to hear that there was a time when data of this sort were viewed as difficult or problematic.”

“I hope young people will approach their research with a desire to learn what it means about the human mind, about them and their culture. My colleagues often wish that someone will develop a better method than the IAT. It has been around for 20 years now, and something better than it as a measure of implicit cognition should be invented.”

Dr. Banaji believes understanding bias and taking action will bring change. She says, “I long for a day when my implicit attitudes have no impact on my behavior, when my attitudes have been made so conscious to me that I act in a way that’s good for me and my society, when I’m not driven by what’s implicit but what I have explicitly chosen.” So what will you do the next time you meet someone different? Or experience something new? Take it as an opportunity to acknowledge the implicit bias, question your intuition, let go of any sense of guilt or embarrassment, delve in to discover something truer and speak it.

Reference
In recent years, the world has experienced unbelievable tragedy by gun violence and climate change. So what can you do personally to prevent criminal behavior, environmental disaster, drug abuse, poverty, and violence? People are constantly bombarded with conflicting communication, news reports, and opinions. But despite our different beliefs, we are all looking for a solution, one that is much closer to home than we might think.

Did you know that focusing on our local communities has the potential to change the world? To establish a kinder, safer society, your first step should be to create more nurturing environments—homes and schools filled with positive reinforcement, respectful communication, and evidence-based resources.

Dr. Anthony Biglan is a behavioral psychologist with a passion for building nurturing environments. Despite recent disasters, he chooses to keep moving forward, changing what he can and never letting discouragement get in the way. In today’s interview, Dr. Biglan explains the importance of positive reinforcement from all angles. Our future of creating a more positive community and country depends on children and adolescents today. Raising and teaching kind, motivated children relies on everything from understanding climate change and politics to making small changes in home and classroom relationships.

High-Risk Behaviors
For Dr. Biglan, what started as research on smoking prevention evolved into a career focused on behavioral problems and the nurturing environments that promote positive change. “As I studied smoking, I began to realize that kids who smoked were more likely to also engage in other problem behaviors,” he explains. “So, we started to study the entire range of problems, and as we did that, we began to increasingly look at what the risk factors were that made problems more common.”

In an age of increasingly overwhelming social media, problem behavior hasn’t changed much, according to Dr. Biglan. Big issues people still face today include “cigarette smoking, alcohol and other drug use, academic failure, antisocial behavior, depression, obesity and physical inactivity, social isolation, and conflict with other people.” Researching these problems, Dr. Biglan has found that environment has a huge role on the behaviors of children.

In response to mental health problems and behavioral issues, Dr. Biglan says, “The main thing we need to do is look at the environments that create all of these problems; these are environments that are stressful for people and involve a lot of conflict in families, schools, and neighborhoods. They fail to richly reinforce the kinds of prosocial, supportive behaviors and the communitarian values that are in the interests of individuals and the people around them.” Behavioral problems are everyone’s problems! Therefore, promoting a positive, prosocial environment is the key to tackling potential issues before they arise.

Benefits of a Nurturing Environment
According to Dr. Biglan, “If we want to produce young adults who have the skills, interests, and values needed for productive lives and caring relationships with other people, then we need to have support for successful development from the prenatal period through adolescence.”

Here are four distinct features of a nurturing environment:

- It minimizes toxic social and biological conditions (e.g., conflict, criticism, abuse) as well as toxic biological conditions (e.g., the consumption of high levels of sugar and food high in omega-6, which causes inflammatory processes that contribute to aggression, depression, and obesity).

- It features a lot of positive reinforcement and models that promote prosocial behavior, from playing the violin to helping other students learn things.

- A nurturing environment limits opportunity and influences for problem behavior. Influences include the marketing of cigarettes, alcohol, and unhealthy food, and opportunities like being home alone after school without adult supervision. Dr. Biglan asserts, “Those are things that we can do to prevent problems and promote prosocial development.”

- The last thing that nurturing environments do is promote a pragmatic, resilient, mindful approach to pursuing one’s values, even in the context of having thoughts and feelings that get in the way of doing what people value. Dr. Biglan explains, “A lot of studies show that people can be helped if they’re encouraged to turn toward what they value and accept whatever thoughts and feelings they have, many of which may discourage them from doing things. You can have discouraging feelings and still take action.”
Creating a Nurturing Environment in Seven Steps

1. Encourage Positive School Programs

Dr. Biglan fully supports positive programs for school environments. He understands that it can be hard for schools to adopt new practices and that instructors might be tempted to “invent these things” on their own. However, he says, “the number one way to make positive changes in school environments is to implement evidence-based programs.”

An example of a positive program for school environments is the PAX Good Behavior Game, which promotes prosocial behavior. “It helps classrooms become more nurturing environments by getting kids to cooperate in small teams,” Dr. Biglan says. “Kids who went through the program in the first and second grade were significantly more likely to attend high school, graduate college, and have fewer problems with substance abuse, antisocial behavior, and suicide.” The PAX Good Behavior Game works to unite classrooms. Schools “create environments where people help each other, care for each other, and are respectful of each other,” according to Dr. Biglan.

Likewise, the Positive Behavior Intervention and Support program is also used to benefit school environments: “It’s a schoolwide system in about 25,000 schools in the United States used to establish a set of shared expectations, like being respectful and responsible. It teaches what it means to be respectful in a classroom, in the hallways, in the lunchroom, and on the bus, as well as what it means to be responsible. It increases positive attention, support, and reinforcement for those kinds of behaviors. So, it’s creating a culture in schools that supports positive behavior. Studies have shown that it can reduce multiple problem behaviors and improve academic performance.”

2. Participate in Family-Based Programs

The same goes for families, Dr. Biglan says: “There are evidence-based, proven practices for helping families replace coercive ways of dealing with each other through more nurturing, positive-reinforcing interactions.” A psychologist’s job is to make those programs more widely available to parents who would benefit from them. Systematic reviews and meta-analyses have found that these programs effectively prevent or reduce problem behaviors including disruption and hyperactivity, while also positively reinforcing academic performance and social behavior: “Family-based programs focus on providing education to families, improving the quality of family relationships, and teaching key family management skills” (Biglan, Ryzin, & Hawkins, 2017, s152).

3. Eliminate Punitive Practices

Practical changes for people without these programs include eliminating punitive practices. When dealing with student behavior, Dr. Biglan explains, “There’s pretty clear evidence that the more punitive a school is, the more likely it is to have vandalism and problem behaviors of all kinds. Abandoning or replacing punitive practices with ones that richly reinforce prosocial behavior is the main thing a school can do.” Working to eliminate conflict and punitive practices is a good step toward creating a more nurturing environment, be it a school or family.

4. Lessen Your Materialistic Values

Most importantly, Dr. Biglan believes people need to focus less on the material. “Explicitly embrace values having to do with nurturing the well-being of every person,” Dr. Biglan says. “Materialistic values have really taken over society these last 40 years, and it has become customary for people to think that their wealth is the true measure of their status and quality of life. But, it turns out that people who are materialistically oriented are actually significantly more likely to have psychological and behavioral problems, and to be unhealthy.”
Reduce Conflict

According to Dr. Biglan, “Conflict is the primary factor influencing problem development. People learn to use aversive behavior to try and ward off the aversive behavior of other people. They fight, they scream, they criticize, and they laugh at others—all things that can be stressful to other people. In environments where kids are developing problem behavior, you will find a lot of aversive behavior. Replacing this with kind, cooperative, compassionate interactions is the antidote.” Looking for evidence-based approaches and programs is the best solution. In a piece he wrote for the Huffington Post, Dr. Biglan says, “[L]earn to step over others’ aversive behavior. People who are adept at ignoring others’ annoying behavior and affirming their positive attributes bring out the best in others and avoid unproductive conflict.”

