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eye on PSI CHI

Encuentro en Cuba: Psi Chi Visits Cuba

The Science of Happiness

Letters of Recommendation for Graduate School

You're Admitted! But Which Program Should You Attend?

eye ON PSI CHI

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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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Encuentro en Cuba:

Psi Chi Visits Cuba During UN's Historic Vote to Lift the 1960 Embargo

Havana, Cuba is the first location outside of the U.S. 50 states to which Psi Chi has ever travelled with a group of students to attend a psychology conference. On **October 21–30, 2016**, eight Psi Chi members (two faculty, five students, and myself, plus my husband) travelled to Havana in order to present research at the IX Encuentro Internacional de Estudiantes de Psicología at the Universidad del la Habana. After arriving, we added a ninth Psi Chi member, a student from Puerto Rico who we met in our hotel.

Following our state-approved itinerary, we spent the first few days touring Havana's historic sites. We visited the 16th century fort, old downtown Havana's buildings and squares, the university (which was first established in 1728, making it one of the oldest in the Americas), Plaza de la Revolution, artists' workshops, Ernest Hemmingway's haunts, and cigar and rum factory stores. We ate fabulous lunches and dinners at paladars run by local Cubans. These are private restaurants—a relatively new allowance for capitalism—known for having much better food and service than state-run restaurants.

Most Americans know that Cuba famously has many 1950s era cars on the road. This is because no American cars have been sold to Cuba since the embargo, or blockade, started October 19, 1960. We saw first-hand the effects of the blockade. The majority of ornate 1900s era buildings in downtown Cuba were crumbling after 60 years of not having materials for upkeep. Markets and stores were rare and often offered little more than one or two items. Internet access was very difficult to come by and newspapers were scarce. Although we were able to view some news on our hotel room TVs, we did not receive much detail about what was going on in the United States.

However, the Cuban people we encountered were so very welcoming and warm. We saw laughter and joy, help, sharing, and support in the midst of what to our eyes looked like severe deprivation. Innovation was evident from the quality of food in the paladars (one owner took us to her rooftop herb garden, for example) to figuring out how to keep old cars running with no spare parts from the manufacturers.

After the first few days of touring, the conference began on October 24. There, we met students and faculty not only from Cuba, but from 14 other countries such as Panama, Costa Rica, Russia, Venezuela, Ecuador, and Peru. On the third day of the conference, Jorge Enrique Torralbas Oslé, Lic. (faculty mentor to the students who planned and ran the conference) invited our group to meet with the IX Encuentro student planning committee.

About 20 people gathered around a conference table in a small room in La Facultad de Psicología (College of Psychology). Torralbas Oslé spoke about how excited they were to welcome the first attendees from the United States, and he welcomed us to Cuba with the hope that this would be one of many encounters between our countries. In fact, they had chosen the title of the meeting very intentionally to include *encuentro*, which means encounter as well as meeting, in hopes of fostering professional and personal encounters between psychology students and faculty from different countries.

Torralbas Oslé then let us know that, on that very day (**October 27**), the United Nations had voted to lift the Cuban embargo, or blockade, because the United States and Israel abstained rather than voting against it as they had in the past. This meant that our Psi Chi group was in Cuba, presenting at the Universidad de le Habana, on that historic day. Having been in Cuba for nearly a week by then, we had seen first-hand the effects of the blockade in every aspect of Cuban life, even the university.

It seems especially fitting that the biggest impact of Psi Chi's first organized group of students and faculty presenting at a conference outside the United States was the amazing people that we met. The conference was held at the faculty (college) of psychology building, because students wanted to invite attendees into their psychology home. It was amazing to see the quality of research presented at an international meeting under such constrained economic circumstances. It became clear that it was student and faculty dedication to and love of the field of psychology that made that possible. Everyone in the group hopes to attend X Encuentro in two years!

See photos of our trip at https://www.psichi.org/page/212EyeWin17aZlok

Martha S. Zlokovich, PhD
Psi Chi Executive Director

The Psi Chi group included:

Undergraduates
Emily Grooms
(chapter president)
Kayla Jackson
Augustana College

Jamila White
(chapter president)
Purdue University Northwest

Monica Rodriquez Santiago
(chapter president)
University of Puerto Rico Mayagüez

Graduate students
Amber Cope
Long Island University, Brooklyn

Sandra Urquiza
University of South Carolina Aiken

Psychology faculty
Jamie Nordling
Daniel P. Corts
(current Psi Chi Past-President)
Augustana College

Martha S. Zlokovich
(Psi Chi Executive Director)
Neil Zlokovich
(Martha's husband)

Increase Your Odds of Employment: Add a Career-Specific Skillset

Are you tired of hearing politicians, pundits, and professors claim you cannot get a decent job with a bachelor's degree in psychology? Are you not yet ready for a graduate program but uncertain about jobs available for baccalaureate psychology grads? Do you believe that an academic minor or concentration in a particular career specialty may enhance your chances of finding a satisfying job and career? If you answer "Yes" to any of these questions, continue reading. The following information may lead to an important career decision.

What Psychology Graduates Do

The APA Center for Workforce Studies collected data from several sources regarding the primary job level for graduates with bachelor's, master's, doctoral, and professional degrees (Stamm, Lin, & Christidis, 2016).

- **Of the baccalaureate graduates**, 20% entered the field of sales, 17% professional services (includes health care, counseling, financial services, or legal services), 16% management/supervision, 11% teaching, 9% accounting/finance/contracts, 5% employee relations, 3% research, and 19% other work activities.
- **Of the master's level graduates**, 49% entered professional services, 18% teaching, 11% management/supervision, 6% research, 5% each sales and employee relations, 3% accounting/finance/contracts, and 9% other work areas.

The jobs that psychology graduates hold at the bachelor's and master's level are diverse. Four categories (other work activities, sales, professional services, and management/supervision) account for 72% of baccalaureate jobs, and three categories (professional services, teaching, and management/supervision) account for 78% of master's level jobs. If you enjoy research, you may be disappointed that few *primary* jobs are available. However, research skills such as analytic, critical, and statistical thinking are among the most important skills that employers seek across several job categories (Hart Research Associates, 2015).

Chan and Gardner (2013) surveyed companies that hire liberal arts graduates and found that between 16% and 41% of the new hires are assigned jobs in (from more to less frequently) administrative, customer, and business services; marketing; media and communication; information management; human resources; computer and design services; sales; Internet services; and marketing research. Although some jobs may not stimulate your interest, the authors indicated that they are stepping stones to higher positions for many graduates. Also, recognize that several psychological concepts are core ideas in marketing, sales, management, human resources, customer service, and communications.

What Jobs Require Additional Coursework, Internships, and/or Experience?

Your liberal arts education *is* valued in the workplace in spite of what you may hear, but there is an important stipulation.

> The majority of employers think that having both field-specific knowledge and skills and a broad range of skills and knowledge that apply to a variety of fields is important for recent college

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

graduates to achieve long-term career success at their company (Hart Research Associates, 2015).

