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The International Honor Society in Psychology

**eye**

on **PSI CHI**



Gratefulness  
Meaning in Life  
Nature Walk  
Technology & Religion  
Organizational Dishonesty  
Meaning in Life  
False Memories  
Distinguished Lecturer Series



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**ABBREVIATIONS**

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



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# Inducting Transfer Students Into Your Chapter Sooner: What Are Your Options?

Imagine this scenario. Elizabeth is a new transfer student on your campus who already declared psychology as her major before even arriving. She comes to the psychology department having earned a two-year Associate of Science degree, transferring in 38 college credits, 15 of them in psychology. In addition to earning a 3.89 GPA in her first two years of college, she is also proud to be a member of Psi Beta, the honor society for psychology at two-year campuses, and to have served in two officer positions.

Because of her Psi Beta service, she arrives at your university excited about all of the opportunities for Psi Chi members. But her excitement turns to disappointment at her first Psi Chi meeting: her two psychology courses will not be enough to meet the chapter's transfer student requirements of 12 college credits completed on campus as well as 9 psychology credits. Because inductions occur once per semester, your faculty advisor later confirms that she will not be able to join before fall of her senior year.

What does this mean for Elizabeth? It means she probably won't have time to submit research to Psi Chi sessions at a regional convention or apply for awards or grants before she graduates. Nor will she be as likely to become a Psi Chi officer before graduating, which she has already shown interest in and gained experience at during her time at Psi Beta.

## The Solution

The solution to dilemmas such as Elizabeth's is to simply update your Psi Chi chapter bylaws by vote at your next chapter meeting. Transfer student requirements (12 credits completed at the new campus) automatically apply **unless** your chapter approves different ones in your chapter bylaws. Your chapter also may be able to specify how many of the 9 required psychology credits may be transferred in rather than completed on campus.

To customize your chapter's options, use the Chapter Bylaws Template, which officers and advisors can download after logging in to the Psi Chi website. This Word document includes fill-in-the-blank sections and some choose-an-option sections, which makes it easy to tell which areas can be changed and which cannot. Keep in mind that eligibility requirements may be modified by chapters as long as chapter requirements are (a) not in conflict with the Psi Chi Constitution, and (b) are academic only (no service, attendance, or participation requirements, for example). So long as you follow the basic instructions, you should be fine!

## Why This Matters

Imagine how the scenario above could have turned out differently for Elizabeth and your chapter. Play your chapter's cards right, and transfer students could breathe new life into your chapter, increase the number of active members, and enhance chapter functioning by providing a pipeline of experienced honor society officers.

In addition to these benefits, chapters need to decide how they will take advantage of the fact that nearly half of all university graduates first attend community college, almost half of them transferring five or more terms of coursework (Ma & Baum, 2016). Many more students enroll in two-year colleges than in the past—over 7.5 million in 2014 compared to over 2.3 million in 1970 (NCES, 2015). In addition, the number of students taking the psychology AP exam has exploded from less than 4,000 in 1992 to 293,350 in 2016 (College Board, 2016). Add to this changing environment about one third of university students who transfer to between four-year institutions (Gonzalez, 2012).

## Additional Tips

Article III Section IA in the Chapter Bylaws document shows two transfer student options. Chapters may choose to accept some or all college and psychology credits from transferring institutions.

Sometimes, members may worry that psychology courses at two-year schools are not as rigorous as the ones at their campus. If your university has many students transferring from local feeder schools, your faculty advisor and department chair can evaluate the quality of their courses, faculty, and students.

Some chapters have the option of inviting transfer students to join Psi Chi in their first semester on campus, while others do not. If your university transfers in both credits and grades, inviting students to join during their first semester is an option. However, if transfer students have a 0.0 GPA until they complete courses on campus, they must complete the 12 credits, including 9 in psychology, at your university before they can join. If they have a 0.0 GPA, they have to establish both a comprehensive GPA and a psychology GPA in order to determine their eligibility.

What happens to transfer psychology students during their first two semesters on your campus? Is your chapter stacking the deck against transfer students, or playing its strongest hand to encourage involvement and contributions? Playing your strongest hand may mean revising your chapter's bylaws.

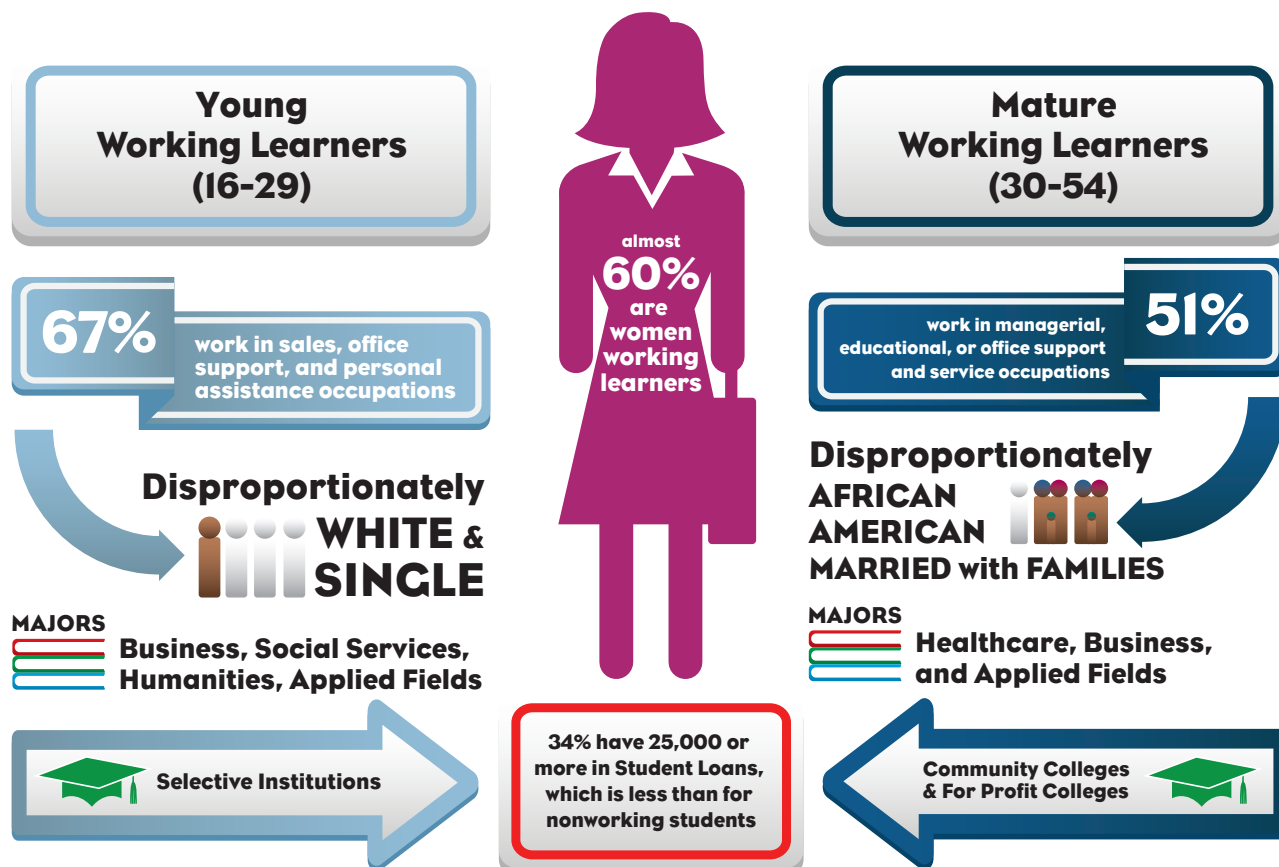
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Martha S. Zlokovich, PhD  
Executive Director

# Do You Work *and* Attend College?



**A**re you one of the 14 million persons who works and attends college? According to *Learning While Earning: The New Normal*, between 70% and 80% of students are working learners (Carnevale, Smith, Melton, & Price; 2015). In this column, I summarize some characteristics of working learners and highlight key issues they face.

## Working and Its Impact

First, let's review why jobs are important for college students—besides generating income. If you have little or no job experience, I urge you to acquire it before entering the workforce. The National Association of Colleges and Employers (2016) reports that 91% of employers prefer applicants with either relevant (65%) or any type of work experience (26%). Not only do jobs pay bills, they help develop critical “soft” skills such as time management, interpersonal communications, teamwork, and conflict management, as well as knowledge and task skills that may transfer to subsequent jobs. Work is also an opportunity to explore career options, function in an organizational culture very different from college, and have a break from the world of abstract ideas. Finally, individuals who work and simultaneously attend college are more likely to advance, over time, to managerial positions after college than those who

enter the workforce after high school but do not concurrently attend college (Carnevale et al., 2015).

In past decades, the general rule was that students should not exceed working 15 to 20 hours per week to avoid a negative impact on their studies. However, as educational and living costs have increased, learning while working has become more challenging. About 40% of undergraduate and 76% of graduate students work at least 30 hours a week; 25% of all working learners simultaneously work full-time and attend college full-time. The effects of working and attending school depend on the nature of the job (whether career-related or not) as well as characteristics of the individual and their circumstances. For example, low-income students are more likely to experience negative effects on their academic achievement while working. “This appears to be the result of a lack of counseling, social capital, and other supports that are typically associated with a higher socioeconomic status or more selective colleges” (Carnevale et al., 2015, p. 16).

## Who Are Working Learners?

Carnevale et al. (2015) compare Young Working Learners (16–29 years old) and Mature Working Learners (30–54 years old) across several dimensions. Although the distinction is somewhat arbitrary, 30 is the cutoff point because, by that age, most people are



**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](mailto:phettich@depaul.edu)



established in the labor market and are adults. Women account for almost 60% of all working learners. Sixty-seven percent of younger learners work primarily in sales and office support occupations or in personal service occupations; 40% work full time. Younger learners tend to be disproportionately White and single; they choose majors in business, social sciences, humanities, and applied fields, and are likely to attend selective institutions.

Of the mature working learners, 51% work in either managerial, educational, or office support and service occupations. In general, this group is disproportionately African American and married with family responsibilities. They choose majors primarily in health care, business or other applied fields, and attend community or for-profit colleges; 76% of this group works full time. Mature working learners tend to work longer hours and earn more than younger working learners, 45% of whom have earnings at or below the poverty level. Student loans are common to both groups (34% have \$25,000 or more in loan debt), although at levels less than students who do not work. Tuition assistance is a benefit that many working learners depend on, and several companies are developing new education financing options for their employees (Carnevale et al., 2015).

## The Disconnect Between Higher Education and Workforce Needs

National policies are needed to clarify and strengthen the complex connections among workforce needs, educational opportunities, and careers. To this end, Carnevale et al. (2015) offer four rules for understanding such connections in the current economic and labor environment (see Table 1).

**Rule 1** is easy to understand because chances are your family has pummeled it into your head since elementary school. **Rule 2** is also straightforward but you might be facing a dilemma. For example, you could work toward a relatively high-paying career in a business specialty, nursing, or technical field and achieve economic stability early in your career, but perhaps you don't have a passion for these areas. You may, however, have a passion to work in a mental health or social service profession where pay is relatively low but “the good life” is delayed. Graduate or professional school in your preferred occupation would eventually raise your income but education costs increase your loan debt and likely delay decisions about family and home ownership. **Rule 3** is like Rule 2: It may require a decision that pits your personal values against practical considerations. **Rule 4** requires that you carefully research career programs that respond to economic and local needs.

The report criticizes counseling centers that do not initiate career planning when students enter college, and for not focusing on the economic value (projected income) of academic majors. Furthermore, the traditional four-year model of higher education that addresses careers through an academic major has become less popular, less affordable, and less practical for working learners who seek direct connections between coursework and career, and who do not have time and resources to explore career options

through standard coursework. Internships, externships, and professional contacts are the new norm for students (Carnevale et al., 2015).

Educational outcomes should be expressed as competencies, the “new currency” in today's workplace. “The relationship between postsecondary fields of study and careers are only a rough proxy for a deeper and more dynamic relationship between competencies taught in particular curricula and competencies required to advance in particular occupationally based careers,” (Carnevale et al., 2015, p. 57). Although some programs in some schools focus on competency development, many educators eschew the competency philosophy of education.

Heed the old folk warning to not miss the forest (your long-term goals) for the trees (your options, circumstances, and needs); it applies to working learners. Take time to ponder the wisdom uttered by interviewee Nora Watson in Studs Terkel's classic book *Working*, “I think most of us are looking for a calling, not a job. Most of us, like the assembly-line worker, have jobs that are too small for our spirit. Jobs are not big enough for people” (Terkel, 1974, p. xxiv).

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**TABLE 1**

### Carneval et al.'s Four Rules

**Rule 1.** On average, more education yields more pay. Over a career, high school graduates earn \$1.3 million; Bachelor's degree holders earn \$2.3 million; PhD holders earn \$3.3 million; and professional degree holders earn \$3.7 million.

**Rule 2.** What a person makes depends on what that person takes. A major in early childhood education makes \$3.3 million less over a career than a major in Petroleum Engineering.

**Rule 3.** Sometimes less education is worth more. A one-year information-technology certificate holder earns up to \$72,000 per year compared with \$54,000 per year for the average Bachelor's degree holder. Thirty percent of Associate's degree holders make more than the average four-year degree holder.

**Rule 4.** Programs are often the same in name only. Programs and college majors have different values at different institutions depending on the alignment between particular curricula and regional labor market demand, as well as on differences in program quality (Carnevale et al., p. 19).

Source: Georgetown University Center on Education and the Workforce, *Learning While Earning: The New Normal*.



Dr. Cialdini is a Psi Chi Distinguished Member, along with many other notable psychologists such as Drs. Albert Bandura, B. F. Skinner, and Robert J. Sternberg. He says, “I enjoyed my involvement in Psi Chi as an undergraduate. It was a great socializing experience for me, in which it was possible to interact with advisors to the Psi Chi group and also graduate students who were on the next step of the ladder I was hoping to climb. Psi Chi is one of the things that solidified my interest in pursuing graduate-level psychology.”



# A New Reason to Avoid Organizational Dishonesty

## With Robert B. Cialdini, PhD

Interview by Bradley Cannon

**A**ccording to Dr. Robert Cialdini, a common message given to dissuade leaders of organizations from dishonest behavior is to simply say, “It’s immoral, so don’t do it.” Although true, he explains, this argument only has a marginal impact on executives who feel that it is acceptable for them to be dishonest in order to bolster the profits of their organization.

Another message traditionally given to organization leaders is that, “If you are caught in dishonest behavior, there will be negative consequences to your profits because people will not want to do business with you.” Dr. Cialdini believes this to be true too. However, people who commit violations don’t expect to be caught. Otherwise, they wouldn’t engage in the violation in the first place.

An expert in the psychology of influence, the limitations of these two arguments spurred him to search for a new reason to dissuade leaders from organizational dishonesty. This new argument, supported by his research, warns executives that

organizational dishonesty also has **large economic consequences**, even if the organization’s dishonesty is never caught by regulators or the public. In today’s interview, he discusses the many negative effects to watch out for and discusses strategies to prevent organizations from becoming dishonest.

### Introducing Dr. Cialdini

Dr. Cialdini is professor emeritus of psychology and marketing at Arizona State University. He received his PhD from the University of North Carolina and post-doctoral training at Columbia University. Dr. Cialdini is the author of several books including *Influence: Science and Practice*, which has sold more than three million copies.

Among Cialdini’s notable contributions are his six principles of influence. These principles include reciprocity (i.e., the obligation to repay others), commitment and consistency (i.e., the need for internal personal alignment), social proof (i.e., the

tendency to do what others do), authority (i.e., the desire to follow expert opinion), liking (i.e., the power of interpersonal rapport), and scarcity (i.e., that people want what they cannot have). He has found numerous other nuances of influence too. For example, his latest book, *Pre-Suasion: A Revolutionary Way to Influence and Persuade*, reveals what a communicator can do in the moment *before* sending a message to increase the likelihood that the audience will be open and receptive to it.

Whenever Dr. Cialdini gives lectures on these six principles, he says, someone in the audience almost always raises the following question: “How do we use this information ethically, and what happens if people use these strategies in a dishonest way?”

This, he says, got him thinking about the culture of dishonest organizations and how research could be used to answer why these principles of influence should always be used in ethical ways. He says, “I think one important feature of research on dishonest organizations is, if we can publicize the research and convince organizations that it is not in their economic interests to behave in a dishonest way, we can increase the trust levels in our society. This is very important because trust has been declining in our society for a number of years now, which leads to all kinds of negative psychological and personal consequences.”

### Effects of Organizational Dishonesty

Consider this example: A neighbor once sat down beside Dr. Cialdini on an exercise bike in a local gym. It was morning, at an hour when the man would normally have been at work. During their conversation, the man said that he had recently quit his job.

“You quit?” Dr. Cialdini asked.

“Yeah, I quit,” the man said. “I couldn’t take the pressure to be dishonest with our customers and clients, so I just had to leave.”

