

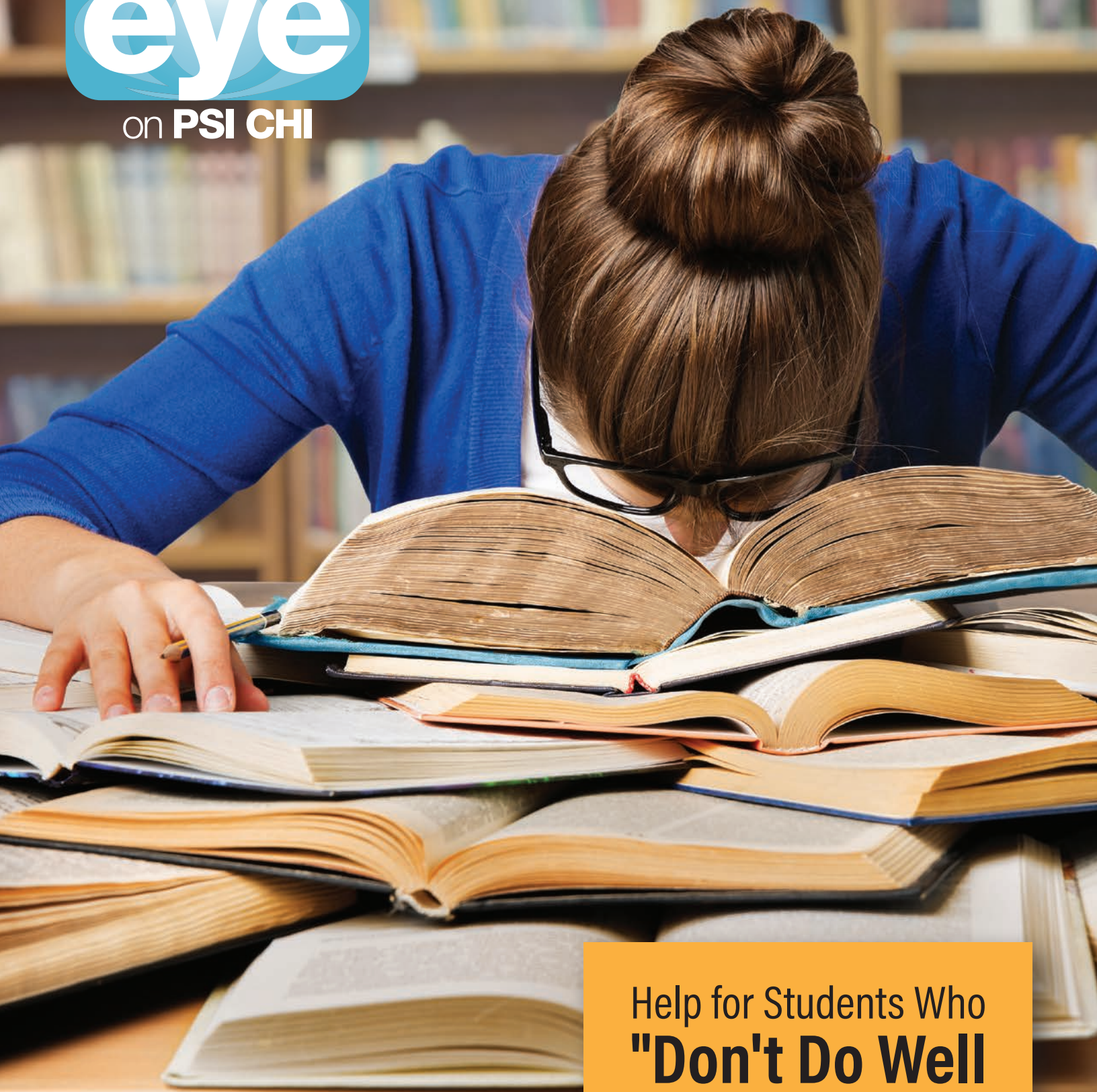
fall 2017 | vol 22 | no 1

www.psichi.org

The International Honor Society in Psychology

eye

on **PSI CHI**



Help for Students Who
**"Don't Do Well
on Tests"**

WWW.PSICHI.ORG

FALL 2017 | VOLUME 22 | NUMBER 1

EDITOR

Susan Iles
susan.iles@psichi.org

EDITORIAL ASSISTANT

Bradley Cannon
bradley.cannon@psichi.org

DESIGNER

Lauren Surmann
lauren.surmann@psichi.org



Published by Psi Chi, the International Honor Society in Psychology. Founded September 4, 1929, at the Ninth International Congress of Psychology, Yale University, New Haven, Connecticut. Member of the Association of College Honor Societies. *Eye on Psi Chi*, ISSN 1092-0803 (print) and ISSN 2164-9812 (online), is published quarterly by Psi Chi, the International Honor Society in Psychology. All contents ©2017 by Psi Chi. The publication schedule follows the academic year: fall, winter, spring, and summer. All opinions expressed in signed articles are those of the author(s) and do not necessarily reflect those of the editors and/or Psi Chi.

EDITORIAL OFFICE:

Psi Chi Central Office | PO Box 709, Chattanooga, TN 37401
Street Address: 651 East 4th St., Suite 600 | Chattanooga, TN 37403
Telephone: +1-423-756-2044 | Fax: +1-423-265-1629
Email: psichieye@psichi.org | Website: www.psichi.org

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WESTERN REGIONAL VICE-PRESIDENT
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westernvp@psichi.org

EXECUTIVE DIRECTOR
Martha S. Zlokovich, PhD
martha.zlokovich@psichi.org

ABBREVIATIONS

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



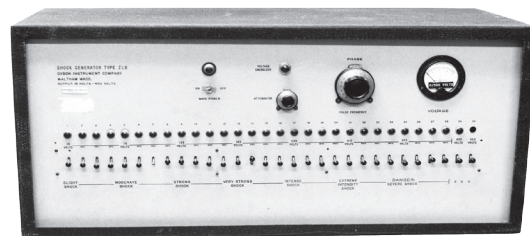
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Do More Than Join—Engage Deeply With PSI CHI

R. Eric Landrum, PhD, President
Psi Chi, the International Honor Society in Psychology

I am honored to serve as the 53rd President of Psi Chi and humbled to be a part of this group of leaders in psychology. My sincere goal for the coming year is to continue to build upon the strengths of Psi Chi that so many others before me have labored to achieve.

I want to urge you to do more than “join” Psi Chi. Of course, we want eligible members to join our organization; without members, there is no point to our existence. But we need you to be more than just a “nominal” member. That is, we need you to do more than just pay for a line on your resumé/curriculum vita. I am going to do everything that I can to encourage you, to gently push you, to engage with Psi Chi.

The true benefits of membership organizations come from engaging with other members and your faculty advisor, participating in regional conventions, and more. The list of resources available to you—whether it be *Psi Chi Journal of Psychological Research*; *Eye on Psi Chi* magazine; the resource-packed website; opportunities to apply for grants, awards, scholarships; networking at regional psychology conventions (and more)—is staggering. To be a member “only” and to not leverage the opportunities of membership would be such a waste. Personally engaging with the organization and its members provides leadership opportunities and access to experiences that can be amazing. Please indulge me a bit and allow me to share my own story with you.



Picture of Psi Chi officers with faculty and invited speaker at Monmouth College in 1984. I am second from left.

Step 1: Becoming a Member (or Total 80s Rewind)

I distinctly remember my Psi Chi induction at Monmouth College (IL) on December 13, 1983. It was so memorable for a number of reasons: we were invited to the home of a psychology faculty

member, all of the inductees (I think about 5) were dressed up, and I remember signing the Psi Chi scroll after taking the oath. Afterward, we engaged in adult conversations with our fellow students and faculty—it was the first time I felt more like a colleague than a student. I have never forgotten that personal Psi Chi experience! In my senior year, I was elected president of our local Psi Chi chapter, and I was thrilled that I could help my fellow classmates pursue their education in psychology.

Step 2: Mentoring (or Test Drive)

After graduate school, I continued my engagement with Psi Chi by serving as the faculty advisor to the Boise State University chapter in 2003–05 and 2006–11. We worked hard to engage our members, which is often a challenge for nonresidential/commuter schools. We organized charitable and fund-raising events on campus, as well as supported members to attend the regional psychology

convention of the Rocky Mountain Psychological Association (RMPA) meeting. At conventions, we participated in chapter exchange and leadership programming, as well as attended invited addresses and symposia that Psi Chi had organized for us. In each region of the United States, the Vice-President organizes the programming for the regional convention (an important detail for later). During my time as advisor, I began to help with RMPA Psi Chi programming by serving on steering committees, first with Dr. Carla Reyes and then Dr. Melanie Domenech Rodríguez (now Psi Chi President-Elect).

Step 3: Leadership (or Running the Show)

After engaging on a regional level, I ran for and was elected Vice-President of the Rocky Mountain region for 2009–11. I was now responsible for the Psi Chi programming for the 2010 RMPA in Denver and the 2011 RMPA in Salt Lake City. I organized symposia and workshops, leadership events and chapter exchange sessions, and I also selected the Psi Chi Distinguished Lecturer for each convention. This “responsibility” provided me with opportunities to engage that rarely occur. What do I mean? For 2010, the Distinguished Lecturer was Dr. Albert Bandura and, during his visit, I got the chance to get to know him a little bit over dinner the night before his talk. During my scripted introduction, he interrupted me and heckled me—clearly one of the professional highlights of my career!

The Next Step (or Emotional Rewards)

It is because of Psi Chi that I was able to meet and genuinely interact with the most famous male and female psychologists alive in the world today. These events occurred only because of my personal engagement with Psi Chi. During my presidential year, I look forward to the opportunity to serve and give back to an organization that has so richly given to me. Keep watching www.psichi.org in the coming year to hear more about big ideas and initiatives.

The opportunities provided by Psi Chi are like most other opportunities in life; you will get out of it what you put into it. Personally, Psi Chi has been one of the best investments of my life. I realize that my story may be atypical; your results may vary. But you will not know how far Psi Chi can take you until you try—step up and engage!



Left: Albert Bandura, PhD, Right: Eric Landrum, PhD



Left: Eric Landrum, PhD, Right: Elizabeth Loftus, PhD

PSI CHI Launches Giving Campaign

Cynthia Wilson
Director of Membership and Development

Honor Society Seeks to Raise \$88,000 for Scholarships and More

The inaugural Psi Chi Annual Giving Campaign commences in fall 2017. Donations will allow PSI CHI to continue expanding the practice of giving out more than \$400,000 in annual awards, grants, and scholarships.

Psi Chi will also begin using donations to increase its Membership Assistance Fund and promote a year-long initiative to destigmatize mental illness as proposed by Psi Chi Board President Dr. R. Eric Landrum. Psi Chi asks for members as well as faculty and other supporters to “Give Back to Psi Chi” by donating at www.psichi.org/donations.

Dr. Nadine Kaslow, former APA President and professor at Emory University School of Medicine in Atlanta, will chair the campaign.

Many Psi Chi members major in psychology because they want to give back. Now, donors to the Give Back campaign can make a direct impact by helping to fund much-needed research, reward academic achievement, and help underprivileged students succeed through research grants and scholarships.

Psi Chi has set a goal to raise \$88,000 in honor of the Society’s 88th anniversary. “Our vision is to award 100 scholarships in our 100th year,” says Executive Director Martha S. Zlokovich, PhD.

Psi Chi will also take part in Giving Tuesday on November 28, 2017, a day dedicated to giving back to your non-profit(s) of choice. Direct donations to our Give Back campaign at www.psichi.org/donations.

About Psi Chi

Psi Chi is the world’s largest student psychological organization with more than three-quarters of a million members inducted around the globe since 1929. Membership benefits include access to three publications, more than \$400,000 in financial support, a career center, and international recognition for academic excellence in psychology.

Psi Chi’s mission is recognizing and promoting excellence in the science and application of psychology. Individuals seeking to make a difference in their communities and in the field of psychology may learn about joining Psi Chi at www.psichi.org/?page=become_member.



Nadine Kaslow, PhD
Emory University School of Medicine

“Psi Chi offered me a special home with like-minded, intellectually engaged, and socially active peers in college at the University of Pennsylvania. For me, giving back to Psi Chi through volunteerism reflects my appreciation of its meaningful programs including its newest initiative to destigmatize help-seeking on college campuses and its capacity to truly make a difference in the lives of psychology majors. Giving back to Psi Chi is a way to celebrate its history of remarkable successes, and to empower the organization to continue to nurture the growth of its members and chapters.”



Increase Your Educational ROI

With Career Services, Internships, and Mentorships

Paul Hettich, PhD
DePaul University



ROI is an acronym for *return on investment*. You are investing considerable time, money, and effort to prepare for life and career, but are you using all the resources that your tuition and fees can purchase? Have you explored the services that your career center offers, or opportunities for an internship, or the possibility of establishing a mentoring relationship? There is far more to your college education than accumulating credits toward graduation. Furthermore, creating these experiences during college may contribute significantly to your subsequent workplace engagement and well-being.

In the report, *Great Jobs. Great Lives. The 2014 Gallup-Purdue Index* (Gallup, 2014), which I summarized (Hettich, 2017), Gallup identified several college experiences that were associated with graduates' positive levels of workplace engagement (the great job) and well-being (the great life).

- Having a mentor who encouraged you to pursue your goals and dreams.
- Having at least one professor who made you excited about learning.
- Having professors who cared about you as a person.
- Completing an internship that allowed you to apply what you were learning in the classroom.

- Becoming extremely active in extracurricular activities and organizations.
- Working on a project that took a semester or more to complete.

In its current project, Gallup (2016) focused on the roles that career services, internships, and mentoring play in graduates' perceptions of their college experiences. Below is a summary of some key findings, but I encourage you to read the full report.

Career Services

Out of the 61% of the 2010 to 2016 graduates who visited their school's career services during college, 17% rated those services as very helpful, 26% as helpful, 37% somewhat helpful, 17% not helpful, and 3% as don't know or can't remember. The fact that 80% of the graduates in this sample regarded their visits as helpful at some level suggests that they obtained a favorable ROI for using that service. Whether they graduated from large or small, public or private institutions, graduates were equally likely to rate their experiences with their college career center as helpful or very helpful. The number of graduates who had visited their career services differed according to their academic field. Engineering and business graduates (62% and 58% respectively) were most likely to participate, followed by social sciences (53%), arts and humanities (48%), and sciences (45%) graduates (Gallup, 2016).

The report also cited numerous comparisons between graduates who did and did not visit their school's career services as students.

1. Graduates who visited the career center during college were as likely to find a good job as those who did not visit, but those who visited found their job more quickly.
2. Graduates who visited their career center during college were more likely to be employed full time (67%) than those who did not visit (59%), especially Black graduates who visited (66%) compared to Black graduates who did not visit (54%).
3. Forty-nine percent of graduates who rated their career services as very helpful found a good job compared to 15% of graduates who said career services were not helpful.
4. About half of those who found the services very helpful were more likely to strongly agree that they are deeply interested in their work compared to 34% who reported that career services were not at all helpful.
5. Graduates who reported a high quality (very helpful) experience with their career center, were “dramatically more likely to believe that their university prepared them well for life outside of college, to say their education was worth the cost, to recommend their university to others, and to report making donations to their alma mater” (Gallup, 2016, p. 8).

In short, graduates who used their institution's career services when they were students generally benefited more than those who did not; graduates who found the services very helpful benefited the most. Obtaining a high-quality career services experience depends on the interactions of the student with the career services staff. The report did not discuss specific components of the services that graduates found helpful, but chances are the high-quality experiences that many reported were in most instances due to their level of motivation and positive interactions with skilled professionals working in a supportive environment. In such instances, these graduates likely obtained a relatively high return on their investment. So, when do you plan on visiting your career center?

Internships

Experiential learning and supportive relationships are important components of a successful college experience. They are linked later in life to higher levels of employee engagement, well-being, and the belief that college was worth its cost (Gallup, 2016).

Gallup reported that 55% of their respondents held a job or an internship during college that allowed them to apply what they were learning. The sources of their internships or jobs included professor, college/university faculty or staff member, friend, extracurricular activity advisor, sports coach, or other. However, the data suggested that the particular source of the internship was not as important to graduates as the benefits they received from this applied learning experience. Internships were associated with more job offers after graduation and higher starting salaries compared to graduates without internships (Gallup, 2016).

Completing an internship could be a critical component of your undergraduate education and career preparation, and another opportunity to increase your educational ROI. An internship allows you an opportunity to apply your knowledge and

skills while gaining work experience in a career field that interests you; it also allows the employer to evaluate your potential fit in its organization. However, the process of acquiring an internship involves considerable planning, consultation with your advisor and other on-campus resources, interviews, and in-depth research on organizations that sponsors them (Hettich, 2012).