Burning Glass Technologies (BGT), a labor market analytics firm, echoes this finding: "By coupling a field-specific skillset with the soft skills that form the foundation of a liberal education, Liberal Arts graduates can nearly double the number of jobs available to them" (2013, p. 2). Using sophisticated software to analyze thousands of job postings across diverse sources, BGT examined the availability of entry-level jobs, the core and complementary skills required, and the "fit" of liberal arts degree programs with the entry-level job market. From the 955,000 job postings between July 2012 and June 2013, **BGT identified eight skillssets that can be acquired with coursework such as a minor or through field-specific internships: Marketing, sales, general business, social media, graphic design, data analysis, computer programming, and IT networking. "By developing one or more of these skillsets, Liberal Arts graduates can enhance their competitiveness for the 955,000 jobs they already qualify for and tap into an additional 862,000 jobs." (p. 2).** These jobs require three years or less experience and offer an approximate $6,000 annual premium over traditional jobs open to liberal arts graduates. In short, "By adding a relatively small dose of field-specific skills to a Liberal Arts program of study, students can significantly improve and broaden their labor market prospects" (p. 3).

For each of the eight skillsets, BGT lists the total postings, percentage of jobs requiring core and supplementary skills, average salary, salary premium, and projected growth of jobs requiring that skillset. In addition, for each skillset, sample skills are listed as well as sample occupations that indicate skillsets that are *core* (i.e., a basic or core competency) and *complementary* (i.e., the skills in isolation do not guarantee the position but make the applicant attractive to the employer) to the occupation. To mine the valuable information contained in *The Art of Employment: How Liberal Arts Graduates Can Improve Their Labor Market Prospects* (2013) and identify jobs that interest you, log on to the website listed in References.

Sales Skillset

Space does not permit a summary of the eight skillset/jobs, but because sales is an entry point for 20% of baccalaureate psychology graduates (Stamm et al, 2016), I summarized that information as an example.

Postings. For sales, the BGT report indicated that 567,855 BA + entry-level postings were identified between July 2012 and June 2013. Of those postings, 84% represented skills that were core competencies, and 16% represented complementary skills.

Salary. The average entry-level salary and average salary premium over low specialization entry-level jobs were not available because compensation for sales jobs is usually based on commission, is volatile, and was not accurately reflected in online job postings. However, for the other seven skillsets, salary data were posted.

Comments. Although some colleges offer coursework on sales, there is no true substitute for on-job experience. The total sales postings for which liberal arts graduates were eligible was the second largest cluster just behind the general business skillset.

Key sales skills. The most important sales skills include business development, business planning, customer service, merchandising, presentation skills, purchasing, relationship building/customer relationship management (CRM), sales (e.g., inside, outside, and retail sales), sales management, and scheduling/time management.

Occupation. BGT listed 18 *core occupations* for sales and the estimated number of BA + entry postings for each. Examples included (from most to least number of postings) sales representative, account manager, account executive, sales supervisor, medical/pharmaceutical sales representative, real estate agent/ broker, and technical sales representative. The four *complementary occupations* included retail supervisor, store manager, admissions counselor, and call center manager (BGT, 2013).

Recommendations

I strongly encourage you to explore the other seven skillsets, especially marketing with its direct connection to several psychological concepts. Also explore the coursework, academic minors, and internship opportunities available at your school that may be required to achieve basic competence in the skillset and consult with the appropriate academic advisors. If you have experience with social media (beyond Facebook or similar platforms), data analysis and management, and other skillsets, search the BGT report with an open mind. If your part-time jobs have taught you aspects of these skillsets, you have a head start over individuals without your experiences. Actively seek internships, jobs, leadership positions, and community service opportunities where you can test your interests and skills. **BGT reports that internships and employment during college are the two most important factors in hiring decisions, and ranked above GPA and college reputation.**

Psychology is a liberal arts major that has numerous applications. In the spirit of thinking outside the box and a desire to use your psychology and liberal arts education, you could achieve personal and professional success in one of these jobs. Four clicks below might open a new world for you!

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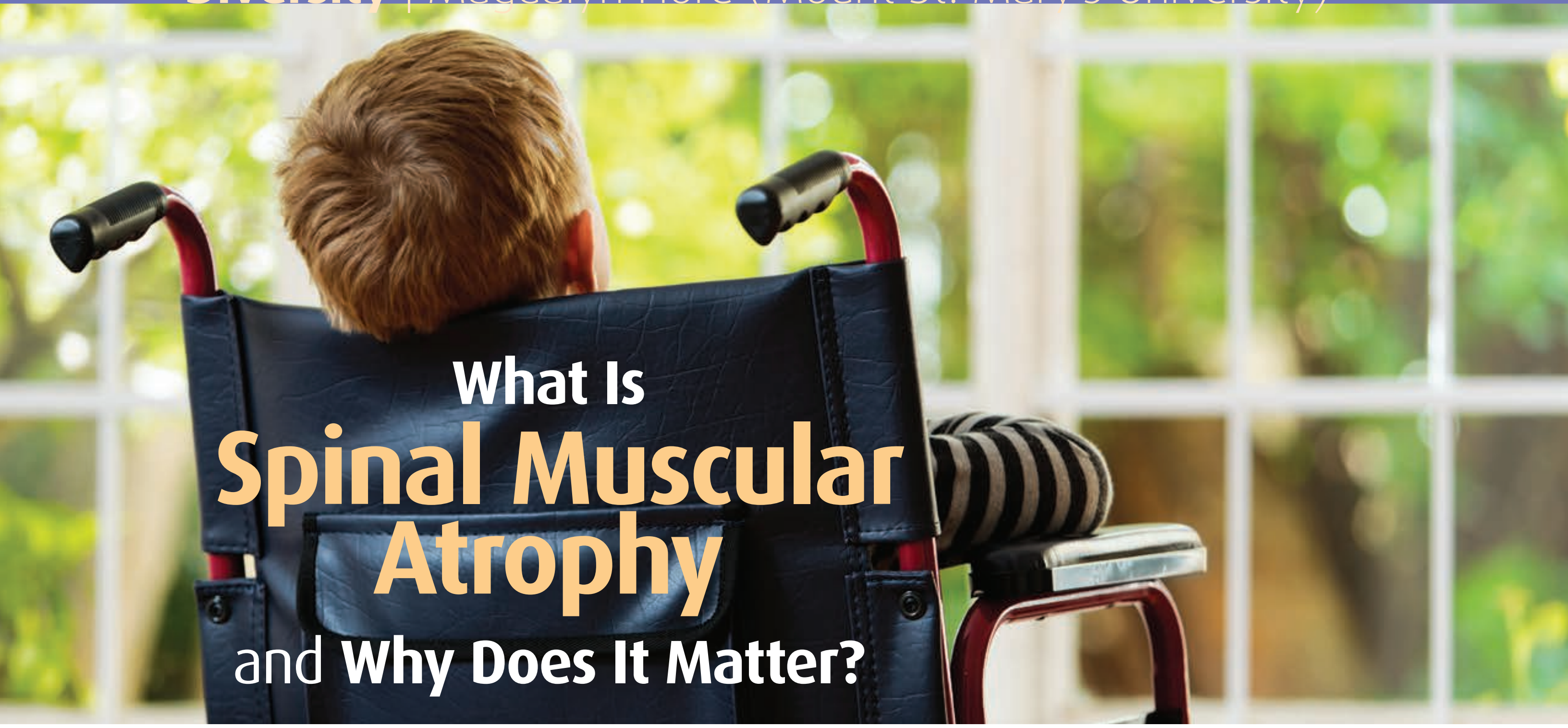
Diversity | Magdalyn Fiore (Mount St. Mary's University)



What Is Spinal Muscular Atrophy and Why Does It Matter?