Always Keep Moving Forward

Dr. Biglan’s passion for the country’s greater social problems and their impact on child behavior, like other people’s desire for change and justice, can be distressing. In his own words, “As the matter now stands in this country, I’m deeply concerned about the political developments and our failure to adequately address the threat of climate change, which is far more serious than people realize. Being distressed about these things, however, you can still keep working. So I guess what I do is accept whatever thoughts and feelings I have about the situation we’re in and take the steps to try to make the world a better place.”

The Future of Nurturing Environments

Despite the multitude of issues that Dr. Biglan researches and works to prevent, he believes “we don’t have to be optimistic in order to take action.” The principles he uses to encourage positive behavior in children are the same principles he uses to see the world and what it could be. Positivity is important, but the most important thing is to keep moving forward. “What we need is a nationwide movement to support and promote values that have to do with helping others, with growing as a person, and promoting communitarian values,” he says. “If we can do that, we will begin to reform the practices in society that are harmful to people. If we can do that, our schools, families, and communities will become more nurturing environments.”

References


Anthony Biglan, PhD, is a Senior Scientist at Oregon Research Institute and the Co-Director of the Promise Neighborhood Research Consortium. He has been conducting research on the development and prevention of child and adolescent problem behavior for the past 30 years. In recent years, his work has shifted to more comprehensive interventions that have the potential to prevent the entire range of child and adolescent problems. He and colleagues at the Center for Advanced Study in the Behavioral Sciences published a book summarizing the epidemiology, cost, etiology, prevention, and treatment of youth with multiple problems (Biglan et al., 2004). He is a former president of the Society for Prevention Research. He was a member of the Institute of Medicine Committee on Prevention, which recently released its report documenting numerous evidence-based preventive interventions that can prevent multiple problems. As a member of Oregon’s Alcohol and Drug Policy Commission, he has helped to develop a strategic plan for implementing comprehensive evidence-based interventions throughout Oregon.
**SUMMARY GUIDELINES**

With more than 1,150 chapters, Psi Chi members can make a significant impact in their communities. Reviewing Chapter Activities in Eye on Psi Chi is a great way to find inspirational ideas for your chapter and keep in touch with your chapter after you graduate.

Activities are listed in the following categories:

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

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

**Submission deadlines**

Fall: June 30

Winter: September 30

Spring: December 15

Summer: February 28

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

---

**EAST**

Albright College (PA)

**MEETING/SPEAKER EVENT:** Psi Chi hosted a talk for students looking into graduate school. The event featured students with advice for asking professors for recommendation letters, when to start studying for GREs, timelines for taking GREs, what programs to look for, how to get research experience, and how to select programs to apply for.

**COMMUNITY SERVICE:** In conjunction with the campus-wide Alcohol Awareness Day on Alcohol Awareness Day, the counseling center and the health center partnered with the Peer Educators and Psi Chi to host an event that offered free confidential alcohol screenings, and games and activities associated with educating students about the resources available to them and other ways to handle stress besides drinking. This year, the chapter ran a stress relief station that offered students the ability to create their own slime or color to promote healthy alternatives to students consuming alcohol in an unsafe manner.

**INDUCTION CEREMONY:** The chapter inducted new members at its annual dinner and awards ceremony for graduating seniors.

**FUND-RAISING:** A Psi Chi member designed and developed a T-shirt logo for a fund-raiser that was going to be open to the entire Psychology Department. Due to time restrictions, the fund-raiser was unable to be completed. The rising Executive Board will complete the T-shirt fund-raiser next semester.

**CONVENTION/CONFERENCE:**

Buffalo State College, SUNY

**CONVENTION/CONFERENCE:** Five members presented their team research study at the college’s Student Research and Creativity Conference on May 5. Carissa Braun, Mariah Brown, Jeffrey Caliano, Summer Oliver, Samantha Stanford, and their research mentor, Dr. Stephani Foraker (advisor), authored a study entitled “The Correlation Between Emotional Intelligence and Academic Performance.” Main findings include that emotional intelligence was not a significant predictor of overall GPA in college, while academic self-efficacy showed a positive association. Interestingly, the number of distant or shallow friendships one has, such as number of social media friends, was negatively correlated with GPA.

---

**CHAPTER SPOTLIGHT!**

Assumption College (MA)

**SOCIAL EVENT:** In the spring semester, the chapter joined with the Psychology Club to host a Movie Night. Attendees viewed the film *Miss Representation*, which discusses how the media’s representation of women is biased and focuses on beauty and sexuality rather than representing women as competent leaders. Members also wrote body-positive messages (e.g., “You’re amazing the way you are”) on papers that members posted in bathrooms and other locations across campus. Members enjoyed snacks and conversation at the social gathering.
COMMUNITY SERVICE: Carissa Braun, Tianna Gutierrez, Natasha Hause, Samantha Stanford, and Dr. Stephani Foraker (advisor) volunteered at the Undy Run/Walk in Buffalo on April 28. It was a cold, rainy day, but full of fun teamwork and inspirational stories. This event supported the Colorectal Cancer Alliance. Their goals are to provide support for patients, families, caregivers, and survivors, to raise awareness of preventive measures, and to support critical research.

Central Connecticut State University
SOCIAL EVENT: A pizza party was hosted at a local restaurant (Tony’s Central Pizza) in order to celebrate the chapter’s 50th anniversary. Current members and alumni were invited to celebrate the occasion. Pizza, salad, and soft drinks were provided.

MEETING/SPEAKER EVENT: The chapter collaborated with the university’s Psychology Club to present a breakout session during the university’s Psychology Day on May 4. Psi Chi and Psychology Club officers presented on how to run a club/organization effectively. Topics discussed included recruiting members, utilizing social media, long-term benefits of club participation, and providing engaging activities during meetings.

MEETING/SPEAKER EVENT: The chapter hosted a “Research Stories” colloquium event on April 26. Students presented their research and discussed their experiences with conducting research on campus. This event allowed presenters to improve their public speaking skills and practice discussing empirical research in an informal setting. The colloquium featured three undergraduate student researchers and one graduate student researcher. Both students and faculty were in attendance. Another “Research Stories” event will be held during the fall 2018 semester.

Eastern University (PA)
INDUCTION CEREMONY: This spring, the chapter inducted nine members. The chapter’s annual induction ceremony dinner brought the entire Psychology Department together and was truly a highlight of the year.

MEETING/SPEAKER EVENT: In addition to several other activities, the chapter also hosted an event focusing on the intersection of art and psychology organized by a member. The event featured a local artist who uses painting in his work with individuals who have experienced difficult life circumstances.

Fordham University at Lincoln Center (NY)
INDUCTION CEREMONY: On June 7, well over 1,000 alumni gathered at Fordham-Lincoln Center for the joyous celebration of the 50th anniversary of the opening of the campus in 1968. Part of this was the annual chapter gathering, in three parts. (1) Five new Psi Chi lifetime members were inducted into the International Honor Society: Sara Adams, Eileen Jin, Alexandra J. Lewis, Jennifer Z. Pauker, and Ashley Trent. (2) Many alumni from as early as 1977 mingled and shared news about their families and current work across many fields—law, social work, education, business. (3) Dean Elaine Congress and Professor Harold Takooshian presented the two 2018 Psi Chi Outstanding Achievement Medals to distinguished attorney Seth I. Davenport (’81), and Professor Mark E. Mattson, who offered a brief history of psychology at Fordham-LC. Many revelers then segued to the gala Fordham
CHAPTER ACTIVITIES

Quinnipiac University (CT)

COMMUNITY SERVICE: They had at EPA!

what a rewarding and fun experience presented posters, and all expressed in Philadelphia, PA. Four students academic conference at EPA 2018 chapter members attended their first

COMMUNITY SERVICE:

The chapter recently hosted a food drive for the Connecticut Food Bank during the last week of April. The chapter president and vice-president worked together to prepare fliers and boxes to place around campus to collect donations. They also utilized emails to the psychology majors and an announcement on the university website to get the word out. The donation boxes were left in place for one week, during which time 174 pounds of food were donated. The items were then delivered to the Connecticut Food Bank, which distributes the food to local residents in need.