Mentoring

Mentoring is a process in which an experienced and respected individual with expertise in a particular domain (mentor) serves as a coach or role model to another person (mentee) who seeks the mentor's guidance. Gallup (2016) reports that approximately one fourth of the college graduates in their sample strongly agreed they had a mentor who encouraged them to pursue their goals during college. Most mentors were course professors, but friends, faculty/staff, family members, extracurricular advisors, sports coaches, and others also served in that role. Because the social support gained from family and friends has been linked to student persistence in college, Gallup believes that “friend and family-based mentorship is a critical component of a successful college experience” (Gallup, 2016, p. 13). Similar to internships, having a mentoring experience seemed more important to graduates than who the mentor was.

Teachers serve students in different ways, and some are willing to become a mentor. The mentoring may occur through formal meetings or informally through research projects, teaching assistantships, or in other situations. To learn more about mentoring, consult *Introduction to Mentoring: A Guide for Mentors and Mentees* (APA, 2006). Although this guide was written for graduate students and early career psychologists, undergraduate students can gain a wealth of knowledge about the stages, forms, types of mentors, etiquette, and ethics of mentoring.

Finally, Gallup reports that mentoring and internships are linked to subsequent “increased employee engagement, higher well-being later in life, and graduates' feeling that their degree was worth the cost” (Gallup, 2016, p. 12). How can you top that for a great return on your investment?

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Paul Hettich, PhD, Professor Emeritus at DePaul University (IL), was an Army personnel psychologist, program evaluator in an education R&D lab, and a corporate applied scientist—positions that created a “real world” foundation for his career in college teaching and administration. He was inspired to write about college-to-workplace readiness issues by graduates and employers who revealed a major disconnect between university and workplace expectations, cultures, and practices. You can contact Paul at phettich@depaul.edu

You're Not in Kansas Anymore:

More Ways That Grad School Is Different From Undergrad

Amanda Kraha, PhD
Indiana University East

Stephanie D. Freis, PhD
Presbyterian College

Morgan E. Longstreth
Wyoming University

In our first discussion of this topic, we reviewed several ways that graduate school is different from undergraduate studies. We suggested following a schedule, setting goals, forming friendships, and remembering to take care of yourself, among others (see Freis & Kraha, 2016). In the present article, we'll provide additional considerations for how graduate school is different, and suggestions to help you succeed.

Expectations and Structure

Managing the workload. In your undergraduate studies, you likely covered one or perhaps two chapters per week in each of your courses. In graduate school, you may encounter a much heavier workload—sometimes several chapters per week on top of various writing assignments and article reviews. Knowing your resources and strategically planning ahead will help you successfully complete this work.

One suggestion is to see your peers as a resource and form study groups. Depending on faculty and program rules, you may be able to split the readings between your group members. Each group member is assigned a section of the readings, and reports back to the full group with a written summary and short presentation of the material. These study groups can also be discussion based, which will help you to think critically about the material—and remember it better. Agree on a format, find a way to hold members accountable, and you'll be able to learn the material much faster. Again, though, check with your faculty to make sure that they are OK with this—some faculty may view this as academic misconduct.

Another strategy is to carefully plan your course load. Some faculty recommend frontloading classes to get them out of the way, making more time later to focus solely on research and/or internship. Others, however, recommend spreading courses out over time and mixing with practicum and/or research courses. Talk





with students in the program who have finished their courses—how did they manage it? If they could do it all over, how would they do it differently? Ask what to expect from different courses—if two courses are particularly brutal, you won't want to take them at the same time. With this information in hand, decide what strategy works best with your personality and work style.

Keep in mind that, although you do have to take classes, you are no longer chasing that perfect grade point average. You should be presenting and publishing your work. Always keep an eye open to use your course assignments to further your research or clinical interests. Maybe you have to write a research proposal for your social psychology class—choose a topic that you might end up researching, and then you have your proposal started! You may also be able to present course papers at conventions. Presenting at regional conventions is highly encouraged because it helps give you practice for the job market—public speaking/communication is the most desirable skill employers want to see (AAC&U, 2013).

Professionalism. You should always put your best foot forward and exhibit professionalism. This applies in all aspects of graduate school—from how you dress to how you write e-mails. Impressions are important and can make or break opportunities for you, so treat graduate school like your career and work regular hours (i.e., 9 to 5). Professors need to see you as a colleague, and acting the part will help cement this image.

You'll also need to speak up in class. You may be used to lecture heavy courses where students have very little input. But in graduate school, you can expect less lecture and more discussion and/or class presentations. You will need to ask questions and participate *thoughtfully* in discussion. To do so, you'll need to come prepared. This means not only completing the readings ahead of time, but also making notes and coming up with questions ahead of time. Some classes will not allow computers in class and will reduce your grade if you don't come with already prepared notes and questions! The days of reading articles in class while the

professor is lecturing are behind you. Remember to think critically and speak mindfully. Again, you'll need instructors to see you as a participating scholar—they may end up on your dissertation committee and can offer you additional research opportunities.

Relationships

Professional relationships. In our last article, we spoke about the importance of advisors (see Freis & Kraha, 2016). Mentoring in general can be a tremendous help in navigating the ambiguity of graduate school. Your advisor is a big part of this, but don't be afraid to cultivate a network of mentors who you can turn to for a variety of issues. This includes finding friends in the administrative office who can help with financial aid questions, teaching assignments, course registration, etc. Mentors may be within your department, but they certainly don't have to be. You may have the opportunity to have mentors from various departments, academic disciplines, and universities. You'll have to seek them out, though, they will not come to you!

Be open to mentoring others, as well! Once you're in the program, remember what it was like to be starting out, and do your best to help new students in the program. It is likely that they'll need your advice and support more than they need you to share the notes you took a few years ago.

Personal relationships. Graduate school can be a huge drain on your time, energy, and mood. Unsurprisingly, this can cause difficulties in personal and romantic relationships. It can be difficult for individuals not in graduate school to understand the culture and pressure of this type of academic study. As a result, graduate students should give forethought as to what their priorities are and remind themselves of this frequently. Have frank discussions with those close to you—are they willing and able to deal with you being busy, stressed, and pressured? Have they seen you under such pressure in the past? Are they supportive of your willingness and desire to work so hard, or do they think you're a workaholic? Do they feel like you don't give them enough of your time, before you even start your program? Remember to decide on your priorities, and keep them straight.

Last Bits of Advice

Plan ahead. As we've discussed, graduate school is another step toward your career. If you came into graduate school undecided on your career, start asking questions early and seek out opportunities for networking and job shadowing. (e.g., professional panels, Preparing Future Faculty; PFF). Identify your dream job and start looking at those job ads. Take note of skills these jobs want, but that you lack. From there, use your time in graduate school to get these skills. Make an aspirational CV with headings regardless of whether you have anything to put under those headings. These gaps will help you to identify where you need experience, and you can focus on filling these holes.

Teach. If you're able, get experience teaching a course. This is particularly important if you plan to stay in academia. Unless you're heading for a career at a research focused university (and these are difficult to get!), teaching experience is essential for landing a faculty job. Beyond making you more competitive on the job market, teaching is a great way to cement your knowledge of

the material and can serve as a confidence boost as well. Further, teaching improves public speaking skills and keeps you connected with the practical applications of your research. If you are a graduate assistant who does mostly course-related work (e.g., grading, holding office hours, etc.), offer to cover a course for that professor if, for example, they need to go out of town for a conference. Such opportunities will give you that teaching experience you may desire, as well as show faculty that you are willing to go above and beyond your outlined duties.

Personal health. It bears repeating that self-care is the most important way to succeed in graduate school. As you have read above, there will be many facets of your life to balance including your professional development, your personal relationships, and the personal growth that goes along with this time of life. Find a hobby, and make time for it—for yourself. It may be watching TV, running, gardening—whatever it is, be sure to take time for yourself. Though counterintuitive, this will actually help you be more productive, and will help protect against burnout.

In summary, be strategic in how you manage your expectations and structure your work-life balance. Give forethought to the type of relationships that will be most important to you during graduate school, and above all, treat graduate school like a career—professionalism is best.

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Amanda Kraha, PhD, received her doctorate in experimental psychology from the University of North Texas, and her undergraduate degree from Arkansas Tech University. While in graduate school, Dr. Kraha served on several committees for the American Psychological Association of Graduate Students (APAGS). She helped launch the new APA journal *Translational Issues in Psychological Science* while serving on the APAGS committee. Dr. Kraha is currently an assistant professor of psychology at Indiana University East, serving as the University Psi Chi advisor. She teaches undergraduate research methods, statistics, and cognitive psychology. Dr. Kraha's research centers on memory, statistical techniques, and professional issues in psychology. Her most recent publication examines the amount of debt students take on in the course of earning a graduate degree in psychology, and what salaries these degree holders can expect upon entering the psychology workforce.



Stephanie D. Freis, PhD, received her doctorate in social psychology from The Ohio State University. She is currently an assistant professor of psychology at Presbyterian College. Her research primarily investigates attributes of the self and motivation, particularly focused on the similarities and differences between grandiose and vulnerable narcissism. Current projects explore how both narcissistic subtypes have a high need for distinctiveness but differ in how they regulate that need, either through a promotion- or prevention-focused orientation.



Morgan E. Longstreth is currently a first-year doctoral student in the clinical psychology program at the University of Wyoming. She possesses a bachelor of science in psychology and neuroscience from The Ohio State University and has completed her master's level coursework at the University of Dayton. While finishing her master's thesis on the psychosocial effects of chronic illness stigma on college students, she is beginning her doctoral coursework at the University of Wyoming. Her doctoral dissertation will focus on mental health and aging, specifically in regard to individuals with age-related neurodegenerative disorders including Alzheimer's and other forms of dementia.



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Figure 1

EXAM PROBLEMS

Learning/Studying Issues

Do I need to put in more time studying?

Log study time, then increase it.

Compare self to more serious students.

Do I need to try to learn the material at a deeper level?

Apply, explain, and evaluate concepts.

Do I know what is important?

Rank concepts in order of importance.

Make outlines or concept maps.

Do I use effective study techniques?

Test self frequently.

Avoid distractions.

Stress-Related Performance Issues

Did anxiety hurt my ability to focus?

Know the material "cold" and make more positive attributions about anxiety.

Did anxiety lead me to focus on the wrong information?

Know about set and ways to break set; for each question, ask which course-related concept is most relevant to answering that question.

Help for Students Who “Don’t Do Well on Tests”

Mark L. Mitchell, PhD, and Jeanne M. Slattery, PhD
Clarion University

If you are reading this article to improve your own test scores, you have already taken a big step toward achieving that goal by acknowledging that test-taking skills, like most skills, can be improved. To use Dweck’s (2006) terminology, you are approaching test-taking with a growth mindset rather than a fixed one. If you are reading this article to help the students you tutor improve their test scores, your first step should be to try to convince your tutees that they can learn from their mistakes and do better on the next exam.

Six Common Obstacles to Success on Exams

Unfortunately, improving test performance involves more than replacing the thought, “I don’t do well on tests,” with “I haven’t been doing well on tests, but I will get better.” As you can see in Figure 1, there are at least six obstacles that could be causing you or your tutees to underperform on tests. The rest of this article will help you identify which of those obstacles has been most responsible for your disappointing test performance and provide tips for overcoming those obstacles.

1. Not studying enough.

You will never hear an Olympic medalist say, “I practiced for about an hour this year, so I was ready.” Yet, some students study very little and then act like their poor performance is surprising. Obviously, the amount of studying students need to do depends on many factors, but the average college student studies 17 hours a week—and you don’t want to be merely average. If you spend 15 hours a week in class and 25 hours a week studying, you are still only

spending 40 hours a week on your “job” of being a college student. Your postcollege job may be much more demanding: In fact, one study suggested that most American professionals work 72 hours a week (Deal, 2013)!

Besides procrastination, two other factors may cause you to study less than you should. First, you may compare the amount of studying you do to the amount of studying your friends do—and your friends may be in majors that require less studying than psychology. Instead, compare yourself to harder working students (thus encouraging upward, rather than downward, social comparisons).

Second, the studying you did to perform well in lower division courses may not be sufficient to do well in some upper division courses (when it comes to time demands, not all courses are created equal). Although initially having to study much more than you previously did will seem demanding, after a few weeks of studying much more than you once did, this higher workload will seem normal (Helson, 1964).

2. Thinking you know it when you don’t.

For some students, “knowing” means recognizing that they have seen a term. For most upper division psychology courses, on the other hand, “knowing” means being able to (a) **define** the term, (b) **explain** how the term differs from other terms, (c) **use** the term in a paragraph, and (d) **apply** it to solve a problem. To perform well on your exams, make sure that you know the ideas discussed in class very well. Students who believe their professor requires only memorization should check to see whether that assumption is correct.

Similarly, just because a professor says the test will be multiple-choice, don’t assume that the professor is interested only in memorization: Multiple-choice tests are often used to determine whether students know the difference between related concepts and are sometimes used to see whether students can apply concepts. For many upper level courses, students should study by explaining each concept in a way that is **ADEPT**: using an **A**nalogy, **D**iagram, **E**xample, **P**lain language definition, and **T**echnical language definition (Azid, 2014). Note that, depending on the course and professor, the definition may need to include: (a) the name of the person associated with the concept, (b) how the term differs from related terms, and (c) an evaluation—based on evidence—of the concept’s validity.

3. Not knowing what is important.

Professors expect students to know what the most important concepts are and to be able to distinguish main ideas from supporting details. Students having trouble identifying the important concepts should start by making a list of key terms ordered from most to least important. They might debate their ordering of those terms with a classmate, which could help both students identify the most important ideas. Students having trouble distinguishing main ideas from details should start by making outlines of the material, then have a classmate critique those outlines.

4. “Studying” without really studying.

Students often sabotage their studying by not using what psychologists know about

the effects of self-testing, regular reviewing, and multitasking. Study habits should parallel what students will be asked to do on the test. If taking the test will not involve reading over notes or rereading a chapter, students should avoid those strategies. Instead, they should study by testing themselves over the material.

Surprisingly, although students would not want their favorite sports team to play their first game without ever having scrimmaged, they often show up for a test without



having taken several practice tests. Similarly, psychologists emphasize the role of testing in learning (the testing effect): that taking tests over the material

is one of the best ways to remember that material (Roediger & Karpicke, 2006). Unfortunately, few students do self-testing, even though this strategy has a very high impact. If a text does not come with practice quizzes, students may find helpful quizzes online or test themselves using flashcards or quizlet.com.

Because of the *spacing effect*—that information presented over spaced intervals is learned and retained more easily—studying and reviewing regularly is a very effective way to study. However, instead of regularly reviewing material, many students cram. Cramming to prepare for a test is like training for a 5K race by running a marathon the night before the race; one may feel virtuous, but it would have been much better to have run a few miles every day in the weeks leading up to the race.

The research on multitasking suggests that students don't learn well when they try to study while distracted by other tasks—although many will attempt to do so. Students probably don't understand the problem of multitasking because many greatly underestimate how many times their attention is disrupted by their phones, social media, or television (Rosen, Carrier, & Cheever, 2013) and greatly overestimate how good they are at multitasking (Ophir, Nass, & Wagner, 2009). Students who want to avoid multitasking while studying can

use apps like FocusBooster, Anti-Social, and StayFocused, which prevent “accidental” multitasking.

If you are tutoring, start by educating your tutees about how research demonstrates the benefits of taking frequent tests (Roediger & Karpicke, 2006), reviewing material (Dempster, 1988), and studying without distractions (Kuznekoff & Titsworth, 2012). Then, apply those findings to make tutoring sessions more effective. To take advantage of the testing effect, spend less time repeating what you, the book, or the professor told students, and spend more time asking students questions about the material. To take advantage of the spacing effect, review material from past tutoring sessions and have students commit to attending regular tutoring sessions: Resist requests to take on a new tutee the day before the final exam. To take advantage of what we know about multitasking, do not allow cell phone use during tutoring sessions.

5. Panicking.

Of course, not studying enough, not knowing what to study, and not knowing how to study can lead to poor test scores. However, some students know the material, but do not show what they know on exams. In some cases, this is due to panicking during the test. If the pressure of the exam causes you to panic, you are not alone—even the great Michael Jordan did not perform at his best while under pressure (Weisinger & Pawliw-Fry, 2015). So, what can you do? One successful approach is to overprepare, so that you, like Michael Jordan, do not need to perform at your best to perform very well. By testing yourself consistently in the weeks before the exam, you will be able to confidently say to yourself, “I got this.” Another successful approach is to remind yourself that you are someone who will probably do well on the test (Rydell, McConnell, & Beilock, 2009). After all, you are not just any college student; you are a Psi Chi member.