When my brother Stephen was in kindergarten, he used to take the bus to and from school, but it wasn't the same bus most of his classmates took. The bus my brother rode was, well, special. Stephen has a disability called Spinal Muscular Atrophy (SMA). His muscles are abnormally weak and degenerate over time, so he has been in a wheelchair for most of his life.

Because the bus for disabled students was wheelchair accessible, it allowed Stephen a small taste of independence even at such a young age. But as Stephen was riding the bus one afternoon, the bus driver hit a bump that was forceful enough to cause Stephen to fall forward in his wheelchair, his chest hunched over his legs, unable to even lift his head back up. Stephen tried to call for help, but it was impossible to call loud enough for the driver to notice, so Stephen spent the long bus ride home hunched over in discomfort and anxiety.

When Stephen finally arrived home, our mother asked the driver why he never helped Stephen. The driver said he was afraid to touch Stephen because he thought he was having a seizure. The driver was afraid not only to give help, but to simply ask Stephen if help was needed. Ironically, it was the driver's fear of doing the wrong thing that led him away from doing the right thing.

It isn't difficult to understand the hesitance displayed by the bus driver. He lacked knowledge about SMA and feared that helping would only make matters worse. But my brother, a young child at the time whom the driver was, in that moment, responsible for, needed to be helped. I would have *needed* help too. Like Stephen, I also have SMA.

What Is SMA?

SMA is a degenerative neuromuscular disease, in which motor neurons in the spinal cord deplete over time. One in 6,000–10,000 individuals are born with SMA and one in 40–60 people are carriers of the disease (D'Amico, Mercuri, Tiziano, & Bertini, 2011). Next to cystic fibrosis, SMA is the second most fatal autosomal recessive disorder.

An autosomal recessive disorder is a mutation caused when a person has two copies of an imperfect gene. For SMA, approximately 95% of cases are connected to a flaw in the survival motor neuron 1 (SMN1) gene. The SMN1 gene supplies instruction for producing the SMN protein, which is present throughout the body, particularly in the spinal cord, and is necessary for maintaining motor neurons, which underlie muscle movement (National Library of Medicine, 2016). The mutation on the SMN1 gene is the result of an incomplete strand of the SMN1 gene, as well as gene conversion of SMN1 to SMN2. Similar to SMN1, the SMN2 gene helps produce motor neurons, however SMN2 tends to produce less stable SMN protein (Kashima, Rao, David, & Manley, 2007).

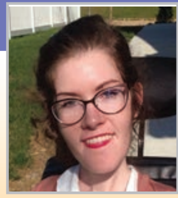
Although, a deficiency in SMN1 can be partially compensated for by the SMN2 gene, there is still the potential for atypical motor neuron development. Additionally, the degree of symptom severity is related to the SMN2 gene—the fewer copies one has, the more severe the SMA diagnosis will be.

Four Types of SMA

Symptoms of SMA vary across four different types, all of which are characterized by age of onset and motor function (D'Amico et al., 2011; Lunn & Wang, 2008).

- **SMA type I** is the most severe form and accounts for about 50 percent of cases of SMA. Individuals with type I experience onset at birth, have extreme general weakness, and severe difficulty breathing, swallowing, and sitting upright on their own at any point in their development.
- Onset of **SMA type II** occurs at 7–18 months of age and is characterized by some degree of scoliosis, major weakness, particularly in the leg, arm, torso, and respiratory muscles. People

Magdalyn "Maggie" Fiore was born and raised in California. Now living on the east coast, Maggie is attending Mount St. Mary's University in Emmitsburg, MD. She is a senior psychology major studying to receive her bachelors of science with the hopes of attending graduate school in the coming year to pursue a future in science writing. Maggie is the vice-president of her Psi Chi chapter, edits for her campus literary journal, and is also involved in MSMU's Peer Tutoring program. Currently, Maggie is working on a research project under the supervision of her department faculty to study the influence of physical activity on impulsivity using rats as an animal model and a method of delay discounting. She hopes to present her research at a conference in the spring.



with type II can sit upright on their own, but never develop the ability to walk.

- Individuals diagnosed with **SMA type III** (18 months–18 years old for diagnosis) tend to meet all major motor milestones including walking independently in some cases, though they experience weakness in muscles nearest to the center of the body, especially during childhood.
- **SMA type IV** is a very mild form of the disease and onset is seen during adult years (between about 18–50 years of age). People with type IV experience mild general weakness, as well as some tremors or twitching, are able to walk, and do not experience respiratory problems.

Across all types of SMA, gross motor muscles, such as those used for walking, typically degenerate more rapidly than fine motor muscles used for hand dexterity, among similar movements. No two individuals with SMA, however, show symptoms in exactly the same way. Because symptoms of the disease vary, it is easy to understand the uncertainty and confusion that people sometimes experience when in the company of someone with SMA, or any disability.

Although there are a wide variety of physical symptoms, people with SMA generally have an excellent quality of life and don't tend to experience chronic pain. Additionally, individuals with SMA do not experience cognitive deficits as a result of the disease. It is merely a physical condition and interaction with an individual can be as normal and intellectually stimulating as it would be with anyone else. For example, I enjoy learning about the science of human behavior and thrive on the joys and challenges of tutoring fellow students in psychology.

Why It Matters

Researchers have found that interaction with disabled individuals sometimes draws avoidant reactions from nondisabled individuals including the tendency to avoid physical contact (Park, Faulkner, & Schaller, 2003; Snyder, Kleck, Strenta, & Mentzer, 1979). Some studies have determined that this kind of negative reaction may be due to uncertainty and ignorance about the needs of the disabled individual (Kaye, Jans, & Jones, 2011; Makas, 1988). Kaye and colleagues (2011) conducted a study in which they surveyed 463 employers who were reputed by a regional Disability and Business Technical Assistance Center to be reluctant to hire or accommodate disabled workers. Participants were asked to determine possible explanations for why employers might not accommodate, retain, or hire workers with disabilities. Eighty-two percent of participants believed that one reason employers don't retain disabled workers is because they don't know how to address the needs of the employee with a disability. Specifically, better training for managers and supervisors on disability concerns was the highest rated strategy for improvement with 74 percent of participants rating it as very helpful for fixing employment, retention, and accommodation of disabled workers.

In the United States, there have been two integral acts: the Individuals With Disabilities Education Act and the Americans With Disabilities Act (ADA) that have promoted the acceptance and integration of disabled individuals into everyday society. In particular, the ADA, passed in 1990 and amended in 2008, has been essential in making employment, education, and accessibility available to people with disabilities by providing state and government services to help individuals find and maintain employment, access to transportation, and make modifications to public buildings (e.g., elevators, access to bathrooms), among other accommodations.