FUND-RAISER: The chapter hosted a fund-raiser in early April for the New Reach Organization: A Woman’s and Children’s Homeless Shelter. The chapter vice-president purchased cookies from Insomnia cookies, and collected donated baked goods from psychology faculty members. Officers and members then volunteered to staff a table in the student center over two consecutive days to sell the baked goods. The chapter sold $141 of baked goods. After subtracting the cost of the baked goods, the chapter was able to donate $75 to the New Reach Organization.

FUND-RAISER: The chapter hosted a movie night and discussion, during which time members sold food to raise money for the American Foundation for Suicide Prevention. Officers selected the film Memento to screen, and invited two cognitive psychology faculty members (Shar Walbaum and Jeff Foy) from the department to attend the screening and discuss the film. About 30 psychology students and Psi Chi members attended. The officers donated baked goods and used chapter funds to purchase pizzas to sell. After deducting the cost of the pizzas, the chapter raised $100 to donate to the American Foundation for Suicide Prevention.

Rochester Institute of Technology (NY)

INDUCTION CEREMONY: On April 19, the chapter inducted its second cohort of members as well as installing officers. The event was attended by many current members, families of the inductees, the dean of the college, along with numerous department faculty. Great fun was had by all.

COMMUNITY SERVICE: On October 23, Rutgers University–Newark (NJ) sponsored a Sesquicentennial Block Party.

COMMUNITY SERVICE: The chapter hosted their first ever academic conference at EPA 2018 in Philadelphia, PA. Four students presented posters, and all expressed what a rewarding and fun experience they had at EPA!

State University of New York at New Paltz

MEETING/SPEAKER EVENT: The chapter invited the director of the career resource center to discuss the steps for applying to graduate school, GREs, internships, and how to decide what academic program is best suited for each individual. After the director

FALL 2018 COPYRIGHT © 2018 PSI CHI

COMMUNITY SERVICE: On October 23, Rutgers University–Newark (NJ) sponsored a Sesquicentennial Block Party.

COMMUNITY SERVICE: The chapter hosted their first ever academic conference at EPA 2018 in Philadelphia, PA. Four students presented posters, and all expressed what a rewarding and fun experience they had at EPA!

Rutgers University–Newark (NJ)

COMMUNITY SERVICE: For the first time ever, the chapter participated in Rutgers Day, an event for students, families, alumni, and the greater Newark community. Rutgers Day is an annual free event, and members came up with amazingly innovative ways to bring psychology to the public.

The chapter had a psychology photo booth, where people could dress up as Sigmund Freud and hold up thought bubbles reading things like, “Does the name Pavlov ring a bell?” Visitors to the Psi Chi table also raced against their friends in seeing who could complete the Stroop Test the fastest. Finally, children (and adults) were able to relax and paint their very own Rorschach inkblots. A fun time was had by all, and it was enjoyable to see psychology truly come alive for so many individuals.

COMMUNITY SERVICE: The chapter recently hosted a food drive for the Connecticut Food Bank during the last week of April. The chapter president and vice-president worked together to prepare fliers and boxes to place around campus to collect donations. They also utilized emails to the psychology majors and an announcement on the university website to get the word out. The donation boxes were left in place for one week, during which time 174 pounds of food were donated. The items were then delivered to the Connecticut Food Bank, which distributes the food to local residents in need.

FUND-RAISER: The chapter hosted a fund-raiser in early April for the New Reach Organization: A Woman’s and Children’s Homeless Shelter. The chapter vice-president purchased cookies from Insomnia cookies, and collected donated baked goods from psychology faculty members. Officers and members then volunteered to staff a table in the student center over two consecutive days to sell the baked goods. The chapter sold $141 of baked goods. After subtracting the cost of the baked goods, the chapter was able to donate $75 to the New Reach Organization.

FUND-RAISER: The chapter hosted a movie night and discussion, during which time members sold food to raise money for the American Foundation for Suicide Prevention. Officers selected the film Memento to screen, and invited two cognitive psychology faculty members (Shar Walbaum and Jeff Foy) from the department to attend the screening and discuss the film. About 30 psychology students and Psi Chi members attended. The officers donated baked goods and used chapter funds to purchase pizzas to sell. After deducting the cost of the pizzas, the chapter raised $100 to donate to the American Foundation for Suicide Prevention.

Rochester Institute of Technology (NY)

INDUCTION CEREMONY: On April 19, the chapter inducted its second cohort of members as well as installing officers. The event was attended by many current members, families of the inductees, the dean of the college, along with numerous department faculty. Great fun was had by all.

COMMUNITY SERVICE: On October 23, Rutgers University–Newark (NJ) sponsored a Sesquicentennial Block Party.

COMMUNITY SERVICE: The chapter hosted their first ever academic conference at EPA 2018 in Philadelphia, PA. Four students presented posters, and all expressed what a rewarding and fun experience they had at EPA!

Rutgers University–Newark (NJ)

COMMUNITY SERVICE: For the first time ever, the chapter participated in Rutgers Day, an event for students, families, alumni, and the greater Newark community. Rutgers Day is an annual free event, and members came up with amazingly innovative ways to bring psychology to the public.

The chapter had a psychology photo booth, where people could dress up as Sigmund Freud and hold up thought bubbles reading things like, “Does the name Pavlov ring a bell?” Visitors to the Psi Chi table also raced against their friends in seeing who could complete the Stroop Test the fastest. Finally, children (and adults) were able to relax and paint their very own Rorschach inkblots. A fun time was had by all, and it was enjoyable to see psychology truly come alive for so many individuals.

Rutgers University–Newark (NJ)

COMMUNITY SERVICE: For the first time ever, the chapter participated in Rutgers Day, an event for students, families, alumni, and the greater Newark community. Rutgers Day is an annual free event, and members came up with amazingly innovative ways to bring psychology to the public.

The chapter had a psychology photo booth, where people could dress up as Sigmund Freud and hold up thought bubbles reading things like, “Does the name Pavlov ring a bell?” Visitors to the Psi Chi table also raced against their friends in seeing who could complete the Stroop Test the fastest. Finally, children (and adults) were able to relax and paint their very own Rorschach inkblots. A fun time was had by all, and it was enjoyable to see psychology truly come alive for so many individuals.

COMMUNITY SERVICE: The chapter recently hosted a food drive for the Connecticut Food Bank during the last week of April. The chapter president and vice-president worked together to prepare fliers and boxes to place around campus to collect donations. They also utilized emails to the psychology majors and an announcement on the university website to get the word out. The donation boxes were left in place for one week, during which time 174 pounds of food were donated. The items were then delivered to the Connecticut Food Bank, which distributes the food to local residents in need.