Another thing you can do is reduce the pressure you are putting on yourself. Start by reminding yourself that there is more to you than your performance on this test (Ambady, Paik, Steele, Owen-Smith, & Mitchell, 2004). Next, focus on showing what you have learned rather than on

what grade you might earn. In addition, challenge any maladaptive self-talk by recognizing that everyone else is also being affected by pressure. The points you lose due to panicking are probably similar to what everybody else is losing, and the points you lose on this test certainly will have a minimal effect on your overall GPA—much less the rest of your life. Finally, remember that you have at least five strategies for dealing with panic.

- a. **If you feel stressed during the exam**, try seeing yourself as “psyched” for the exam rather than nervous. Remember that the pressure of the exam may improve your performance by causing you to be alert, careful, and focused (Jamieson, Mendes, & Nock, 2013).
- b. **If you are having trouble concentrating**, take a minute or two to “hit the reset button” by taking a few deep breaths, thinking about a particularly happy moment, or imagining that you are at home taking a practice exam. Then, return to the exam.
- c. **If your thoughts are racing**, write down those thoughts on your test or on scratch paper. Writing down irrelevant thoughts may clear those distracting thoughts from your head. Writing down more relevant thoughts will help you focus on information that will help you answer the question.
- d. **If you feel that you don't know anything related to the test questions**, remind yourself that, if you studied well, you know the material—and that your professor wants students who know the material to do well. So, think about what you know (it may help to think back to when you were studying the material or to imagine explaining what you have learned to a friend). After focusing on what you know rather than on what you don't know, think about how what you have learned in class applies to the test questions. To build up confidence and momentum, scan the test and answer the simpler questions first. If your test has multiple-choice questions, eliminate the obviously wrong answers and see

whether some of the questions contain clues for answering other questions.

e. If all the options for a multiple-choice question seem the same, you can do three things. First, turn the multiple-choice questions into a fill-in-the-blank question by writing down an answer to the question before you read the options. Then, see which of the provided answers matches your answer. Second, if you are torn between two answers, write down an explanation for why one answer is more correct than the other. Often, writing such explanations will help you recognize that one answer is clearly correct (Dodd & Leal, 1988). Finally, remember that, if there is only one right answer and two options are *truly* identical, neither can be correct. They are either not identical or both incorrect.

6. Choking.

Obviously, panicking—one's mind going blank, being completely unfocused, or being filled with self-doubt—can be a problem. However, some students have the opposite problem—choking. In choking, students grab on to their first interpretation of a question or their first approach to answering a question and don't let go. For example, consider the following question from Frederick (2005, p. 27): "A bat and a ball cost \$1.10 in total. The bat costs \$1.00 more than the ball. How much does the ball cost? _____ cents". Most people wrongly respond 10 cents. They miss this question because they use a *heuristic*: They substitute an easy question for a hard one. In this case, instead of answering the question asked, they answer the question, "What added to \$1.00 makes a \$1.10?" When people are encouraged to reflect on the ball question, many realize that the correct answer is 5 cents. To use terms popularized by Kahneman (2011), people get the question wrong when their quick, energetic, intuitive System 1 mind outmaneuvers their slower, lazier, more deliberative System 2 mind. Many test questions in psychology are like the ball problem, in that your System 1 answer to the question is intuitively appealing but wrong. To answer these questions correctly, you have two options.

The first option is to study so much and do so many practice problems that you

have retrained System 1 to come up with the right answer. In some cases, this would mean overruling years of experience. The second, and often more practical, option is to help System 2 override System 1. A simple—but difficult to implement—strategy is to be well-rested so that the effortful System 2 does not wear out before you complete the exam. During an exam, a simple, easy, and natural way to activate System 2 is to frown (Kahneman, 2011). Often, however, helping System 2 stay in charge is a three-step process.

The first step is underlining key words in the question. For multiple-choice questions, key words include words like *not, always, or never*. For essay questions, key words include words like *describe, list, define, evaluate, and contrast*. When an essay question has a key word such as *evaluate* or *contrast*, match that key word to the appropriate prewriting activity. For example, for essay questions asking you to evaluate a concept, you might first make a table listing the concept's strengths and weaknesses.

The second step is imagining that you are the professor and are writing the question. Why did you write this question? What do you want students to show you? How would a good student's answer differ now from on the first day of class? To help you think about what your professor would think was a good answer, review the key concepts your professor has emphasized and consider how they could help you answer the question.

The third step is imagining that your initial approach to the question is wrong. If so, what approach or answer would you give instead? Imagine that you are the professor and are grading your answer. What might your professor wish you had done differently?

Final Thoughts

Preparing to take a test is like preparing to do anything: Although practice doesn't make perfect, good practice makes for better performance. If you have practiced what you are going to do, you will do better than if you haven't. Most people do less well than in practice (nerves!), but if you have practiced consistently and well, you should be prepared to do well.

To turn that preparation into performance, do what all successful athletes, musicians, and performers do—warm up

and then get focused. Right before a test, warm up by quizzing yourself (or having a classmate quiz you), then take some deep breaths while you imagine yourself doing well on the test. Good luck!

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Mark L. Mitchell, PhD, is professor of psychology at Clarion University. He has written several books including *Research Design Explained* (now in its 8th edition), *Writing for Psychology* (in its 4th edition), and *Lifespan Development: A Topical Approach*. He can be contacted at mitchell@clarion.edu



Jeanne M. Slattery, PhD, is a professor of psychology at Clarion University, where she serves as advisor to Psi Chi. She is a clinical psychologist with a small private practice, and has written three books, *Counseling Diverse Clients: Bringing Context Into Therapy*, *Empathic Counseling: Meaning, Context, Ethics, and Skill*; and most recently, *Trauma, Meaning, and Spirituality: Translating Research Into Clinical Practice*.

Pride of Ownership: Do you Recognize the Value of Your Bachelor's Degree in Psychology?

Stacie M. Spencer, PhD
MCPHS University

PRIDE OF OWNERSHIP is used in real estate to refer to the benefit of owning a home and to the pride homeowners demonstrate through the maintenance of their property. The term is often used to describe a home that is on the market as in “this home shows real pride of ownership.” Just as investing in a home results in pride, so should the investment you make in your bachelor's degree in psychology. The financial investment and the care you take in choosing your courses, developing knowledge and skills, and adding volunteer, internship, and research experiences should result in a pride in your degree that stands out when you put yourself on the job market.

In 2014–15, more than 117,550 students graduated with bachelor's degrees in psychology, making psychology the fourth most popular major three years in a row (National Center for Education Statistics, 2016). If the psychology major is so popular, aren't psychology baccalaureates proud of their degrees? Unfortunately, outside of the bubble of the psychology department, the value of the major is frequently called

to question. And, many psychology baccalaureates don't see a connection between the knowledge and skills developed through the major and the jobs they get after college (Borden & Rajecki, 2000).

Whether at a family dinner, when introducing oneself in a social setting, or talking to strangers on the bus, there is an almost requisite set of questions that psychology majors are asked and comments that are made. “You're majoring in psychology? What are you going to do with that?” “You can't do anything with a psychology degree. All the psychology majors I know aren't doing anything with their degrees.” On a much larger scale, the value of the bachelor's degree in psychology entered the Twitter world in 2015 when presidential candidate Jeb Bush stated that psychology majors (and other liberal arts majors) end up working at Chick-fil-A (Mills, 2015).

What Does Pride of Ownership Look Like?

A homeowner shows pride of ownership by taking care of the home and making it look good to others. People who are proud of

their bachelor's degree in psychology

- can describe the knowledge and skills gained through the major;
- are aware of the value employers place on the knowledge and skills gained through the psychology major;
- can apply the knowledge and skills gained through the major to a job that is stimulating and rewarding; and
- can explain the connection between the major and their job.

If you can't do one (or any) of these, don't worry. By the time you finish reading this article, you will be well on your way to developing a strong and threat-resistant pride in your undergraduate degree.

Potential Threats to Pride of Ownership

There are several potential threats to your pride in having a bachelor's degree in psychology. These threats can come from others or from within yourself. The first three reflect misperceptions and the fourth reflects a lack of knowledge and experience.

Threat #1: A Misunderstanding of the Differences Between Undergraduate Education and Occupational Training

Education refers to the development of a broad knowledge base and a broad set of skills that can be applied to a variety of contexts. *Training*, on the other hand, refers to the development of the skills needed for a specific job or occupation. Students in liberal arts majors like psychology, political science, and math are educated; students in bachelor's degree programs like nursing, accounting, and architecture are educated and trained.

When someone says, "You can't do anything with an undergraduate degree in psychology," the justification is that the undergraduate degree doesn't train psychology majors for a specific job. True. A bachelor's degree in psychology prepares psychology majors to succeed in a variety of jobs. In fact, psychology majors have the broad knowledge and skills that employers want. According to a study conducted by Hart Research Associates (2015), employers prefer employees with broad knowledge in the liberal arts and sciences, and with communication (oral and written), teamwork, critical thinking, problem solving, information literacy, and ethical judgment and decision-making skills.

Threat #2: A Misunderstanding of the Differences Between Careers, Occupational Titles, and Job Titles

Many people use the terms *career*, *occupation*, and *job* interchangeably. A *career* refers to the jobs or occupations a person engages in over a lifetime. Although you might get a job out of college and stay in that job for the entirety of your career, it is more likely that you will change jobs over the course of your career. For the most part, *occupation* and *job* mean the same thing; however, an *occupational title* is often very different than a *job title*. Think back to kindergarten career day and the ways in which your classmates answered the question "What do you want to be when you grow up?" I bet the answers included firefighter, police officer, nurse, doctor, veterinarian, chef/baker, teacher, and anything else that can be drawn easily or comes with a uniform. These are occupational titles. There are many other occupational titles, of course, but the outfits aren't as obvious or fun (e.g., accountant, lawyer, psychologist).

Job titles, on the other hand, are the names employers use to identify positions within their company. In some cases, a job title is the same as an occupational title. For example, *teacher* is an occupational title and a job title. In other cases, jobs titles do not have corresponding occupational titles. For example, an employer might seek to hire a Client Liaison, Administrative Coordinator, Student Support Specialist III, or Research Assistant II. I would be willing to bet that you went to college with the expectation you would pursue a career with a recognizable occupational title, not to get a job with a vague title that includes Roman numerals that reflect some employer-defined level. But you shouldn't devalue your degree just because a challenging and rewarding position has an unimpressive job title.

Threat #3: The Expectation That the Name of the Major Should Appear in the Job Title

Liberal arts majors suffer the curse of the "ists," "ians," and "ers." For example, psychology majors are expected to become *psychologists*. Math majors are expected to become *mathematicians*. Philosophy majors are expected to become *philosophers*. The investment in the major isn't questioned when the occupational title includes the major with the appropriate suffix or when the psychology major becomes a psychiatrist, psychological scientist, psychology teacher/professor, or psychotherapist.

Judging the value of the bachelor's degree in psychology based on whether someone has a position with the word *psychology* in the title reflects a pervasive misunderstanding of the breadth of the field of psychology. There are many jobs that use the knowledge and skills developed through the psychology major but don't have *psychology* in the title. For example, software development companies need employees who can ensure a new app provides a solution to a human need, is interesting, and is easy to use. I don't know about you, but I don't care what that job is called because it sounds awesome. But I'm sure that if I had that job, someone would try to tell me the job is a waste of my undergraduate degree in psychology.

Threat #4: Insufficient Career Exploration and Professional Development

Career exploration is the process of learning about yourself and about jobs that fit your values, interests, and strengths. *Professional development* is the process of developing the knowledge and skills needed to compete for the types of jobs that are a good fit for you. Both processes are important. Without knowing yourself (your values, interests, and skills) and without learning about a lot of different jobs, you can't know if a job or career path is appropriate for you. Pride of ownership is at risk when you don't have a clear idea of who you are and the ways in which the knowledge and skills you gained through the psychology major are connected to your job.





Developing Pride of Ownership and Protecting Yourself From Potential Threats

I can tell you to be proud of the knowledge and skills developed through the major, and I can tell you that the knowledge and skills you gain through the major are important for a wide range of occupations and jobs. But pride comes from discovering it for yourself. Doing the following activities will open your eyes to how incredibly valuable your degree is.

1

Review the Goals Outlined in *Guidelines 2.0*

Guidelines 2.0 is short for *APA Guidelines for the Undergraduate Psychology Major, Version 2.0* (2013). This document describes five goals every psychology major should achieve through the undergraduate curriculum. The five goals are (a) a knowledge base in psychology, (b) scientific inquiry and critical thinking, (c) ethical and social responsibility in a diverse world, (d) communication, and (e) professional development. This will help you understand why your degree is more than an accumulation of knowledge and will help you determine which goals you have met and which goals you need to work on.

2

Read the Hart Research Associates Report

As mentioned already, Hart Research Associates (2015) published a report that describes the knowledge and skills that employers value. After you read the report, you will see that the APA goals align with the knowledge and skills valued by employers, and you will be able to think about how you can use the skills you develop through the major to sell yourself to potential employers.

3

Look at Real Job Postings

Even if you are not ready to seek a full-time position, search Indeed.com or Monster.com using the term *bachelor*. As you read job descriptions, check off the required and preferred characteristics that correspond with the five goals outlined in *Guidelines 2.0*. Then, mark the qualifications you already meet and the ones you will meet by the time you graduate. You will discover many interesting jobs with uninteresting titles for which you will be qualified with your bachelor's degree in psychology.

4

Explore Occupational Titles

Drew Appleby maintains an extensive list of occupational titles with links to descriptions and resources. The most recent version (Appleby, 2016) includes 300 titles and can be accessed through the Society for the Teaching of Psychology's Office of Teaching Resources in Psychology (see link in references). Another great resource is the O*NET database through which you can search for specific occupational titles or within categories (e.g., occupations with a bright outlook, education level, industry, and even occupations within the green economy sector; <https://www.onetonline.org/find/>). Each occupation is described in terms of tasks, skills, knowledge, abilities, education, interests, values, work styles, and related occupations. Through this, you will discover the many ways in which the knowledge and skills developed through the psychology major are relevant to a broad range of occupations.

5

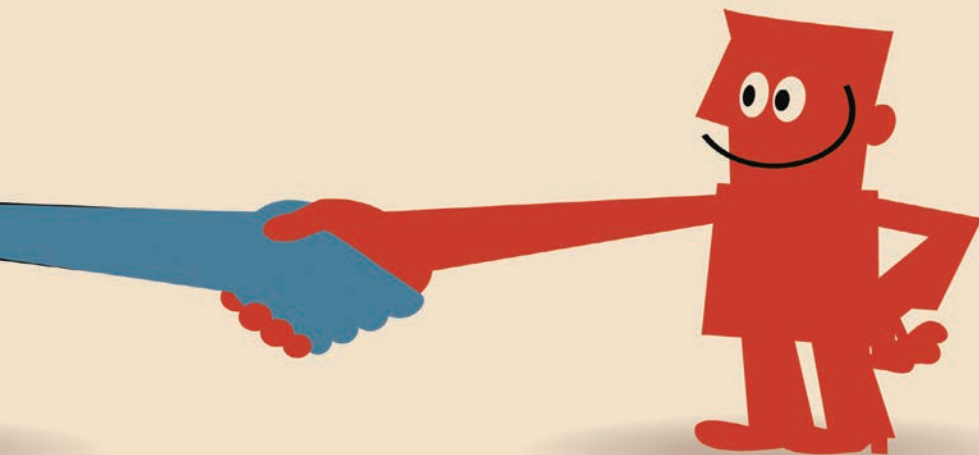
Explore the Breadth of the Field of Psychology

One of the best ways to appreciate the value of your psychology degree is to learn more about the breadth of the field. Visit the websites for the Association for Psychological Science (APS; psychologicalscience.org) and the American Psychological Association (APA; apa.org). Read the *Monitor on Psychology* (apa.org/monitor/index.aspx) and the *APS Observer* (psychologicalscience.org; click the link at the top of the page) to learn about hot topics in research, applications of psychology, and professionals in the field. For a quick view of the breadth of the field, scroll through the list of divisions within APA (apa.org/about/division/index.aspx) and read about the divisions that grab your attention. There are 54 divisions, including everything from Development Psychology (Division 7) and the Society of Clinical Psychology (Division 12) to the American Psychology-Law Society (Division 41) and the Society for Media Psychology and Technology (Division 46).

6

Think About Why You Chose to Major in Psychology

Which courses interest you most? How can your favorite topics be applied to a work setting? For example, if you loved human development, you can become a child psychologist, teacher, or pediatrician. But wouldn't it also be great to use your knowledge of physical, cognitive, and psychosocial development to determine the appropriate age recommendations for new toys?