However, in spite of federal laws in support of disabled citizens, there is still disconnect with daily individual needs (Kaye et al., 2011; Lengnick-Hall, Gaunt, & Brooks, 2014; Makas, 1988). For example, I've experienced difficulty with accessing public transportation and several-story buildings with no elevators. It's important to be aware of how everyone can help disabled individuals at work, school, and within their everyday lives, and to recognize just how much they have to offer. The challenges of the disabled citizen's day are nearly constant, and when a helping hand is shared, it makes every difference in relieving not just physical stress, but emotional anxiety as well.

As a society, we cannot afford to let fear of doing the wrong thing prevent us from doing the right thing, like it did for Stephen's bus driver. It is necessary that information about a variety of disabilities is not only explored by those within employment training programs, but is accessible to and sought out by us all. As humans, it's our responsibility to be as informed as we can be about how to help one another. In the meantime, we can start by reading and sharing articles that seek to inform us about disabilities, asking others if help is needed, saying a kind word, or even smiling at someone. These are simple ways that we can make deeper connections with each other and improve quality of life for everyone.

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Virtual Events: Networking Without Travelling

Our skills, knowledge, and ability will only take us as far as our professional networks extend. Our networks provide necessary connections to potential employers and colleagues, and give us access to current trends in our profession. Due to the many benefits of having a strong network, networking is one of the Big 3 career skills (knowledge building and gaining experience being the other two).

The Challenge: Alleviating Networking Expenses

For the University of Central Arkansas (UCA) Psi Chi Chapter, providing members with sufficient networking opportunities has always been a major challenge. Creating meaningful interactions for our members requires that we get them and those with whom they need to network in the same place, either by us going to them or them coming to us. As going to them or bringing them to us requires travel, networking becomes a substantial investment of time, money, and resources.

For example, consider the challenges of bringing a speaker to UCA's relatively rural campus. Due to our location, most speakers have to stay overnight. This costs money for travel, lodging, and meals, plus any speaker fees. Expensive! Even local speakers are difficult to coordinate because the travel time requires them to miss a substantial amount of work. Speakers paid based on client contact hours, commission, hourly, or other performance based system are hesitant to give away a large portion of their work day.

In addition to financial cost, traveling takes time. If we hold events during the week, speakers have to miss at least two days of work. These challenges put major constraints on the traditional networking opportunities we can offer our students.

The Solution: Virtual Colloquium Events

Recognizing the importance of networking to professional development, our chapter committed to come up with an "outside the box" solution to our networking problems. The solution we came up with is actually inside the box, if we consider a computer CPU to be a box. Our chapter decided to take advantage of modern technology and host a series of Virtual Colloquium Events. Thanks to webcams and the Internet, we can be in the same room with anyone, anywhere in the world, who has similar access to these technologies.

We launched these virtual events in spring 2016 with two invited professionals: Dr. Cade Charlton from Brigham Young University, and Dr. Stephen Gillaspy at the University of Oklahoma Health Sciences Center. Although the technology used in each event was similar, the events were designed to provide our members with two different experiences.

Presentations. Our first virtual event was a set presentation of empirical research. Dr. Cade Charlton discussed factors that lead to school success. His presentation was hosted on Google Hangouts. The Google Hangout platform allows PowerPoint presentations to be viewed by the audience through a built-in screen sharing function. This allowed students to easily view the presented data while Dr. Charlton expounded on the significance of the findings.

After the formal presentation, the audience participated in a question and answer session. Dr. Charlton's event was an excellent demonstration of the use of psychological methods to address real world problems.

Open discussions. Dr. Stephen Gillaspy's event was an open forum over Skype. Dr. Gillaspy began the event spending a few minutes describing his work as a pediatric clinical psychologist. The remainder of the event was an open discussion. Students engaged in conversation with Dr. Gillaspy as they discussed his work and training. Students learned how flexible the field of psychology can be because his role allows him to conduct research and do business work in addition to his work in the clinic.

Dr. Gillaspy also gave a short preview of what capacity psychologists may serve in the future and what skills will be necessary for students to develop in their undergraduate and graduate studies. Dr. Gillaspy's event was a wonderful career building opportunity because students were able to interact directly with a psychologist whose work is very different from anything done by the faculty in our department.

Benefits and Obstacles to Consider

Virtual events reduce cost, but do not eliminate it. Although Google Hangouts and Skype are both free services, the hardware can be costly. We used a Logitech BCC950 ConferenceCam for audio and video. This webcam is built specifically for web conferencing. The camera has a built-in microphone that picked up questions asked by students as far as 30 feet from the camera. The camera includes a remote that allows for a facilitator to pan and zoom the image. Both presenters used general webcams connected to their office computers. Previously, we have conducted virtual meetings with officers from other Psi Chi chapters where both groups had basic webcams. The more basic cameras also work, but do not allow for as dynamic a conversation as a dedicated conference webcam.

Our virtual events have focused on a one-on-one exchange, but available software allows for a broader connection. Google Hangouts allows for up to 10 cameras on each conversation. Skype similarly allows for multiple people to join the conversation (as do other free and paid web conferencing programs). Facebook Live and YouTube both allow for live streaming of events. Using these additional resources, it would be possible to do virtual conferences with multiple chapters. A similar concept to these virtual events is the Society for the Teaching of Psychology's (www.teachpsych.org) International Twitter Poster Conference. Instead of a live streaming event, this conference consists of tweets that include graphics of academic posters relevant to the teaching of psychology. Participants from all around the world

can view these tweets and engage in dialogs with the virtual presenters.

Although virtual colloquiums save on time and money, and provide excellent networking opportunities, there are a few issues to consider before conducting these events. Web events can be hard to get connected, both electronically and interpersonally. We experienced technical difficulties with getting sound and a good Internet connection at the start of both events. Our activities period is only 50 minutes long, so delays result in a costly loss of networking time. Also, personal virtual connections are not perfect substitutes for face-to-face interactions. During our events, it was difficult to get every student into the camera area and the slight delays in video and audio kept the conversation from flowing naturally. Neither of these problems are insurmountable, but they are considerations that must be addressed during planning and preparation meetings.

Overall, we found the virtual events to be excellent networking and development opportunities for our chapter. Virtual events allow chapters to overcome geographical and financial challenges that often force students to feel disconnected from the larger academic community. The bridges that can be created by virtual events are especially important as Psi Chi continues to expand internationally. We will continue to use Virtual Colloquium as a major part of our chapter programming. Please join us!