FUND-RAISER: The chapter hosted a fund-raiser in early April for the New Reach Organization: A Woman’s and Children’s Homeless Shelter. The chapter vice-president purchased cookies from Insomnia cookies, and collected donated baked goods from psychology faculty members. Officers and members then volunteered to staff a table in the student center over two consecutive days to sell the baked goods. The chapter sold $141 of baked goods. After subtracting the cost of the baked goods, the chapter was able to donate $75 to the New Reach Organization.

FUND-RAISER: The chapter hosted a movie night and discussion, during which time members sold food to raise money for the American Foundation for Suicide Prevention. Officers selected the film Memento to screen, and invited two cognitive psychology faculty members (Shar Walbaum and Jeff Foy) from the department to attend the screening and discuss the film. About 30 psychology students and Psi Chi members attended. The officers donated baked goods and used chapter funds to purchase pizzas to sell. After deducting the cost of the pizzas, the chapter raised $100 to donate to the American Foundation for Suicide Prevention.

Rochester Institute of Technology (NY)

INDUCTION CEREMONY: On April 19, the chapter inducted its second cohort of members as well as installing officers. The event was attended by many current members, families of the inductees, the dean of the college, along with numerous department faculty. Great fun was had by all.

COMMUNITY SERVICE: On October 23, Rutgers University–Newark (NJ) sponsored a Sesquicentennial Block Party.

COMMUNITY SERVICE: The chapter hosted their first ever academic conference at EPA 2018 in Philadelphia, PA. Four students presented posters, and all expressed what a rewarding and fun experience they had at EPA!

Rutgers University–Newark (NJ)

COMMUNITY SERVICE: For the first time ever, the chapter participated in Rutgers Day, an event for students, families, alumni, and the greater Newark community. Rutgers Day is an annual free event, and members came up with amazingly innovative ways to bring psychology to the public.

The chapter had a psychology photo booth, where people could dress up as Sigmund Freud and hold up thought bubbles reading things like, “Does the name Pavlov ring a bell?” Visitors to the Psi Chi table also raced against their friends in seeing who could complete the Stroop Test the fastest. Finally, children (and adults) were able to relax and paint their very own Rorschach inkblots. A fun time was had by all, and it was enjoyable to see psychology truly come alive for so many individuals.

Rutgers University–Newark (NJ)

COMMUNITY SERVICE: For the first time ever, the chapter participated in Rutgers Day, an event for students, families, alumni, and the greater Newark community. Rutgers Day is an annual free event, and members came up with amazingly innovative ways to bring psychology to the public.

The chapter had a psychology photo booth, where people could dress up as Sigmund Freud and hold up thought bubbles reading things like, “Does the name Pavlov ring a bell?” Visitors to the Psi Chi table also raced against their friends in seeing who could complete the Stroop Test the fastest. Finally, children (and adults) were able to relax and paint their very own Rorschach inkblots. A fun time was had by all, and it was enjoyable to see psychology truly come alive for so many individuals.

Rutgers University–Newark (NJ)

COMMUNITY SERVICE: For the first time ever, the chapter participated in Rutgers Day, an event for students, families, alumni, and the greater Newark community. Rutgers Day is an annual free event, and members came up with amazingly innovative ways to bring psychology to the public.

The chapter had a psychology photo booth, where people could dress up as Sigmund Freud and hold up thought bubbles reading things like, “Does the name Pavlov ring a bell?” Visitors to the Psi Chi table also raced against their friends in seeing who could complete the Stroop Test the fastest. Finally, children (and adults) were able to relax and paint their very own Rorschach inkblots. A fun time was had by all, and it was enjoyable to see psychology truly come alive for so many individuals.
touched on these topics, he then opened up a discussion panel in which students asked their own personal questions. The director also educated students on campus resources to help students apply to graduate programs, work on their resumes, and look for jobs. He also discussed that the career resource center has mock interviews to help students prepare for an important interview.

This event showcases that the chapter is dedicated to helping all members of the chapter to strive for success.

**SOCIAL EVENT:** The chapter’s last event of the semester was a fun Jeopardy night. The main purpose of this event was to destress for finals, get together, and sharpen students’ key psychological principles. Several psychological topics were included such as dates and people, social, neurological, abnormal, and quantitative psychology. The chapter realizes that psychology is “not all fun and games,” however, the chapter also believes that students should have a healthy break from, what can get to be, overwhelming amounts of schoolwork.

**SOCIAL EVENT:** The chapter planned to show Ted Talks on relatable topics in psychology. The talks included “5 Ways to Listen Better,” “The Most Important Lesson From 83,000 Brain Scans,” and “Quit Social Media.” After each talk, the chapter intended to discuss major themes and applications of the topics. Unfortunately, no one showed up to this meeting, so the chapter was unable to show the videos. However, they believe it would have been an educational and inspirational meeting.

**The College of New Jersey**

**RECRUITMENT:** Each semester, the chapter hosts a research lab information session where designated members present on what their lab is currently working on in hopes to recruit additional members for the following semester. Students of all majors are invited to attend.

**SOCIAL EVENT:** Dr. Herres, professor of psychology, led members in drafting and developing CVs. She guided students at all stages in their CV development. Students brought their laptops, downloaded a CV template, and began working on their own. Each student left the event with a completed CV.

**MEETING/SPEAKER EVENT:** Dr. Dahling, professor of psychology, led a presentation on the ins and outs of graduate school in the field of psychology. He presented on the differences between PhD, PsyD, and master’s programs. He also addressed the possibility of taking a gap year to gain more experience before attending graduate school.

**Wesley College (DE)**

**CONVENTION/CONFERENCE:** Drs. Albee Mendoza and Mary Jenson (coadvisors) oversaw the attendance of 12 students, current and alumni, at EPA 2018 in Philadelphia, PA. Students completed oral and poster presentations centered on the relationship among hypermasculinity, Greek organization membership, and rape myth acceptance, as well as hidden figures within the history of psychology (i.e., ethnic minority women including Mamie P. Clark and Martha E. Bernal). Ideas for increasing attendance to sessions at EPA and encouraging members to attend the conference were discussed.

**COMMUNITY SERVICE:** Dr. Albee Mendoza (advisor) led the charge to advertise, raise money, and recruit participants in this year’s Walk for Autism at Cape Henlopen State Park in Lewes, DE. Members registered for the event, asked for donations online and in person, and attended the Walk. The chapter raised more than $250 for the cause. Ideas for rotating local charities yearly and increasing member attendance at Psi Chi events were discussed.

**SOCIAL EVENT:** Students were informed about various opportunities for postbaccalaureate degrees at this year’s Psychology Graduate Program Panel. Admissions counselors and faculty members from the University of Delaware, Marymount University, Philadelphia College of Osteopathic Medicine, Wesley College, and Delaware State University discussed application procedures, benefits of their institution, housing options, and student outcomes.

Programs centered on forensic and legal psychology, neuroscience, clinical psychology, social work, applied behavioral analysis, and pastoral counseling. Members invited students from other disciplines who may be interested in these programs (e.g., criminal justice majors, legal studies majors, and nursing majors).

**Western Connecticut State University**

**SOCIAL EVENT:** Officers collaborated with the Psychological Student Association (PSA) to host the Heart of Art Festival, an annual event to help students relieve stress before finals. The entire school community was welcome to this event, where free refreshments were served.

**CONVENTION/CONFERENCE:** Drs. Albee Mendoza and Mary Jenson (coadvisors) oversaw the attendance of 12 students, current and alumni, at EPA 2018 in Philadelphia, PA. Students completed oral and poster presentations centered on the relationship among hypermasculinity, Greek organization membership, and rape myth acceptance, as well as hidden figures within the history of psychology (i.e., ethnic minority women including Mamie P. Clark and Martha E. Bernal). Ideas for increasing attendance to sessions at EPA and encouraging members to attend the conference were discussed.