This is only one of many risks that dishonest organizations face: that some of their most honest and brightest employees might quit if they can’t abide by being pushed in directions that violate their self-confidence and their preferred ways of being. As Dr. Cialdini explains, “Consequences like this are very damaging to a dishonest organization’s bottom line. And when more honest individuals depart, what’s left in the organization is a

precipitate of dishonest employees who are then more likely to be comfortable with cheating. These people will likely cheat the organization too. They’ll be the kind of people who will

- take sick days when they are not sick,
- pad expense accounts,
- steal equipment from the organization, and
- run under-the-table deals with vendors and customers, and so on.”

These effects hold true across a wide-range of organizations. He says, “We did a nation-wide survey in which we asked individuals to report to us about the current organization they were in. And we did another where we asked them about the previous organization they were in. We found that there were regrettable levels of dishonesty across various forms of commercial and noncommercial organizations.”

### How It Starts

Dr. Cialdini highlights the following two reasons for organizational dishonesty to appear. “The first is that some people are simply more disposed toward dishonesty than other people. This tends to be the case across the various settings of their lives. There is good research to show that the trait of dishonesty is not specific to a particular set of circumstances, but seems to manifest itself across settings and situations. So sometimes when these individuals enter an organization, their tendency toward dishonesty causes them to become less than ethical in their dealings within the organization.”

“The other reason,” he continues, “occurs when other individuals are exposed to the more dishonest individuals and see their behavior often go unpunished. As a consequence, they sort of feel that they are being under-rewarded in their environment by a set of circumstances that allows cheaters to profit more than those who are entirely ethical. Then, we can see some adoption of dishonest behavior in the organization as a result of the observation that dishonest behavior goes unrecognized and unpunished.”

### Prevention

So how can organizations prevent dishonest behavior?

Dr. Cialdini explains that this requires that the executives be clear and consistent that dishonesty inside of the organization is not acceptable. “This includes dishonesty designed to improve the profits of the organization,” he says. “For example, if you find a sales person who is lying to customers about products or services, that person has to be removed. This strategy has to come from the top, with the message that this is just not who we are. This is not in the norms of our organization. We won’t tolerate it.”

Once dishonesty grips an organization, the remedy requires something that Dr. Cialdini doesn’t recommend in almost any other situation. “And that is *ruthlessness*,” he says, firmly. “They have to be ruthless about weeding out those individuals who are dishonest because, as I suggested earlier, those individuals tend to infect the behavior of those around them.”

### Increased Surveillance

Another effect of dishonest organizations is increased surveillance. For example, an organization might react to the dishonesty within by increasing surveillance software. However, as Dr. Cialdini’s research has shown, negative effects of doing this include mental health problems such as high levels of tension, anxiety, and depression. Increased surveillance has also been linked with lower productivity and absenteeism, and employees may perceive the new surveillance as an indication that the organization does not trust them. As stated in Cialdini, Petrova, and Goldstein (2004), “Employee theft and other dishonest behaviors are only likely to motivate management to procure even higher levels of surveillance technology, further perpetuating the vicious cycle” (p. 71).

When asked if there are any ways to increase surveillance while minimizing these effects, he says, “Not that I know of. I think the way to approach that is by minimizing the need for surveillance, as I suggested earlier, by identifying and dismissing any individual who seems to be unethical in the way that they behave.”

### When to Be Dishonest

We’ve all heard the popular saying, “It’s nothing personal. It’s only business.” But is dishonesty ever appropriate in the workplace?



Dr. Cialdini's response: "I don't think so, not for reasons of greater profit for the organization. I think that is wrong-headed. There may be some situations in which it is sometimes possible to shade the truth to protect someone who is basically innocent in a particular situation. That is the old question that ethicists ask. For example, should you lie to save a child? Of course. On the balance scale, a lie is less negative than the loss of a child. But as a rule, we want to discourage dishonesty in almost all circumstances."

### Honest Advice for You

No doubt, it is best to avoid becoming involved with dishonest organizations altogether. To help you do this, Dr. Cialdini gives the following tips. "Definitely use social media and the Internet to check on commentary that appears about an organization, especially its ethical profile. It is also possible to look at the extent to which the organization is known to be honest or dishonest in its marketing efforts,

its advertising, and its sales policies. That would give you an indication that the organization does not prioritize honesty at the level of interaction with individuals outside of the organization. That sort of dishonesty is likely to transfer to the way that they handle interactions with individuals within the organization as well."

Students or professionals who would like to pursue a career related to understanding the science of influence should consider courses in social and organizational psychology. And, Dr. Cialdini adds, if they are interested in ethical violations in the workplace, they should also look at the research in sociology involving violations of laws and regulations, and understand the factors that lend themselves to those violations. However, no matter which career path you take, be sure to heed these final words of wisdom: "You don't have to be committed to morality for morality's sake; you can be committed to morality for profit's sake too."

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**Robert B. Cialdini, PhD**, is Regents' Emeritus Professor of Psychology and Marketing at Arizona State University. He has been elected president of the Society of Personality and Social Psychology. He is the recipient of the Distinguished Scientific Achievement Award of the Society for Consumer Psychology, the Donald T. Campbell

Award for Distinguished Contributions to Social Psychology, the (inaugural) Peitho Award for Distinguished Contributions to the Science of Social Influence, The Lifetime Contributions Award of the Western Psychological Association, and the Distinguished Scientist Award of the Society of Experimental Social Psychology.

Dr. Cialdini's book, *Influence*, which was the result of a 3-year program of study into the reasons that people comply with requests in everyday settings, has sold more than three million copies while appearing in numerous editions and 32 languages. Dr. Cialdini attributes his interest in social influences to the fact that he was raised in an entirely Italian family, in a predominantly Polish neighborhood, in a historically German city (Milwaukee), in an otherwise rural state.

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# All About Gratefulness

With **Robert A. Emmons, PhD**

Interview by Bradley Cannon

**N**icknamed the “father of gratitude,” Dr. Robert A. Emmons wants you to know that you can become a more grateful person. Dr. Emmons is a professor of psychology for the University of California, Davis, and has uncovered numerous ways to help people increase their levels of gratitude. For example, you could make an effort to compare your current situation with harder times in the past, or you could keep a gratitude journal to help you establish a daily practice of being more grateful.

Dr. Emmons’s work on gratitude and happiness has been featured in prestigious academic publications, as well dozens of popular media outlets including the *New York Times*, *USA Today*, *U.S. News and World Report*, *The Wall Street Journal*, *Newsweek*, *Time*, NPR, and PBS. Today, we at Psi Chi are thankful for his willingness to answer our questions, especially on such a sunny, California afternoon.

## What is gratitude?

I like this definition: “Gratitude is an affirmation of the goodness in one’s life and the recognition that the sources of this goodness lie at least partially outside the self.” It emerges from two-stages of information processing: affirming and recognizing. Gratitude is the recognition that life owes me nothing and all the good I have is a gift. It is a response to all that has been given. So it is foundationally and fundamentally a way of looking at life.

## Why do people struggle with being grateful?

Unfortunately, many people suffer from gratitude deficit disorder. Among the major

stumbling blocks are a sense of entitlement (“I deserve”), a compulsive need to be self-reliant (“I did it all myself”), a bias toward negativity (“There’s so much wrong in the world”), and forgetfulness and the busyness of daily life.

We also tend to be much better givers than receivers. Sometimes, this is because

- we don’t want to give back,
- we don’t feel worthy of receiving the benefits and generosity,
- we don’t want to feel indebted, or
- we might be suspicious of the giver’s motives.

There is this paradox of gratitude. Developing and sustaining a grateful outlook on life is easier said than done. It has become quite fashionable to critique

others for their lack of gratefulness. In fact, when I give talks, the most frequent question that arises is “how can I get so-and-so to become more grateful?” If there is a crisis of gratitude in contemporary life as some people claim, it’s because we are collectively forgetful. We have lost a strong sense of gratitude about the freedoms we enjoy, a lack of gratitude toward those who lost their lives in the fight for freedom, and a lack of gratitude for all of the material adventures we have. Privilege, without gratitude, becomes entitlement. And entitlement is the enemy of gratefulness.

### How can we make a habit of gratefulness?

The important thing is to establish the daily habit of paying attention to gratitude-inspiring events. The place to start is with a reality check because we all begin life dependent on others, and most of us will end life dependent on others. If we are lucky, in between, we have roughly 60 years or so of unacknowledged dependency. The human condition is such that, throughout life, not just at the beginning and end, we are profoundly dependent on other people.

Gratitude takes us outside ourselves where we see ourselves as part of a larger, intricate network of sustaining relationships that are mutually reciprocal. Gratitude is the truest approach to life. We did not create or fashion ourselves. We did not birth ourselves. Life is about giving, receiving, and repaying. We are receptive beings, dependent on the help of others, on their gifts and their kindness. As such, we are called to gratitude. If we choose to ignore this basic truth, we steer ourselves off course. Just knowing this is usually enough to inspire a more grateful outlook on life.

### How do people detect gratitude, and are they any good at this?

This is really difficult to do unless we broadcast or distribute our thanks verbally or in action. This is why it is important for us not to keep our thanks silent. The word “thanksgiving” literally means, giving of thanks. Thanksgiving is an action word. Gratitude requires action. There is the action tendency of paying back the goodness that we have received. Gratitude will not strengthen relationships if it remains silent.

### Do expressions of gratitude have to be sincere?

Awareness of gratitude triggering experiences is usually not a struggle (unless the person is depressed) because there are so many opportunities for gratitude—you can create gratitude at practically any moment!

I find that the truth is in the details. Authentic gratitude is almost always specific. I once said to my wife, “thank you for being you.” She responded, “What does that mean?” She was not impressed with this particular attempt to show gratitude.

One of the keys to effective thank you’s is being specific. Gratitude in depth is more important than “gratitude by the numbers.” Elaborating on a particular benefit in detail is more beneficial than listing a number of benefits more superficially. In other words, go for depth over breadth. When recalling a benefit that we have received from another, break it down into multiple components and reflect on each element. We can then thank that person for each way in which we have received favor from them.

Being specific is effective for two reasons.

1. It helps us avoid gratitude fatigue. The more discrete the elements, the less we will cease to recognize them or take any one of them for granted.
2. Specificity encourages us to appreciate the giver’s efforts and recognize more of the details.

Therefore, I should express gratitude for my wife taking care of the kids and the home every time I leave town for a business trip because she makes my life so much easier than it might otherwise be. So, my advice is to be as specific as possible and avoid the “thanks for everything” approach or “thank you for being you.” This will make it more sincere.

### Does gratitude have any negative characteristics or effects?

One of the more interesting aspects about gratitude is that trying too hard to be grateful can backfire. We turn gratitude into a self-focused personal project. The focus becomes how I am doing, instead of what others are doing for me. A preoccupation with our performance actually hinders our performance. This is the single most important thing that I’ve learned about gratitude. It’s not about us!

Let me explain. Gratitude, by its very nature, is an external focus. It’s about receiving a gift or benefit from a source out there. It’s about other people doing things for us that we could never do for ourselves; it’s about noticing the good, taking in the good, and giving back the good. Self-forgetfulness promotes gratefulness and is the primary reason that gratitude produced benefits. This turns gratitude inside out.

### Why did research on gratefulness get a late start?

There are multiple reasons:

1. Emphasis on negative states and traits until the Positive Psychology movement;
2. Its reduction to an element of politeness, good manners, and civility; and
3. Its association with religion or spirituality, a topic that the majority of psychology has ignored.

### What are some myths about gratitude?

One of the myths about gratitude is that it leads to complacency. I’ve often heard the claim that, if you’re grateful, you’re not going to be motivated to challenge the status quo or improve your lot in life. You’ll just be satisfied, complacent, lazy and lethargic, perhaps passively resigned to an injustice or bad situation. You’ll give up trying to change something. But studies suggest that the opposite is true: Gratitude not only doesn’t lead to complacency, it drives a sense of purpose and a desire to do more.

There are more. Here’s an article I wrote on the myths: [http://greatergood.berkeley.edu/article/item/five\\_myths\\_about\\_gratitude](http://greatergood.berkeley.edu/article/item/five_myths_about_gratitude)

### What discoveries have surprised you about gratitude?

It would have to be the finding, now replicated in other labs, that gratitude improves sleep. This includes better sleep quality, shorter falling asleep latency, longer sleep duration, less need for sleep medicine, and less daytime dysfunction caused by lack of sleep. Given how sleep-deprived we collectively are, and how vital sleep is for healthy functioning, this is HUGE.

Gratitude also strengthens self-control. It makes people more patient. Not that this



is super surprising, but rather it was an unexpected or nonobvious discovery.

### How did you become interested in studying gratitude?

Believe it or not, it was an assignment. Literally. I was invited to a scientific conference and told to become the expert on the scientific literature on gratitude. The problem was that there wasn't any! In the science of human emotions, gratitude was the forgotten factor. So I seized this opportunity and began conducting research right away. This was the best assignment I was ever given!

### How has studying gratitude influenced you?

It has made me realize how hungry people are to apply scientifically verifiable findings to their own lives, and that we all struggle with unhappiness and negativity. As I did, and still do. You see, left to their own devices, our minds tend to hijack each and every opportunity for happiness. Negativity, entitlement, resentfulness, forgetfulness, and ungratefulness all clamor for our attention. Whether stemming from our internal thoughts or the daily news headlines, we are exposed to a constant drip of negativity.

Doom and gloom is on the horizon, as financial fears, relational turmoil, and health challenges threaten us. Weighed down by negativity, we are worn down, worn out, emotionally and physically exhausted. To offset this chronic negativity, we need to continually and perpetually hear good news. We need to constantly and regularly create and take in positive experiences. Gratitude is our best weapon, an ally to counter these internal and external threats that rob us of sustainable joy. So this research is a constant reminder to myself and others who encounter it.

### How can your research be used to benefit society?

The grateful mind reaps massive advantages in life. Gratitude enhances performance in every domain that's been examined—psychological, relational, emotional, and physical. Health, wholeness, wellness, and fullness result from the systematic practice of a grateful living. Its reach is so far and so wide that you really cannot overplay the hand of gratitude. This is why it's been

referred to as the ultimate performance-enhancing substance.

Gratitude has the power to heal, energize, and change our lives. It's not simply that gratitude brings more happiness or better health. It's much more than that. It literally breathes new life into us! And society needs more people who are alive. Luckily, we are at the dawn of a global gratitude renaissance. There is unprecedented enthusiasm for new scientific information on the science and practice of gratitude. In schools, clinics, healthcare settings, workplaces, and even in the halls of academia, there is an increasing awareness that gratitude is vital for individual and collective flourishing. Better people make better societies.

### What are you grateful for?

I'm grateful that people who I talk to want to spread the word about gratitude. I'm grateful for readers, listeners, and the amazing interest that people have shown in what gratitude is and why it matters.

### Do you consider yourself to be a grateful person?

No. I'm probably somewhere in the midrange. Many psychologists study what they do because they are kind of deficient at it but they want to improve. For example, people who study forgiveness tend to be grudge holding and people who study memory processes tend to be very forgetful. It's kind of like that with me with gratitude. I think about it as a marathon journey. I'm more grateful than I used to be. But part of the reason why I study this is so that I can get better at it.

### Any hobbies outside of the research area?

I used to play golf, but then I found that it took up too much time. I was also a little League coach. But now my kid's too old, so I have a lot more time for research, teaching, and writing.

### Who is your mentor, and what is the value of mentorship?

I have had many mentors, from my first undergraduate psychology professor; to my graduate advisor and research supervisor; to gratitude heroes, exemplars, and other sources of inspiration. One of my favorites is Brother David Steindl-Rast, the world's foremost authority on gratefulness. He

recently turned 90 years old. He said once that "gratitude keeps you young." It is certainly true in his case. These mentors were all people who believed in me, supported me, and invested time and energy into working with me. We all need people like these who support our dreams.

### What courses or activities should students consider who are interested in pursuing a career in this type of research?

What is a burning question that you would like to pursue in your studies? Think of a really big or important question. For example, I was once asked, "Dr. Emmons, how can we get 6 billion people around the world to practice gratitude?" That is a really big question. Then, read all you can, both the scientific research articles and more popular writings designed for the general public. Take any classes that are related to happiness, positive psychology, and well-being. Attend talks in person or watch on the Internet leaders in Positive Psychology. In other words, immerse yourself in the field. And look around. Psychology is about people. Not just theories in textbooks and journals.

### What can we expect to see from you next?

Yogi Berra once said that predictions are risky, especially when they are about the future. However, one topic that I think is really, really important is joy. Joy is not the same as happiness. Joy is deeper and less based on circumstances. There are over 100 published research articles on happiness for each one on joy. I think this will be the next big topic in Positive Psychology. This will be a good investment for scientists, as was gratitude 20 years ago. So moving forward, I will likely have something to say about joy.



**Robert A. Emmons, PhD**, is a professor of psychology at the University of California, Davis where he has taught since 1988. He received his PhD from the University of Illinois at Urbana-Champaign. He is the author of over 200 original publications in peer-reviewed journals or chapters and has written or edited five books

including *Thanks! How Practicing Gratitude Can Make You Happier*, *Gratitude Works! A Twenty-One Day Program for Creating Emotional Prosperity*, and *The Little Book of Gratitude*. A leader in positive psychology, Dr. Emmons is founding editor and editor-in-chief of *The Journal of Positive Psychology*.