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Relational Mentoring: Fostering Genuine Connections With Professors

Developing mentoring relationships with your professors provides invaluable assistance as you progress through college and beyond. By definition, mentoring involves a more experienced person helping a less experienced person succeed. This is precisely what professors are meant to do, yet many students avoid interacting with professors out of fear of burdening them with requests. This fear is unsurprising given that most articles about mentorship focus solely on the external rewards mentorship provides such as academic advice, letters of recommendation, and career preparation. For example, the summer 2012 issue of the *Eye* included an article entitled, "Building Relationships With Professors: A Roadmap to Obtaining a Strong Letter of Recommendation." The article contained helpful tips for making formal requests of professors, but the title reinforced the idea that "building relationships with professors" translates to exclusively asking for and receiving favors. The implicit suggestion is that relationships with faculty are inherently one-sided and transactional, which might feel insincere when interacting with a professor you admire.

Mentorship does not need to be merely an insincere transaction. Relationships are defined as a state of kinship or connection, and even when they exist between individuals in different hierarchical positions such as students and professors, they can still be mutual and genuine. A mentor may still provide external rewards and transactional assistance to you as a student, but connection built upon genuine relationship can offer infinitely more internal gifts to both you and your professor. We (a student and professor) have been fortunate to foster such a connection and are eager to share our experiences in this collaborative article.

Our goal is to elucidate how relational mentoring differs from traditional transactional mentoring, and encourages students to pursue deeper connections with faculty. We provide recommendations for how you can begin to foster relational mentoring relationships with your professors.

Transactional Mentorship

The transactional student-faculty relationship described in the majority of the literature is characterized by a strictly formal interaction style with the central goal of the student obtaining what they need for educational or career advancement from their professor. The perks of this approach shed light on why it came into existence and continues to be used. Time and energy are not abundant resources in the life of a college student, and this scarcity increases the appeal of transactional exchanges that allow a student to obtain their specific target and move along. Relationships span across time and require consistent nurturing. The gratification that comes through relationship often unfolds over a period of time, as opposed to the immediate satisfaction resulting from crossing off "ask for letter of recommendation" on the student's ever-growing to-do list. Also, sharing yourself with another person can be scary; transactional communication offers a way to bypass the vulnerability that is a key element in genuine relationships.

Although transactional methods may save time, energy, and allow you to escape the discomfort of vulnerability, this approach fosters a severely limited mode of relating to mentors. When the main goal of a relationship is to obtain something, there is a constant threat of saying or doing something that will jeopardize your chances of getting what you want. This pressure makes it difficult to present yourself authentically, and when you cannot be who you truly are, there is an underlying fear of rejection or disapproval with whom you are in relationship. Inauthenticity and fear are never the birthplace of real connection. Further, the professor's perception of a student who engages in transactional interactions is grossly incomplete, neglecting the pieces of the student that exist outside of schoolwork. This one-note portrayal makes professors less able to speak to the student's diverse strengths—it is doubtful that professors will have the necessary details to speak beyond the information contained in a transcript. Not only will faculty be less equipped to help the student, they will likely be less motivated because of the one-sided nature of transactional relations. Lack of reciprocity within relationships is unenjoyable for both parties involved, and students can end up feeling guilty in the process of pursuing a mentoring relationship.

Relational Mentorship

Consider instead pursuing a deeper, more meaningful relational mentorship with your professors. Relational mentorship involves an interdependent kinship promoting mutual growth and genuineness for everyone involved. Unlike transactional mentoring that is based on one-directional contributions to the student, relational mentoring is built upon the relationship itself. The focus in relational mentoring shifts from self-focused external rewards to the internal value of the self in relationship. Interactions between professors and students become not a means to an end but an end in itself, where external rewards to the student are merely ancillary benefits to a connection of broader significance.

With this deeper connection, you may encounter obstacles that interfere with your pursuit of relational mentorship. It requires more time and effort for both students and professors. As a student, you are busy with daily tasks and pursuing long-term goals. Similarly, professors work with numerous students and have many pressures on their time as well. Coordinating schedules without the incentive of immediate needs or requests can be logistically challenging and even difficult to justify in the face of urgent tasks. You may also face discomfort with pursuing such a relationship with professors on a more genuine level because it presents risk and the possibility of disappointment or rejection. Although most professors are prepared to provide transactional assistance to students, they may be unable or unwilling to provide you with relational mentoring. Not all professors make good relational mentors, and no professor is an ideal mentor for every student. Finding a relational mentorship fit may require time, effort, and multiple attempts. Given these challenges, it is understandable that students and faculty often default to transactional mentoring instead.

Nonetheless, relational mentorship is well worth the effort. It offers the student and the professor the opportunity to engage in an authentic and mutually beneficial connection. The benefits to both student and professor are so important that pursuing such relationships should be one of your primary objectives in college. Although the hallmark of transactional mentorship is external rewards, relational mentorship actually provides even greater external rewards. Relational mentors who know a student well both personally and professionally can provide stronger and more comprehensive letters of recommendation and targeted advice to students. This can directly translate to increased scholastic achievement, graduate school admissions, and heightened career success. Professors also benefit from the external rewards of relational mentorship. A close connection with students builds the foundation for reliable assistance with research and accelerated productivity, professional recognition for students' success, and networking opportunities facilitated by the student.

In addition, relational mentorship yields substantial internal benefits for both students and professors. Students have the opportunity to gain support and encouragement as they pursue their dreams. Authentic sharing yields the opportunity for your professor to discern and reflect back your personal and professional vocational goals, often far beyond those you can immediately articulate to them during brief and impersonal transactions. A mentor can then provide you with ongoing encouragement, feedback, and support. The growth made possible by this relationship can be immense. Professors also receive internal benefits to relational mentorship such as greater career satisfaction and both personal and professional inspiration from students they admire. They too reap the benefits of relational mentorship.

Recommendations for Pursuing Relational Mentoring

There is by no means an exact formula for building a genuine relational connection with your mentors, but there are numerous ways to help move your relationship along that trajectory. To start with, take the time to chat with multiple faculty members within and outside of your department instead of narrowing in on a single professor. Having one professor who knows you well is beneficial, but different relationships will enrich your experiences in unique ways. In getting to know a few faculty members, you might find that some connections are a source of encouragement and advice, and others offer a space to gain new perspectives or be challenged by compelling questions. Investing in a variety of relationships allows you to discover and appreciate the particular strengths and gifts that your mentors have, which in turn may shape your own goals and ambitions in profound ways.

Once you identify potential faculty mentors, take initiative through active pursuit of a connection rather than waiting for a professor to engage with you. Within any department, there are typically a few students that seem to be especially close to faculty. Recognize that students put in effort to establish these faculty connections. Professors do not specifically choose certain students to build relationships and discount others. Due to the large number of students and varied levels of interest in mentorship, professors typically connect with students who first express an interest. Relationships are available to everyone, so take initiative to pursue a connection.

Focus on building a relationship before asking for favors. As previously mentioned, mentors provide students with resources necessary for academic and career advancement, but it is critical that you intentionally form relationship first, instead of waiting to contact them with a specific need. Get to know your professor primarily for the sake of relationship—even if that involves simply taking the time to have a sincere conversation prior to making your request.