**COMMUNITY SERVICE:** Dr. Albee Mendoza (advisor) led the charge to advertise, raise money, and recruit participants in this year’s Walk for Autism at Cape Henlopen State Park in Lewes, DE. Members registered for the event, asked for donations online and in person, and attended the Walk. The chapter raised more than $250 for the cause. Ideas for rotating local charities yearly and increasing member attendance at Psi Chi events were discussed.

**SOCIAL EVENT:** Students were informed about various opportunities for postbaccalaureate degrees at this year’s Psychology Graduate Program Panel. Admissions counselors and faculty members from the University of Delaware, Marymount University, Philadelphia College of Osteopathic Medicine, Wesley College, and Delaware State University discussed application procedures, benefits of their institution, housing options, and student outcomes.

Programs centered on forensic and legal psychology, neuroscience, clinical psychology, social work, applied behavioral analysis, and pastoral counseling. Members invited students from other disciplines who may be interested in these programs (e.g., criminal justice majors, legal studies majors, and nursing majors).

**Western Connecticut State University**

**SOCIAL EVENT:** Officers collaborated with the Psychological Student Association (PSA) to host the Heart of Art Festival, an annual event to help students relieve stress before finals. The entire school community was welcome to this event, where free refreshments were served.

Clockwise from top left:

- Wesley College (DE) members support their community by participating in the Autism Delaware’s Walk for Autism in Lewes, DE.
- Wesley College (DE) students attending EPA 2018 are thrilled to meet Psi Chi leaders!
- Students throughout Wesley College (DE) learn about various graduate programs located within three hours of Dover, DE.
- Jeopardy Night at the State University of New York at New Paltz Chapter.
were provided and student performers played on a stage. Students could play board games provided by the chapter, and canvases and paint were made available for free-form painting. Members also sold baked goods to raise funds for Hurricane Maria relief.

CONVENTION/CONFERENCE: Members presented psychological research at Western Research Day, an annual interdisciplinary research conference, and won three of the 10 “Best Poster” prizes for the year. The winners were William Silvia and supervisor Dr. Patricia O’Neill for “Not Like the Others: The Effects of Relationship Type on Perceived Ethnicity,” Jessica Plouffe and supervisor Dr. Bernard Gee for “Mental Rotation Performance With and Without Eye Movements,” and Jessica Melendez and supervisor Dr. Maya Aloni for “Reason for Adhering to a Gluten-Free Diet Affects Romantic Interest.”

Westfield State University (MA)

CONVENTION/CONFERENCE: Chapter and Psychology Club members attended EPA 2018 in Philadelphia, PA. Students got to attend symposiums, poster presentations, and support student Teila Dupuis, a dual Psi Chi chapter and Psychology Club member, present her work at the convention. It was a great bonding experience and a weekend full of learning.

MIDWEST

Augustana College (IL)

SOCIAL EVENT: In the spring term, Dr. Daniel Corts (advisor) hosted a biannual cooking class in his home. Current members and recently inducted members were invited to participate. The theme was “everything grilled,” and students learned how to cook appetizers, entrees, and desserts on the grill. After learning how to cook, the students had a delicious dinner! Cooking class has become a tradition, and students look forward to it every year. This event provides students with an opportunity to be social with new and old members of the chapter, as well as share research and academic accomplishments.

Bradley University (IL)

INDUCTION CEREMONY: On April 27, the chapter hosted an induction ceremony for eligible spring semester candidates. The afternoon began with a poster session for students to display their current research projects. Then, the induction ceremony took place, where new inductees received their certificates and outgoing seniors were acknowledged. The new executive board was sworn in, and senior awards were given. After the induction ceremony, a keynote speaker discussed the effects of sleep on neurological disorders.

Carthage College (WI)

CONVENTION/CONFERENCE: The chapter consists of many dedicated students in the process of developing psychological research skills. As a result, the chapter has worked to provide mentorship for students presenting at MPA 2018 and others interested in research development. This past April, with a growing number of underclass students joining the chapter, the chapter hosted pre and postconference meetings to discuss preparations, protocol, and postconference observations. The chapter was able to effectively pair with the Psychological Science department to spur interest in students looking to get involved in the psychology community.

INDUCTION CEREMONY: The chapter’s biannual induction ceremony is an important event for the college given the small size of the institution. One of the goals within the chapter is to develop a community that represents the best of the psychology department. To show support of these values, the induction ceremony acts as a formal event to signify this importance. The chapter executive board read the ceremony script, emphasized the meaning of chapter acceptance, and proceeded to distribute membership certificates. This event was followed by an all-inclusive dinner that signified the aspect of togetherness at the core of this organization.

DePaul University (IL)

COMMUNITY SERVICE: In May, the chapter engaged in a day of service for the St. Vincent DePaul food pantry. This pantry serves a hot meal six...
mornings a week to homeless citizens of Chicago. It also serves as a place where DePaul students, who are struggling with hunger issues, can stock up on food to ensure that they have enough. Members spent the morning making chili and hotdogs, peanut butter and jelly sandwiches, coffee and hot chocolate, plating desserts, and serving approximately 80 to 100 guests who stopped by for a meal. The chapter is planning a monthly commitment to serve the pantry during the next academic year.

MEETING/SPEAKER EVENT: In January, Dr. Gerry Koocher (Dean of the College of Science and Health) gave an invited address to the chapter. His talk was entitled, “The High Cost of Helping in Clinical Psychology,” and he read excerpts from a personal journal of his experiences working with pediatric cancer and cystic fibrosis patients around issues of death and bereavement. This prompted a rich discussion of the personal cost of helping along with the rewards of working with terminally ill children.

MEETING/SPEAKER EVENT: In March, the chapter hosted Dr. Jamie Wernsman (Chicago Professional School of Psychology) for an invited lecture on forensic psychology. She dispelled the many myths of what forensic psychology is and isn’t, and shared several case studies on her work in recent years. Some students were quite surprised by the work that is actually conducted in forensic psychology, but many of those students were still intrigued by the nature of the job.

MEETING/SPEAKER EVENT: In April, the chapter hosted Dr. Amanda Dykema-Englade (Northeastern University, MA). She presented a series of studies from her laboratory on the topic of the psychology of food. Her team studies the perceptions that people form about others based upon their food choices. She was a dynamic speaker, and the students enjoyed the discussion of research methodology, analysis, and the interpretation and application of her results.

SOCIAL EVENT: On May 18, 25 Psi Chi students visited the zoo, shadowing researchers who work with a variety of animals including primates. The chapter attended two zoo lectures and observed several research protocols with primates working with touch screens on a variety of cognitive tasks. The chapter received funding from the Students’ Activity Board so that they could also sample some zoo food, drinks, and ice cream.

Drury University (MO)
FUND-RAISER: This year, the chapter combined service and fund-raising into one event. Members helped out the Drury Behavioral Sciences Club to raise money for behavioral sciences students who presented their research at the Mid-America Undergraduate Psychology Research Conference in April. Psi Chi members gave their time, effort, and baking skills to help defer costs for the conference. The bake sale raised $144.45.

COMMUNITY SERVICE: The chapter and the Behavioral Sciences Club cosponsored a community event hosting Karis Agnew who is the Springfield organizer of PROMO. PROMO is Missouri's statewide organization advocating for lesbian, gay, bisexual, and transgender equality through legislative
action, electoral politics, grassroots organizing, and community education. **INDUCTION CEREMONY:** An induction ceremony was held in April at the historic Rose O’Neill House with the selection of new officers: Isabel Shirey (president), Shelby Ortner (vice-president), Arianna Robinson (secretary), and Jacob Hubers (treasurer). In addition, Bethany Bierman, Johnell Canfield, Shelby Ortner, Tristen Rand, and Arianna Robinson were inducted as members.