# What Does Your Life Mean?

With Clara Hill, PhD

Interview by Ashley Garcia

**A**re you happy with the way your life is going? Do you feel as though what you are doing is meaningful? Are you nervous about death, aging, or your career? These are all questions that deal with the concept called *meaning in life* (MIL), which Dr. Clara Hill and her colleagues have defined in four-parts: (a) a felt sense of meaning, (b) a feeling that one matters and is significant, (c) a sense that one has purpose and goals, and (d) a conviction that one's life is coherent or makes sense.

The global, intuitive sense of meaning of MIL is an abstract construct, Dr. Hill says. It required her to read all the literature she could on the subject, talk to lots of people, and think about the definition and how MIL differs from other constructs. When the American Psychological Association asked her to write a book on MIL, she dug deeper into it, but she felt as though there was something missing. She came up with the four-part definition to encompass all areas of MIL to make sure the definition was specific but also over-arching.

Dr. Hill says, "Trying to get a handle on what MIL is and how it is different than meaning of life, and how it's different from happiness, pleasure, identity, and all those things, was difficult. The construct itself has been muddy in the literature, but we really need to grapple with that subject. It's not a discovery but more of trying to understand what the construct of MIL is."

## The MIL Study

Dr. Hill states that researching this area of psychology has made her more aware. "I realized that I'm getting close to 70, so there's a lot of thinking about what has my career meant to me. What legacy will I leave? What does it all mean? I really think that this is a large part of why I am interested in this topic. It makes me think 'What is my meaning? Do I want to retire? Do I not want to retire?' Those are all crucial issues that point to a transition to think about."

Dr. Hill and her colleagues conducted a study in which they asked experienced therapists who were really interested in MIL to tell them about one case with a client

who explicitly focused on MIL and another case in which MIL was more implicit. Dr. Hill explains that, in some cases, clients come right into the office and say they want to talk about MIL, but more often, MIL is implicit or embedded in other problems. Therapists used more exploration interventions with clients for whom MIL was implicit than for clients for whom MIL was explicit, perhaps because these clients needed encouragement to talk about MIL and identify it as a problem.

In a follow-up survey, therapists reported that only 12% of clients brought MIL into the therapy session directly. Dr. Hill says that it is more common for MIL concerns to be embedded in other issues such as depression, anxiety over psychical health or ageing, or transitions in their lives. She states that perhaps the reason that only 12% of people initially wanted to talk about MIL is because of the culture that surrounds therapy. "In our culture, we are used to clients coming in and talking about symptoms; that's what they think therapy is all about."



When it comes to the evidence about the effectiveness of therapists working with MIL, there is not very much. Dr. Hill says that this is an area that needs more research. Some evidence, she says, has emerged for the effectiveness of structured programs involving four to eight sessions working directly with MIL for people with cancer or other life-threatening illnesses. With new measures for assessing MIL, she hopes that it will be easier to study the effects of working with MIL psychotherapy, and she hopes that more people will conduct research in this area.

## How to Assess MIL: the New and the Old

### Meaning in Life Measure (MILM).

This measure was developed by Dr. Hill and her colleagues and follows the exact definition that they use. Confirmatory factor analyses have shown that there is an over-arching construct with four subscales: Felt Sense, Mattering, Goals, and Coherence. “These subscales match my definition of the presence of meaning as involving a felt sense (‘I just intuitively think I have meaning but I don’t think a lot about what that means’), mattering (‘I feel that I matter or have significance’), goals (‘I have a purpose or things I’m striving for or passionate about’), and coherence (‘my life makes sense, I can connect the past present and future’),” explains Dr. Hill.

### Meaning in Life Reflectivity (MILR).

The second measure developed by Dr. Hill and her colleagues involves thinking about, pondering, and questioning meaning. This is a component that is missing from other measures of meaning. People may enjoy thinking about meaning, even if they are not searching for it specifically.

**Psychometric properties of the MILM and MILR.** Both the MILM and MILR have excellent psychometric properties: factor analyses confirmed the factor structures, high internal consistency has been demonstrated for all subscales, and high test-retest reliability has been demonstrated for all subscales. The scale correlate in expected ways with other measures of MIL, subjective well-being, personality, and social desirability.

## Major MIL Theories

Dr. Hill states there were two major influences on her thinking about MIL: Viktor

Frankl, a neurologist and psychiatrist from Austria who survived the Holocaust, and Irvin Yalom, an American psychiatrist who researched existentialism. “These two books have major theories that have helped me try to develop my own theory,” she says.

Frankl’s book, *Man’s Search for Meaning* is one of the top best-sellers in psychology. “It’s so compelling because he talks about how he survived when he was in concentration camps during WWII. He thought that the reason some people survived while others did not is because they had purpose or passion to accomplish something. That certainly wasn’t the only reason they survived, but given all other odds, people were more likely to survive if they had meaning, otherwise they gave up.”

Yalom’s book, *Existential Psychotherapy* looks at the existential way of life and how it can be applied in a clinical setting. “There are certain existential things we all grapple with: death, anxiety, isolation, freedom, and MIL. Those are things we all have to struggle to understand,” Dr. Hill says. “*Existential Psychotherapy* is really important to help explain all of that.”

## Implications for Therapy

Because only 12% of patients go into a therapist’s office specifically wanting to talk about MIL, Dr. Hill believes that therapists need to listen for MIL as an underlying component of other problems and think about how meaning is involved in all the different things that clients talk about. For example, if clients are talking about depression, therapists; could consider if part of that depression is related to not having a sense of meaning.

If the clients are talking about work, aging, or getting or losing a career, therapists can try and help them figure out what part of that is related to having or lacking purpose, she says. “There are a lot of implications in terms of thinking about those meanings and issues. In therapy, many times we focus on the symptoms, so we need these other very crucial outcomes. We need to think about therapy within the frame of MIL and purpose,” Dr. Hill suggests.

Studying MIL gives a deeper understanding, personally and for the field, she explains. Studying MIL, having a clear definition, and figuring out how to help people get more MIL is what is important about this research, Dr. Hill expounds.

“Enriching our thinking about therapy so we aren’t just talking about symptoms, but we are talking about these broader existential issues and bringing them into play.”

She noted that Yalom specifies that people dealing with existential issues may not necessarily feel better after therapy. If they are more aware that they are going to die or that they are isolated, then they have to struggle to construct their MIL. “A lot of people would like to deny all that, so when you become aware of it, I think you actually become a little more anxious. Learning how to cope with it and learning how to lead a fuller life is incredibly important. It’s beneficial for humans to lead a better life. If people could get much more meaning and the positive aspects of meaning, they wouldn’t fight so much,” Dr. Hill says.

## Finding Your Own MIL

Exploration, insight, and action is the model that Dr. Hill suggests to therapists for assessing and finding MIL. People can also work on MIL on their own. Those who are interested in MIL can explore the question in depth, think about it deeply, and challenge themselves to question all the assumptions they were brought up with. That exploration is really key, Dr. Hill asserts. “Thinking about what it all means and put that together and make some coherent story or narrative. Then actually try and choose what you want to do differently in your life based on creating the narrative.”

The main problem with trying to discover MIL alone, according to Dr. Hill, is that it’s easy to get stuck thinking about it. “A lot of times, it helps to talk about it with other people. Talking with a therapist is fantastic, but sometimes not everyone has that opportunity. Talking with friends, or anyone who wants to have the conversation, and exploring the idea is the key.”

## Many Sources of Meaning

MIL varies from person to person, Dr. Hill states, because everyone has to think about themselves and what their specific meaning is. “We then have to come to terms with that. We each might get our sources from different places,” she says. There are, however, certain meanings that are frequent in the lives of many people. The primary source is relationships. According

to the research, many people proclaim that relationships provide them with meaning in many ways. They offer a sense of mattering, caretaking, goals, and they help make sense of life. In this aspect, Dr. Hill says, relationships are huge.

Work is also an important source of meaning in the lives of many people. Work that provides people with a passion that gives them meaning because they are contributing to society is important to MIL. Helping others and religion, for some people, also provide MIL. It could be a structured religion, but it could also be a worldview, perspective, or even a framework that helps someone understand life.

The last major source in MIL is creativity: Coming up with something new in terms of art, athletics, or science. Creativity can give people a feeling as though their lives have meaning, Dr. Hill explains.

### Learn More About MIL

Dr. Hill says that, unfortunately, concepts like MIL don't often get covered in typical undergraduate psychology courses. Many students have to research it on their own.

Reading books by Victor Frankl, Irving Yalom, and Carl Rogers is an excellent start.

To help you start a career in MIL, Dr. Hill suggests going into graduate programs in counseling psychology or clinical psychology. "A lot of times, you have to do things on your own. You need a good background in psychology, a basic education, and the realization that you're not going to get everything you're interested in taught to you in a graduate program. You have to go out and find it on your own," she says.

Dr. Hill stresses the influence of working and talking with her colleagues. She is a member of The Society of Psychotherapy Research, which is "a fabulous group of people who get together to talk about ideas all the time. We love to talk about ideas, research, therapy, and bringing the theory and research and practice all together."

### Dr. Hill and Psychology

"I see psychology as a fascinating field where researchers get to explore things that are meaningful to them," Dr. Hill says. She has been lucky in her career, she explains, because she has been able to pursue whatever she wanted to. She has been able

to pursue her interests, although it has led to discrepancies due to little funding for this type of research, yet she still gets to study what she finds valuable and meaningful. Dr. Hill says, "That has been very rewarding."



**Clara E. Hill** earned her PhD at Southern Illinois University in 1974. She started her career in 1974 as an assistant professor in the Department of Psychology, University of Maryland and is currently still there as a professor. She has been president of the Society for Psychotherapy Research, editor of the *Journal of Counseling Psychology*, and coeditor of *Psychotherapy Research*. Awards include the Leona Tyler Award (Society of Counseling Psychology), the Distinguished Psychologist Award (Division 29 of the American Psychological Association), the Distinguished Research Career Award (Society for Psychotherapy Research), and the Outstanding Lifetime Achievement Award (Section on Counseling and Psychotherapy Process and Outcome Research, Society for Counseling Psychology). Her major research interests are helping skills, psychotherapy process and outcome, training and supervising therapists, dream work, meaning in life, and qualitative research. She has published more than 200 journal articles, 70 chapters in books, and 12 books (including *Helping Skills*, *Dream Work in Therapy*, and *Consensual Qualitative Research*). She is married, with two children and two grandchildren.

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# A Psychological Nature Walk

## With Peter H. Kahn Jr., PhD

Interview by  
Ashley Garcia



**W**alking on a treadmill just isn't as satisfying as walking outside, says Dr. Peter H. Kahn Jr., who over the last 15 years has been studying two large problems that are radically restructuring human existence: the degradation of nature and the rapid creation of technology.



Dr. Kahn received his PhD from the University of California at Berkeley, and through studying with Elliot Turiel, his mentor, he began his research on the human relationship with nature. Toward the end of his graduate program, he wondered, “humans have social and moral relationships with other people, but isn’t that also the case with nature?” From that question, he began developmental and cross-cultural research on children’s environmental understandings and values, and eventually began researching urban sustainability. But how did he end up there?

.....

*“Through interaction with nature, and especially more wild nature, the mind becomes more alert, aware, and conscious, in a quiet way.”*

.....

### Humans Need Nature Interaction

According to Dr. Kahn, the research literature shows that interaction with nature can reduce stress, depression, aggression, crime, and ADHD symptoms; and improve immune function, eyesight, and mental health. Nature also increases people’s social connectedness. That’s just for starters. Why does nature work this way? It’s here that Dr. Kahn draws on evolutionary psychology: as a species, we came of age with a rich and diverse natural world, and the need for that nature still lies within us.

In nature, there’s fresh air, nature sounds such as birds, and there’s research that shows that children, and adults, have better executive function and development when exposed to nature. It has been shown to calm the mind and make people more alert. “I think part of what interacting with nature, embeddedness in nature, does is allow the mind to develop in a calmer and more balanced way,” Dr. Kahn says.

Parents are sometimes concerned about their children getting hurt in nature. That has some merit, Dr. Kahn says, but the risks are seldom as high as parents think

they are. It’s usually riskier for a child to be a passenger in a car than it is to play outside. He believes getting a little banged up in nature is healthy for children’s development. They learn to evaluate risks, such as how high to climb in a tree. He says, “Children are constructing knowledge of spatial relations and making their own decisions about risk, and sometimes there are consequences, which is a marvelous thing.”

### Is Technology a Substitute for Nature?

At the University of Washington, Dr. Kahn has studied the psychological effects of interacting with what he calls *technological nature*: technologies that in various ways mediate, simulate, or augment the natural world. In one study, for example, he investigated whether a technological nature window could help people recover from stress in an office setting in the same way as nature that was not augmented. To do this, there were three separate conditions: (a) people could look out a window and see the normal view of green space, water, and sky; (b) the window, covered by a plasma display, showed in real-time what was in effect the same nature view; and (c) the window was completely covered and thus became a blank wall.

“We found that there was greater recovery in the actual window condition compared to the blank wall condition,” Dr. Kahn says, showing that nature is restorative and good for stress reduction. Then on the critical experimental condition, it was found that stress recovery for the technological nature window did not differ from the blank wall. Moreover, although people looked at the technological nature window just as often as the actual window, there was greater stress recovery when their eyes were on the actual window compared to the technological nature window.

In an ethnographic study at the same university, Dr. Kahn studied the use and appreciation of technological nature windows in staff and faculty who had inside offices. He found that they loved and used these technological windows often. “They provided this mediated access to nature, and that’s important to people because otherwise they’d come into the building in the wintertime when it’s dark and leave when it’s dark,” Dr. Kahn says.

With these two studies, it is clear that nature provides important psychological benefits; and even though technological nature can be beneficial, it is not as good in comparison to actual nature. According to Dr. Kahn, this research can be used to show how important it is that we use the correct benchmarks. “If we create technological substitutes for nature and ask ‘are they effective for promoting human well-being?’ the question is ‘compared to what?’ The answer should not only be compared to nothing, but also compared to interaction with actual nature,” he says.

### What Is Environmentally Normal?

Dr. Kahn created the concept of environmental generational amnesia, which he states is the idea that, when children are born, they construct a baseline of what is environmentally normal. The problem with this is that, when children are born in environmentally degraded conditions, which all of us are, they see it as normal and don’t necessarily experience anything as a problem or out of the ordinary.

In a study he conducted while in his first job at the University of Houston, TX, he interviewed inner city children about their understanding of the environment and pollution. At this time, Dr. Kahn states, Houston was perhaps the most polluted city in the United States. While interviewing the children, it was clear that they understood and could articulate what air and water pollution were. When asked if they thought Houston was polluted, they replied that it wasn’t.

These answers from the children show the idea of environmental generational amnesia because, according to Dr. Kahn, this is what is normal to them, so they don’t see it as pollution. They had perhaps never been outside of the city and so were constructing a baseline for what normal air is, even though it was heavily polluted.

He goes on to state that didactic environmental education will not easily correct this problem. “You try to tell children that we have serious environmental problems, and they just don’t see it because of the baseline they have constructed,” Dr. Kahn says. This is also why, even as people recognize climate change is happening, many are apathetic. “One of the reasons for this,” Dr. Kahn says, “is tied to this amnesia thinking that climate change is fairly normal. People need a deep connection with nature and the



## **ADVICE FOR STUDENTS**

Dr. Kahn advises students academically to go deep and broad. Depth is critical. Not just in the empirical literature in psychology, but in terms of psychological theory. There's not enough of that these days, he explains. Also read in other areas outside of psychology that you're

interested in. Connect the disciplines and find ways to see their synergy, and how they can say something new. Choose based on your deep interests. "Feel those intuitively," he advises.

For students wanting to study ecopsychology, which is the psychological study of humans with the more-than-human world, there are different ways forward. Some are more empirical and draw, for example, on the field of environmental psychology, and

focus especially on experimental and lab-based studies. "The challenge here is to bring in enough richness and depth of the more-than-human world and metrics that are not so amenable to quantification," Dr. Kahn states. Other ways are more clinical, experiential, anthropological, and phenomenological. "They are all good," he explains. "There's a lot of good work to be done."

appreciation of nature in order to value it and then promote a conservation agenda."

### **Urban Sustainability and Human Flourishing**

Dr. Kahn's research on people's relationships with nature and technological nature lead him to understand how important it is that we focus on having people in urban environments interact with nature. "It's through that daily and hopefully deep interaction with nature that children construct their environmental baseline and learn to value nature in their lives," Dr. Kahn asserts.

To promote urban sustainability along these lines, Dr. Kahn uses an approach that he calls *Interaction Pattern Design*. He says, "Think about a meaningful way that you've interacted with nature, and then characterize it in such a way that you could see the same thing happening with different forms of nature. That's an interaction pattern." An example of this, Dr. Kahn explains, is walking along the edge of water and land. Many people take this enjoyment of walking between water and earth, such as on the shore of a beach, which is a pattern of human interaction with nature. He says this is why, when there is a lake in a city, there is often a trail or path running beside it.