Request a meeting or attend a professor's office hours. Make a list of specific talking points, like career advice or questions regarding class content, to reduce anxiety. Inquiries about the professor's research is also a dependable subject that can easily lead to discussions about other meaningful topics such as shared passions and interests. Do not be afraid to let natural conversation develop or explicitly state that you are in search of mentorship and eager to get to know the professor better. Questions such as, "How did you become interested in your research?" and "What was your experience like as a college student?" and then responding with your interests and experience can serve as a transition point to deeper conversations. As surface-level and transactional topics are explored, the underlying central goal of relational connection can be met through simply becoming more comfortable with interacting with one another. At the end of each interaction, remember to thank your professor for their time.

Note responses to your initial meeting with a professor. Some interactions are a good fit and some are not, just as with any other kind of relationship. Gauge or explicitly ask your professor about their willingness to continue to converse beyond academic topics because not all professors are interested or available for this type of mentorship. If the interaction seemed amenable to both you and your professor, continue to foster a connection. Acknowledge and casually engage with the professor such as in hallways and around class time, and arrange a meeting periodically for continued conversation. Once an initial connection is cultivated, only modest effort is needed for relational mentoring to naturally grow into a meaningful and rewarding connection.

The recommendations presented are not comprehensive, but hopefully they are helpful in providing a starting point for pursuing relational mentoring. Also, these techniques will not feel authentic for every person, so do not hesitate to adapt them in ways that honor your personal interaction style.

Conclusion

Finding a mentor is valuable for you as a student. A great deal of information is available on how to engage in transactional mentoring by asking professors for formal requests and exchanges. Though this transactional relationship can provide basic external rewards with little effort and emotional investment, there is another, more fruitful relationship available to those who take the initiative to embrace a genuine mentorship. The opportunity for mutual encouragement and fulfillment is well worth the effort to face the obstacles to such a relationship and consider strategies for relating on a deeper level with chosen professors. College offers a prime opportunity for meaningful relationships with professors that can offer substantial internal and external rewards for you both. Take the leap! You might find a connection that forever touches the lives of both you and your mentor, as we (your authors) have gratefully discovered.

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Kenzie Welsh is an undergraduate senior psychology major at Whitworth University (WA) and serves as a Psi Chi officer, teaching assistant, peer mentor, and member of Dr. Campbell's research team. She enjoys learning through building relationships with her professors—particularly in the areas of psychology, art history, and theology. Pursuing mentoring relationships with professors was initially daunting to her, but through challenging her fears she is now incredibly grateful for Whitworth's encouraging and supportive faculty who consistently push her to new levels of academic and personal growth. Her research interests include eating disorders, body image, and mindfulness. Upon graduation, she hopes to pursue these topics further in a clinical PhD program. In her free time, she enjoys running and visiting art galleries.

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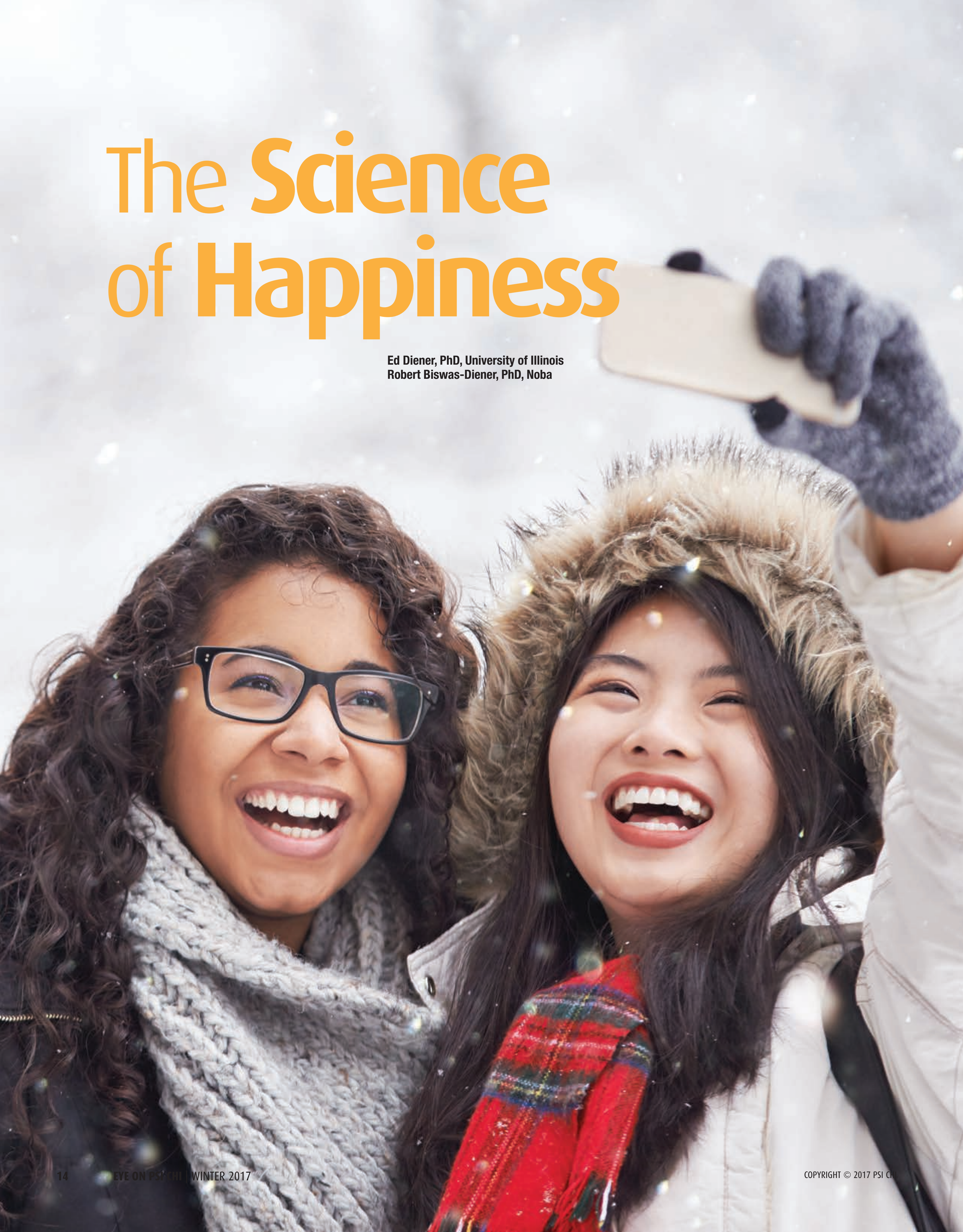

The **Science** of **Happiness**

Ed Diener, PhD, University of Illinois
Robert Biswas-Diener, PhD, Noba

Have you ever zoned out in class only to be pulled back to attention by an interesting study or counter-intuitive fact?

- People learned about the nervous system by sending electricity through dead frogs.
- People scared of being on a high bridge thought a stranger was unusually attractive.
- Researchers called participants "assholes" in one study.

There is no denying that, despite the occasional dull lecture, psychology is packed full of fascinating information. The most obvious reason for this, perhaps, is the fact that it deals with concepts and phenomena that are so fundamentally human. Unlike the study of molds or of light refraction, topics such as love, anxiety, cooperation, and language are easy to relate to.