**Franklin College (IN)**

**COMMUNITY SERVICE:** The chapter sponsored a Brain Day at the Johnson County Public Library on May 4. With 20 children in attendance, Psi Chi members and faculty staffed a variety of stations designed to explore short-term memory, sensation and perception, and brain mapping. All participants left with a goodie bag containing a brain-themed coloring book and brain tattoos and stickers.

**Grand Valley State University (MI)**

**CONVENTION/CONFERENCE:** Members and the psychology department attended the 2nd Annual Southwest Michigan Psychology Undergraduate Research Conference hosted by Western Michigan University on April 6. At the conference, students had the opportunity to discuss their research with other students and faculty from surrounding colleges and universities. Kristen Miller (volunteer coordinator) gave an oral presentation entitled “The Impact of Human Trafficking, Sex Trafficking, and Trauma on Mental Health” in which she discussed her experiences working with victims of human trafficking in Ghana and the status of the literature to date. Jenna Bakkala (volunteer coordinator) gave a poster presentation of her work concerning “Socio-Cognitive Deficits in School-Age Victims of Peer-Peer Aggression.” Jenna was awarded first place poster presentation.

**Hope College (MI)**

**SOCIAL EVENT:** The chapter and Psychology Club executive board led a field trip to the Grand Rapids Public Museum. The exhibit focused on neuroscience research and brain discovery. Interested students explored the history of brain research and simulations of perception and general knowledge.

**RECRUITMENT:** The chapter and Psychology Club executive board hosted a table at Admitted Students Day at the college. This event was designed to encourage new students to attend Psychology Club events and see ways they could get involved in the future.

**MEETING/SPEAKER EVENT:** Four mental health professionals involved in the community discussed their experiences in the field and gave advice to students interested in exploring a mental health career. This event specifically helped students think about a broad range of options in the helping professions.

**Kansas State University**

**MEETING/SPEAKER EVENT:** The chapter hosted its annual “Preparing for Graduate School” panel. Four faculty members and four graduate students from across various areas of psychology including behavioral neuroscience, cognitive, industrial/organizational, and social served as panelists. This event was open to members and all students. Nearly 60 students attended the event. The panelists gave a quick introduction of their academic backgrounds and then a Q&A session was opened to all students. The undergraduates asked a variety of questions related to the GRE, getting involved with research, and how to choose the appropriate graduate programs. It was a huge success!

**COMMUNITY SERVICE:** During finals week of the fall semester, the chapter hosted a service project that benefitted local food pantries specifically aimed at college students. Members hosted a three-day hot chocolate fund-raiser in which patrons could pay money or make a nonperishable food donation in return for hot chocolate. The group raised approximately $60 in cash donations as well as a cartful of food donations.

**INDUCTION CEREMONY:** The chapter hosted two induction ceremonies—one in September at a local city park and one February on campus. At these events, new members were initiated, new officers were recruited, and various upcoming Psi Chi events were discussed. Both events had a great turn out, and students enjoyed meeting new members, spending time with the faculty advisor, and eating free food!
friends, and faculty members attended the ceremony.

**CONVENTION/CONFERENCE:** In the fall, four members presented their research for PsyCNado at sister campus Lindenwood University–Belleville. Six members presented both oral and poster presentations at the Student Research Conference hosted on April 18 at Lindenwood University, and one member, Jaidelynn Rogers, took second place for her presentation on “Do Aspirations and Autonomy Relate to Perceived Mate Choice?” Lastly, four members attended and presented at MPA this spring in Chicago, IL.

**Missouri Southern State University**

**INDUCTION CEREMONY:** The chapter inducted 20 members at its annual induction ceremony, which takes place in April each year. Those who joined in fall and spring were inducted at this ceremony. The event included a catered lunch, a candlelight ceremony, installation of new chapter officers, and concluded with a slice of cake decorated with Psi Chi written in blue frosting. New members, current members, and Psychology Department faculty attended this hour-long ceremony.

**Purdue University Global (IA)**

**CONVENTION/CONFERENCE:** The chapter sponsored a university-wide professional research conference called “Teaching Innovation and Presence.” Members were scheduled to host each session of the conference and, because of the sponsorship, members were invited to attend the conference free of charge. For many students, this meant attending their first-ever professional conference! Although the chapter sponsored the TIP Conference last year also, this year, several members presented the results of their own research studies, thus integrating Psi Chi fully into the conference and making its presence felt!

**FUND-RAISER:** The chapter completed a fund-raising project in which members created a chapter logo and then developed a range of logo-themed merchandise such as mugs, keychains, bumper stickers, T-shirts, and hoodies, available to members and psychology faculty. The chapter generated about $500 from the fund-raiser. Funds will be donated to a nonprofit organization; the process of selecting the organization is underway.

**The Michigan School of Professional Psychology**

**SOCIAL EVENT:** The Michigan School of Professional Psychology truly values self-care for students and faculty, which is why game day has become a semester tradition! It is a stress-free environment that allows students, faculty, staff, and members of the community to come together to play fun and engaging games! Dr. Blackstock, a professor and dedicated Psi Chi member, is the game master who brings unique games to share. Game day is also a way for students from various cohorts and faculty to connect in a fun, entertaining way. This highly attended event allows all attendees to let loose and forget about deadlines and stressful responsibilities for a few hours. The continued tradition of game day exemplifies how dedicated the school is about implementing self-care into the daily life for both students and faculty.

**FUND-RAISER:** The chapter hosted a fund-raising event to support its...
Travel Grant Award, which helps chapter members in continuing their academic research and attending various psychological conferences through financial reimbursement. This year, the chapter utilized Penny Wars, where each cohort placed pennies into their own jars and nickels or dollar bills into competing jars. This successful event provided all students and faculty an opportunity for some fun and a bit of healthy competition to assist students in research opportunities!

**CONVENTION/CONFERENCE:** In April, the chapter hosted its Fourth Annual Psi Chi Mental Health Research Symposium. This is a highly anticipated event. Students, faculty, and mental health professionals from the community are invited to come present their conceptual and original research in various clinical areas. This year, the keynote speaker was Dr. Sara McClelland from the University of Michigan who presented on “Work Hard Being Normal: Gender, Sexuality, and Intimacy in Palliative Care.”

**University of Akron (OH)**

**MEETING/SPEAKER EVENT:** Dr. Andrea Halpern (professor at Bucknell University, PA) spoke at the university. This event was cohosted by the chapter and the Psychology Department. Dr. Halpern met with undergraduate and graduate student members in an informal meeting, and presented a colloquium on her research that was open to the university community. About 50 students from the music and psychology departments attended her talk entitled “Imagine That: Individual Differences in Auditory Imagery for Music.” Psi Chi students read some of her articles prior to her visit, and several students asked questions about her research at the informal student meeting and after her talk. Refreshments were served at the talk including a donation of cookies from Insomnia Cookies. Dr. Halpern’s visit was March 2.

**CONVENTION/CONFERENCE:** Two Psi Chi undergraduate students and five graduate students attended MPA 2018. The chapter was able to fund a hotel room for the undergraduate students, and two graduate students won travel awards to support their attendance.

**University of Central Missouri**

**COMMUNITY SERVICE:** Several members and officers volunteered at the Warrensburg Veterans Home 5k. This included cheering on veterans and runners, creating uplifting signs/posters, and coordinating volunteer efforts with the individuals putting on the race. The chapter president also participated by running in the race.