Once the interaction pattern is understood, ideas for improving the urban infrastructure can begin to be created that allow for that pattern to be enacted. "The patterns don't say where or how to do it exactly, but they provide guiding principles for design," Dr. Kahn says.

The challenge with creating these patterns is developing a level of abstraction so that many different versions can be instantiated. Once you have these versions, he assures, you can understand the basic structure of human-nature interaction. Dr. Kahn uses another example: there are 20 miles of an old abandoned railroad track in Seattle that have now been converted into trail, right in the heart of urban density.

"It's perfect," he says. Drawing on his evolutionary psychological leanings, Dr. Kahn asks us to imagine the interaction patterns of hunters and gatherers, who would leave the safety of camp and head out into deeper nature, and then return to the safety of home. That interaction pattern of "walking or running a great distance, and then returning" is a part of us still today, and can be partly enacted even in Seattle, because of the design of the urban infrastructure. Thus interaction pattern designs such as this provide principles that researchers can use to create urban environments with nature, where people can flourish.

"Wildness is still within us, and we are increasingly building cities that take us away from that, which isn't healthy," emphasizes Dr. Kahn. "These interaction patterns help us push back on the domestic and make urban living a little bit more wild. It's not all or nothing. There just has to be a balance. But the balance keeps shifting to less nature, more density, more concrete. We need to change that."

### **About Dr. Kahn**

At age 16, Dr. Kahn moved to a communally run ranch in northern California. There were 670 acres of land, and it was rural, an hour up the dirt road from the smallest town. He lived there for four years and was able to live close to the land every day. "I could get on one of my horses and ride as long and hard as I could for days and weeks," Dr. Kahn recalls, "it was just really formative in terms of providing a sensibility of a wilder interaction in life."

He has a connection with nature that he feels most strongly when he's interacting with it. "I feel deeply when I'm out in nature," he says. "When I'm in a city environment, I can feel where parts of me shut down. When I'm in a natural area, I can feel how other parts of me come alive." He says it's wonderful, but also a liability because he's aware of the difficulties of living in an

urban area. But those sensitivities, he says, help him see some things that need to be changed in the urban infrastructure and help him have a voice in what that can look like.

Dr. Kahn's focus on nature has also made him very aware of technology: of not only benefits but costs. "For example, we spend too much time on our screens, and it's not healthy," Dr. Kahn says. Understanding this leads him to limit his use of technology, where he can, which he says is a challenge for all of us, given our increasingly technological world.

Humans are a technological species, drawn to technology and innovation; that is part of "modern mind," Dr. Kahn says. "But the modern mind is still contiguous with our ancestral mind, and thrives with nature as both an assisting and resisting reality." Through interaction with nature, and especially more wild nature, the mind becomes more alert, aware, and conscious, in a quiet way. That interaction allows for an awareness of space without form. "When we have our scientific hats on," Dr. Kahn says, "we can examine the evidence for the proposition that nature is essential for physical health and psychological well-being and human flourishing, but we aren't really looking at the more profound mechanisms. Nature is a portal into deeper ways of being."



**Peter H. Kahn, Jr., PhD**, is professor in the Department of Psychology and School of Environmental and Forest Sciences, and director of the Human Interaction with Nature and Technological Systems (HINTS) Laboratory at the University of Washington. He is also editor-in-chief

of the academic journal *Ecopsychology*. He received his PhD from the University of California, Berkeley. His publications have appeared in such journals as *Science*, *Child Development*, *Developmental Psychology*, *Human-Computer Interaction*, and *Journal of Systems Software*, as well as in such proceedings as CHI, HRI, and Ubicomp. His five books (all with MIT Press) include *Technological Nature: Adaptation and the Future of Human Life* (2011).







# Creating (False) Memories

## With Elizabeth Loftus, PhD

Interview by Ashley Garcia

**T**hink of a time where you remember a scenario differently from someone else. For example, maybe you think a car accident was a red car's fault because it ran through a stop sign. But your friend who was with you remembers seeing the car run through a yield sign. Who is right and what really happened?

Dr. Elizabeth Loftus, who is a professor at the University of California at Irvine, studies this concept, called *false memory*. "A false memory is when you believe that you saw something or did something that you didn't see or do," Dr. Loftus describes. She has been studying this since the 1970s, and throughout her career, she has testified in close to 300 civil and criminal trials that dealt with memory. Though she has worked on many cases involving ordinary people, she has also consulted or been an expert witness in famous cases such as the trial of the officers accused in the Rodney King beating, the Menendez brothers, and trials involving Martha Stewart and Michael Jackson.

### How Are False Memories Created?

In a laboratory setting, Dr. Loftus says, she and her researchers do two things to create false memories. Sometimes they show participants events such as simulated accidents or a crime. Then they will deliberately try to distort the participants' memories of a specific detail such as making them believe a car drove through a yield sign rather than a stop sign. "We do this through what we call *leading questions* or by exposing them to another person's mistaken version of what happened."

In other laboratory settings, Dr. Loftus and her researchers have made people believe scenarios that never even happened. For example, they have made participants falsely believe that they had certain experiences as children, teenagers, and even the week before the study was conducted.

In a study that Dr. Loftus conducted in the 90s, she and her colleagues planted a false memory that, when the participants were small children, maybe five or six years old, they got lost in a shopping mall. Part

of the false memory includes making the participants believe that they were scared, crying, and then eventually rescued by an older adult and reunited with their family. But how was this possible?

“We accomplished that by telling our participants that we had talked to a relative of theirs, like their mother for example,” Dr. Loftus discusses. “We actually had talked to the mother, who gave us some true experiences that we reminded the participant of.” After this, the participants were suggestively interviewed three different times. At the end of the study, which lasted just a few weeks, 25% of the sample remembered all or part of the completely made-up experience.

Dr. Loftus and her graduate students have also been conducting studies on memory blindness. This is where they convince participants that their answers were different than the ones they had actually given. They have found that participants often fail to detect when the researchers tell them something different than what the participant originally said. Instead, participants often adopt the new information as their own memory.

### How Can This Affect People?

False memories can influence a person’s thoughts, intentions, and even behaviors. In a more recent study, Dr. Loftus wanted to see what happens to people after you plant a false memory in their minds. She made the participants believe they got sick as a child after eating a particular food such as pickles, eggs, or strawberry ice cream.

Research showed that, after the participants had a memory of getting sick from a certain food, they were less interested in that same food today. Other studies conducted by Dr. Loftus and other

researchers have proven that, even if these foods are put in front of the participants after implementing the false memory, they will eat less of it.

“This is the concept of mind technology,” Dr. Loftus acknowledges, because researchers are able to plant false memories and by doing so, influence participants’ thoughts and behaviors. “This shows us that you can, through the idea of false memory, influence people’s nutritional selections. If this technique is developed for use in the real world, we can make a dent in the obesity problem in our society,” she remarks.

Similar to Dr. Loftus’s food studies, people who had a false memory of getting sick drinking vodka were less interested in drinking vodka again. She says that implanting a memory could be a benefit to people because it could enable them to lead healthier lives.

### The Importance of Studying False Memory

Memory is one of the key activities humans engage in and one of the most important, Dr. Loftus asserts. Studying this topic allows her to understand how memories can work and how they can fail, especially in a legal setting. “There are cases that result in injustice, and people are wrongfully convicted,” she elaborates. “Faulty memory is probably a major cause of wrongful convictions, so if we understand it a little better and figure out a way to minimize the memory problems, we can bring a little more justice to society.”

One of the main challenges with memory is that, without corroboration, it is almost impossible to tell if a memory is false or if it is true. “I have been on a number of cases where people were led through psycho-

therapy to believe that they had repressed memories of someone in their family hurting them over long periods of time,” Dr. Loftus states. These newly created memories may be either geographically or psychologically impossible, but people still believe that they are true, which can result in long-term consequences. People split off from their families, and lots of harm is caused in the process to themselves as well as the family as a whole.

Dr. Loftus says that once researchers know more about how mind technology can influence behavior, it can continue to be perfected and developed to help people. However, as the opportunities grow for it to become more widely used, “society is going to have to think about ethical issues such as whether we should regulate this technology, if we ever affirmatively use these techniques, or if we should ban their use,” she says. Those are societal questions that need to be addressed now that she and her colleagues have demonstrated the power of these techniques.

### Studying Eye-Witness Testimony

Dr. Loftus first became involved in studying false memory in the 1970s after doing theoretical studies of memory in graduate school. Once she finished and received her PhD, she discovered that she wanted to do something with a more obvious social relevance. “The idea of the memory of witnesses in crimes and accidents seemed like a perfect fit for somebody who knew something about memory and had a keen interest in legal issues,” Dr. Loftus states. “It was a marriage of those two circumstances that led me to study eye-witness testimony.”

She has a split appointment at the University of California at Irvine in the Psychology and Social Behavior depart-



### ADVICE FOR STUDENTS

According to Dr. Loftus, students who want to be involved with false memory and eye witness testimony should look into cognitive and social psychology. Taking basic courses in these two areas will give students a good background

and starting point in this area of study. Dr. Loftus also suggests studying memory as much as possible. She reveals that college courses sometimes completely focus on human memory, but if there is not a class like this offered at your university, memory is a huge part of a cognitive psychology course.

Dr. Loftus also stresses finding the right mentor for your graduate program. Finding one

who is publishing in areas of the field that you are interested in is important when making your decision about which program to attend. It is also important to see if the prospective mentor includes graduate students as coauthors on their articles. “Those coauthor bylines are going to help the graduate student ultimately get a job,” she affirms.



ment and the Criminology, Law, and Society department. Although she works in both branches of the university, she considers herself a psychologist.

Because of her research on this topic, she has received many requests to testify or consult in court cases that involve memory disputes. Dr. Loftus says that she gets satisfaction from helping people who are innocent of what they have been accused and takes these stories back with her to the classroom to share with her students as learning opportunities.

In her daily life, understanding false memory has made her more understanding when someone makes a memory mistake around her. Dr. Loftus observes that she

understands the malleable nature of memory, and that people don't have to assume others are deliberately lying. They could be having a false memory. Researching and experience in the field has allowed her to feel more generously about other people in regard to memory mistakes.



**Elizabeth Loftus, PhD**, is a Distinguished Professor at the University of California, Irvine. She holds faculty positions in the Department of Psychology and Social Behavior; the Department of Criminology, Law, and Society; and the School of Law. She received her PhD in psychology from Stanford University. Since then, she has published 22 books and over 500 scientific articles. Dr. Loftus's research has focused on

the malleability of human memory. She has been recognized for her research with seven honorary doctorates and election to numerous prestigious societies, including the National Academy of Sciences. She has been awarded numerous prizes for her work, including the 2016 John Maddox Prize, which is awarded to individuals who promote sound science and evidence on a matter of public interest, facing difficulty or hostility in doing so. She is past-president of the Association for Psychological Science, the Western Psychological Association (twice), and the American Psychology-Law Society.

Loftus's memory research has led to her being called as an expert witness or consultant in hundreds of cases. Some of the more well-known cases include the McMartin PreSchool Molestation case, the Hillside Strangler, the Abscam cases, the trial of Oliver North, the trial of the officers accused in the Rodney King beating, the Menendez brothers, the Bosnian War trials in the Hague, the Oklahoma Bombing case; and litigation involving Michael Jackson, Martha Stewart, Scooter Libby, Bill Cosby, and the Duke University Lacrosse players.

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# Does Technology Decrease Our Religious Beliefs?

## With Michael Nielsen, PhD

Interview by Ashley Garcia

**R**eligion and technology have more in common than you might think. According to Dr. Michael Nielsen, they both are used to provide an explanation for what is happening and why the world is the way it is. Thinking about religion often involves big questions such as “Why do bad things happen?” But people also use technology to make sense of why bad things happen, such as when a family member becomes sick and dies. People seek out explanations for things around them. They use technology, as well as God, in doing that, Dr. Nielsen explains.

He further states that technology and religion can allow people to see a meaning to their lives, which can be linked to overall happiness. He explains that some studies show that people who have a stronger belief in God are happier than those who do not. Similarly, it is common to see the excitement and happiness that many people experience when a new line of cell phones is released.

### The Beginning

Before Dr. Nielsen started studying religion and technology from a psychological standpoint, he was a music major hoping to become a teacher one day. However, that was before he took his last general educa-

tion course at Southern Utah State College: Introduction to Psychology. He says, “That course just blew me away, and I thought, ‘I want to do this for a living.’”

After taking this class, he included psychology as his second major and went on to earn a PhD from Northern Illinois University in 1992. He decided to study social psychology after taking a course as an undergrad that was taught by a sociologist. He says that the course made him see that he enjoyed thinking about the symbolism of how he could make sense and meaning of the social world.

Dr. Nielsen explains that, by studying religion and technology, he has been able to delve into how much value he places on physical objects rather than people. According to him, religion is about relationships. His research has made him think about how relationships are impacted by technology such as how it is sometimes easier to tell a friend something very personal in an online setting rather than face-to-face. He says, “I realized along the way that, by studying the psychology of religion, I’m able to take that into psych class and look at religious life from multiple perspectives that are represented in the discipline. I can’t imagine a better job.”

### Does Technology Decrease Our Religious Beliefs?

As societies gain a greater understanding of technology, there is a decline in the belief in religion. He says, “That’s very true in Europe. It’s more mixed in the United States. In terms of levels of belief, the United States is kind of an anomaly and doesn’t quite fit the pattern.” He says that sociologists are discussing and debating this quite intently in terms of what it means, as well as in terms of what the relationship is between technology and the belief in God. “Some are very convinced that, as we get more technology, the need for God will go away,” Nielsen says. “Others are pretty convinced that won’t happen because questions about existence will remain even if we have more sophisticated technology.”

### Using Technology to Study Religion

Researchers can use technology and bind it with religion to study those two seemingly different areas of our society. Dr. Nielsen states that scholars can use the Internet to get to a specific group of people that they normally might not have access to because of travel and population restraints in the cities they live in and conduct research



they might not have the opportunity to analyze. Researchers can also use MRI scans to study how people's brains react during prayer or meditation. They are able to see the various reactions in the brain and compare how the reactions differ or are similar.

A journal or event sampling on the Internet is also a technology that Dr. Nielsen states would be beneficial for psychologists and other researchers to use. He says, "You just give a research question and every day or periodically have people respond to your question dealing with your topic. By doing that, you can get a sense of how people deal with that issue throughout the day rather than only having them reflect back in a questionnaire."

"When it comes to technology, there are areas within psychology, like human factors, where researchers really focus on the way that people interact with technology and how it can be more efficient and effective. That is an important aspect for researchers to understand technology," Dr. Nielsen stresses. When it comes to religion, he thinks that psychology offers a way to make sense of why some people are religious and others are not and why religion does not seem important to certain people. "Sometimes technology has an important role in that," he says. "Sometimes it helps do the research, but other times technology is part of the reason why one person may be more religious than another person."

## Humans Are Attached

Using the attachment theory, Dr. Nielsen is able to evaluate how committed humans are to technology and religion. When people are young, they develop a strong emotional attachment to their caregiver, which in turn helps them in personal development. Without this attachment, people could have problems developing connections as adults. He says, "We can examine how that early parental attachment might influence how we view God. If I have a strong connection with my mother, is my understanding of God similar to my connection and relationship with my mother? What happens if we develop a strong connection with technology? Does that follow the same outcome or is it different? Is it possible that our connection to our cell phone hinders our relationships with other people, or our sense of connec-

tion with a deity?" These are the questions he uses to fuel his research and discover how technology influences religion.

Dr. Nielsen recalls a time when a woman told him about using religion as a way to deal with the problems in life. She was a stay-at-home mom and when dealing with the challenges of raising her family, she would pray and reach out to God. She would have a conversation with God, which was an experience that she considered to be divine. It gave her a lot of peace and comfort when dealing with the children. Dr. Nielsen uses this example to show how religion can help people during times or moments of stress.

Religion helps people have a sense of meaning and purpose by having an entity that is thought to always be listening. Dr. Nielsen questions if technology can serve the same purpose. He says, "when life dumps on you and things are going terribly wrong, even when others around you might be rejecting you, there is a deity potentially there to help you cope with the stressors you are experiencing."

"How well does technology replace religion during times of stress? What do we do if we are stuck and the technology around us is failing? What happens if, instead of going to religion, we go to our friends' Facebook pages, or we make other technological connections and do not reach out to the deity? Does the quality of our experience change? Is it better to have a real live person instead of a deity that we take on faith?"

Dr. Nielsen goes on to say that there are implications for technology with relationships, whether that's with people or relationships with a deity. "One of the things about the belief in God that seems to help people," he says, "is that it gives them a sense of meaning and purpose."



**Michael Nielsen, PhD**, studied psychology and music at Southern Utah University, and received his doctorate in social psychology from Northern Illinois University. He has taught at Georgia Southern University since 1993, where he now chairs the Psychology Department. His research focuses on social psychological

aspects of religion, and has been published in the *Journal for the Scientific Study of Religion*, *The International Journal for the Psychology of Religion*, and other journals. He also has coedited *Archive for the Psychology of Religion*, and serves on the editorial boards of several journals. Currently he is past-president of The Society for the Psychology of Religion and Spirituality, also known as Division 36 of the American Psychological Association.