7 Prepare an Elevator Pitch

An elevator pitch is a short summary used to sell something (in this case, yourself). Use this concept to quickly and concisely explain how your knowledge and skills align with a job you are pursuing. You can also use this concept to create responses to the questions and comments you will inevitably get about your degree.

8 Assess Yourself

Careeronestop (careeronestop.org) provides free online work values, interests, and skills assessments that link your results to the O*NET descriptions for the occupations that best fit you and will help you identify the skills you need to develop to prepare for specific occupations. Visit the career center on campus to see what other assessments and resources are available.

9 Make Thoughtful Course Selections & Get Experience in a Variety of Settings

There should be plenty of room in your curriculum to select courses that will strengthen your knowledge and skillset. And, you should make time to include experiential opportunities. Choosing courses with attention to the knowledge and skills that employers seek, and acquiring diverse work, volunteering, and/or internship experiences will help you see the connections between the major and a variety of jobs.

10 Organize the Information You Generate Through These Activities

Collect the resources described here and others you discover as you explore careers, save interesting occupation descriptions and job postings, keep the many versions of elevator pitches, resumés, and cover letters you draft, and save your self-assessments. Store all these materials in one place along with goals, accomplishments, and notes (I highly recommend OneNote, a virtual notebook by Microsoft). As your collection grows and you reflect on what you discover along the way, I have no doubt your ability to articulate the value of your degree will improve and your pride will grow.

Final Comments

Questions and comments about the value of your bachelor's degree in psychology are not likely to go away when you develop pride in your investment. Rather than get frustrated or defensive, help educate the people who question your degree. When someone asks what you will do with your degree or one day asks what psychology has do with your job, I hope you say, "Oh, my! Where do I begin?"

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Stacie M. Spencer, PhD, is a professor of psychology and the director of the BS in Health Psychology program at MCPHS University (formerly the Massachusetts College of Pharmacy and Health Sciences; Boston, MA). She received her PhD from Northeastern University, MA. Dr. Spencer teaches a series of career exploration and professional development courses, and conducts research on problem-focused learning and interprofessional education. You can contact her at stacie.spencer@mcpchs.edu.

Some Factors to Consider Before Attending Graduate School: Intrinsic, Extrinsic, and Unconscious Motivators

Jody A. Thompson, PhD¹, and Carey J. Fitzgerald, PhD
University of South Carolina Beaufort



There are a number of reasons to decide to attend graduate school. Some of the factors are external such as notoriety within one's field of study and monetary compensation. Some are internal such as goal motivation and need for cognition. And some are unconscious aspects such as personality (Deckers, 2010). Let's explore some individual factors that are from our personal motivations to attend graduate school.

Intrinsic Versus Extrinsic Factors

Although this may not be an overtly conscious motivator, sexual selection plays a role in going to graduate school. Charles Darwin (1859/1936) used this term to describe men attempting to obtain female attention. Women tend to look for

earning potential, ambition, and loyalty (Wiederman & Allgeier, 1992). This fits with the point of view that seeking out a postgraduate degree shows ambition. Very few individuals are accepted into a graduate program, plus those capable of gaining acceptance have to be motivated to do the work. By obtaining a graduate degree, it is also true that future earning potential increases, which leaves individuals better able to provide resources for offspring.

Behaviors can become addictive. Although it has been shown that exercise can become addictive (Adams & Kirby, 2002), it is also possible that behaviors to increase knowledge can become addictive too. Learning new things and making new discoveries can become quite reinforcing. In graduate school, it was not unusual to get into a flow-state where students stay in the lab all day and neglect food and drink in order to learn more.

Stress plays a major role in graduate school as well. Graduate students are expected to attend class, help professors with their undergraduate courses, conduct experiments, and publish findings. These activities provide daily stressors (Seyle, 1976) but are not the only stressors involved in pursuing one's graduate education. Stressors such as lacking enough money to pay for food, bills, and a place to live can be quite common. Depression, low self-confidence, and negative emotions such as anger can surface. Not only do these psychological symptoms emerge, but physical symptoms such as nausea, sleep disturbances, and other illnesses can appear too. Maladaptive behaviors such as drinking more alcohol and/or caffeine, as

¹ Corresponding author: Jody A. Thompson, Department of Social Sciences, University of South Carolina Beaufort, One University Boulevard, Bluffton, SC 29910. E-mail: jthomps@uscb.edu T: (843) 208-8175.



well as poor eating habits, can occur as well (Deckers, 2010).

Other major stressors related to graduate school may involve relocation, causing some (or many) important social and romantic relationships to end. These provide some major life changes and can really impact the lives of graduate students (Holmes & Rahe, 1967). Being able to adapt, make new friends, and build new social support systems make dealing with stress much more effective (Cohen & Willis, 1985). Also, having a sense of humor can greatly help one cope with this stress (Lefcourt & Thomas, 1998).

Goal Motivation is important in decisions to attend graduate school such as having an overarching goal of becoming a professor of psychology. To achieve this goal, you should create a subset of goals. As an undergraduate, this major goal should motivate you to have a high

GPA, join a lab to gain experience, and initiate contact with potential graduate school advisors. You have to work hard to prove your competence and earn letters of recommendation. You also have to prepare for and score highly on the GRE, as well as complete graduate school applications, write personal statements, and pay application fees to prospective schools. Once you are in graduate school, you are one step closer to obtaining your major goal. Each step has closed the discrepancy from my current or previous state to my desired state. Locke and Latham (1990) call this the negative feedback loop of goal achievement behavior. The change in discrepancy by moving closer to your goal will lead you to be much more likely to stay committed to your goal.

As a graduate student, one should have a drive toward achievement rather than to just avoid failure (McClelland, Atkinson,

Clark, & Lowell, 1953). This need to achieve can be seen by wanting to obtain higher grades, develop original research ideas, and publish in journals. If your motivation is to avoid failure at all costs, then you most likely would not be in graduate school.

Graduate students have both extrinsic and intrinsic motivators. However, there needs to be more intrinsic motivation than extrinsic motivation. Intrinsic motivation is doing a task for the enjoyment of doing the task whereas extrinsic motivation is completing a task for some material reward such as money (Deci & Ryan, 1985). Although many appreciate a reward for doing some amount of work, these rewards can make the activity less likely to occur if there is no outside reward. There is an extrinsic reward for graduate school in that earning potential increases if the graduate degree is earned. Graduate students do need a high amount of intrinsic

motivation to make it through graduate school. The rewards of graduate school take years to obtain and delay discounting can take effect. Delay discounting is when

"Graduate students have to be able to forego the smaller earlier rewards and focus on obtaining the larger later rewards."

an individual would rather take a smaller earlier reward such as going to a party than a larger later reward such as working hard to become a respectable psychologist in order to get a career (Green & Meyerson, 2004). Graduate students have to be able to forego the smaller earlier rewards and focus on obtaining the larger later rewards. The intrinsic motivation needs to be higher than the extrinsic, but having a small amount of extrinsic motivation is beneficial (Wiersma, 1992).

Unconscious Factors

Graduate school does in fact seem to show distinct personality types. When looking at the Five Factor model (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism; McCrae & Costa, 1987), graduate students are typically high in Openness to new experiences. This is beneficial because students do not need to shut themselves out of new experiences or else they will gain no new knowledge. Conscientiousness is another trait in which graduate students tend to rank highly. This is because graduate students need to be deliberate, dependable, and cautious with their work. Sloppy work will get them nowhere in their field. Graduate students tend to be higher in extraversion, but introversion is not always uncommon. Extraversion is helpful in joining collaborative efforts and networking for future jobs. Introverts may spend less time with large groups, but more time focusing on their particular area and not spread themselves too thin. Agreeableness is beneficial to graduate students because they need to be able to work with other students and their advisors. Being disagreeable may lead to others not wishing to work with them. Low Neuroticism allows graduate

students to keep calm and not let stress affect their work.

Motivational Costs

So, for many individuals, what graduate school really comes down are the motivational costs. Response costs, time costs, physical energy costs, psychological energy costs, and opportunity costs need to be examined (Deckers, 2010). Response costs are the number of responses required to get through graduate school. This is a very large number of keystrokes, letters written, and so forth when dealing with graduate school. Time costs for those seeking a masters' degree is roughly two to three years. Those seeking a doctorate will spend approximately four to six years in graduate school. This cuts into some opportunities. Opportunity costs are the activities that individuals give up in order to go to graduate school. Some may hold off on starting a family for graduate school. Others may refrain from immediately joining the workforce for graduate school. Physical energy cost is the amount of energy exerted or number of calories burned, which is not as high of a number for graduate school since most activities are less physically demanding. Psychological energy cost is the ability to keep on task, not fall victim to temptation, and other self-control measures. Graduate school tests psychological energy because many students are tempted to quit and find careers that provide less stress. Graduate school is a very long and stressful ordeal.

As we can see, graduate school is made up of several types of factors including intrinsic, extrinsic, and even unconscious motivators. Although it is only one phase to achieving an overall goal, it is a major step that helps us to stay committed to that goal. It is not always easy and can be quite challenging, however that challenge can be a fun and exciting experience. Stress is heavily involved and coping mechanisms are a must. If you decide to continue your education into graduate school, you need to be a highly motivated individual and not be afraid to face the possibility of failure.

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Jody Thompson, PhD, assistant professor of psychology, is a new faculty member at the University of South Carolina Beaufort (USCB). Dr. Thompson went to the University of Alabama for his undergraduate degree, Jacksonville State University for his master's, and recently earned his PhD in applied experimental psychology from Central Michigan University in 2016. He joined the USCB Department of Social Sciences in August 2016. He teaches courses in social psychology, consumer psychology, cognitive psychology, learning and memory, and many others. In addition to teaching, Dr. Thompson conducts research on influence, persuasion, as well as brand priming. Dr. Thompson has been assisting with the USCB Psychology Club and Psi Chi Honor Society since he joined USCB.



Carey Fitzgerald, PhD, is an assistant professor of psychology at USCB. Dr. Fitzgerald earned his PhD in applied experimental psychology from Central Michigan University in 2011, and joined the USCB Department of Social Sciences in August 2014. He teaches courses in research methods, social psychology, personality, community psychology, and many others. In addition to teaching, Dr. Fitzgerald conducts research on the social and biological influences of prosocial behavior and aggression. Dr. Fitzgerald has also recently begun engaging in important community research to further understand Beaufort County (SC) residents' quality of life in five key areas: social well-being, health and wellness, education, economic development, and the quality of the natural environment. He is also researching local residents' perceptions of tourism in Beaufort County. Dr. Fitzgerald has served as the faculty advisor to the USCB Psychology Club since 2014. He is also the founder of USCB's chapter of Psi Chi, the International Honor Society in Psychology, which was formed in 2015. He and Dr. Thompson are both alumni of Central Michigan University's doctoral program in applied experimental psychology and have coauthored a number of professional publications and presentations together.



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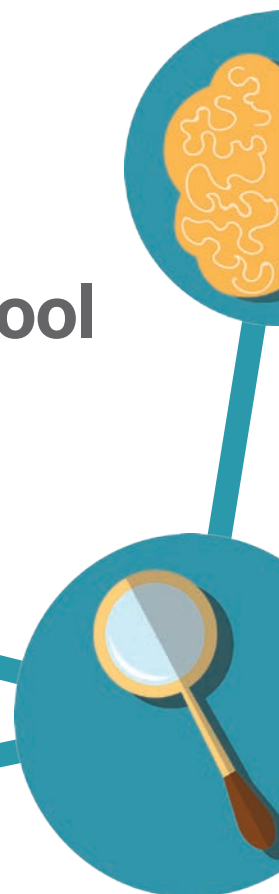
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Pursuing an Academic Career: Exploring Options During Grad School

Susan E. Becker, PhD, Jacob Jones, PhD, and Jenny Peil, PhD,
Colorado Mesa University
Megan Wrona, PhD, Fort Lewis College



pursue one. Monica's experience is not unique, and this article presents an opportunity to hear what early career academics in clinical and counseling have to say about their careers and the varied pathways walked to develop those careers.

The map to being an academic in higher education has several pathways, and savvy graduate students start exploring options early in graduate school. The Carnegie classification system for institutions of higher education in the United States differentiates between doctoral degree granting universities, master's degree granting universities, and baccalaureate institutions (typically colleges). Relevant to an academic career, institutions are designated as R-1, R-2, or R-3, with R-1 having the highest research expectations of their faculty members.

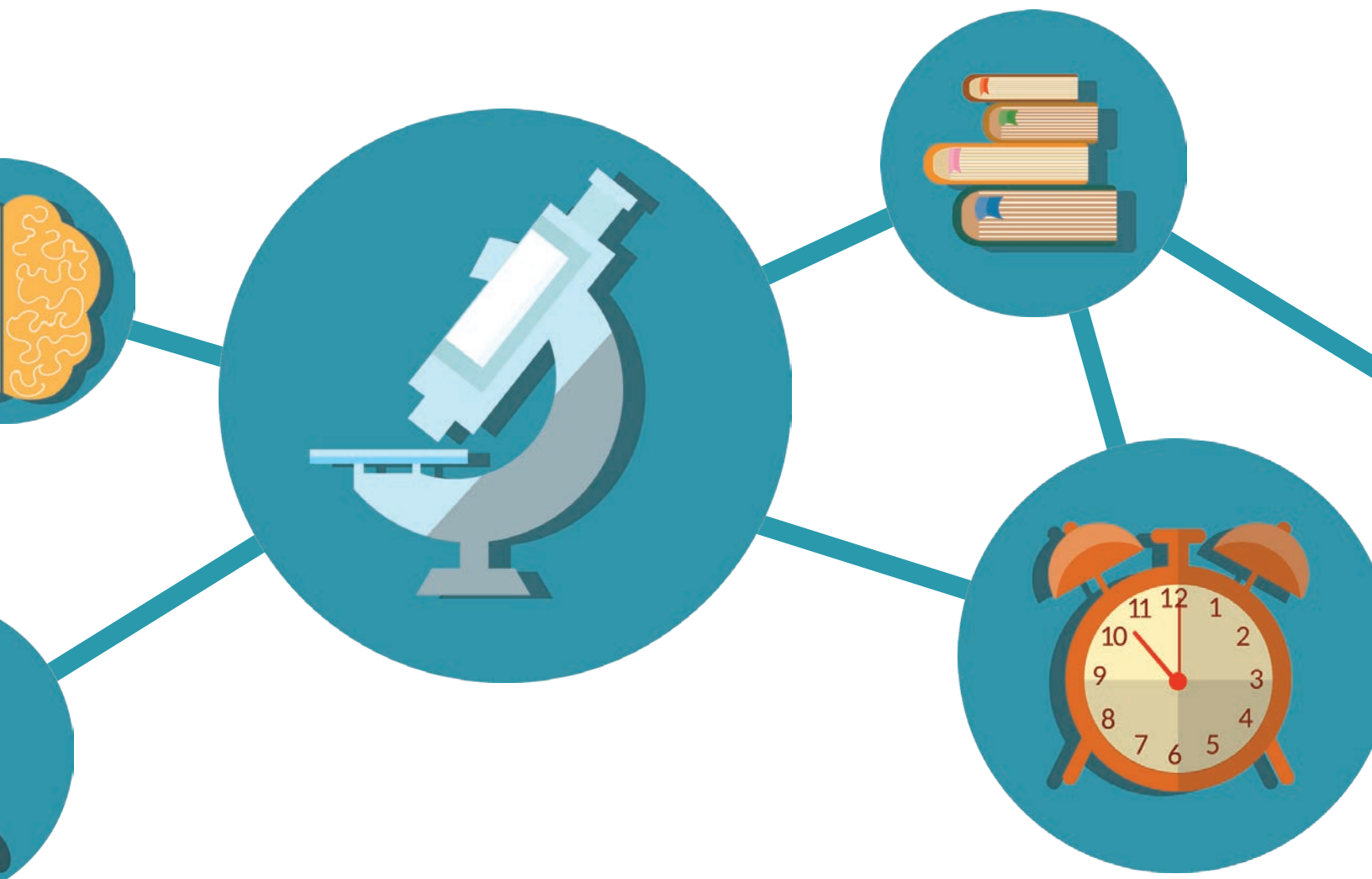
- Faculty members who are tenured or tenure track at R-1 universities typically

teach one to two classes per semester, solicit grant funding to support their research, and engage in frequent publication, particularly in peer-reviewed journals.

- Faculty members at R-2 institutions engage in a moderate amount of research, publication and grant funding opportunities, and typically teach three courses per semester on average.
- Faculty members at R-3 institutions typically teach four courses per semester, and are expected to work within the teacher/scholar model where high-quality teaching is emphasized as well as scholarly work including research, publication, and modest grant opportunities.