It is for exactly this reason—the direct relevance of psychological science—that courses in this field are more than educational tools; they are also potential self-development tools. It is difficult to complete a course on moral development without reflecting on your own moral reasoning. It is tough to avoid categorizing yourself while taking a course on personality. Each topic in the psychological curriculum offers an opportunity for improved self-understanding.

The Personality Puzzle

In our experience, students find the topic of personality especially easy to apply to their lives. One reason for its attractiveness is that personality is—to some degree—about categorization. Categories work as psychological shorthand that allow us to make educated guesses based on only a bit of information. If people are extroverts, for example, you might guess that they will be chatty. If they are high on neuroticism, on the other hand, then they are likely prone to worry. Knowing people's general leanings, or traits, can be helpful in interacting with them more successfully because you know what feelings and behaviors you are likely to expect from them. This same logic applies to understanding your own traits: knowing that you have certain tendencies toward worry, or rule following, or sociability can help you predict your own feelings and behavior.

One topic related to personality that can aid self-understanding is happiness. That might surprise you. Most people think of happiness as an emotional pot of gold at the end of life's rainbow. That is, if you get a good job, marry the right person, and enjoy cool recreation, you will end up being happy. Despite this commonsense belief, happiness is related to personality. Happy people are low in neuroticism and have predictable ways of thinking. For example, happy people are likely to savor successes while their unhappy counterparts are more likely to pick apart successes.

Although the study of subjective well-being (the academic term for happiness) is only decades old, courses on positive psychology are becoming increasingly popular. Similarly, happiness is cropping up as a legitimate topic in textbooks. In the 1990s, many personality and introductory psychology texts had no mention of happiness in their indices. Fast forward to today and many, if not most, popular textbooks in Introductory Psychology and Personality Psychology courses contain multiple index listings on happiness. Personality courses these days are similarly attending to emotional stability, hedonic adaptation, trait happiness, and similar happiness-related topics.

Happiness is a collection of pleasant feelings and sense of satisfaction that comes frequently but not every second of the day. Even the happiest people occasionally dip into frustration, sadness, and worry.

This popularity is mirrored in other areas of society where happiness is gaining ground as a serious topic of study. To date, two happiness researchers have won the Nobel Prize in Economics and city, state, and national governments are adopting well-being alongside economic measures to gauge progress.

In the last four decades, research has yielded some important—and occasionally surprising—findings concerning happiness. Here, we offer three that we hope will not simply be informative, but also potentially personally useful.

...achieving happiness is about putting in on-going effort much in the same way that staying in shape requires regular exercise.

Lessons About Happiness

Let's begin with the counter-intuitive question of "what happiness leads to." For millennia, scholars have been primarily concerned with how to get happiness. Only recently have scholars turned that approach on its ear and asked, "Once a person experiences frequent happiness, what does that lead to?" It turns out that happiness doesn't just feel good, it is good for you. Researchers have identified a number of benefits of being happy. First among these is a boost in health. Happier people have better immune systems and are less likely to catch colds, suffer from heart disease, or engage in unhealthy behaviors like smoking or drinking to excess. Happiness also appears to make people more sociable and exploratory. Happier people volunteer more and are more likely to help others at work. Speaking of work, happier people get better customer evaluations, are less likely to quit their jobs, and make significantly more money than do their less rosy counterparts.

Next, it is important to understand the fundamental nature of happiness. It is a process, not a place. It is here, perhaps, that happiness is most easily seen as associated with personality traits. Happiness is a collection of pleasant feelings and sense of satisfaction that comes frequently but not every second of the day. Even the happiest people occasionally dip into frustration, sadness, and worry. This can be an important lesson because it can be a reminder that no one is "emotionally perfect." Fortunately, humans have a natural thermostat that regulates our happiness temperature. When we experience a success—such as our favorite sports team winning the championship—we experience a brief high but then adjust back to our baseline levels of mild pleasantness. This same process occurs when we experience inevitable setbacks: an expensive speeding ticket might wreck your afternoon but before long you return back to your baseline happiness.

Finally, we must address the million dollar question, "how can you get happiness?" Many people have argued that happiness is the ultimate motivation of all people. We make decisions large and small with the idea of happiness in mind: should I take a morning class? Should I buy a used car? Should I eat this dessert? Should I say "yes"?

It will probably not surprise you to learn that there is no simple, reliable formula for achieving happiness. Certainly some self-help

Happy Students

Although happiness is an interesting topic, it might feel far away from your academic career. More often than not, happiness is associated with frivolity, pleasure, and joy. School, on the other hand, is linked to effort, challenge, and stress. How can these two be combined? Here are several points that might help you:

Happiness is not permanent.

It may be helpful to remember that even the happiest people are only in a good mood about 80% of the time. It's okay to occasionally feel confused, bored, fearful, or other negative states. In fact, working through moments of confusion and boredom is tied directly to the learning process.

Happiness is worthwhile.

You don't need to treat your education as a hardship to be endured until something better appears in the future. It is helpful to take at least some time for pleasure and enjoyment because these experiences can translate to better health, more optimism, and more sociability. Making friends, enjoying recreation, using the gym, and learning interesting information can all be fun.

books and popular gurus will try to convince you that if only you make one change you will be guaranteed happiness. But, remember that pesky thermostat that protects us from being stuck in a negative mood? It also keeps us from having a smile plastered permanently on our faces. This means that achieving happiness is about putting in on-going effort much in the same way that staying in shape requires regular exercise.

Happiness researchers have tested several simple exercises that seem to show fairly good return on investment, where happiness is concerned. One of these is to invest in others. In one study of the most and least happy college students, the single factor that separated the two groups was having close friends. Good social relationships appear to be more important to happiness than money, occupation, intelligence, and a variety of other variables. From a practical perspective, investing in others means celebrating their successes with them, spending time engaged in enjoyable pursuits with them, offering compassion when the time arises, and working through occasional conflict. It's what you might think of as being a good friend.

Similarly, you can adopt the cognitive habits of happy people. Folks with a sunnier disposition appear to have certain thinking habits that help buoy their moods. For instance, they are likely to take the time to savor successes. This doesn't mean they go around bragging; it means that they take mental snapshots of positive events so that they can remember them in detail later. They also appear to default to gratitude. It is easy for the happiest people to be appreciative because they take the time to revel in their fortune. When was the last time that you counted yourself lucky for having a working toaster, a caring sibling, laws that protect you, access to green spaces, or your health? This is exactly the type of mental tallying in which the happiest people engage.

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You can be happier with your education.

It is tempting to complain about education because there is a ton to complain about: unfair tests, difficult schedules, boring instructors, and high prices. Without turning a blind eye to these difficulties, you can also focus on all that goes well: new learning, making friends, recreational opportunities, and rising to a challenge successfully.

Develop your personality.

Personality traits such as extroversion, neuroticism, and openness are guidelines that influence thoughts and behavior. They are not, however, completely unchangeable. Viewing some qualities such as intelligence as potentials that can be developed instead of fixed traits, can be advantageous.