One of the main points that Dr. Nielsen stresses is the importance of research. He says, "Most schools don't have a psychology of religion class and most departments don't have someone that really focuses on religion in psychology as their research. What I always tell students is that you first want to get a really good foundation in research methods and statistics. Those are the tools of the trade, so to speak."

He also says for students to find a topic that interests them and learn all they can about it. "Psychology is really useful," he stresses. "At the same time, don't limit yourself to psychology. Learn what you can from sociology, biology, or any other field that might have something to say about the subject you are interested in. It will make you more well-rounded people and actually improve your psychology as well. If you study various areas, and not only limit yourself to psychology, you can make bigger connections throughout your research, which will make it stronger."

"You can become involved in psychology of religion by picking an area of psychology such as developmental or counseling and then look at questions dealing with religion through the lens and perspective of that particular field," says Dr. Nielsen. "This will give you a strong foundation."

This foundation, he explains, will help you get a job as a professor. "If you're on the job market, chances are you're going to get hired as a developmental psychologist, not as a psych of religion professor. It's also important because it keeps you grounded within the field. It keeps you connected with the core of the knowledge base."

"Psychology is extremely important," Dr. Nielsen says. "It helps us understand why people are acting the way they are. Whether it's a question dealing with religion or something else, psychology is an extremely valuable way to understand that."

# Why Psi Chi Is Launching a Fund-Raising Campaign: We're Telling Our Psi Chi Story

Interview by Bradley Cannon



Image by Bo Wheeler, WTCL. Used with permission.

## Why did you join Psi Chi? That's a big question Cynthia Wilson seeks to answer.

At the end of January 2017, Cynthia officially became Psi Chi's Director of Membership and Development, a brand-new position in our

Organization. One of her primary goals: to create a new, successful, fund-raising program for Psi Chi, which to date had only pursued one limited fund-raising effort in 2014 to jump-start a new scholarships program. Today, we'll share her thoughts so far, including why she believes people will be glad to **Give Back to Psi Chi** as well as some of her specific plans for the year ahead.

## Cynthia's Arrival

Before coming to Psi Chi, Cynthia was the Director of Donor Services at a local PBS affiliate, which involved working with the entire membership. She says, "That was exciting, and in my career, I've been able to work in the full spectrum of fund-raising. I've done special events, written grants, met with foundations and secured funds for them, sent direct mail, and much more."

Cynthia hadn't been looking for a new job, but that all changed when a former coworker called her one Sunday afternoon to show her a position in the want ads for which she thought Cynthia would be

perfect. Cynthia says, "I had been happy at PBS, but when I looked at the job description out of curiosity, I thought, 'Wow, that sounds like a challenge that I'm ready for!'"

## The Challenge

Psi Chi exists to serve our members and to provide them with valuable experiences. The organization, Cynthia says, is well-established, and she is eager for the opportunity to build out a new development platform from scratch. According to Cynthia, "I think that's the story of why we are fund-raising: we want to be able to expand what we are doing for our members. Psi Chi deserves to continue, and I want to help make that happen."

Psi Chi provides more than \$400,000 in annual awards, grants, and scholarships. The organization also offers educational and publishing opportunities through *Psi Chi Journal of Psychological Research*, *Eye on Psi Chi* magazine, and the Organization's new blog, *Psi-Chi-ology Lab*. Countless networking, research, and service opportunities are also provided at conventions, chapter events, and beyond.

And yet, Cynthia explains, "The number one thing we've got to do to raise more funds for our members is to tell their story. This starts with every undergraduate, graduate student, alumnus, and faculty member. What are those members' backgrounds? How did they get where they are? What are their interests? What type of careers do they want to pursue? Our Executive Director, Dr. Martha Zlokovich, put me in touch with a grad student at

the University of Granada in Spain, and it was so interesting to hear how this student was able to get a Division 52/Psi Chi International Travel Grant that let her attend her first national convention."

As another example, Matt Freeman, an alumni member from the University of Tennessee at Chattanooga, recently told Cynthia this: "For me, Psi Chi means staying connected with the psychology field and the major we share that laid the foundation for my academic and professional career."

Cynthia says, "The more direct interactions we can have like this with members, the better informed we will be about what they want and how we can serve them."

## What Mentors Do

"Giving back your time and your money—that's what mentors do," Cynthia declares. "They support things that they feel passionately about. And this is fortunate for Psi Chi because the whole concept of an honor society is that it helps you step up and become a mentor."

Without a doubt, Psi Chi is flooded with passionate and brilliant mentors: advisors and officers across 1,100+ chapters, alumni members all around the world, Psi Chi Central Office staff, and Psi Chi's Board of Directors. Cynthia says, "I've worked for a few nonprofits in my career, and board commitment is something that is often joked about: the board's not engaged, the board's not paying attention, they're not showing up to meetings. But Psi Chi is in a position where we have an extremely strong board that is extremely committed to Psi Chi. Membership is so important,



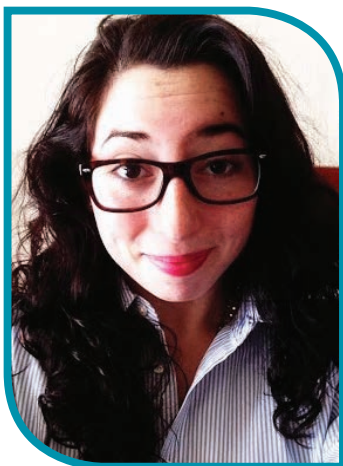


**“Psi Chi awards and grants give endless possibilities for learning and networking.”**

**—Julia Daugherty**

**“I joined Psi Chi to gain a network of young aspiring students like me who aim to change the mental health of people all around the world. I am very excited to become a member of this prestigious organization.”**

**—Romin Geiger**



**“My experience with Psi Chi has been wonderful so far. I joined in 2009 as an undergraduate student, and I’m still finding support and opportunities from Psi Chi as a doctoral student today.”**

**—Laura Grossi, MA**

and to have the support of our mentors is what’s going to make Psi Chi successful in membership and development.”

Psi Chi is 726,000 strong in mentors.

“We’ve got to tell the story of our mentors, and hear back about what they are doing. We have got to find out what mentorship looks like to members like you. Do you lead a service project in the community? Do you take on a mentorship role in your church such as teaching smaller children? Do you assist your professors? For example, one mentor in psychology, Dr. Robert Cialdini, has a strong Psi Chi success story (see page 6) where he shows how Psi Chi helped him decide to attend graduate school. Stories like these will again inform us of how we can better serve our members.”

PBS, as a national organization, offered Cynthia a lot of connections. She says, “That’s where I really learned that none of us are successful just on our own. It really does take a team, and when I met with Martha and the others at Psi Chi, I really felt like Psi Chi has a strong team and that I could do some good work.”

### The Millennial Generation

“The face of giving and development is changing. Everyone is concerned about the millennial generation and how they might be different,” Cynthia says. “One thing that has been heavily researched and talked about in the fund-raising world is that millennials want *experience*. They would much rather give money to an organization that helps them experience something that they couldn’t experience in any other way.”

The vast majority of incoming Psi Chi members are undergraduate millennials. This also places our Organization in a good place to succeed because providing positive experiences through mentorship, networking, and education opportunities are all areas where Psi Chi excels.

As Cynthia puts it: “My title, Membership and Development, is really all about making good experiences for our members. So again, we want to hear from them. We want to talk to them. I’ve already had the opportunity to speak with students, and it is interesting to hear their specific Psi Chi stories. For example, I’ve never done a longitudinal study, but it was fascinating to hear about it, what students had chosen to study, and why.”

### Why Are We Asking Now?

“I think Psi Chi is facing something that all successful nonprofits face,” Cynthia explains. “Even though revenue comes from membership, we are giving out **\$400,000 in awards, grants, and scholarships** each year and want to continually expand these benefits and other services. But if you keep that sort of operating model of only bringing in one-time membership fees and handing out more and more awards, grants, and scholarships, the bottom line will eventually shrink.”

“It is my understanding that this has happened with Psi Chi, where we have

reached a point in our history where we need to focus on development by sending a message to every person associated with Psi Chi. We need to let them know that we are not strapped or anything like that, but that it is the natural progression of a nonprofit organization to raise funds in order to continue to grow. As we become stronger, we can provide so much more to our members; we want to be able to expand on that.”

### Great Things to Come

Psi Chi’s 88th Anniversary is September 4, 2017. On this date, **Psi Chi’s first-ever Annual Campaign** will commence. Cynthia is very excited about this new way to celebrate our Organization’s rich history and prepare for a bright future. With 8 as the number of infinity, her goal this year is to raise \$88,000 to sustain and expand what Psi Chi can offer its members. Donations will be accepted at [www.psichi.org/donations](http://www.psichi.org/donations) and other means will be announced soon.

“Psi Chi can help you get into graduate school. It can help you network and offers mentorship opportunities. These are professional opportunities that you can take through the rest of your career.” Cynthia says. “**Give Back to Psi Chi** in order to ‘pay it forward’ for future members.”

So why did you join Psi Chi? What is your affiliation with our Professional Organization? How did you get involved with Psi Chi? What has Psi Chi membership meant to you?

Cynthia would love to share your Psi Chi story at [Cynthia.Wilson@psichi.org](mailto:Cynthia.Wilson@psichi.org)

# Letters of Recommendation for GRADUATE SCHOOL

## PART III: THE FINAL SIX PARAGONS

Drew C. Appleby, PhD, Indiana University-Purdue University Indianapolis  
Karen M. Appleby, PhD, Idaho State University

View Part I and II at  
[www.psichi.org/page/212EyeWin17cAppleby](http://www.psichi.org/page/212EyeWin17cAppleby)



**T**he final article in this three-part series completes the set of 12 paragon (i.e., best examples) of passages taken from strong letters of recommendation (LORs) written

by the first author that enabled his students to be accepted into the graduate programs of their choice. To refresh your memory, the previous set of the six most frequent applicant characteristics that graduate

programs request LOR authors to rate were motivated and hard-working, high intellectual/scholarly ability, research skills, emotionally stable and mature, writing skills, and speaking skills.



## Teaching Skills or Potential

Regardless of whether your end professional goal is to become a teacher, being able to teach effectively (or to possess the potential to do so) is an important skill for a graduate student to have. Strong LORs often point to a student's experience or promise in teaching. During your undergraduate career, you may have the opportunity to be a teaching assistant (TA) in a class. If so, and if you are successful in this professional role, this experience serves as an excellent indicator of your teaching potential and ability. If you do not get an opportunity such as this, there are other activities in which you can engage that can increase your teaching aptitude. You may, for example, serve as a department mentor for students in lower level classes or provide tutoring for students at your university. You may volunteer or be invited to help a faculty member by creating

and giving a class presentation on course material or by discussing a research project or internship experience in a class. Be vigilant for opportunities to enhance your teaching skills; this will greatly augment your potential to be a successful graduate student and enable graduate admissions committees to rank you higher than others in their pool of applicants who have not had these opportunities.

*Stacey has demonstrated to me that she has the potential to become a very successful teacher. She served as a guest lecturer in both my General Psychology and Honors General Psychology classes on two occasions this semester, and I was impressed with the results. My students commented positively about her presentations, they performed well on the test questions that assessed their knowledge of the material she covered, and*

*they used the information she presented on critical thinking to write cogent papers. I choose Stacey from among our 60 psychology majors to teach my classes because of her excellent oral skills, her knowledge of the subject matter, and my confidence that she would live up to my high standards and expectations. I was not disappointed. I will continue to use her services in this capacity next semester.*

*The results of Joan's mentoring were extraordinary. B103 is a very demanding class and has a high drop-out rate, however, all of her mentees completed the class, all but one received a final grade of A or A+, and four of them went on to become mentors in the course. This is a truly amazing feat, and is perhaps the best evidence I can provide you in support of my assertion that Joan has remarkably strong teaching skills.*

## Works Well With Others

You will work with others on a daily basis in both graduate school and the professional working world. No one works alone, and you will seldom get to choose those with whom you work. Therefore, it becomes your professional responsibility to learn how to work well with diverse populations and with people who are very different from you. This can be challenging, but it is a critical skill to have in order to be successful in graduate school and beyond. Graduate admissions committees seek out students who have this essential skill and, it is often in LORs, that this skill is best described. Letters that stand out are those that describe students who are pleasant and well-liked by students and faculty members, have been elected into leadership positions by their peers, who have been successful working on group projects both in and out of the classroom, and who have worked successfully with diverse groups on the job or during internships. Those who are skilled at working with others display strong interpersonal and communication skills as well as

ethically professional boundaries. As you are completing your undergraduate career, think about ways you can work on and display this essential professional skill.

*William has grown in a variety of ways during his undergraduate years. He has developed leadership skills as Student Representative to the Honors Program and in his roles as both Vice-President and Publicity Officer of the Psychology Club. He has strengthened his ability to deal with a truly wide variety of people by participating as an active member of Mentoring in the City (inner city students); volunteering as an ELS conversation partner (international students); serving as a Resident Assistant in his co-ed residence hall for two years (full range of college students); acting as a Peer Tutor in philosophy, theology, statistics, and experimental psychology (academically challenged students); participating as an active member of the Housing and Entertainment Subcommittees during the 1997 Indiana Residence Assistants Conference (professional colleagues); and during his internship at Arlington High*

*School, where he dealt with people from all levels and walks of life. This internship brought him into contact with students, parents, teachers, and administrators who were often light years apart in terms of points of view, communication styles, and goals. His ability to deal successfully with this range of humanity in a responsible, diplomatic, and effective manner is a strong indicator of his ability to interact productively with people who are very different from himself and each other.*

*Another set of crucial characteristics of successful undergraduates and professionals revolves around their ability to work with others in a group. James has impressed me with his ability to display appropriate interpersonal skills, to work productively as a member of a team, and to exhibit effective leadership skills. He communicates well with others without dominating the conversation and is a careful and perceptive listener. If he is unsure of an aspect of an assignment, he always asks for clarification and then acts on it in an appropriate manner. He is a wonderful team member.*

Creating new or original work or ideas is the critical last step in Bloom's Taxonomy (Adams, 2015). As an undergraduate student, you have been expected to engage in lower levels of critical thinking such as memorization, application, analysis, synthesis, and evaluation. These are essential components of learning and the importance of these skills should not be underestimated. However, as a graduate student, you will be expected to function at the very highest level of critical thinking, and that is the creation of new and original knowledge in your field. To do this, you must be a creative and original thinker. Although you will develop this skill throughout your graduate career, successful graduate applicants have shown their potential for this type of work during their undergraduate preparation. During your undergraduate career, you can show creativity and original thought

through designing and implementing an undergraduate research project or thesis or by sharing original ideas in a classroom setting or in an assigned paper.

*Terms that Keisha's internship supervisor used to describe her are "creative, a role model, compassionate, hard-working, empowering, dependable, outstanding clinical skills, task-oriented, and a strong client advocate." The fact that these words have been used to describe her in the context of her work with the severely mentally ill is surely indicative of "an absolute commitment to work on behalf of oppressed populations," which is one of the integral components of the mission of your graduate program. Although the severely mentally ill are not often considered to be "oppressed populations," anyone who has worked with this group is acutely aware of how they are marginalized in our society. This group is in desperate need of more advocates like Keisha.*

*Frances possesses the personal characteristics that are necessary to survive the rigors of graduate school. She thrives on challenge, is always willing to tackle new situations, exhibits a healthy dose of ambition, and definitely possesses the tenacity necessary to carry a difficult or complex job to its successful completion. She is one of those rare individuals who is an independent thinker, but who also takes direction well. Frances can be counted on to produce an original product that reflects both her inner creativity and the requirements of the assignment. The term paper that she wrote in my class was a prime example of these characteristics. Although her topic deviated slightly—but very creatively—from the original assignment, her finished product was one of the best (and certainly the most interesting) in the class. It reflected originality, thorough research, and felicity of expression.*

## Strong Knowledge of Area of Study

Another important characteristic of a graduate student is to have strong foundational knowledge in their field of study. If you do not have this strong background knowledge, you will find graduate school to be a truly intimidating experience. One obvious way of displaying this knowledge-base is by mastering the concepts, theories, and methods that constitute the knowledge base of your major. However, you can make yourself an even stronger candidate for graduate school by strategically focusing your undergraduate degree in other academic content areas that support your professional goals. For example, you may seek out a second major or a minor in a curricular area specific to your professional goals such as statistics (research focused), women's studies (counseling or working with diverse populations), or kinesiology (sport or exercise psychology). This type of strategic curricular planning shows that you are focused on your educational and professional goals as opposed to being overly general in your

purpose for pursuing a graduate degree (Appleby & Appleby, 2007).