It is vital that graduate students learn about the activities of an academic career by doing: engaging in research, mentoring undergraduate students, developing a lab or research team, writing grants, and teaching. In this way, graduate students build their experiences in directions relevant for their desired career and gain

Monica, a graduate student in counseling psychology at a large university, is busy completing her dissertation research. She has been panicking since she received her departmental letter wishing her all the best in her career. Monica, along with many of her peers, will be entering the job market, and trying to figure out her options for an academic career and if she even wants to



a clearer understanding of what type of future career they might enjoy.

Choosing the right type of academic institution helps new faculty members maintain work-life balance, a critical component of sustaining an academic career over time. A number of considerations can help you make the choices about an academic career that is right for you. First, you should think about where your academic passion lies. If you are motivated and inspired by teaching, your job search should be focused on schools that prioritize teaching (R-2 and R-3). If you know research is what keeps you dedicated and motivated, make sure you find a position that can support your research drive. You should consider this from the beginning of your application process because this influences your cover letters and statements of intent. If you are doing what you care about in your workplace, finding work-life balance is much easier. Second, consider the lifestyle you want and look at jobs that will help you meet your lifestyle goals.

The following are excerpts from a panel of tenured and tenure-track faculty members who were asked to consider the

more personal and emotional aspects of engaging in an academic career. The panel responded to five key participant questions.

What are the major rewards and challenges of an academic career? Which are unique to your institution or type of institution?

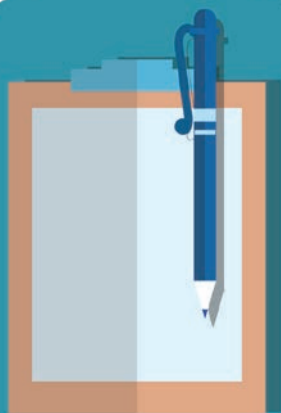
Jones: “One of the major rewards of an academic career is the flexibility of schedule. There are few set times other than classes, office hours, and meetings. The freedom to mostly make your own schedule is a big benefit. If you are a parent, it makes coordinating with kids’ schedules easier. In addition, the flexibility of an academic schedule makes it possible to do clinical work or other types of work on the side. This can also be seen as a challenge because you need to be able to manage your time and schedule successfully. This requires a degree of self-management and motivation, which can be difficult if you have not had this freedom in the past.”

Jones: “A major reward to working at

an R-3 institution is the ability to develop long-term working relationships with students. Having students in multiple classes from first-year students to seniors gives you the ability to shape their development over time. This can also be a big challenge. If you have a student in multiple classes over the years who is not improving, it can be disappointing and frustrating.”

Peil: “The biggest reward for me is the satisfaction I get from helping students become dynamic thinkers who will have a favorable impact on society, in ways both big and small. Another benefit is the opportunity to use both analytical and creative processes. The bigger challenges are more systemic, and probably not unique to an R-3. In the process of working toward tenure, unclear expectations can lead you to take on more than is healthy. The more clarity in the evaluation process for tenure there is, the less this would be an issue for new faculty members.”

Wrona: “One of the biggest rewards of an academic career is the flexibility to use a wide range of my skills and interests. I am able to teach and connect with students but also engage in research. I can work in a



clinical capacity, both as a psychologist and as a supervisor. I am able to build a balance of work based on my interests and it never gets boring or routine.”

What are the biggest “turn-ons” and “turn-offs” about job candidates who are applying to your department?

Jones: “A ‘turn-on’ is a candidate who is constantly learning, staying active in the field, and adjusting approaches to teaching and research. Newly published research is constantly changing our understanding of a wide variety of psychology topics, making it important to stay current with the latest research and demonstrate the flexibility to adjust and incorporate new findings into classes and research endeavors.”

Jones: “Another ‘turn-on’ is being able to talk about how you and the classes you teach could fit in with the department and university where you are applying. For example, understanding how the needed classes fit into the program and major, and how you could develop those classes to fit into the program is a big ‘turn on’ and demonstrates that you have knowledge of the academic environment.”

Jones: “One of the biggest ‘turn-offs’ would be badly written applications that are not personalized for the advertised job. Reading ‘stock’ letters or curriculum vitae can be frustrating to a hiring committee. A candidate who tailors application materials to the job announcement and the university stands out at the initial stage of the hiring process and increases the chance of a phone interview.”

Wrona: “One of the biggest ‘turn-offs’ is a poorly written cover letter! A department makes a big commitment and investment when hiring someone so all of your application is taken seriously. Make sure your cover letter is addressed to the correct job listing and is free of typos and poor writing.”

“A big ‘turn-on’ is when you, the applicant, have clearly explored the department and university website and can show that you understand the culture of the department and how being a part of that department fits with your career goals.”

How do you maintain work-life balance?

Jones: “The flexibility of the academic schedule helps with the ability to achieve work-life balance. However, it can be difficult because most faculty members are expected to contribute in teaching, scholarship, advising, and service. Prioritizing is important. For example, there may be a semester where service takes up more time than usual, which could take away time allotted to research. Being able to prioritize and work on the most time sensitive task is key. I frequently ask myself ‘What needs to be accomplished this week and what can wait until next week?’ This helps prioritize tasks and manage your workload. If that research manuscript gets submitted for publication a month or two later than what was originally planned, that is usually ok, whereas the service project has a specific deadline and cannot wait. This leads into the idea of planning for the unforeseen in your schedule. For example, I try to set deadlines for research and teaching tasks that give me at least a week or two of flexibility so when the unexpected arises, I am not scrambling at the last minute.”

Jones: “The breaks in the academic calendar also help with work-life balance. Making sure that when there is a break that you actually take one is important. However, this is a balancing act because some work needs to be completed during those breaks. I prefer to take the first few days/weeks of breaks off and return to working days or weeks before the break is over. I determine when I return to work by the amount of work I need to complete before the break is over and how long it will take me. This allows you to get back into ‘work mode’ before classes actually start back up.”

Peil: “Boundaries of all types are vitally important. We learn this in clinical practice, and it is important in an academic career as well. The difficult part is that appropriate boundaries between student and professor are flexible, and it can be easy to overrun those boundaries when a student needs a lot of supplemental instruction for example. Openness and flexibility leads to some very powerful mentoring experiences. Work-life balance requires that I manage my time wisely. I allow myself a full day a week to accomplish no academic work, and not feel bad about it. Additionally, I find

that it is important to take advantage of breaks by doing things that fulfill my need for adventure.”

Wrona: “One major work-life balance challenge that many early career psychologists experience is about when/if to start a family. For me, this question arose even before accepting an academic position as I navigated a pregnancy while on the job market and completed the on-campus interview for my current position while seven-months pregnant. Starting a tenure-track position with an infant was not easy but, ironically, helped with setting precedence for work-life balance from the very beginning. Because of childcare, I have to leave work by a set time, whether or not my work is finished. As a new faculty member and a new mother, it was impossible to strive for perfection 100% of the time (i.e., finding *just* the right graphic for a PowerPoint presentation). Learning that my 90% is very good helped me give myself permission to focus on my own life interests and needs in conjunction with my academic responsibilities.”

If a job isn't forthcoming after graduate school, what sort of jobs might serve as acceptable stop-gaps until an academic job opens?

Peil: “If you plan to apply to R-2 or R-3 institutions, adjunct teaching and one-year teaching positions are always solid. Staying active in teaching is preferable, but if not teaching in some form, then direct experience doing research or clinical work in your field of study is a good opportunity. Post-docs are also good to add to your curriculum vitae. If you plan to pursue an R-1 position, a research postdoc can help improve your publication record, which often trumps teaching experience in this realm.”

Wrona: “If you find yourself in the position of not finding the academic job you hope for, a number of options are still out there! For recent graduates who are clinically focused, this stop-gap can be a good time to focus on licensure. For me, I completed a full-time, clinical postdoc and took the EPPP (Examination for the Professional Practice in Psychology). This allowed me to have an active license as I moved into the academic job market, a

valuable asset if you will be supervising students or working within a clinically oriented position. Accumulating clinical hours to meet licensure can be difficult in the first year of tenure-track position, so it is a bonus to have this completed before you start. For recent graduates who are more research focused, postdoc positions abound. Often these research positions can help you refine your research skills, bolster your publications, and strengthen your application for a tenure-track position (see resources below).”

What can I do NOW as a graduate student?

- Teach a variety of classes with a variety of delivery methods including online and hybrid.
- Get experience teaching and/or guest lecturing in the more common psychology classes.
- Develop ideas for specific topical courses you could teach that reflect your academic expertise.
- Apply for grants and awards for your research and other scholarly activities through Psi Chi and other venues. The more you apply, the more you will learn about what a successful application requires, and the more likely you will be to receive one.
- Take all reasonable opportunities to present your research.
- Take all reasonable opportunities to publish your research.
- Go to conferences and attend career-building sessions.
- Start writing cover letters and get a LOT of feedback from peers and mentors.

Luckily for Monica, she attended an academic career workshop at a conference while she was updating her CV and looking at possible positions. As she gained a better understanding of the various types of academic paths, she also increased her confidence in her relevant experience and now knows what to do to submit a high quality application for academic and post-doc employment.

Resources for Academic Career Workshop

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Post-Doctoral Position Websites

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Susan E. Becker, PhD, received her bachelors from Reed College, masters from the University of Colorado-Colorado Springs, and PhD from University of Arizona. She is a professor of psychology at Colorado Mesa University and has served as Psi Chi advisor, Psi Chi Rocky Mountain Regional Vice-President, and

is currently President of the Rocky Mountain Psychological Association.



Jacob Jones, PhD, received his BS in psychology and criminal justice from Bluefield College, his MS in psychology from Radford University, and his PhD in counseling psychology from Indiana State University. Dr. Jones came straight out of his doctoral internship to a tenure track position at Colorado Mesa

University. Taking years off between each degree allowed Dr. Jones to develop clinical and teaching experience that helped him land a tenure track job straight out of internship.



Jenny Peil, PsyD, received her PsyD from the Florida Institute of Technology. Dr. Peil was engaged in clinical work in health psychology and community mental health when an opportunity to pursue her academic dreams came available at then Mesa State College. Dr. Peil began teaching classes

midsemester in 2011 and worked as a lecturer and instructor for five years before attaining her current position of assistant professor at Colorado Mesa University.



Megan Wrona, PhD, earned her doctorate from the University of Utah in counseling psychology and is currently an assistant professor at Fort Lewis College (FLC) in Durango, CO. She found her way to FLC through her love for the mountains and a desire to work with a diverse student population. When not

teaching, she can be found on the trail, trying to teach her two-year-old how to hike.



Anxiety and **Interracial Dialogue** With Keith Maddox, PhD

by Bradley Cannon



ASK AN EXPERT

What should you say or do if you witness an apparent act of discrimination?

First, Dr. Maddox advises you to consider the nature of the act of discrimination. He says, "One of the first things that people mention is that it depends on whether reporting the discrimination might lead to any sort of personal harm. So think about people's physical safety first."

Second, he reminds readers that most perceived acts of discrimination are not very "clear cut." But in cases where discrimination has clearly taken place, he believes that it should be confronted right away. Asking readers to pardon the analogy, he says, "If you are training a cat to stay off of the table, you want to spray that cat with water while it is still on the table because cats tend to learn a little better when the negative outcome happens in the moment. I think people are similar in that regard in terms of how they learn. They have a more potential than animals for learning when the negative outcomes don't happen right away. But I think that confronting discrimination and stopping it in its tracks is probably more effective to curb the behavior of the person committing the act."

Third, Dr. Maddox explains that speaking out right away might also embolden the people who were the target of that discrimination because they will know that others are looking out for them. This is even more effective, he feels, "when it comes from people who we don't expect it to come from. A lot of the time, a member of a minority group might expect other minorities to see discrimination and potentially call it out. But it can be even more powerful and impactful if a majority member calls it out because this shows that it's not just people who look like me who have my back. A broader range of people recognize the problem and have a level of empathy to be looking out for others."

How are people affected by apparent acts of discrimination? According to Dr. Keith Maddox, this all depends upon the nature of the discrimination. There could be material outcomes such as the loss of a job, promotion, or loan. Psychologically, he says, discrimination might result in the perception that you may not be able to accomplish the same things in society that others can. "In other words," he explains, "you may feel restricted or limited, which could figure into the development of your self-concept with respect to what you think you're good at and what you're not good at."

Dr. Maddox, who is African American, grew up in the suburbs of Detroit in southeastern Michigan. Due in part to this setting, he says his speaking and clothing style are different than that which people stereotypically associate with urban Blacks. "That often led to very different ways in which people would interact with me as opposed to Blacks who came from more urban settings. I noticed, very early on, that I was in a weird place—sort of a middle ground between a suburban White world and an urban Black world."

Because of the unique vantage point that this created, Dr. Maddox has always been interested in issues of racial

Distinguished Lecturer

stereotyping, prejudice, discrimination, and the ways in which people use categories about other people to make judgments about them. His first social psychology course gave him a framework for thinking about these issues, and he has continued studying them ever since. After earning his MA and PhD in social psychology at the University of California, Santa Barbara, he is now an associate professor of psychology at Tufts University (MA) and the Director of the Tufts University Social Cognition Lab.

Other Effects of Discrimination?

Sharing some of what he has learned in today's interview, Dr. Maddox adds, "The psychological effects of acts of discrimination could also depend on whether you perceive that the different treatment

you're getting is due to discrimination. If you don't think your treatment is based on discrimination, then another attribution is that it is based on you and your own personal characteristics. In that case, if you don't get a job, it is because you weren't good enough for it. Or if you weren't able to secure a loan, it is because your credit wasn't good enough. Making those kinds of personal attributions to yourself and your shortcomings has implications for how you think and feel about yourself, and the likelihood that you'll take steps to address perceived shortcomings. However, attributing that treatment to discrimination suggests that the problem lies outside of your own abilities, and is a result of bias."

Discrimination not only limits opportunities for people, but also has a broader impact on society. As Dr. Maddox puts it: "In general, discrimination is bad in the sense that it prevents those who have useful skills and abilities from being able to contribute to society. This hurts everyone because we lose the benefit of working in diverse groups of people. We all have different skills, talents, and viewpoints. With a relatively diverse group, you have a wider range of skills and talents to take advantage of for the task at hand."

Why Might Someone Avoid Interracial Contact?

The general focus of Dr. Maddox's recent research has been identifying situations where people, particularly Whites, have anxiety about how they may come across to others with respect to race issues. Furthermore, he seeks to alleviate that anxiety so that people can "get over" some of the barriers that lead to more negative outcomes from interracial dialogue such as discrimination. He says, "There are a lot of reasons in addition to anxiety that might lead people to avoid these kinds of conversations. For example, people might not see that the topic is important because they think racial bias isn't a significant problem. Or, they might dislike their dialogue partners due to their political ideology, their religious background, and so forth. But again, the focus of our research is on the role of anxiety."

For the most part, Dr. Maddox's research of this phenomenon involves well-meaning people who understand that there may be a significant race problem in

our society. He says, "These people may not necessarily agree with the extent of the problem, but they are looking for opportunities to get more information. For these people, engaging in conversation and dialogue with somebody of a different group could give them a new perspective and some of the information that they seek."

Unfortunately, at the same time, these individuals do not always engage in interracial contact because they are anxious about those interactions. For White people, Dr. Maddox believes that this anxiety has to do with saying something that might make them appear racist or biased in some way. And for Blacks and people of minority groups, he says, they may feel anxiety that they might do something that would make them be perceived through the lens of a negative stereotype.

Results of Encouraging Interracial Contact?

In Dr. Maddox's research, one strategy that seems to have been successful involves framing conversations in a way that acknowledges that an interactor might feel anxiety. As he has learned, this can encourage people to make a choice to engage in interracial interaction, particularly in interactions where people talk about race.

He explains, "The kind of framing that we used was basically to put anxiety 'on the table' by saying, 'Look, this is an anxiety-provoking situation, so you may be anxious that the person you're going to speak with will have some attitudes about you based on your race. But engaging in these discussions with people of a different background can help in the long run.' We then gave participants the opportunity to choose a Black or White partner. And we found that White participants were then more likely to choose to interact with a Black partner compared to a White partner."

Have Perspectives of Race Issues Changed in Recent Years?

"I am not sure I would say that perspectives have changed, but I think that maybe our understanding of them has," Dr. Maddox says. "I think that people have gotten a sense that things have changed for the better regarding social justice for racial minorities, gays and lesbians, transgender

ADVICE FOR STUDENTS

Dr. Maddox encourages students interested in a career like his to get involved in research early on. "Recognize that everything you are doing has a purpose that you are going to be able to turn toward a problem you care about in the future. So find something that catches your eye and persevere through the 'boring stuff.'" For example, he says, learning basic tools and techniques early is essential to help you answer questions you are interested in later. "In the early stages of being a psychology undergraduate or early in your graduate research career, you'll have to do research for other people based on their interests. Learn to apply what they do and how they do it to questions you want answered later in your career."