**INDUCTION CEREMONY:** This is the spring 2018 Psi Chi induction class. Seventeen (three not pictured) excellent students were inducted into the chapter this spring. The chapter hosted two induction ceremonies every academic year; one in the fall and one in the spring.

**COMMUNITY SERVICE:** The chapter adopted a one-mile stretch of highway from MoDot. Per the requirements, the chapter cleaned the highway four times per year. They rounded up members to volunteer cleaning up the highway twice in the fall and twice in the spring.

**University of Michigan**

**COMMUNITY SERVICE:** The chapter hosted a food drive this past semester through Food Gatherers. The food that members and people of the Ann Arbor community donated went to providing mostly free food to low-income people of Washtenaw County.

**SOCIAL EVENT:** The chapter was invited to attend the Michigan basketball game against the University of Iowa on February 14. Psi Chi got a shout out on the big screen during half time and discounted tickets! The chapter held regular Round Table discussions with members to discuss different topics. The first round table topic was about postgraduate life but branched into other things such as new psychology research, interesting professors, and hobbies of group members!

**ROCKY MOUNTAIN**

**Adams State University (CO)**

**MEETING/SPEAKER EVENT:** The chapter has been very active in providing academic opportunities for students this year. One of the most successful and exciting events was when the chapter hosted best-selling author Andromeda Romano-Lax, who wrote the novel, *Behave*. This was an exciting event for psychology students because the book focuses on the lives of Rosalie Rayner and John Watson. In addition, many students had read the book as part of the curriculum for the class, Theories of Learning. Therefore, this activity also facilitated students to make connections and better understand the history of psychology.

**COMMUNITY SERVICE:** Recently, the chapter participated in the annual Psi Chi Service project while attending RMPA 2018. While there, eight members joined together with other chapters to help CHARG, an organization dedicated to helping the lives of those with mental illness. As a team, the chapters were able to accomplish yard work and plant flowers for the center. Alone, this task would have taken the center weeks to complete, but with the help of Psi Chi members, CHARG is ready to bloom bright for spring!
CHAPTER ACTIVITIES

South Dakota State University

COMMUNITY SERVICE: The chapter had the opportunity to assist with police officer training in South Dakota as part of the NAMI Crisis Intervention Training. Crisis Intervention Training helps prepare officers and law enforcement agents in South Dakota to defuse crisis situations utilizing a more compassionate approach. Members acted out different scenarios involving mental health disorders.

MEETING/SPEAKER EVENT: The chapter hosted a faculty Q&A panel event called “Optimizing Your Undergraduate Experience.” To increase activity attendance, more than 80% of psychology courses received invitations to the activity via e-mail, newsletter, social media, and in-class announcements. The panel consisted of four faculty members: Drs. Chris Warren, Scott Bates, Jennifer Grewe, and Ginger Lockhart. The topics included graduate school preparation, research opportunities, and letters of recommendation. Ultimately, feedback for the activity was positive.

Weber State University (UT)

CONVENTION/CONFERENCE: The chapter was involved in research activities this past academic year, and conducted three separate research projects. Twelve members, each involved in one of the projects, presented their findings at the Weber State University Research Symposium on March 25.

CONVENTION/CONFERENCE: Ten undergraduate students presented their findings from three chapter-supported research projects at RMIPA 2018 in Denver, CO. The topics related to learning and memory, embodied cognition, and acceptance of psychology as a science.

FUND-RAISER: The chapter conducted a bake sale on November 15 to raise funds for members to travel to conventions to present their research findings. Many members brought in a variety of tasty treats, and the bake sale raised almost $600.

SOUTHEAST

Catawba College (NC)

MEETING/SPEAKER EVENT: The chapter hosted an informative and engaging presentation in March 2018 about emotional support animals given by Dr. Nan Zimmerman (director of counseling services). Attendees included members of Psi Chi, students...
CHAPTER ACTIVITIES

46 EYE ON PSI CHI

CHAPTER ACTIVITIES

The chapter inducted 13 members.

MEETING/SPEAKER EVENT:

INDUCTION CEREMONY:

demonstrate the importance of having support dogs to the presentation to students brought their emotional support animals on airplanes. Two recent news stories about emotional support. She also covered and the kinds of animals that are used emotional support animals on campus, animals, qualifications needed to have service animals and emotional support animals, and the differences between service animals and emotional support animals. Qualifications needed to have emotional support animals on campus, and the kinds of animals that are used for emotional support. She also covered recent news stories about emotional support animals on airplanes. Two students brought their emotional support dogs to the presentation to demonstrate the importance of having well-behaved animals in the classroom.

Marshall University (WV)

INDUCTION CEREMONY: The chapter hosted its annual induction on April 25. The chapter inducted 13 members.

MEETING/SPEAKER EVENT: The chapter hosted an event on applying to graduate school in psychology. A panel of graduate students and faculty briefly discussed their experiences in the graduate school application process, and undergraduate students asked questions of the panel.

Nova Southeastern University (FL)

INDUCTION CEREMONY: The chapter inducted 127 undergraduate and graduate students. The keynote speaker, Dr. Sarah Valley-Gray, gave a light-hearted yet insightful speech about careers in psychology. Special thanks to everyone for a fantastic ceremony including Lindsay Craig (president) and Joshua Braverman (vice-president).

MEETING/SPEAKER EVENT: The chapter organized a meeting on applying to graduate school in psychology. A panel of graduate students and faculty briefly discussed their experiences in the graduate school application process, and undergraduate students asked questions of the panel.

Roanoke College (VA)

INDUCTION CEREMONY: In the spring, the chapter inducted 34 students. The induction began with a statement by the incoming faculty advisor. The inductees were invited to engage in discussions and activities about mental health. Psi Beta members were the main organizers of the events, and Psi Chi members provided resources and supporting information on different mental illnesses.

MEETING/SPEAKER EVENT: The chapter organized a meeting on applying to graduate school in psychology. A panel of graduate students and faculty briefly discussed their experiences in the graduate school application process, and undergraduate students asked questions of the panel.

FUND-RAISER: During the spring, the chapter raised funds for a Pie a Psych Prof event, with all proceeds going to the American Foundation for Suicide Prevention. Psi Chi students recruited six psychology faculty members to willingly be pied in exchange for donations. Leading up to the event, the chapter hosted a competition in which donations could be made in a particular faculty member’s name. The faculty member with the most donations received a turkey-dish sized pie in the face, in addition to the regular sized pies that the rest of the professors received.

It was only fitting that the winner of this competition was the outgoing chapter advisor. The event was a great success, having raised $550 for the foundation.

Union College (KT)

RECRUITMENT: During the start of the fall term, the chapter hosted a psychology, neuroscience, and mental health mixer, which was co-sponsored by the college’s chapters of Nu Rho...
Psi, the National Honor Society in Neuroscience, and Active Minds, the mental health advocacy and education group. The event brought together psychology/neuroscience faculty and students, as well as staff from the campus counseling center. During the event, the chapter (a) familiarized students with the mission of Psi Chi and the requirements needed to apply; (b) solicited ideas from interested students, faculty, and staff about programming for the coming year; and (c) advertised upcoming Psi Chi events to spark interest in the campus community.

**COMMUNITY SERVICE:** The chapter coordinated two educational events for local children, one in November and one in February. The event in November was hosted at a local science museum (MiSci) as a part of a weekend-long celebration of science in New York’s capital district. The event in February was hosted at Schenectady’s COCOA House, an organization which provides academic enrichment and sustainable life skills in a safe after-school environment for inner city youth. Both events had a variety of educational neuroscience and psychology activities including making brains out of Play-Doh, making neurons out of pipe cleaners, and coloring pages of neuro-anatomical structures.