*I invited Evan to serve as a TA in my two sections of B104 Psychology as a Social Science for several reasons. First, I knew he would do an excellent job with the record-keeping aspect of this position (e.g., entering grades into the online grade book). Second, I was positive he would serve as a very competent tutor to my students who struggle with the content of this class. Third, I wanted him to utilize his strong statistical skills to help me gather, organize, and analyze data that would enable me to assess the effects of various class assignments on test performance. Fourth, I wanted to provide him with an opportunity to refresh his knowledge of the social science side of psychology (e.g., social, personality, industrial/organizational) because I knew he was planning to take the GRE Subject Test in Psychology. He performed admirably in all four of these capacities. He maintained a flawless grade book. He provided students*

*with competent assistance. He collected and analyzed data from the class that enabled me to know which of my assignments and classroom activities correlated most highly with test performance. Evidence of the effectiveness of my fourth reason to involve him in the class surfaced when Evan reported to me that he scored at the 95th percentile on the GRE Subject Test in Psychology.*

*Although the psychology curriculum requires 14 psychology classes, Shawn has successfully completed 20 psychology classes. This is an extremely rare occurrence, made even rarer by the fact that he is also earning another baccalaureate degree in sociology. To make this an even more amazing achievement, Shawn has also fulfilled the requirements for two of our four Psychology Track Concentrations, one in clinical psychology and one in the psychology of addictions. These accomplishments have provided Shawn with an exceptionally strong foundation of psychological knowledge.*



## Strong Character or Integrity

In graduate school, as in the professional world, people are often faced with difficult decisions. Because of the unique challenges that practicing professionals in psychology face, graduate school admissions committees seek candidates who have shown good judgement, integrity, responsibility, and courage when faced with challenging dilemmas. In their research on the moral character requirements of practicing psychologists, Johnson and Campbell (2002) stated that, although moral character is a particularly difficult concept to define, “personality adjustment, psychological stability,” “responsible use of substances, integrity, prudence, and caring” (p. 50) are all essential characteristics for practicing professionals and, by default, are also characteristics that potential graduate students in psychology should possess. There are a myriad of ways you can show strong personal character and professional integrity during your undergraduate career. Below, you will find some examples of how past students have demonstrated these critical professional attributes.

*One of the parts of Kelly’s senior seminar project was a panel discussion in which LGBT panel members recruited from other local colleges and universities discussed and answered questions about their lifestyles before an audience of her fellow students. Three of the panel members cancelled at the last minute, and Kelly had to make a tough call. Should she replace one of the missing panel members and discuss her own sexual orientation and lifestyle with an audience of her fellow students or should she simply allow the panel to continue with less-than-optimal results? She took the courageous route, and undertook her role with grace and dignity. It takes a brave person to discuss the details of her/his lifestyle and sexual orientation with family and/or friends, but it takes a truly courageous person to do the same in front of an audience of fellow students from a college whose religion foundations are not supportive of alternative sexual lifestyles. Kelly demonstrated her strong character, integrity, and emotional stability to me that day in a very compelling manner.*

*Christine’s contributions as a panel member of a symposium on teaching ethics that I moderate at the MPA convention have been instrumental to its continuing success. I was highly impressed with her ability to respond during the first session. She had obviously done her homework, listened intently and accurately to what the faculty presenters had to say, and responded in such a thoughtful and thought-provoking manner that it would have been difficult to distinguish her from the faculty presenters if I had not introduced her as a student respondent. I was so impressed that I invited her back the next year. The quality of her second presentation was even higher than her first, and I was told by several members of the audience that it was superior to that of some of the faculty on the panel. Needless to say, I have extended my invitation to Christine once more again this year, and I am confident that she will once again represent the psychology student perspective on the ethics of teaching in a manner that will be as well-received as her first two presentations.*

## Special Skills

The last category in the top twelve attributes that are often discussed in successful LORs is often dependent on the area of psychology in which you would like to specialize. The category of *special skills* describes the specific, technical skills needed to be proficient and successful in graduate school. Some of these skills include (but are not limited to) technological, mentoring, advising, assessment, and foreign language skills. If you have specialized skills that will complement your specialty area in psychology, it is in your best interest to make sure that your LOR authors know about and can speak to your application of these skills in their letters.

*Ara’s ability to utilize technology is remarkable. He has a working knowledge of a variety of software packages (e.g., Word,*

*Access, Pagemaker, Quark, and Photoshop) and is a skillful computerized bibliographic searcher (e.g., PsychLit Online, Academic Abstracts, and EbscoHost). His proficiency with the Internet and e-mail applications (e.g., Eudora, Netscape, Internet Explorer, and Telnet) has led him to serve as a consultant in these areas to our faculty. One of the assignments in our Senior Seminar is a collaborative project in which each team of students must produce a “book chapter” on a particular topic. Ara served as the leader for his team, and his team produced the best chapter that has ever emerged from this class. It was well-written, clearly organized, and desktop-published in a professional manner. His ability to lead a team in such a group effort is clearly indicative of a strong leader who can put this computer talent to great use in graduate school and beyond.*

*During Michele’s second semester as a TA, I created a new TA role (Assessment TA) and invited her to serve in this capacity. Her duties were to gather all the evaluation scores that she and her fellow TAs performed on their students’ assignments and send these data in a complete and timely manner to a senior psychology major whose honors thesis focused on the assessment of how well my students accomplished the three learning outcomes that I target as most crucial for my B103 students to accomplish. Michelle created an efficient strategy to collect these data and carried out her duties in this capacity flawlessly. I have begun to use the results of this assessment to make data-based changes to the assignments and pedagogical procedures in B103 for the past two semesters. She received an A+ in B422 Professional Practice in Psychology for her activities as a B103 TA.*



## Two Crucially Important Caveats About LORs

The authors published an article titled *Kisses of Death in the Graduate School Applicant Process* (Appleby & Appleby, 2006) whose conclusions were based on the results of a survey sent to the chairpersons of all 457 programs listed in APA's *Graduate Programs in Psychology* that contained the following statement: "Please provide us with a brief description of one or two examples of things that otherwise strong applicants to your program included in their application materials that caused your admissions committee members to draw less positive conclusions about them than if they had not included these 'kisses of death.'" A qualitative analysis of their responses indicated that faulty LORs was the second most common response to this statement and that inappropriate LOR authors and undesirable applicant characteristics mentioned in LORs were the two most common themes within this category. The following advice, taken verbatim from the article (p. 23), should be taken seriously by anyone who is planning to apply to graduate school.

- Avoid letters of recommendation from people who do not know you well, whose portrayals of your characteristics may not be objective (e.g., a relative), or who are unable to base their descriptions in an academic context (e.g., your minister). Letters from these authors can give the impression you are unable or unwilling to solicit letters from individuals whose depictions are accurate, objective, or professionally relevant.

- Avoid letter of recommendation authors who will provide unflattering descriptions of your personal or academic characteristics. These descriptions provide a clear warning that you are not suited for graduate study. Choose your letter of recommendation authors carefully. Do not simply ask potential authors if they are willing to write you a letter of recommendation; ask them if they are able to write you a *strong* letter of recommendation. This question will allow them to decline your request diplomatically if they believe their letter may be more harmful than helpful.

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environment, acquire academic competence, identify and set realistic goals, and achieve their career aspirations. He has published over 100 books and articles including *The Savvy Psychology Major* and made over 600 conference and other professional presentations including 20 invited keynote addresses. He created the Society for the Teaching of Psychology's (STP) Project Syllabus, transformed STP's Mentoring Service into an online clearinghouse, and founded and served as the director of the Indiana High School Psychology Teachers Conference. He was honored for his outstanding contributions to the science and profession of psychology by being named a Fellow of the American Psychological Association, the Midwestern Psychological Association, and a Distinguished Member of Psi Chi. He has received 44 national, regional, and institutional awards and recognitions for teaching, advising, mentoring, and service. His work with IUPUI's varsity athletes led him to be named "My Favorite Professor" by 71 student-athletes, and he was designated as a mentor by 777 IUPUI psychology majors, 222 of whom indicated that he was their most influential mentor by selecting the following sentence to describe his impact: "This professor influenced the whole course of my life, and his effect on me has been invaluable." Dr. Appleby retired from IUPUI in 2011 with the rank of Professor Emeritus.



**Karen M. Appleby, PhD**, received her BA from Hanover College (IN) in 1998 and her doctorate from the University of Tennessee, Knoxville in 2004. Currently, Dr. Appleby is a full professor in the Sport Science and Physical Education Department at Idaho State University where she teaches classes in sport psychology,

research and writing, senior capstone, and marketing and management in sport. She has conducted research in the areas of student professional development in higher education, women's experiences in sport and physical activity, and life quality issues in the master's athlete population. She has published in journals such as *Teaching of Psychology*; *Women in Sport and Physical Activity Journal*; the *Journal of Physical Education, Recreation, and Dance*; the *Journal of Sport*; and the *Qualitative Report*. Dr. Appleby was named the Outstanding Collegiate Educator by the Idaho Association for Health, Physical Education, Recreation, and Dance; was awarded the Idaho State University Distinguished Teacher Award; and is a three-time National Masters Cycling champion. In her spare time, she likes to cross country ski, race her road bike, and run with her husband and dogs in the Idaho mountains.



**Drew C. Appleby, PhD**, received his BA from Simpson College in 1969 and his PhD from Iowa State University in 1972. He served as the Chair of the Marian University (IN) Psychology Department, the Director of Undergraduate Studies in the Indiana University–Purdue University Indianapolis (IUPUI) Psychology

Department, and the Associate Dean of IUPUI's Honors College during his 40-year career. He has used the results of his research on teaching, learning, academic advising, and mentoring to create strategies to enable college students to adapt successfully to their educational





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# Don't Worry About It!

## Anxiety and Its Impact on Emotional Well-Being

Sandra Llera, PhD, Towson University (MD)

**C**hances are, you know what it feels like to worry.

- “What if I don’t pass this exam?”
- “What if that comment I made to my friend hurt her feelings?”
- “What if I never find true love?”

These kinds of thoughts circle through our heads and can be difficult to ignore. Occasionally, our brain gets stuck on one of these threatening questions, mulling it over and over, and often imagining the worst possible outcome. The most commonly reported worry topics include interpersonal relationships, work/school performance, health, and other responsibilities.

The problem with worrying, besides making us feel terrible, is that it doesn’t help us to fix any of these issues. We may think we’re doing something productive, like problem-solving, but that’s not really what’s happening. Worrying is actually more like “spinning your wheels” over issues that make you anxious. Although worrying

focuses our attention on potential problems, we rarely reach a solution this way, at least not until we shift *out of* worrisome thinking and into more effective problem-solving strategies. For example, “I’ll just talk to my friend tomorrow and ask her if I hurt her feelings.” True problem-solving usually makes us feel better about an issue, whereas worrying almost always makes us feel worse.

Although we all worry from time to time, excessive and uncontrollable worrying is the main symptom of generalized anxiety disorder (GAD), a disabling mental illness that affects more than 5% of the population, with twice as many women as men receiving the diagnosis. Individuals with GAD experience problematic worry over a number of different issues in their lives, which can produce feelings of restlessness, muscle tension, difficulty concentrating, and sleep problems. Research shows that the excessive worry seen in GAD can have widespread and lasting repercussions, such as impaired work and school performance, relationship problems, unemployment, and even long-term medical consequences.

Despite the fact that worrying makes us feel bad, fails to provide effective solutions, and can even seriously damage our health and well-being, therapists actually find it quite difficult to help their clients cut down on worrying. For all of its drawbacks, some of us still have a really hard time letting go of this way of thinking. Why could this be?

Over the years, a lot of researchers have tried to answer that question. One reason they’ve found is that, ironically, people tend

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*What’s so seductive about this pattern is that those of us who worry excessively also tend to be emotionally sensitive people.*

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to have positive beliefs about worrying. Besides the belief that worry helps us find solutions (which it usually doesn’t), many



people also report that it helps them feel more prepared for possible negative events in their lives. That is, when we worry, we feel like we're bracing ourselves just in case something terrible happens. That positive belief tends to hold even if things turn out okay. For example, let's say you worried all week about failing your exam, but when your grade comes in, you see that you passed. In these events, instead of recognizing how much time you just wasted on worry, you may feel like you've dodged a bullet. This can reinforce your worrying because the sense of relief feels so good.

But what happens if our worries do come true—if that worst-case scenario we've been bracing for really does happen?

- **We fail the test.**
- **Our friend really is mad at us.**
- **Our romantic partner calls it off.**

Research on this sequence tends to support our beliefs about worry, in that people do experience less of an emotional impact (that is, less change in their emotional state) if they were worrying before a negative event occurred. As you might expect, those who were relaxing before a negative event reported experiencing a strong increase in their negative emotions. But both groups of people ultimately reported the same levels of negative emotion after the event. These findings suggest that worrying beforehand does not make us feel better about a bad outcome. Instead, they suggest that because we were already feeling bad when it happened, the shift in emotions wasn't as dramatic. There may even be a small sense of satisfaction in thinking, I was right.

What's so seductive about this pattern is that those of us who worry excessively also tend to be emotionally sensitive people. We can feel easily overwhelmed by negative emotions. We may even find our emotions to be scary and feel out of control. And research shows that people with GAD can experience stronger negative reactions to stressful, scary events than our nonanxious counterparts. Furthermore, for the chronic worriers among us, it feels a whole lot easier to cope with these negative emotions, and not as overwhelming, if we were already braced for them. So in a way, it makes sense that some of us would rather play it safe by keeping our emotional guard up indefinitely. After all, you never know when something bad might happen.

## But at What Cost?

If we give in to unbridled worrying, we are in a sense making ourselves feel miserable on purpose, just to lessen the emotional impact of a negative event that may never happen. And we're choosing to feel this sense of anxiety and pessimism all the time. What's even worse, we may end up unintentionally turning our positive feelings into anxiety triggers. That is, according to this mindset, letting yourself feel happy or optimistic makes you feel emotionally vulnerable, as if you've let your guard down.

In other words, happiness begins to feel unsafe. This makes it hard to simply relax and enjoy a good mood; it also makes it difficult to stop worrying, even if you want to. In exchange for the temporary sense of emotional security, chronic worrying takes a toll—on our relationships with others, our productivity, and even our physical health (essentially, the very topics we're most worried about!).

## What Can We Do Instead?

For one, we can learn to trust in our ability to cope with the negative event if and when it occurs. The good news is research shows that the majority of things people worry about never actually happen. But if it does, we're most likely going to be better equipped to deal with it if we're coming from a state of emotional well-being rather than a state of rigid negativity. A more flexible emotional stance may even allow us to be more open-minded about finding solutions. For example, if you failed an exam, take a deep breath, and remember that there may still be time to tailor your approach to studying for the next one. Talk with your professor, and try to offset the grade by taking extra credit opportunities. Psychologists also know that keeping a more positive mindset actually increases our willingness to implement these self-improvement strategies.

What if your worry is more difficult to shake off? Consider trying some more active coping skills such as mindfulness training, guided meditation, and relaxation exercises like diaphragmatic breathing and progressive muscle relaxation. But if anxiety and worry have been a more serious or long-standing problem, you may consider seeking out a mental health professional for consultation or counseling, such as through your university's counseling center.

The ultimate goal is to let go of the chronic negative mindset, and to invest in learning how to cultivate more positive emotional states. This may mean facing your fears: allowing yourself to relax and let your guard down, and to feel emotionally vulnerable. It also means allowing your mind to be focused on the present and not always scanning the future for possible threats. Because in reality, the present is all you will ever have. Why not make it happier?

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**Sandra Llera, PhD**, is an assistant professor of Psychology at Towson University, licensed clinical psychologist, and recent recipient of the Psi Chi distinguished undergraduate faculty award. She has numerous publications on the topics of anxiety disorders, worry, emotion regulation, and psychophysiology. Her current research emphasizes further development and exploration of an emotional contrast avoidance model as a new way to understand worry and emotion dysregulation, both in generalized anxiety disorder and transdiagnostically. She is currently on the editorial board of *Behavior Therapy*.

# Annual Report *of the* Psi Chi Past-President (2015–16)

Dan Corts, PhD  
Augustana College, IL

It was a privilege to serve as President of Psi Chi for the 2015–16 academic year, and what a year it was! Psi Chi has changed in many ways, and from my perspective, these changes have all made us stronger as an organization. For our staff in Chattanooga, TN, one of the biggest changes was the move to a new location. In the past decade, our membership has increased and services have expanded so much that our operations outgrew the space. The investment in a larger, more modern home office will allow Psi Chi's staff to work efficiently and expand as we continue to grow. Most members do not see what goes on behind the scenes, but if you are ever in Chattanooga, stop in and say hello.

Changes come about in many ways; sometimes it is in response to situations, like outgrowing the office. In contrast, we on the Board of Directors believe that the best changes are made deliberately, with clear goals in mind, and with the best data possible. To that end, the Board developed **Vision2020**, a strategic plan designed to further the mission of *recognizing and promoting excellence in the science and application of psychology*. By adopting this plan, the Board and employees of Psi Chi have been able to set short- and long-term goals in three pillars of Vision2020: **Scholarly Pursuits, Member Development, and Chapter and Member Experiences**.