Developing an understanding of multiple disciplines is also invaluable, he says. "Don't only focus on one area of psychology—also develop some understanding of other areas, as well as different disciplines such as the humanities, particularly English and history. Those disciplines don't use the same kind of tools to answer questions. However, the tools that they use can be informative. They provide perspectives that a social psychologist or other kind of social scientist can test to understand more about the mechanisms underlying human behavior."

individuals, and women. And, in fact, these improvements extend beyond just talk into real action. However, this last presidential election cycle also showed us that there has always been an undercurrent of resentment around some of the policies and laws designed to achieve social justice.”

“We can now see these kinds of attitudes because Donald Trump tapped into them during the election campaign. He appealed to a concern held by some that people of racial and ethnic minorities have been receiving undeserved attention and advantages over the last few years due to the Obama administration’s focus on policies, laws, and rhetoric around social justice. This last election cycle has sort of enabled us to look ‘under the rug’ at the nature of these kinds of beliefs and attitudes that many of us thought were fading.” There were obviously huge ramifications in terms of the outcome of the election. However, Dr. Maddox and others who are interested in social justice issues try to also see this as an opportunity to think a little more about the nature of the kinds of overlooked problems and how to address them going forward.

What’s Next for Dr. Maddox’s Lab?

A lot of the upcoming work in the lab ultimately aims at “getting people in productive conversations about social justice issues, particularly about race and ethnicity, where they have impact on individual outcomes or group outcomes in society.” Here are four specifics:

- **To understand** more about the extent to which anxiety affects people’s willingness to engage in interracial interactions and judgements, and how to alleviate it. “One possible way,” Dr. Maddox explains, “is through deprecating humor that points directly to race relations or issues of social justice in a way that satirically pokes fun at politically stigmatized groups. We want to learn more about the ironic ways in which this type of humor can help us address anxiety and simultaneously encourage interracial dialogue.”
- **To understand** why majority group members who confront bias (aka allies) also face some barriers that come

from members of the group that they are trying to help. Some evidence, he says, has shown that these allies get backlash as well. There is a need to understand that process better in order to think about ways in which allies can become emboldened and empowered to speak up, particularly when they are concerned about how a minority group that they are trying to defend will perceive them.

- **To understand** more about the ways in which developing higher levels of empathy can help get people to engage in interracial sorts of dialogue. “There is something called the *interracial gap*, where people tend to have a difficult time feeling empathy or reporting empathy for people who belong to different groups. We want to find out what contributes to that gap and how we can lessen it.”
- **To understand** how people mentally use physical characteristics to place other people into particular groups. For example, he says, “We are interested in how people’s race, gender, and social roles might intersect to impact the ways in which we think about people and the implications this might have.”

Moving Forward, Together

Civil rights legislation needed to happen way sooner than it did, Dr. Maddox says. “But what we are dealing with now to some extent is a backlash from the civil rights era and the second, more recent push by the Obama administration that tried to focus more on rights for LGBT individuals, minorities with respects to immigration, and transgender individuals. When you couple those changes with the economic challenges that individuals spoke up about in the Rust Belt in the Midwest, it led to a lot of backlash toward the Obama administration and its policies.”

“A part of me thinks that I don’t know exactly what could have been different, but one thing that might have helped is if the policies that were implemented had received a little more bipartisan support.” Dr. Maddox admits that this might not have been achievable because, sometimes, the only way to get something done is through legislation first, hoping that attitudes follow along. “But more bipartisan

support might have insulated these policies from the backlash that led to the strong support for Donald Trump, who advocated directly and indirectly against policies designed to support members of stigmatized minorities and women.”

Although bringing together democrats and republicans sometimes seems like an impossible task, increasing interracial discussion may be the key. Dr. Maddox says, “The ultimate goals are that we (a) encourage more interracial dialogue to grow the number of people involved in thinking about these kinds of issues and (b) develop policies that will be lasting in the sense that they won’t be perceived as being pushed on by one group onto the other.”

A Question for You, Dear Reader

When asked how his research has influenced him personally, Dr. Maddox says, “That’s really kind of a ‘chicken and egg’ problem. I’m not sure if I’m influencing the research, or if the research is influencing me. Probably a little bit of both. But I can say that I’m moving in the direction of trying to find more direct relationships between what I do in the lab and how it can impact the ‘real world.’”

Reader, what about you? Are you willing to put any anxiety “on the table” and then make an effort at the next opportunity to engage in interracial interactions of your own? If so, will the interactions provide you with new perspectives and opinions, or might you provide new perspectives and possibilities to the growing group of people dedicated to equality for all?



Keith Maddox, PhD, earned his AB in psychology from the University of Michigan, and his MA and PhD in social psychology from the University of California, Santa Barbara. He is an associate professor in the Psychology Department at Tufts University (MA) and the director of the Tufts University Social

Cognition (TUSC) Lab. His research and teaching are focused on exploring social cognitive aspects of stereotyping, prejudice, and discrimination. The long-range goal of this work is to further the understanding of the representation of stereotypic knowledge and its implications for the behavior and treatment of members of stereotyped groups. He has served as the special advisor to the Provost for Diversity and Inclusion at Tufts, and has founded the Applied Diversity Science Initiative at Tufts, which seeks to bring social science evidence to bear on the development and evaluation of programs designed to address the challenges and opportunities associated with diversity, climate, and inclusion in organizations.

A Look at the Real Stanley Milgram:

An Interview With Robert Rosenthal, PhD

by Bradley Cannon

HOW DID Dr. Stanley Milgram convince many of his research participants to use electric shocks in order to repeatedly punish a different participant for failing to answer test questions? The answer is disturbing in itself: **He simply told the participants to do so.**

Of course, unknown to the participants at the time, the shocks were not real because the individual being “shocked” out of view in the next room was actually a trained confederate. And yet, the participants causing the “shocks” often continued to do so, each time at a higher voltage, long after the confederate began banging on the wall and shouting for the shocks to stop. In fact, Dr. Milgram convinced many participants to keep administering the “shocks,” even after the confederate became disturbingly quiet, as if he might have passed out or worse.

The purpose of the Milgram experiment was to determine how often people will abandon their ideas of right and wrong to obey an authority figure, who in this case was Dr. Milgram, the experimenter. In other words, it was in many ways an attempt to explain atrocities like the Holocaust and My Lai massacre. The latter of which, by the way, did not take place until five years *after* the Milgram experiment and was committed by U.S. soldiers.

However, after Dr. Milgram’s results were published in 1963, his work was soon met with criticism and outrage due to the

fact that it exposed people to their own lack of resistance to obedience to authority. That, many say, was something participants should have been entitled to decide for themselves, whether they wanted to learn about or not. Even to this day, the Milgram experiment remains a hotly discussed topic in Intro to Psychology courses and other mediums all around the world. Most recently, it was featured in the 2015 film, *Experimenter*, which can be viewed on Netflix or purchased at Amazon.com.

Was Dr. Milgram as unethical as many have made him out to be? To provide a new perspective on this popular question, we are delighted to interview Psi Chi Distinguished Member Dr. Robert Rosenthal. A renowned expert on the role of self-fulfilling prophecy in everyday life and in laboratory situations, Dr. Rosenthal was a colleague and friend of Dr. Milgram’s at Harvard from around 1963 to 1967.

Meeting Milgram

Dr. Rosenthal viewed the new *Experimenter* film for the first time during a Psi Chi chapter event at the University of California, Riverside, last spring. The film’s depiction of



SHOCK ACTIVATOR

the experiment was portrayed fairly accurately, he says, and there was nothing out of place about the settings used in the film such as the scenes at Harvard. However, as for the portrayal of Dr. Milgram, he notes little physical or psychological similarity.

Stanley, he explains, was actually a somewhat “quirky” individual, though not at all in a bad way. For example, he says, “I will always remember our unforgettable first interaction. We were walking down the hall toward each other when he stopped right in front of me, said ‘Heil Hitler,’ and stuck his arm up in the air.”

Like anyone, Dr. Rosenthal thought that this was bizarre, but he eventually deciphered the deeper meaning behind this greeting. He says, “Stanley was very much a refugee from Hitler, indirectly at least, and so was I. I was born in Nazi Germany, and we both sort of got out ‘by the skin of our teeth.’ My later interpretation of that odd ‘Heil Hitler’ was Stanley, communicating so symbolically, saying, ‘Isn’t this something! You and I are here. We’re Harvard professors. They tried to kill us, but we made it. They didn’t.’ With hindsight, it was a very informative thing.”

Precautions Taken, Before and After

It was not long after that first meeting when an article was published in the *American Psychologist* by Dr. Diana Baumrind. “It was very critical of Stanley’s work,” Dr. Rosenthal says. “And so I kind of served as a sounding board for Stanley as he was composing his reply to that article. He certainly didn’t need my help in doing that, but it was good for him to have someone who really cared about him and his future, so I was very eager to participate. Although I didn’t write any word of it, I was there, which helped me get to understand and like Stanley more.”

“I think he felt hurt,” Dr. Rosenthal says about the criticism, “because he had actually gone to great lengths to consider these ethical considerations. To determine the professional landscape about any danger to the participants, he had spoken to psychiatrists to describe his experiment and to find out whether there would be any long-term consequences in participating in this experiment. These professionals had assured him that this would not be the case,

and so he thought that it would be okay to proceed.”

According to Dr. Rosenthal, Dr. Milgram was also a very thorough debriefer, who went out of his way to conduct what he called a “friendly reconciliation” after the experiment was over. “During that time, research participants would get to meet the so-called-victim to show participants that no harm had been done.”

Lights, Camera, Action!

Dr. Rosenthal sees Stanley as “showman” as they would say in the old days. “He knew how to stage things. And when you look closely at the design of his famous obedience experiment, you can kind of see the imaginativeness such as all of the little knobs where participants could click on an increasing voltage level. His role as the organizing psychologist director of the Milgram lab was kind of similar to the role that a movie director might play. In some ways, his experiment was more in the arts and humanities parts of colleges than in the science parts. I don’t mean that it wasn’t good science—it was very good science. But he staged it so beautifully.”

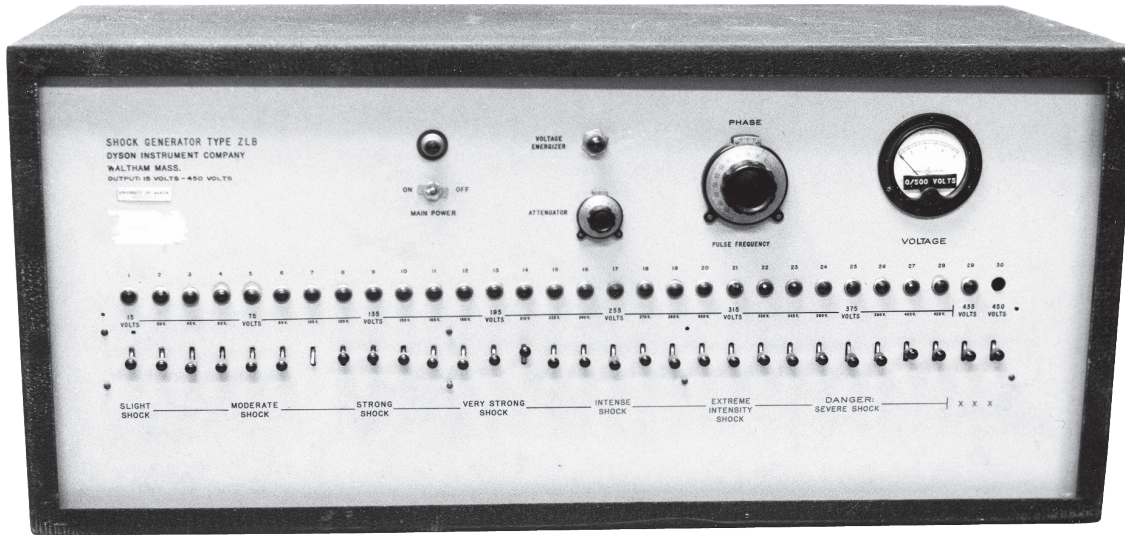


Photo courtesy of Archives of the History of American Psychology, Akron, Ohio.

By Dr. Rosenthal's estimation, "If someone tried to replicate the experiment without reading exactly how the staging was set up, I don't know that the results would be quite the same. Stanley was really a professional Broadway type, who really knew how to make a setting work. So the average person wouldn't have come up with a whole play as beautifully as Stanley designed it."

Friendly Reconciliation

Dr. Milgram and Dr. Rosenthal both had five-year terms at Harvard at around the same time. However, when their terms were almost up, a single permanent position became available in social psychology. "Stanley was in social psychology, and I was in clinical psychology. But instead of Stanley, I got the job," Dr. Rosenthal says. "This was as big of a surprise to me as it was to anybody else because I wasn't even in that field. I had never taken a graduate course in social psychology, although my research was social psychological."

Dr. Rosenthal accepted the position and recalls when Stanley found out during the last few days of his stay at Harvard. "He came up to me, looked me in the eye, and said, 'I don't think you're the best social psychologist in the world.'"

In response, Dr. Rosenthal said to him, "I agree with you, Stanley. I think *you* are." That was absolutely the truth, he adds all these years later. "I really thought he was *the* social psychologist. I don't know why he didn't get the job. There was scuttlebutt that members of the so-called-permanent

members group who would make the hiring decisions didn't like his research on ethical grounds."

"He and I had a friendly reconciliation of our own a few years after he left Harvard," Dr. Rosenthal says, fondly. "Not long after he went to the City University of New York, he invited me to come give a talk, so I did. And that evening, he took my wife and me to his apartment in Riverdale; we had a really nice dinner with him and his wife."

Why the Milgram Experiment Matters

An hour into the *Experimenter* film, a television interviewer asks the Milgram character why his book about the experiment still "feels like new." Today, we asked Dr. Rosenthal the same question.

His response: "It continues to address the issue of what humans can be driven to do because of their blind obedience to legitimate authority. Whether someone thinks a thing is right or wrong in their own system of values can be kind of set aside if an instruction comes from a legitimate authority. So things like the My Lai massacre, which was talked about many years later, still apply within the context of Dr. Milgram's research. These were military organizations where people did what their higher ranked officer told them to do whether it was right or wrong because they were obedient to authority. The issue has not gone away; I am sure that it is alive and well today."

Dr. Milgram directed a film called *Obedience* in 1962, which provides genuine footage from the experiment of participants continuing to deliver shocks at higher and higher levels of electricity, simply because they were told to go on because the experiment demanded that. The details shown on that film, Dr. Rosenthal believes, go a long way to reassure most people that the participants didn't leave the lab feeling that they had harmed anybody, although they might have felt that they learned something about

themselves that they didn't like. Today, Dr. Rosenthal encourages you to check out that film too, and consider the ethicality of the study for yourself.

Would it be okay to conduct the Milgram experiment again? Definitely not. But does the whole world need to have a "friendly reconciliation" with Dr. Milgram for the work he conducted at the time? We'll leave that up to you.



Robert Rosenthal, PhD, is Distinguished Professor of Psychology at the University of California, Riverside, and Edgar Pierce Professor of Psychology, Emeritus of Harvard University. Professor Rosenthal's research has centered for over 50 years on the role of the self-fulfilling prophecy

in everyday life and in laboratory situations. Special interests include the effects of teacher' expectations on students' academic and physical performance, the effects of experimenters' expectations on the results of their research, and the effects of clinicians' expectations on their patients' mental and physical health. For some 50 years, he has been studying the role of nonverbal communication in (a) the mediation of interpersonal expectancy effects and in (b) the relationship between members of small work groups and small social groups. He also has strong interests in sources of artifact in behavioral research and in various quantitative procedures. In the realm of data analysis, his special interests are in experimental design and analysis, contrast analysis, and meta-analysis. His most recent books and articles are about these areas of data analysis and about the nature of nonverbal communication in teacher-student, doctor-patient, manager-employee, judge-jury, and psychotherapist-client interaction. He was cochair of the Task Force on Statistical Inference of the American Psychological Association. Dr. Rosenthal has received several awards including the Gold Medal Award for Life Achievement from the American Psychological Foundation, James McKeen Cattell Award from the American Psychological Society, and Distinguished Scientific Award for Applications of Psychology from the American Psychological Association, and most recently, Distinguished Member of Psi Chi.