**MEETING/SPEAKER EVENT:** The chapter hosted a series of events designed to raise awareness about human trafficking, both globally and locally, and to understand the psychological and social implications of it. The first event was an educational movie and discussion event in which the chapter provided a viewing of the Society for the Psychology of Women’s film *Psychology of Human Trafficking*. This was followed by an educational discussion about the material, based on the associated APA-produced guide. The second event was a speaker event with Debbie Fowler of Eyes Wide Open, a Schenectady nonprofit organization that provides restorative care and sanctuary to female sex trafficking survivors. During this talk, Debbie spoke about the purpose, means, and reasons behind human trafficking, and answered questions from attendees. The third event was a bake sale and raffle that the chapter called “Sweets for Safe Inc.” During this event, the chapter raised money for Safe Inc., the Schenectady nonprofit that provides shelter, counseling, outreach, and support services to local youth who are homeless and have been sexually exploited or trafficked.

**University of Mary Washington (VA)**

**COMMUNITY SERVICE:** The chapter hosted Mental Health Awareness Week in which members enhanced students’ knowledge about mental health issues and encouraged them to fight stigma surrounding mental illness. The chapter set up a table outside of the university’s dining hall and invited students from all disciplines to sign a banner to pledge their support in ending this stigma, and asked for donations to help fund...
a local mental health organization. In total, there were over 400 signatures on the banner, and the event raised almost $200! The chapter also hosted a screening of a documentary about depression to educate the campus about the far-reaching effects of the disorder. The campaign was very successful, and members hope to continue it for years to come.

**MEETING/SPEAKER EVENT:** In March, the chapter hosted its annual Career Forum. Members recruited volunteers with a bachelor's degree in psychology to serve on a panel and to discuss career options available for students after graduation. Their expertise ranged from social work to counseling to reviewing articles with the APA. This event allowed students in the psychology department to find answers about starting their careers and gave them the opportunity to make connections with professionals in the field.

**SOCIAL EVENT:** Every year, the chapter plans and manages a research symposium for the whole psychology department. This two-day event allows students to get real-world experience presenting their research in either a talk or poster format. The chapter decided to introduce a fun trivia game at the end of the symposium to help everyone decompress and enjoy the final days of the semester. Officers developed extremely tough psychology questions, and teams on both faculty and students had to come up with answers and then bet on which answer they thought was correct. The game was a great success, and it gave students who couldn’t attend SEPA a chance to learn about the members’ research and get a feel for what convention poster sessions are like.

**SOUTHWEST**

**Texas State University**

**COMMUNITY SERVICE:** Members volunteered their time to complete various service projects throughout the community. These included landscaping, painting, and clean-ups at residents’ homes, local schools, parks, churches, and neighborhoods.

**University of Houston (TX)**

**COMMUNITY SERVICE:** Members volunteered their time at the Children’s Assessment Center (CAC) of Houston in March 2018. The CAC provides a safe haven, services, and resources to sexually abused children and their families.

**WEST**

**University of San Francisco (CA)**

**CONVENTION/CONFERENCE:** The chapter hosted its 10th annual Human Behavior Research Conference (HBRC) this past April. HBRC provides members with an opportunity to present their research, exchange ideas, and make valuable connections with others in their field of interest. The conference attracts attendees from a number of universities in the Bay Area who are studying human behavior in a variety of academic disciplines. Throughout the evening, student presenters shared their original research on a variety of topics. Research focuses included music familiarity, retrieval-induced forgetting, mental health needs of foster youth, spiritual health locus of control, social influences on racial prejudice, the overconfidence effect and planning fallacy, and media multitasking.
Why Is Psi Chi Fundraising? Why Now?

Cynthia Wilson
Director of Membership and Development

Hopefully by now many of you are aware that Psi Chi is fundraising. You might have seen emails from our Executive Director or an appeal in the Digest. And when you saw those emails, you might have asked yourself, why is Psi Chi fundraising? Why now?

We have a very good answer for that. We’re doing it for you. Psi Chi is a membership organization. We are what we are today because of you, our members. As we look forward to celebrating our 89th anniversary this fall, we think of you and how we can make your Psi Chi membership more valuable. As a result, we have decided that we want to do more. Yes, we award $400,000 each year in awards, grants, and scholarships to faculty and students alike. Yes, we publish the Psi Chi Journal and Eye on Psi Chi. And we want to do more. We want to do more to serve you.

In honor of our 89th anniversary this fall, we are kicking off our second annual giving campaign, Give Back to Psi Chi at donate.psichi.org. That is important because we want to serve you in bigger, better, and stronger ways. We also want to grow and expand into more countries to become a more culturally diverse organization. As we expand and grow, we are offering opportunities to every student of psychology who is as passionate about psychology as you are. You’re part of something big. We want Psi Chi to be a resource to you now and in the future.

As we continue to grow, we look forward to our 100th year and what that might bring. But today, we need to focus on sustainability and growth that will propel us to our 100th anniversary. By fundraising to support all member programs, we are building the future of psychology. We fund valuable research, we create opportunities for travel to conventions, and we change lives by awarding both undergraduate and graduate scholarships. We want psychology students around the world to know the benefits of a Psi Chi membership. By building sustainability and growth, we can serve you better, and we can better reach all students of psychology who wish to join.

This year, our 89th, we see a focus on diversity and inclusion and we see scholarships for both undergraduate and graduate students. We see members who share the values of hard work, discipline, and commitment. Psi Chi is as strong as it’s ever been. But to reach our 100th year, we must lay the groundwork now.

Won’t you consider a gift to Psi Chi today at donate.psichi.org? Through its journey as an organization, Psi Chi has become the largest student psychological organization in the world. We are the largest psychological organization because we are nearly three quarters of a million members strong. We count among our membership some of the greatest psychologists the world has ever known. And we continue to welcome members each year who share a passion for excellence in psychology. We truly want that membership to be valuable for a lifetime. Remember, you’re not just a Psi Chi member in school, you are a member for a lifetime!

That’s the commitment we make to you. We commit to serve you over your entire career, whatever that happens to be.

To achieve these goals we have set as an organization, we need to fundraise. And we need to do it now. Now is the time to invest in the future of Psi Chi. Now is the time for growth, expansion, and for rededicating ourselves to doing what we do even better. We are strong today because of you, and we’ll be strong tomorrow because you commit to invest your donation to the Give Back to Psi Chi campaign.

So why is Psi Chi fundraising? Have we answered that question? Psi Chi is forward-thinking and dedicated to what makes us a truly special organization. What makes us special is you. We are inspired by your commitment to psychology and by your principles of excellence.

Please consider a gift today. You can easily make your gift at donate.psichi.org. You are the future of Psi Chi. Our members are the reason we exist; we exist to serve you. Help us achieve our goals with a gift today.

Albert Bandura, PhD
Psi Chi Distinguished Member

"I continue to support Psi Chi because of its investment in the future of our discipline by providing benefits to students and faculty members. I urge you to give back to Psi Chi."
New Store. New Merch. Visit Us Online

Pro Bundle

New Member Bundle

Essentials Bundle

Grad Plus Bundle
Stole, Medallion, Lapel Pin, Cords

Water Bottles
Stainless Steel

Comfort Colors’ Blue Spruce Crewneck Sweatshirt

Commencement Bundle
Stole, Lapel Pin, Cords

New Cozy Blankets

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