## Scholarly Pursuits

There have been a number of changes already put into action. In the realm of Scholarly Pursuits, Psi Chi “encourages members to conduct exemplary research, disseminate and apply research findings, and maintain a lifelong interest in exploring the field of psychology.” The Editor of *Psi Chi Journal of Psychological Research*, Dr. Melanie Domenech Rodríguez, helped transition the *Journal* to be freely open access, meaning that nonmembers anywhere can access the articles for no charge. Melanie stepped down from that role, but has been elected to serve as President for the 2017–18 year. The *Journal* has welcomed a new Editor, Dr. Debi Brannan. Debi has served as Associate Editor for several years, so she brings experience and continuity to the position, along with her impressive enthusiasm for the job. The changes that are currently underway include the use of badges to promote open science.

Psi Chi has also worked toward Scholarly Pursuits by developing the new Research Advisory Committee (RAC). The RAC has been formed to make suggestions for partnerships, build research skills, and alert members to opportunities that arise. Finally, Psi Chi now provides a recruiting tool for members seeking participants for their online research. If you would like to post your study, visit the website at [https://www.psichi.org/?Research\\_Rules](https://www.psichi.org/?Research_Rules). While

you're there, please consider helping your fellow members by participating in their studies.

## Member Development

To further Member Development, Psi Chi will “provide information and opportunities to enhance members’ professional and personal lives.” We now offer a job board as a way to assist our members. This Career Center, available through the Psi Chi website, allows members to look for positions in psychology and related fields, regardless of the stage in their careers.

For members pursuing graduate school, Dr. Merry Sleigh (Southeastern Regional Vice-President 2012–16), began work on Psi Chi's first nonperiodical publication—*An Eye on Graduate School: Guidance Through a Successful Application*. This e-book is a compilation of *Eye on Psi Chi* articles authored by Psi Chi chapter advisors and other experts, and is now available online at <https://www.psichi.org/store/ViewProduct.aspx?id=8266785>

Lastly, the Psi Chi Awards and Grants program offers more than \$400,000 to fund member research, travel, and other achievements. The Awards and Grants committees identified improvements by streamlining the application process and reallocating funds to strengthen the grant programs that have seen the highest demand of applications.



## Chapter and Member Experiences

All of the above changes can serve to enhance Chapter and Member Experiences: to foster a “vibrant and meaningful environment for chapters and all members to contribute to and benefit from continued engagement.” Another area of change came from the high levels of participation at the regional conventions, and demand for a greater variety of programming. To support this, the Board of Directors has shifted the budget to better support these high-demand activities.

Finally, Executive Director Dr. Martha Zlokovich and I had the good fortune to make friends at the University of Havana, Cuba. A student group there, lead by Alejandro Pena, put together a week long IX Encuentro Internacional de Estudiantes de Psicología and invited Psi Chi to attend. Due to international sanctions against the Cuban government, Psi Chi, which is based in the United States, has not been able to develop chapters in Cuba until last year. So it was with great excitement that we put together the first international trip organized by Psi Chi for its members and issued invitations through our publications in the Spring 2016.

As we move beyond the 2015–16 academic year, we invite everyone to join us by setting up your own Vision 2020 chapter goals with our worksheet available at [https://c.ymcdn.com/sites/www.psichi.org/resource/resmgr/pdfs/2016\\_Vision2020-ChapterHando.pdf](https://c.ymcdn.com/sites/www.psichi.org/resource/resmgr/pdfs/2016_Vision2020-ChapterHando.pdf). The Psi Chi Board, along with the Central Office staff, is committed to developing opportunities to keep our Professional Organization relevant to and supportive of its membership for now and many years to come.



**Dan Corts, PhD**, discovered psychology at Belmont University (TN) where he earned a BS in psychology, he then completed a PhD in cognition at the University of Tennessee, Knoxville. After a post doc at Furman University (SC), he went to Augustana College (IL). He has been involved with Psi Chi for 15 years as an advisor.

During that time, he also served on the Midwestern Steering Committee and Grants and Awards Committee, as a consulting editor for the *Journal*, and completed one term as Midwestern Vice-President. Dr. Corts splits his research work between applied cognitive psychology and student development issues across all levels of education. He also is coauthor of *Psychological Science: Modeling Scientific Literacy* and the forthcoming *Ethics and the Undergraduate Researcher*.

## Psi Chi, Inc. The International Honor Society in Psychology Statements of Activities and Changes in Net Assets Years Ending June 30

REVENUES, GAINS, AND OTHER SUPPORT	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Membership and Chapter Fees	1,230,235	1,300,773	1,272,226	1,114,564	1,115,511
Auxiliary Activities	335,471	350,203	373,313	368,239	308,881
Sponsorship Income	61,420	49,493			
Dividends and Interest Income	164,952	226,473	72,415	80,178	36,294
Net Earnings on Investments	(134,019)	(116,821)	592,484	388,880	46,143
Miscellaneous	1,696	3,919	2,074		
Net assets released from restrictions	12,000		600		
<b>Total Revenues, Gains, and Other Support</b>	<b>1,671,755</b>	<b>1,814,040</b>	<b>2,313,112</b>	<b>1,951,861</b>	<b>1,506,829</b>
<b>EXPENSES</b>					
Programs and Meetings	1,141,716	1,122,196	1,012,553	880,832	915,405
Publications	147,644	129,792	123,944	134,697	144,396
Chapters	677,233	782,109	710,140	592,986	545,140
Management and General	167,666	172,675	161,199	133,769	126,658
Temporarily restricted net assets	715	(12,675)	(2,199)		
<b>Total Expenses</b>	<b>2,134,974</b>	<b>2,194,097</b>	<b>2,005,637</b>	<b>1,742,284</b>	<b>1,731,599</b>
<b>Change in Net Assets</b>	<b>(463,219)</b>	<b>(380,057)</b>	<b>307,475</b>	<b>209,577</b>	<b>(224,770)</b>
<b>Net Assets, Beginning of Year</b>	<b>4,983,257</b>	<b>5,363,314</b>	<b>5,055,839</b>	<b>4,846,262</b>	<b>5,071,032</b>
<b>NET ASSETS, END OF YEAR</b>	<b>4,520,038</b>	<b>4,983,257</b>	<b>5,363,314</b>	<b>5,055,839</b>	<b>4,846,262</b>

## Psi Chi, Inc. The International Honor Society in Psychology Statement of Financial Position as of June 30, 2016

<b>ASSETS</b>	
Current Assets	
Cash and cash equivalents	704,273
Accounts Receivable	13,129
Prepaid expenses	15,506
Inventory	69,092
Investments	3,486,065
Property and equipment	334,368
<b>Total Current Assets</b>	<b>4,622,433</b>
<b>LIABILITIES AND NET ASSETS</b>	
Current Liabilities	
Accounts payable and accrued expenses	102,395
<b>NET ASSETS</b>	
Unrestricted net assets	4,505,279
Temporarily restricted net assets	14,759
<b>Total Net Assets</b>	<b>4,520,038</b>
<b>Total Liabilities and Net Assets</b>	<b>4,622,433</b>

# The 2017–18 New Psi Chi Board of Directors



**President-Elect**  
**Melanie M. Domenech Rodríguez, PhD**  
Utah State University

Melanie M. Domenech Rodríguez is a professor of psychology at Utah State University. She has an active program of research on evidence-based parenting interventions with particular focus on cultural adaptation and implementation of Parent Management Training–Oregon model with Latinx families. She

is a researcher, a licensed clinician, and a passionate mentor. She has chaired 9 honors theses, 12 master's theses, and 15 dissertations and has supported 15 undergraduate students in obtaining \$17,679 in grants including Psi Chi's Undergraduate Research and Thelma Hunt Research Grants.

Dr. Domenech Rodríguez has a long-term commitment to advancing the mission of Psi Chi. She served as advisor to the USU chapter of Psi Chi (2002–15) achieving Model Chapter status and receiving the 2012 Regional Chapter award. Dr. Domenech Rodríguez served Psi Chi as Rocky Mountain Regional Vice-President (2005–09), Diversity Director (2011–2012), and Editor of the *Psi Chi Journal of Psychological Research* (2011–16).



**Eastern Regional Vice-President**  
**Marianne Fallon, PhD**  
Central Connecticut State University

Dr. Marianne Fallon received her bachelor's degree in psychology from Bucknell University and her master's and PhD from the University of Toronto. Although she trained as a lifespan developmental psychologist focusing on memory, language, and music processing, Dr.

Fallon's interests have turned towards the teaching of psychology and factors that promote undergraduate student success. After arriving at Central Connecticut State University in 2006, Dr. Fallon has regularly taught Research Methods and recently published a book, *Writing Up Quantitative Research in the Social and Behavioral Sciences*. Dr. Fallon was awarded the Connecticut State University Board of Trustees Teaching Award in 2010 and she has been named a finalist twice for Central Connecticut State University's Excellence in Teaching Award. Dr. Fallon has reviewed submissions for the *Psi Chi Journal of Psychological Research* since 2013 and has actively participated in Psi Chi sponsored events at EPA.



**Rocky Mountain Regional Vice-President**  
**Leslie D. Cramblet Alvarez, PhD**  
Adams State University (CO)

Leslie Cramblet Alvarez is a professor of psychology and Professional Development Activity Director for Title V at Adams State University in Alamosa, Colorado. She received her BA in psychology from Southwestern University and PhD in educational psychology from Northern Arizona

University. During the last ten years, Dr. Alvarez has been a strong supporter of Psi Chi. She served as faculty advisor at Northern Arizona University and she pursued the charter of Adams State's Psi Chi chapter where she is currently the coadvisor. She has served on the Psi Chi Steering Committee for the Rocky Mountain Region, was a member of the Psi Chi Leadership Committee, and has acted as a reviewer for the Kay Wilson Officer Team Leadership Award, regional Psi Chi research awards, and the *Psi Chi Journal of Psychological Research*. Dr. Alvarez has been actively involved in the Rocky Mountain Psychological Association (RMPA) and in 2014–15 she served as the association's President.



**Western Regional Vice-President**  
**Elizabeth Campbell, PhD**  
Whitworth University (WA)

Elizabeth "Beth" Campbell is an assistant professor at Whitworth University and a practicing licensed psychologist in Spokane, Washington. She earned her PhD in counseling psychology with an emphasis in marriage and family therapy from University of North Texas. With more than a decade of experience in

psychology education and applied practice, her primary areas of specialization include career development and counselor training.

An accomplished educator, scholar, and clinician, Dr. Campbell brings energy, innovation, and enthusiasm to all her endeavors. Dedicated to servant leadership and passionate about inspiring psychology students toward success, her relational approach to student mentorship and professional collaborations yield valuable results: she was honored by Whitworth as the recipient of the *Faculty Service Award* (2015), *Outstanding Vocational Integration Award* (2014), and students' choice for *Most Influential Professor* three years running (2014–2016).



# Alumni in the News

## EAST



**Robert Frantzen,**  
AB, BE, MS, PE [1958]  
Syracuse University (NY)

It has been almost 60 years since Robert's initiation. Robert's work life was as an engineer and manager, and he enjoyed his psychology classes and values membership to this day. Psychology helped me understand that any system involving people should consider the needs and wants of both individuals and groups. Majoring in psychology has opened doors in reading more about human behavior.

## MIDWEST

**Kristina Thielen** [2008]  
Friends University (KS)

Kristina cowrote five book chapters, earned an MS in criminal justice from Boston University (MA), adjuncts for Fort Hays State and Friends Universities, and began a PhD program in forensic psychology.



**Laurel A. Rockefeller** [1995]  
University of Nebraska at Lincoln

Laurel published the seventh narrative biography from her Legendary Women of World History Series, entitled *Empress Matilda of England*, about England's first heiress to the throne.

## SOUTHEAST



**Jasmine L. Bozeman** [2013]  
Fayetteville State University (NC)

Jasmine published an all-in-one college prep guide book for underprivileged high school students entitled *The Degree Experience: If We Can College, SO CAN YOU!* Available on Amazon and [www.jasminelbozeman.com](http://www.jasminelbozeman.com).



**Jennifer Ferguson,**  
MS, LMHC NCC [2014]  
University of Florida

Jennifer published the study "The Relationship Between Serum NSE Levels and Functional Outcomes in Patients With Non-Traumatic Subarachnoid Hemorrhage" in the *Journal of Neurosurgery*.



**Moriah Brotherton** [2016]  
University of Louisville (KY)

Moriah was awarded the Commander's Award for Public Service from the United States Department of the Army on June 8, 2016.

## WEST



**Stephen "Steve" Dalton** [2015]  
Dominican University of California

Steve published two articles in *New Mobility* magazine in July 2016 and January 2017. Each article focused on an aspect of recovering from traumatic injury.



**Tsoline Kouyoumjian,**  
LMFT [2010]  
California State University, Northridge

Tsoline celebrated the one-year anniversary of her private practice located in Pasadena, CA. She has focused her practice on treating eating disorders in adults and adolescents.

Psi Chi is interested in news about its alumni members. Please report significant personal events such as

- civic activities,
- services,
- honors won,
- promotions,
- graduate degrees awarded,
- publications,
- weddings, and
- births.

## Help Us Fill in the Blanks!

You may also **submit a photo** (at least 300 KB) of yourself. **Log in** and tell us your news at [http://www.psichi.org/?page=alumni\\_news](http://www.psichi.org/?page=alumni_news)

Material for publication will be printed at the discretion of the editor.

## Chapter Activities

**W**ith more than 1,100 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 [http://www.psichi.org/default.asp?page=chapter\\_activities](http://www.psichi.org/default.asp?page=chapter_activities)

### Submission deadlines\*

Fall: June 30  
Winter: September 30  
Spring: November 30  
Summer: January 30

\* 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
RMPSA	Rocky Mountain Psychological Association
SEPA	Southeastern Psychological Association
SWPA	Southwestern Psychological Association
WPA	Western Psychological Association

## EASTERN

### Clark University (MA)

**FUND-RAISER:** The chapter decided to raise funds for the Refugee & Immigrant Assistance Center (RIAC) of Worcester, MA, in the final months of 2016. RIAC's mission is to promote cultural, educational, and socioeconomic development in the refugee and immigrant community. To support RIAC, the chapter decided to make and sell chocolates, and thus ordered chocolate molds, melting chocolate, and plastic pouches.

**MEETING/SPEAKER EVENT:** In November 2016, the chapter hosted one of its most popular meetings thus far. Officers led an interactive activity to introduce members to the variety of psychology fields. First, students discussed their interests in specific fields of psychology. The presenters then engaged members with a PowerPoint on lesser known psychology fields such as psychometrics, sports psychology, and forensic psychology. After the presentation, students participated in two neuropsychological tests: the Stroop Test and the Wisconsin Card Sorting Test. The meeting was a great way to encourage the pursuit of psychology while having fun.

**CONVENTION/CONFERENCE:** In October 2016, four officers attended NEPA. In total, the officer team attended 15 lectures. Topics ranged from trauma sensitive schools to cognition and memory. Officers also connected with other Psi Chi chapters to discuss leadership and event planning.

### Fordham-Lincoln Center (NY)

**MEETING/SPEAKER EVENT:** The chapter had 16 diverse activities with Fordham Psychology Association and Graduate School of Education. On September 18, 50 people joined the chapter's salute to Jonathan Galante and Professor Olivia J. Hooker, the oldest living member of Psi Chi, to mark her 101st birthday. On October 14, the chapter cohosted a workshop on Psychologically Healthy Workplace with Dr. David Ballard from APA. On November 5, the chapter cohosted a psychohistory forum with Professor Paul Elovitz. On October 26, the chapter cohosted a Wikipedia workshop featuring Lane Rasberry (Consumer Reports) and Kristen Treglia (Fordham) to help students and faculty learn to write for Wikipedia. On November 21, more than 50 New Yorkers joined Professor Dinesh Sharma's forum to reduce postelection anxiety on Americans at the Crossroads: Coping with Emotional Stress.

**INDUCTION CEREMONY:** On November 4, eight inductees heard a message from Fordham Professor Dinesh Sharma, author of *The Global Hillary* (Routledge, 2016).

**CONVENTION/CONFERENCE:** On October 23, more than 160 students and faculty participated in the 28th Greater New York Conference on Behavioral Research, cohosted by the chapter in Manhattan, chaired by Mica McKnight and Dean Elaine Congress.

### National University of Ireland, Galway

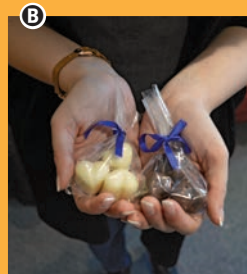
**INDUCTION CEREMONY:** Hannah Durand (president) and Ciara Gunning (vice-president) led the proceedings, reading Psi Chi's formal induction ceremony ritual and a list of membership benefits to ensure that attendees would be aware of Psi Chi's awards and grants, publications, and educational resources. The officers also spoke about recent chapter activities and planned activities for the coming semester. Sixteen members were inducted including undergraduate, graduate, and faculty members.

### Queens College, CUNY

**MEMORIAL:** Read Dr. Robert Lanson's touching tribute to Betty Chan. [bit.ly/2oDSX48](http://bit.ly/2oDSX48)



**A** Clark University (MA) officers Jacob Kahn (vice-president) and Türkü Hastürk (secretary) prepare chocolates for the fund-raiser.