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SUBMISSION GUIDELINES

With more than 1,130 chapters, Psi Chi members can make a significant impact in their communities. Reviewing Chapter Activities in *Eye on Psi Chi* is a great way to find inspirational ideas for your chapter and keep in touch with your chapter after you graduate.

Activities are listed in the following categories:

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

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

Submission deadlines*

- Fall: June 30
- Winter: September 30
- Spring: November 30
- Summer: February 28

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

ABBREVIATIONS

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

EAST

Eastern University (PA)

COMMUNITY SERVICE: For multiple years, the chapter has volunteered with the Special Olympics. In November, members cheered on and supported Special Olympics participants at the annual Fall Festival held at Villanova.

MEETING/SPEAKER EVENT: The chapter hosted an event focused on domestic violence awareness.

INDUCTION CEREMONY: The chapter's annual induction ceremony is an important part of the year in the department. New members were inducted and celebrated.

Lehman College, CUNY

MEETING/SPEAKER EVENT: Members asked for alumni panels to discuss careers in various fields related to psychology. The chapter hosted two school psychology/guidance counseling Q&A panels this year and one social work Q&A panel. These events mostly featured former psychology majors to answer questions for current students. The sessions were well-attended and will continue, by popular demand!

CONVENTION/CONFERENCE: Two members participated in their first academic convention at EPA in Boston, MA (March 2017). Those members led a round-table discussion about effective Psi Chi chapter strategies and were excited to attend!

Millersville University of Pennsylvania

SOCIAL EVENT: The chapter hosted an open dialogue for students across campus to process their concerns about the social and political climate after the recent Presidential election. The safe space spurred a candid discussion on racism, homophobia, and prejudice toward immigrants in the United States. With much respect toward one another, students with differing political viewpoints participated in a meaningful conversation on how they could reduce prejudice by becoming role models for change.

Union College (NY)

MEETING/SPEAKER EVENT: Members had expressed interest in getting to know about professors' work outside of the classroom, so officers organized a meet-the-professors event. During this event, various professors presented their research interests in interactive format, often discussing the methods of recent work. More importantly, each discussed exactly how students could get involved in their research. Faculty and students, who were already working in some of the professors' labs, were on-hand to answer attendees' questions. It was great to hear about the variety of professors' interests!

FUND-RAISER: This year, the chapter hosted its first ever T-shirt fund-raiser. Officers created T-shirts featuring a cool brain image, the name of the college, and the word *psychology*. Other local departments frequently do this, but although psychology is one of the biggest majors at the college, psychology had never had a department

T-shirt. The chapter rounded up the cost of each shirt to make a profit for Psi Chi, and students, professors, and parents bought them to show their psychology pride.

COMMUNITY SERVICE: During the holiday season, the chapter sponsored three local children, who came from disadvantaged homes in the community. The city provided a wish list of items including clothes, school supplies, and toys requested by family members in their public welfare programs. Members contributed individual donations and purchased gifts from the three children's wish lists to ensure that each had a happy holiday and good start to the new year.

MIDWEST

Bradley University (IL)

MEETING/SPEAKER EVENT: The chapter hosted Dr. Chris Fraley, a social psychologist from the University of Illinois, Urbana-Champaign for a presentation. The chapter competed for and received university funding to support Dr. Fraley coming to the university. He discussed how adults form and maintain social relationships, and the factors that lead to relationship security. The event had a large student attendance from multiple departments including psychology, sociology, business, and biology. Students were receptive to the event and participated with engaged questions.

INDUCTION CEREMONY: The chapter hosted a celebrate psychology end-of-the-year event for the psychology department. At this event, the chapter inducted members, announced newly elected officers, handed out departmental awards to graduating students, and hosted an alumni panel to inspire current students to pursue different career aspirations. In addition, the chapter hosted a presentation by the university's 2017 Psychology Distinguished Alumni, Drs. Keith Muller and Deborah Glueck. Finally, 20 or more psychology students gave poster presentations to showcase research and class projects performed throughout the department. Overall, this event celebrated the 2016-17 academic school year in the psychology department.

Carthage College (WI)

INDUCTION CEREMONY: All members and faculty from the department of psychological science were invited to attend the spring induction ceremony for new members. Due to unfavorable weather conditions, the ceremony was moved from a local restaurant to the college campus. Grace Reyes (president), Lee Hollman (vice-president), Taylor Spoo (treasurer), Andrea Rick (secretary), and Christina Dodd (public relations) summarized the values of Psi Chi and inducted 19 members to the chapter. Members then shared pizza in the newly finished department of psychological science lab space.

MEETING/SPEAKER EVENT: Members were invited to attend a statistics workshop presented by Dr. Robert Maleske. The workshop took place the morning of Assessment Day, a yearly event



Towson University (MD) members and faculty after a close game of Family Feud.

CHAPTER SPOTLIGHT!

Towson University (MD)

SOCIAL EVENT: On April 26, the chapter hosted its first Family Feud faculty versus student competition. Students in Introduction to Psychology and Research Methods classes were asked various questions about their Towson experience, and the answers were tallied up. Students and faculty raced against one another trying to figure out the top answers to questions such as “What is your favorite psychology course here at Towson?” In a very close game, faculty managed to beat students. The chapter plans to continue this tradition of hosting friendly faculty versus student competitions for the foreseeable future.

INDUCTION CEREMONY: On April 30, the chapter hosted its spring induction ceremony, initiating a record number of 49 members. The keynote address was given by Dr. Jaime Kaplan (former chapter president), marking her 10th year reunion since graduating from the university. She read a moving and compelling speech about her career path and the impact that being a part of Psi Chi has had on her life. Dr. Kaplan concluded with encouraging members to take advantage of the opportunities that come with being a member of Psi Chi.



The 2016-17 Towson University (MD) Chapter officers with Dr. Jaime Kaplan (far right) and Dr. Jeff Kukucka (advisor, far left).



Bradley University (IL) Chapter's spring 2017 induction ceremony.



2017-18 Eastern University (PA) Chapter officer team (Anna Lower, Anne Mozel, Lea Morgan, and Sam Ambrico) with Dr. Tara Stoppa (advisor).



A school psychology panel at Lehman College, CUNY.



The Lehman College, CUNY Chapter's spring 2017 induction ceremony.

Chapter Activities

during the spring semester at the college. Students enjoyed donuts from a local bakery and worked with Dr. Maleske to review basic statistical principles and practice using SPSS outside of the classroom. Students examined practice problems and worked collaboratively to determine the appropriate statistical tests to use for the problems and analyze the data.

Franklin College (IN)

COMMUNITY SERVICE: Members visited Morning Pointe, an assisted living facility in Franklin, IN. Under the guidance of Activities Director Mary Beth Piland, members played balloon volleyball with the residents and kept them company through one-on-one conversations.

CONVENTION/CONFERENCE: Three members—Carly Fernandes, Abby Finta, and Dena Dunn—attended MPA. Highlights included hearing the Psi Chi Distinguished Lecture by Dr. Elizabeth Loftus.

INDUCTION CEREMONY: The induction ceremony took place March 12, 2017. Alumna Amber Hoff, the Women's Treatment Counselor at Tara Treatment Center, served as the keynote speaker for members, initiates, and their families.

Lindenwood University (MO)

COMMUNITY SERVICE: This year, more than 15 students and three faculty participated in the annual Spring Into Service day, where groups of students go into the community to serve. Service projects included working in a food pantry, yard work at various sites, and sorting donations.

CONVENTION/CONFERENCE: Five faculty members accompanied seven students to MPA this spring in Chicago, IL. The chapter had five poster presentations by both students and faculty. In addition, other students presented research at the student symposium held on campus, as well as other conventions including the Mid-America Undergraduate Psychology Research Conference.

INDUCTION CEREMONY: The chapter inducted 23 members this year. The induction ceremony was hosted March 4, 2017. New and existing members joined faculty and parents at the ceremony, complete with a candlelight induction and refreshments after.

Missouri Western State University

SOCIAL EVENT: Officers hosted a free donut and coffee breakfast in the psychology department for students and professors to socialize. There was a record attendance for any social event held by the local chapter, and both faculty and students had a great time mingling!

Ohio State University, Newark Campus

SOCIAL EVENT: The chapter recently inducted 11 members at the spring ceremony. The 2017–18 officers shadowed the 2016–17 officers throughout the spring semester, so they would be prepared to hit the ground running with events this fall!



Hope College (MI) Chapter's induction ceremony for spring 2017.



Hope College (MI) professors leading a discussion after watching the film, *Concussion*.

CHAPTER SPOTLIGHT!

Hope College (MI)

COMMUNITY SERVICE: Members ran in the Out of the Darkness Suicide Prevention walk to raise awareness and money to support the foundation. The money was then used by the foundation to further their cause in bringing attention to suicide and suicide prevention. Overall, members raised more than \$500 and were able to achieve their goals in furthering the reach of the foundation.

INDUCTION CEREMONY: The induction ceremony for spring 2017 occurred in April. Retiring faculty member Dr. Tom Ludwig was invited to speak about his career path and his time at the college. Additionally, eight individuals were inducted following a dinner fellowship among students and faculty.

SOCIAL EVENT: The chapter partnered with the campus Kinesiology and Neuroscience Clubs. During this event, the chapter played the film, *Concussion*. The chapter specifically wanted to show the psychological, neurological, and physical symptoms of concussions. At the end of the movie, a discussion was led by one of the neuroscience professors and an athletic training professor. This gave a more detailed account of the effects of concussions. Members were then able to ask questions and discuss what they have seen in their professional careers dealing with concussions and how this topic may affect future careers.

CONVENTION/CONFERENCE: Six members presented their research at MPA in Chicago, IL.

Saint Louis University (MO)

COMMUNITY SERVICE: The chapter participated in the university-wide service day in the fall called Make a Difference Day. Members helped garden at a local school. They also participated in the university-wide spring service day called Showers of Service, where members made greeting cards for people in hospice.

MEETING/SPEAKER EVENT: The chapter hosted a speaker, Dr. Greg Miller from Northwestern University, to give a lecture about his research on the health consequences of childhood poverty.



ROCKY MOUNTAIN

Adams State University (CO)

INDUCTION CEREMONY: In March, the chapter celebrated seven members' induction to the honor society, along with the chapter's 10-year anniversary. Drs. Robert Kirk and Leslie Cramblet Alvarez (advisors) welcomed the inductees and congratulated them alongside several other faculty, friends, and family for their merits and accomplishments within the field and contributions to psychology.

COMMUNITY SERVICE: During the 2017 RMPA convention, the chapter and other schools from the region gave back to the city of Salt Lake. The morning before the convention began, members picked up several large bags of trash from a local, underserved community. In addition to this service project, the chapter participated in an annual local day of service involving several outreach projects within Alamosa County, CO. Some of the projects at this event included feeding the homeless, providing firewood for those in need, interacting with shelter dogs, and building playgrounds.

CONVENTION/CONFERENCE: Attending RMPA is one of the many traditions of the chapter. The 2017 convention was special however. Besides participating in community service, the chapter was able to take 12 students in conjunction with the local Psychology Club, and also two alumni. Of these students and alumni, five chapter members presented research. The chapter also provided advice on professionalism and how to network within the region and beyond.



Clockwise:
Carthage College (WI) Chapter's spring induction ceremony.

Dr. Maleske working with a student during a statistics workshop at **Carthage College (WI)**.

Carthage College (WI) Chapter officers at their spring induction ceremony.



Carly Fernandes (president) and Dena Dunn (vice-president) lighting candles as part of the ritual at **Franklin College (IN)**.



Fourteen initiates being welcomed into the **Franklin College (IN)** Chapter.

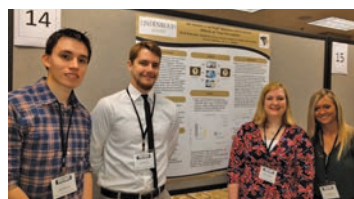
SOUTHEAST

Kaplan University (FL)

CONVENTION/CONFERENCE: The chapter sponsored a professional research conference called Teaching Innovation and Presence. Members served as hosts for each session of the conference, and because of the chapter's sponsorship, members were permitted to attend the conference free of charge. The experience produced a flurry of positive activity on the chapter's Facebook page, and the presence of the student hosts from the chapter added a dimension



Lindenwood University (MO) members of Psi Chi participating in the annual Spring Into Service Day.



Left Photo:
Lindenwood University (MO) students present at MPA in Chicago, IL, April 20, 2017.

Right Photo:
Spring 2017 inductees at **Lindenwood University (MO)**.

of excitement to the conference sessions. For many students, this was the first professional conference they ever attended!

FUND-RAISER: The chapter completed a fund-raising project in which members made various forms of merchandise such as mugs, keychains, bumper stickers, and T-shirts, available to students and psychology faculty. The chapter generated about \$500 from the first round and then expanded the merchandise offerings for a second round. Funds were donated to a partner nonprofit organization, which assists the caregivers of wounded warriors nationwide.

MEETING/SPEAKER EVENT: The director of the chapter's partner nonprofit organization, which assists the caregivers of wounded warriors nationwide, came to speak at the chapter's January 2017 member meeting. She told members about recent assistance programs the organization is conducting and how the chapter's previous donations have been put to good use. Three specific families have been helped through funds raised by the chapter, including one family that was homeless, but now is being assisted to cover a security deposit and first month's rent on a suitable apartment.

Northern Kentucky University

COMMUNITY SERVICE: The chapter hosted a semester-long donation drive for a campus organization called FUEL NKU. This organization provides food, hygiene, and cleaning products to students who may be struggling to obtain these items otherwise. A dine-to-donate event at Chipotle was also hosted to raise money for FUEL NKU. Thanks to the support of the community, the chapter raised more than \$1,400 to donate to FUEL. This money will be used to purchase more items to donate to students.

Nova Southeastern University (FL)

INDUCTION CEREMONY: On January 13, 2017, the chapter inducted 129 undergraduate and graduate student members. Students participated in a candle ceremony and formal induction of members, followed by a reception.

Saint Leo University (FL)

COMMUNITY SERVICE: The chapter participated in Coins for Cornerstone, where members collected coins to fill bottles for the pregnancy care center in Dade City, FL.

INDUCTION CEREMONY: The chapter hosted two induction ceremonies on campus and will host additional ceremonies at the university's adult education centers. The chapter's largest induction ceremony welcomed 23 inductees in February 2017.

CONVENTION/CONFERENCE: Seventeen members presented at SEPA in March 2017.

Stetson University (FL)

MEETING/SPEAKER EVENT: As a sample of her very popular Drugs, Mind, and Behavior course, Dr. Camille Tessitore King gave a presentation on three popular party drugs including ketamine, marijuana, and MDMA (Ecstasy). She described



Four officers (from left: Emily Adam, Krysten Chadwick, Nicole Cotton, and Charles Cayton) receiving the Outstanding Student Organization of the Year Award at Ohio State University, Newark Campus.

CHAPTER SPOTLIGHT!

Florida State University

FUND-RAISER: This past semester, the chapter hosted Women's Opportunity Week, which featured a week of fund-raising and community outreach events geared around inspiring and empowering women. These activities included multiple Share-It Fund-Raising Nights at local restaurants, a blood donation drive, bake sale, a bowling social dubbed "Striking out Sexism," tabling events around campus, and an outdoor yoga class merged with a "Lunch and Learn" picnic with facilitated discussion. Money from fund-raisers was donated to PACE, an organization focused on providing at-risk girls (ages 12–17) with a safe environment in which to learn and grow.

RECRUITMENT: The Get Psyched! Internship Fair, cosponsored by the psychology department and career center, sought to provide psychology students with a variety of ways to get involved in the community and explore potential career paths. The event was designed to recruit potential members and provide current members with the opportunity to meet with potential recruiters and employers.



The Get Psyched! Internship Fair cosponsored by the psychology department and the career center at Florida State University.




Nova Southeastern University's (FL) Joshua Braverman (student) presenting a research poster with Dr. Weylin Sternglanz (advisor) at the 2017 Society for Personality and Social Psychology Convention in San Antonio TX.




Nova Southeastern University (FL) Chapter participating in Feeding South Florida, the leading domestic hunger-relief organization in South Florida



CAUSE AN EFFECT



Make dinner a selfless act by joining us for a fundraiser to support Psychology Club. Come in to the Chipotle at **2527 Wilson Ave** in Highland Heights on **Wednesday, March 22nd** between **4:00pm** and **8:00pm**. Bring in this flyer, show it on your smartphone or tell the cashier you're supporting the cause to make sure that 50% of the proceeds will be donated to Psychology Club.



If placing an order online during your fundraiser, please note you must choose the pay in-store option and inform our cashier of your participation before paying. Gift card purchases during fundraisers do not count towards total donated sales, but purchases made with an existing gift card will count.

Flyer used to promote a chapter fund-raiser at Northern Kentucky University.