**B** Some of the chocolates for the Clark University (MA) Chapter fund-raiser: on the left, white chocolate, and on the right, milk chocolate with peppermint crumble!



**C** Clark University (MA) officers at NEPA. From left to right: Sherief Eldeeb (events coordinator), Despoina Lioliou (president), Miranda Smerling (events coordinator, on leave for Spring 2017), and Jacob Kahn (vice-president).



**D** On Sept 18, the Fordham-Lincoln Center (NY) Chapter salutes Psi Chi Professor Olivia Hooker on her 101st birthday.



**E** Author Dinesh Sharma (third from left) addressing the Fordham-Lincoln Center (NY) induction on November 4, 2016.



**F** Sixteen members inducted into the National University of Ireland, Galway Chapter.



**Slippery Rock University (PA)**

**COMMUNITY SERVICE:** Members continue to serve the community in a number of ways. Members love traveling to a nearby nursing home known as Home 2 Me. They play bingo; left, right, center; and trivia with the senior citizens who reside there. Members also traveled to Grapevine, a drop-in center for those with mental disorders. Several members went to serve lunch to those who “dropped in” that day.

**MEETING/SPEAKER EVENT:** The psychology department put on a variety of events during their Brain Awareness Week. Several members were on the committee that put on the events. The committee chose to focus on post-traumatic stress disorder (PTSD) as one of their mental disorders. During their event, they showed a short documentary on the history of the disorder. Afterward, the committee found a speaker from the ROTC office on campus to speak to students and members about the stigma around PTSD. Members volunteered to provide baked goods for this event as well.

**St. Francis College (NY)**

**SOCIAL EVENT:** On November 7, the chapter hosted its first ever Psi Chi informational session. This event was

led by Amy Chen (president) and Laudia Joseph (vice-president). During the session, prospective members learned about the requirements to join and the benefits of becoming a Psi Chi member. In addition, Dr. SungHun Kim (coadvisor) discussed the development of a student-based research lab in the college's psychology department and how to utilize the scholarships offered by Psi Chi. Prospective members were given a chance to ask questions and each attendee was given a Psi Chi-themed goodie bag.

**INDUCTION CEREMONY:** On February 17, the chapter welcomed 14 inductees and introduced the incoming officers for the next academic year. Guests and inductees were enthralled by the chapter's vocally talented secretary, Gwendolyn Etienne, who started the ceremony with a sweet song. Inspirational speeches were given by the chapter's coadvisors and the psychology department faculty members. Afterward, inductees, guests, and faculty members dined on Thai food and a delicious strawberry shortcake for dessert.

**Towson University (MD)**

**MEETING/SPEAKER EVENT:** Professor Brianna Stinebaugh presented to a group of undergraduate psychology students on November 2, 2016. She

received a bachelor's in psychology with an interest in biopsychology, and went on to earn a master's in experimental psychology at Towson University. Being a Towson alumna, Professor Stinebaugh could relate to students in many ways, making her a good mentor for students interested in the field and those still undecided about the major. She spoke about her experiences as a former student including her internships and research assistantships. After her presentation, many students approached her with questions regarding their personal experiences, seeking advice about classes, internships, and career options. She stayed well after her presentation to speak with these students, one on one. She also provided her e-mail address and office hours to students who wanted to talk with her further. Professor Stinebaugh's presentation gave students insight into the broad range of opportunities available to them at Towson University and across the field of psychology.

25, 2017. The panel consisted of masters and PhD candidates: Danielle Vaclavik, Anjana Jagpal, Crystal Steltenpohl, Lauren Pytel, and Andrea Sanders. John Jameson, an I/O psychology alumnus, also served on the panel. Twenty-five undergraduate students attended the event and listened to the personal experiences of each panel member. Time was also allotted for audience questions about the admissions process, GRE study tips, employment opportunities, and the life of a graduate student.

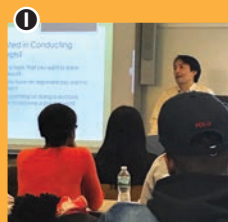
**Friends University (KS)**

**CONVENTION/CONFERENCE:** In November, several members attended the PERK conference (Association for Psychological & Educational Research in Kansas). Breeze Padilla presented her poster “Personalities of People in Positions of Leadership: America's Management.” She also won first place in the manuscript competition.

**INDUCTION CEREMONY:** On November 20, 2016, the chapter celebrated its 20th anniversary with a banquet and candlelight ceremony; 12 members were inducted. Dr. Amy Bragg-Carey (university president) provided the welcome. Members were also privileged to have Dr. Ken Weaver (dean of the Teachers College at Emporia State University) as the invited speaker.

**MIDWEST****DePaul University (IL)**

**MEETING/SPEAKER EVENT:** The chapter hosted a panel of current and former psychology graduate students on January



**G Slippery Rock University (PA)** members volunteer at Home 2 Me nursing home.

**H Slippery Rock University (PA)** December graduates.

**I Dr. SungHun Kim** discusses the importance of research at **St. Francis College (NY)**.

**J St. Francis College's (NY)** Laudia Joseph (left; vice-president) with Amy Chen (right; president) before starting the event.

**K St. Francis College's (NY)** Laudia Joseph (vice-president) and Amy Chen (president) with chapter inductees.

**L Coadvisors Dr. SungHun Kim (left) and Dr. Renee Goodstein (right) during their speeches at St. Francis College (NY).**

**M St. Francis College (NY)** current and new members/officers gather for a picture during dessert.

## Chapter Activities

Dr. Donna Stuber (coadvisor) also premiered her 20th anniversary DVD, a retrospect of the chapter's activities, accomplishments, events, and alumni successes, put together with photos and music. The chapter also celebrated Dr. Stuber, who received the 2016 Florence L. Denmark Faculty Advisor Award.

**COMMUNITY SERVICE:** The Wichita State University Chapter invited the Friends University Chapter to an evening of fun at their student center. Plans are underway for the chapter's monthly Adopt a Shelter activity of making dinner at Anthony Family Shelter, participating in the annual university-wide chili cook-off, selling lunches at the annual campus Jazz Festival, and scheduling the first guest speaker of the semester. Several members also plan to present posters at the upcoming Great Plains Students' Psychology Convention in March.

### Michigan School of Professional Psychology

**COMMUNITY SERVICE:** Once again, members were thrilled to participate in the 30th Annual HAVEN Gift Giveaway event. HAVEN is a nonprofit organization that provides comprehensive programs for victims of domestic violence and sexual assault. HAVEN supplies shelter, counseling, advocacy, and educational programming to nearly 20,000 people each year. The Gift Giveaway event welcomes anyone who has received services from HAVEN within the past year to shop for gifts. Members assisted HAVEN clients with shopping, loaded cars with gifts, and provided support throughout the emotional process. This year's Gift Giveaway provided items for 210 clients and 518 children. Altogether, more than 250 volunteers helped pick out and

pack up clothing, personal care items, and gifts for a total of 728 people! The chapter has made participation an annual community service activity, and members look forward to next year's event!

**SOCIAL EVENT:** Game night has become a semester tradition for students, faculty, staff, and members of the community to meet in the school's large atrium to enjoy food and each other's company. Game night was designed as a stress-free event in which everyone is welcome to engage in fun, fun, fun! Dr. Blackstock, a professor and Psi Chi member, is the resident game master and always brings a variety of games to share with the group. During game night, the school is transformed into a stress-free environment in which, for a few hours, attendees can forget about deadlines and to-do lists. Laughter, which oftentimes

can be heard throughout the building, draws in more people to share in the "fun and games." Students and staff look forward to this event as a reprieve from the daily grind, and it does not disappoint!

### Morningside College (IA)

**COMMUNITY SERVICE:** The chapter hosted a tie dye event on inauguration day. They picked this day to remind students, faculty, and staff that the campus stands together against bigotry, racism, sexism, etc. For this event, members used the slogan, "Tie Dying for Diversity: Celebrating Diversity as Individuals and Our Unity as Human Beings."

### St. Ambrose University (IA)

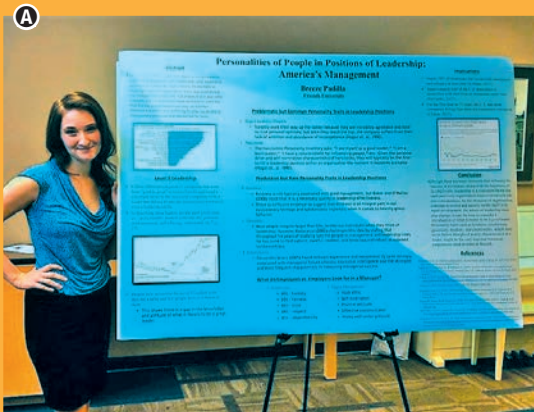
**INDUCTION CEREMONY:** The chapter

**A** Breeze Padilla of **Friends University (KS)** presents her poster at the PERK Convention.

**B** Chapter alumni and faculty advisors from **Friends University (KS)** at the 20th Anniversary Celebration.

**C** 2016 HAVEN Gift Giveaway volunteers from the **Michigan School of Professional Psychology**.

**D** Dr. Blackstock and three **Michigan School of Professional Psychology** students having fun at a 2017 game night.





inducted 26 members at the annual candlelight ceremony on November 7, one of the largest induction ceremonies in the chapter's recent history. Guests of the inductees were encouraged to join in the ceremony, followed by refreshments and a keynote speaker. The address was given by Dr. Molly Nikolas, assistant professor of psychology in the Department of Psychological and Brain Science at the University of Iowa. She spoke about her research on ADHD in both children and adults, and associated etiological questions.

**COMMUNITY SERVICE:** The chapter worked alongside the campus Psychology Club to involve the campus community in National Depression Screening Day (NDS) on October 6. Psi Chi and Psychology Club members collaborated by setting up tables with information about NDS near campus eating areas.

They caught the attention of passing students and urged them to participate in the screening process to help raise awareness about depression and stop the stigmatization of mental illness. The chapter event was well received by the campus community as 119 students were screened during the 4-hour event.

## SOUTHEAST

### Charleston Southern University (SC)

**COMMUNITY SERVICE:** The chapter took a trip to Eagle Harbor ranch, a place of refuge and shelter for boys ages 4 to 18 who are orphaned, neglected, abused, or abandoned. The chapter picked a Friday night and planned games, a cookout, and a bonfire to roast marshmallows. The chapter also prepared gift bags for the children. The gift bags are how those

who cannot attend can still show their love and support for the children.

### Milligan College (TN)

**CONVENTION/CONFERENCE:** Amanda Largent presented her research on prejudice and bumper stickers at the SEPA in Atlanta, GA, on March 8. She was supported by a CUR travel grant.

### Norfolk State University (VA)

**COMMUNITY SERVICE:** In the fall, the chapter volunteered with the Foodbank of Southeastern Virginia and the Eastern Shore to eliminate hunger during the Thanksgiving holiday season. The foodbank conducts this event on a weekly basis, and Psi Chi members elected to assist one weekend and sort donated food, box donated food, and assist with pick-up and delivery of the

food items. The volunteer effort was a huge success and greatly assisted the foodbank with serving marginalized and underserved populations. The event drew some students, faculty, and staff to engage in a project collectively and thus increased the presence of the chapter in local communities.

### Roanoke College (VA)

**INDUCTION CEREMONY:** The chapter had their induction ceremony for students during the 2016–17 academic year.

**SOCIAL EVENT:** The chapter had something for everyone with the Are You Salty or Sweet This Valentine's Day? social breakfast on February 14, with coffee, doughnut holes (sweet treats), and Chick-fil-A chicken minis (salty treats).



Ⓔ Members from Morningside College (IA) at their tie dye event.

Ⓕ T-shirts from the Morningside College (IA) Chapter's tie dye inauguration event.

Ⓖ St. Ambrose University (IA) Chapter induction ceremony in November 2016.



## Chapter Activities

A



B



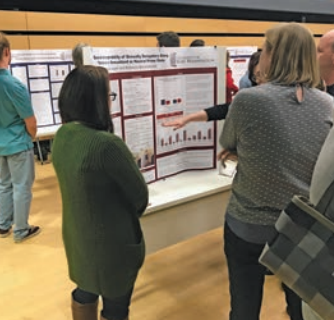
F



C



D



E



H



I



K



J



L







**A** The Norfolk State University (VA) Chapter inducting five members on January 27, 2017. Psychology faculty members are pictured on the top row, from left: Dr. Andrew S. Franklin, Dr. Joy Cooley-Doles (advisor), Dr. Darlene Colson, Dr. Ernestine Duncan (Department Chair), Guest Speaker Ms. Tiphonie Bivens, Dr. Erica Russell, and Dr. Karen Boyd (advisor). Second row, from left: Kevin Butts, Jr., Yohanan Asefa, Tobias McCrimmon, Raquel Joyner, Uwem Etuk, and Bryan-Daniel Barker (president).

**B** 2016–17 inductees, current executive board, and Roanoke College (VA) psychology faculty.

**C** The University of Mary Washington (VA) Chapter's fall poster session.

**D** University of Mary Washington (VA) students present their research at the chapter's fall poster session.

**E** A University of Louisville (KY) member packing up boxes for the local food bank.

**F** University of Louisville (KY) Chapter's vice-president and treasurer with food bank donations.

**G** University of Louisville (KY) members packing food items onto a truck for delivery.

**H** The winner of the Valentine's Day card contest at the University of Tennessee at Chattanooga.

**I** Tricia Henderson leads the Question, Persuade, Refer program at the University of Tennessee at Chattanooga.

**J** The winner of the 2017 Cameron University (OK) Kiss-the-Pig fund-raiser.

**K** Cameron University (OK) members: (left to right) the current president, one of the newest members to Psi Chi, and faculty.

**L** 2017 Cameron University (OK) Chapter Induction Ceremony.

## University of Louisville (KY)

**COMMUNITY SERVICE:** Members collected food items for the annual food drive hosted from October 10 to 27. Members and Dr. Leonard (advisor) delivered, picked up, and packed the food items. Volunteers were able to collect 1,231 pounds of food with support from fellow student and faculty donations. This is the chapter's ninth consecutive food drive.

## University of Mary Washington (VA)

**SOCIAL EVENT:** At the end of the semester, the chapter hosted an annual fall poster session for the university's Department of Psychological Science. This event gave students the opportunity to present their research from the fall semester to faculty members and fellow students.

## University of Tennessee at Chattanooga

**MEETING/SPEAKER EVENT:** The chapter met in February to attend the Question, Persuade, Refer (QPR) program lead by Tricia Henderson. This program is to build awareness of the signs of suicide and show how to persuade and refer an individual. With great privilege from this program, there are now many individuals who are gate keepers to those who consider suicide.

**SOCIAL EVENT:** In February, the chapter celebrated Valentine's Day with members. The event had a small presentation led by two officers with sweet treats and fun activities such as a card contest.

# SOUTHWEST

## Cameron University (OK)

**FUND-RAISER:** Psi Chi raised funds by

having faculty and students donate and vote on which faculty member would have to kiss a live pig. The chapter had a successful turn out and raised more than expected.

**CONVENTION/CONFERENCE:** A few of the university's finest represented at the latest SWPA convention. The chapter had more than five presentations.

**INDUCTION CEREMONY:** The chapter celebrated the 2017 Cameron University Psi Chi Induction Ceremony. Members passed down traditions and accepted 11 scholastics to the organization.

## Rice University (TX)

**INDUCTION CEREMONY:** The chapter inducted seven members on Tuesday, March 21, 2017. Rebecca Cunningham (vice-president) and Miranda Proctor (secretary) presided over the induction ceremony with Drs. Sandy Parsons and Carissa Zimmerman (faculty cosponsors). Newly inducted members included Danielle Manahan, Lesley Miller, Colleen Phillips, Tyler Balloun, Stephanie Mendivil, Felix Wu, and Laney Brown. Eleven additional students joined the chapter this spring, but were unable to attend the induction.

## University of Central Arkansas

**COMMUNITY SERVICE:** The chapter partnered with a local Chipotle restaurant to raise funds for the Central Arkansas Women's Shelter. Chipotle donated a portion of sales to anyone who mentioned Psi Chi during an afternoon. The chapter matched a portion of the funds generated. These funds will be used to support women and families affected by domestic abuse and other issues.

**COMMUNITY SERVICE:** The chapter presented Brain Day to a local sixth-grade science class. Students enjoyed seeing both a real (plastinated) brain and a model brain showing the different functional areas. Members discussed distributed functions, parallel processing, and how these processes produce cognitive illusions.

**FUND-RAISER:** The chapter hosted its fourth annual Chili Cook-off on March 16. The event provided a great opportunity to bring together undergraduates, graduates, faculty, and staff for a friendly competition. More than 30 people ate lunch, seven chili recipes were entered into the competition, and two soups were available for anyone who preferred not to eat chili. Funds raised by the event were used to support general chapter activities and events.



# Show Off Your Psi Chi Pride!



Lapel Pin (not actual size)



Gripper Water Bottle  
(24 oz.)



Flash Drive



Key Chain



Mini Charm



Pen Set



Zippered Portfolio



Note cards

*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.*