Adams State University (CO) members at the RMPA service project in Salt Lake City, UT.



Adams State University (CO) Chapter's induction ceremony in March 2017.

the effects of these drugs including both their harmful actions and their possible therapeutic uses (e.g., MDMA's potential effectiveness with helping those with PTSD). Well-attended by more than 50 students, the event was marked by free-flowing questions, all of which were answered with knowledgeable, nonjudgmental responses. The chapter provided pizza and beverages to those who attended the lecture.

INDUCTION CEREMONY: The officers and advisor worked together to coordinate the induction ceremony and banquet, which was funded in part by the Model Chapter Award money that the chapter had received in previous years. Catered by a local modern Latin-fusion establishment in March, the event was a big hit! Officers read the script for the Formal Induction Ceremony including the reading of the Platonic Myth and the lighting of tealight candles. Psychology faculty and members were invited to attend. Of the 23 new members this year, 19 of them were in attendance.

University of North Alabama

INDUCTION CEREMONY: On April 25, 2017, the chapter inducted 18 members. The chapter celebrated its 30th anniversary by initiating students in the same location where the chapter was first installed. During the ceremony, current chapter member Sydney Miller was recognized for being awarded a \$3,500 Psi Chi Undergraduate Research Grant for her research on developing intercultural competence during a study-abroad program. Additionally, Shannon Hogan was acknowledged for earning a Psi Chi Travel Grant to present her research on the psychological well-being of inmates at EPA.

University of Southern Mississippi-Gulf Coast

INDUCTION CEREMONY: On April 28, 2017, 15 members were inducted, and the new officers for 2017-18 were sworn in. Officers being sworn in were Lora Blades (treasurer), Jessica Niland (secretary), Cheyenne Dawn Huguet (vice-president), and Zachary Clark Ransom (president). Although a few inductees were unable to attend, the event was an overwhelming success. New members who were in attendance had the honor of being inducted with many of their family members present. The event featured Dr. Hans Stadthagen, a professor of psychology at the university, who offered words of encouragement to both new and existing members. The event also served members with a heartwarming opportunity to wish Taylor Thigpen (outgoing president), a well-deserved goodbye before she graduated that semester. The chapter is extremely proud of her and the many things she has accomplished as an undergraduate and a vocal and active leader of the chapter. The chapter is sad to see her go. A big thank you is also due to the Dr. Kenji Noguchi (advisor) for all that he does.

Virginia Polytechnic Institute and State University

MEETING/SPEAKER EVENT: The chapter coordinated with the local career center to host a speaker who talked about the value of internships

Chapter Activities



The 2017-18 University of Southern Mississippi-Gulf Coast Chapter Officers: (from left) Lora Blades (treasurer), Cheyenne Dawn Huguet (vice-president), Zachary Clark Ransom (president), Jessica Niland (secretary), and Dr. Kenji Noguchi (advisor).



Wishing Taylor Thigpen (outgoing president) goodbye at the University of Southern Mississippi-Gulf Coast.



Members, new and old, at the University of Southern Mississippi-Gulf Coast.



University of North Alabama members celebrating after their induction ceremony.



Welcome, new 2016-17 inductees, to the Stetson University (FL) Chapter!



CHAPTER SPOTLIGHT!

University of Mary Washington (VA)

INDUCTION CEREMONY: The chapter starts each semester by identifying eligible students for membership by requesting a list of majors who meet the induction criteria from the registrar's office. Those students are publicly "tapped" by an officer in their psychology classes and invited to join and acknowledge their achievements. The chapter's officer team then starts to plan inductions for new members that includes a version of the platonic myth that current members help participate in and a small reception for chapter members and faculty. This year, 13 members were inducted.

COMMUNITY SERVICE: This year, the chapter teamed up with the department to host the university's first mental health awareness week. To spread the word, members papered the campus with 10 different flyers that featured different disorders common among college students and general information about mental health and stigma. During mental health awareness week, members tabled for a few hours a day on campus, handing out MHA ribbons made by the chapter and resource cards for students. Students were also encouraged to sign a banner to stop mental health stigma and to support awareness.

MEETING/SPEAKER EVENT: The chapter hosted

a movie night on April 5 that was open to all students and featured the film *New Asylums*, a documentary on mental health in prison systems. There was a great turn-out that was followed by a discussion led by a chapter officer. The chapter's officers hope this continues to grow over the years within the chapter, department, and university as a whole.

CONVENTION/CONFERENCE: The chapter's 32nd Annual Psi Chi Symposium took place this year April 19 and 20. This two-day research symposium allowed students in research methods, research seminars, and independent study research teams to present their work as posters and paper presentations. The chapter also hosted a keynote speaker from another university to close out the symposium, along with the department's award ceremony. These were incredibly valuable experiences that gave students a chance to develop public speaking skills and practice for presenting research. The chapter's officers were in charge of the Scheduling and Judging Committees, as well as publicity for the symposium. The Scheduling Committee was particularly busy in February and March to gather students' availability to present at the symposium and create a working program. For this year's symposium, the chapter had amazing projects and research from the students.



The "Poppin Pills and Party Thrills" drug awareness event at Stetson University (FL) was well-attended and appreciated by those in attendance.

for undergraduate psychology majors and the different opportunities for students who might not be considering graduate school as a possibility for their future. This speaker event was also part of the chapter's speaker series where the chapter hosts a different speaker at each biweekly general meeting to highlight the multitude of paths available to psychology majors, thus helping those worried about what they should be doing to find their way and also offering different perspectives for students that they might not have considered.

COMMUNITY SERVICE: Members participated in what the campus terms the "big event," where students go out into the community as representatives of their corresponding organizations to assist community members with projects at their homes and businesses as a give back initiative. The chapter was assigned to a woman whose husband is a current hospice patient. He used to do the projects around her homestead, which she could no longer do herself. This event touched the members' hearts and taught them the value of an open ear and an understanding heart.

INDUCTION CEREMONY: With this year's induction ceremony, the chapter set out to create an overall theme to highlight the importance of sleep as it relates to physical and psychological well-being. This was a new approach to the induction ceremony because a speaker this year was a history professor who spoke on the history of sleep and sleep patterns. Officers then tied this back to sleep psychology, clinical psychology, and health, including highlighting the many resources offered by the campus wellness team. For the chapter's officers, it was a valuable team-building

experience to put this all together and to see students, faculty, and staff in attendance. Being able to share the event, food, and the speaker gave members an incredible experience.

West Virginia University

SOCIAL EVENT: In November, the chapter hosted its annual Student-Faculty Pool Tournament. This year had one of the largest turnouts, with seven student-faculty teams. The winners were Emma Veshecco, a senior, and Dr. Cheryl B. McNeil, a professor in the clinical child psychology program. Their names will be added to the trophy on display in the department of psychology.

MEETING/SPEAKER EVENT: The chapter hosted its first meeting of the spring semester on January 18. Guest speaker, Dr. Brian Quigley of the university's department of behavioral medicine, spoke about his journey to becoming a psychiatrist and all of the activities he is involved with at the university. Dr. Quigley currently practices at the university's Carruth Center for Psychological and Psychiatric Services, teaches at the university's school of medicine, and works at Chestnut Ridge Center. Members were able to ask Dr. Quigley questions about topics such as what medical school is like and how to best prepare for medical school.

SOUTHWEST

University of Arkansas at Monticello

INDUCTION CEREMONY: On April 4, 2017, officers, members, and their families and friends

attended the chapter's formal induction ceremony.

CONVENTION/CONFERENCE: Between March 31 and April 2, students and advisors attended SWPA in San Antonio, TX.

COMMUNITY SERVICE: On March 15, 2017, students participated in a wellness fair that brought campus and community resources together in an enjoyable interactive atmosphere to expose and educate students, faculty, and staff to the various avenues of wellness. Visitors had a free health screening and many goodie bags!

University of Texas Rio Grande Valley

COMMUNITY SERVICE: On March 11, 2017, the chapter collaborated with the university's departments of philosophy and physician assistants to present informative posters and activities at local museums (i.e., International Museum of Arts and Science, and Children's Museum of Brownsville). The event was coordinated by Dr. Grant Benham (advisor) and hosted guest speakers from the department of psychological sciences as well as the previously mentioned departments. Students engaged with the community in a service-learning project that extended the learning experience beyond the classroom.

CONVENTION/CONFERENCE: The chapter attended SWPA 2017 at San Antonio, TX. Members competed with posters and/or oral presentations, and most won at their corresponding competitions. Like many chapter activities, this experience allowed members to further engage with the field of psychology and research, and gain valuable experience beyond the classroom setting.



Above Photo: West Virginia University's Chapter hosts its annual Student-Faculty Pool Tournament.

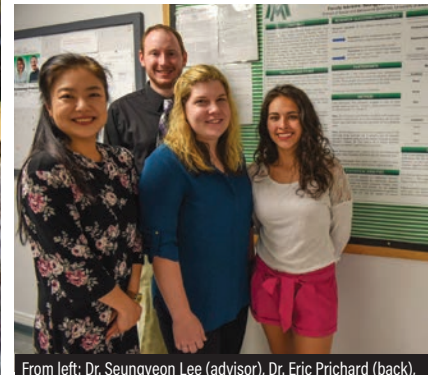
Left Photo: West Virginia University's Chapter presents Dr. Brian Quigley, assistant professor and Medical Director of Psychiatry Services, with a T-shirt as a "thank you" for speaking at a chapter meeting.

Chapter Activities

INDUCTION CEREMONY: The chapter's induction ceremony in 2017 marked a new era for the chapter. A few semesters ago, two universities merged to form a larger one that could better serve the growing population at South Texas. The former two universities' chapters were in the process of becoming a single one for a few academic school years. In the spring of 2017, the induction ceremony installed a team of officers for both branches of the chapter that now run independently, yet united. The upcoming generation of officers and members will now follow a foundation that will lead them on to grandeur as established by the hardworking chapters of previous years.



From left: Janna Alvarez (president) and Ashton Wilson (historian) are all smiles at the University of Arkansas at Monticello!



From left: Dr. Seungyeon Lee (advisor), Dr. Eric Prichard (back), Jayme Burris (vice-president), and Janna Alvarez (president) at the University of Arkansas at Monticello.

WEST

Nevada State College

MEETING/SPEAKER EVENT: The chapter organized a mental health awareness panel discussion. Open to the public, this event instigated more collaboration on removing the stigmatization of mental illness by having experts of various aspects on the matter share their wisdom. The panelists for their discussion included Professor Roberta Miranda, LCPC, LADC, Lisa Schappiro, MFT, NSC's newly appointed counselor, Debbie Shalet, Director of Brain Balance Autism Center, Judge Heidi Almase of the Las Vegas Mental Health Court, and Dr. Jim Jobin, LCPC, LADC, and former president of the National Alliance on Mental Illness. They also arranged for an interpreter to the event, which allowed for the deaf community to attend. More than 50 people attended. After the panelists presented, questions were invited from the audience.

COMMUNITY SERVICE: The chapter hosted a bake sale on the school grounds to raise money for CandleLighters Childhood Foundation. During the holiday season, a total of \$250 was donated to the organization, where they sponsor "Feel Good Fridays," allowing anyone to donate money or toys to children diagnosed with cancer. Funds are allocated to surgery expenses or other living expenses that families in those circumstances cannot afford. The helpers gave members a tour of where they store all of the toys that children are able to run through and pick from. They also showed us a giant wall of pictures of the children they have helped.

CONVENTION/CONFERENCE: The president, vice-president, and secretary of the chapter were the major contributors of a research study on campus that surveyed students' attitudes and perceptions about the resources ranging from academic advisement to student government. The abundance of significance found in their study paved the way for it to be accepted at WPA in Sacramento, CA. They were funded to attend and present their findings at the convention by the college and WPA Regional Travel Grants.



University of Arkansas at Monticello: (from left) Dr. Seungyeon Lee (advisor), Dr. Eric Prichard (psychology professor), Samantha Craig, Janna Alvarez (president), Sydney Gavin, Ashton Wilson, and Dr. Jeanette Walters (psychology professor).



Nevada State College Chapter supporting CandleLighters Childhood Cancer Foundation.



Mental Health Awareness Panel Discussion at Nevada State College.



Nevada State College members at WPA.

CHAPTER SPOTLIGHT!

University of La Verne (CA)

FUND-RAISER: See's Candy Sales helped the chapter raise more than \$400 in profits toward funding students to WPA 2017 in Sacramento, CA. Members sold See's Candy to faculty, friends, staff, and neighbors.

CONVENTION/CONFERENCE: The chapter submitted research to the institutional review board for final approval to begin data collection as a group on a topic chosen by members. The goal is to create several research projects resulting from the study that can be presented at WPA 2018 and the university's sponsored research conference in May 2018.

FUND-RAISER: The chapter won best booth and best float at the homecoming weekend event in October. This helped to raise \$1,400 for the chapter. It took a team effort to decorate the booth in the theme of the Cheshire Cat from *Alice in Wonderland*. The float had to fit on a small wagon and was shaped like a tree with the Cheshire Cat sitting on a branch. The club's efforts fostered team spirit, cooperation, and helped raise a lot of money for the chapter's research conference, which will be hosted by the chapter in May 2018.



A Homecoming Float with Cheshire Cat in a tree at the University of La Verne (CA).



Induction ceremony at the University of Texas Rio Grande Valley.



Psi Chi at University of Texas Rio Grande Valley Brownsville Branch at Brain Day.



University of Texas Rio Grande Valley members at SWPA 2017.

TEST YOUR Psychology Knowledge



A crossword puzzle grid on an orange background. The grid contains 36 numbered starting points for words. Some squares are shaded black, indicating they are not part of the puzzle. The grid is roughly rectangular with a central vertical column and several horizontal and vertical paths branching out.

Answers will be available in the next issue.

ACROSS

- 01. _____ study
- 03. Memory—The capacity for retrieving and storing _____
- 07. Psi Chi's _____ Regions
- 08. Five Personality Traits
- 09. The set of behaviors, ideas, attitudes, and traditions within a large group of people
- 11. A statement of what you expect to find in your study
- 13. Scale
- 15. Dependent and independent _____
- 18. feelings of happiness, contentment, and harmony
- 19. The founder of psychoanalysis
- 20. Our Eastern regional convention
- 22. Our Mission: "Recognizing and Promoting Excellence in the _____ and Application of Psychology"
- 24. Institutional review board
- 26. When a person has amnesia and expectantly flees home
- 27. The primary organ in the nervous system
- 28. Ear _____
- 30. A system of moral values
- 32. Cognitive Behavioral _____
- 33. A
- 34. "Little _____"
- 35. The 2017-18 Chair of Psi Chi's Giving Campaign
- 36. This is *Eye on Psi Chi* magazine's twenty-_____ year.

DOWN

- 02. A group of participants
- 04. Not Fight
- 05. Manifest content—the _____ of a dream
- 06. Observer _____
- 08. According to Staci Spencer, when asked what you can do with your psychology degree, you should be able to say, "Where do I _____?"
- 10. Night _____
- 12. Jean
- 14. Positively and negatively charged atoms
- 16. Albert
- 17. _____ Testimony
- 19. Analysis
- 21. Halo
- 23. A cornea is the outer membrane of the _____
- 25. *Psi-Chi-ology Lab* is our official _____
- 26. September _____ is Psi Chi's 88th Anniversary
- 27. Won't hurt a
- 29. _____ Psychology—The study of athletic performance, physical activity, and exercise.
- 30. Electroencephalograph
- 31. Body _____
- 34. The acronym used in "Help for Students Who 'Don't Do Well on Tests' "



Find Your Career in Psychology

With the creation of Psi Chi's new Career Center, our Professional Organization is now better equipped to make a direct impact on your career path than ever before. All Career Center features are free for our Job Seekers whether you are just considering a career in psychology or already have considerable experience in your field.

Search Jobs

Because of the thousands of unique opportunities regularly entering and exiting our Career Center, we offer more than 50 available job categories (e.g., Counselor, Social Worker, Instructor) to make your search a breeze. You can also sort results by position, company, location, and date posted.

Create an Account

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

Manage Your Resumé

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

Peruse Online Career Resources

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

Receive Job Alerts

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

Ask an Expert

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

Get Help as Needed

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

Visit www.psichi.org/?RES_CareersInPsych



Why Employers Choose Our Career Center

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

Ten Job Skills You Already Have

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



PSI CHI THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY



View and purchase our merchandise at psichi.org/store

Show Off Your Psi Chi Pride!



Comfort Colors Anniversary T-Shirt



Geometric Sport Bottle



Psi Chi Seal Longsleeve Shirt



Matte Black Psi Chi Mug

Comfort Colors Comic T-Shirt



Certificate Holder

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