Images: BSG Studios/all-free-download.com

Noba—an open education resource for students and instructors of psychology—is awarding $5,000 for student-made videos. Psi Chi affiliated students are invited to submit high-quality 2-minute videos on the theme of "personality traits" (broadly defined), inspired by information from the Noba module on—you guessed it—personality traits. You can read the free module at http://nobaproject.com/modules/personality-traits and learn about the video award at http://nobaproject.com/student-video-award.

You're Admitted!

But Which Program Should You Attend?

Part I of II

Kelly C. Burke and Bette L. Bottoms, PhD
University of Illinois at Chicago

Congratulations! You've beaten long odds and a lot of competition to gain entry to a graduate program in psychology.[1] In fact, you have been lucky enough to gain entry to more than one program. Pause and take a moment to feel good about all your hard work that led up to this point. You're headed for great things: Graduate school will change your life in such a fundamental way. There's lots of advice we could give you at this point (such as, "Get ready to work your tail off!"), but instead, we'll focus on trying to help you choose which program to attend. Our advice is oriented toward doctoral-level programs, especially those with a research orientation, but much of it is also relevant to decisions among master's level and/or purely applied clinical programs.

We start by pleading with you to make a decision quickly because you are holding onto a seat in a graduate program that could be offered to another prospective student—but only if you give it up early enough in the admissions season. That is, programs cannot make so many offers that they risk bringing in a class that is too large for them to support. Programs have until April 1 to make offers to students, and you technically have until April 15 to accept or decline your offer(s). But in reality, most offers are made and accepted well before that time. The program will have the best chance of attracting another good candidate only if you give up your offer in a timely manner. Please do so if you have changed your mind.

So how to decide among two or more programs? Sometimes it will be easy; your gut will have already told you. If not, you'll need to be systematic, starting with prioritizing the factors that are most important to you. You can then create a decision-making grid with those factors and complete paired comparisons among the different schools. Norcross and Hogan (n.d.) provide detailed advice for doing this. But before you even begin those comparisons, you need to recognize what some of the most (and least) important factors are when deciding among graduate programs. We'd like to help you understand what those factors are because, in our experience, this is a confusing time for most graduate applicants, who don't yet really

1 For advice on getting into graduate school, see articles by the second author and her former students on writing an effective personal statement (Bottoms & Nysse, 1999) and on successfully interviewing at a graduate program (Oudekerk & Bottoms, 2007).

understand what graduate school is, much less how to compare them. Let's get started.

Important Factors to Consider When Making a Decision

Your research and your future advisor. There are a number of factors to consider as you make your decision, and the relative weights to give them will differ from one applicant to another. We strongly believe that, for graduate programs founded upon faculty/student advisor relationships, which is true for most research-oriented programs, the two most important factors to consider when making this decision are (a) the fit between your research interests and those of the program, and (b) the fit between you and your potential advisor. Of course, these two things are highly related. A study conducted by McIlvried, Wall, Kohout, Keys, and Goreczny (2010) revealed that, for doctoral students in clinical psychology, "sense of fit with the program" was the top factor used in the selection of a graduate program.

Understanding your potential advisor's research. You need to keep in mind that you will be dedicating the next 5 to 6 years of your life to your advisor's general research area. If you plan to pursue a career in research (and if you don't, you shouldn't be entering a research-oriented graduate program), you'll probably spend most of your professional life devoted to the areas of research you focus on while in graduate school. So, if you're excited to read articles authored by your potential advisor simply because they're interesting to you (not because you have to), then you should keep that school at the top of your list. Alternatively, if you struggle to read articles published by a potential advisor, then it will surely be an even greater struggle to conduct this type of research day in and day out for years. You need to be passionate about your work. You should also find out what your potential advisor is currently working on or plans to work on in the future, because this professor might be branching out into new areas different from already-published work (Choukas-Bradley, 2011). Also, most programs encourage graduate student collaborations with faculty other than the primary advisor, which allows you to expand your training and interests. You'll want to make sure you will have that option if it is important to you, and we think it should be.

Style and personality factors. Considering the fact that you will be working primarily with your potential advisor for a significant amount of time, it is also extremely important to assess the socioemotional match between you two when making a decision. That is, you want to work with an advisor you "click" with. Multiple sources have asserted the importance of a good match between graduate students and their advisors. Choukas-Bradley (2011) argued that "in most cases, the match between you and your advisor is even more important than the characteristics of the overall program" (p. 7). How do you assess that fit? One aspect to consider is your potential advisor's mentorship style. It's important that your advisor's approach to mentoring pairs well with your learning style. Think about whether you would prefer an advisor who is more involved and "hands-on" or one who is more "hands-off." Even as we write this, however, we can't help but caution that you should be wary of selecting an advisor who isn't somewhat hands-on. An advisor is there to do just that—advise. And mentor. No one enters graduate school with the knowledge and training needed to succeed in the field. The purpose of graduate school is to teach you everything possible about the area of research you're interested in and to help you develop the skills and knowledge necessary to succeed in your future career. If your advisor isn't involved enough in your work, that person won't be able to guide you effectively. Is your potential advisor dedicated to supporting graduate students? Does it appear that this professor would be willing to help you if you're struggling with a class, your research, or something else? Will this person treat you as a fellow collaborator with valuable input or like an inferior? If you have doubts along these lines about a potential advisor, you might want to think about a different advisor or different graduate program.

Track record. There are various other points to contemplate when you evaluate a potential advisor. Choukas-Bradley (2011) suggested examining the number of publications your potential advisors have, the quality of their publication venues, evidence of teaching or mentoring awards, the incidence of student coauthors on their publications and conference presentations, and whether they are assistant, associate, or full professors. With respect to using the latter in your decision, we are not so sure. Assistant professors are new to the field, with a less established track record. But they are also the most motivated to produce quality research and publications because they have only 5 or 6 years to amass a record strong enough to be granted tenure and promoted to associate professor rank. As you can imagine, this will be advantageous for a graduate student who is involved in the excellent assistant professor's research. Alternatively, tenured associate and full-rank professors will have more connections and reputation in the field (they might be true stars already), more experience, and possibly more time to focus on a graduate student's development and more willingness to consider new branches of research. As long as the person you seek to work with has a good record of publications in recent years, we don't really think rank makes that much difference, and certainly don't think it is something you could predict at this stage.

Other competing responsibilities. Another point to consider is whether your potential advisor is in the psychology department full or part time. It might be argued that potential advisors who are involved in administration, clinical practice, or consulting outside of the department might not be able to provide you with the same level of attention as full-time faculty. Yet many faculty know very well how to balance their time and only accept as many graduate students as they can effectively advise, so this is unlikely to be an issue. In fact, it might translate into additional (often interdisciplinary) research opportunities. This is the kind of thing that is easily explored through conversations with current graduate students in the program.

It would also be useful to know if your advisor is planning on retiring or leaving for another university in the next 5 to 6 years. Of course it might simply be impossible for you to know this because the faculty member might not know it. We don't know of anyone who would commit to a graduate student with plans to leave shortly thereafter (to us, it would seem unethical), but faculty have to protect their own professional lives, and that might mean taking a job offer elsewhere if it should arise after you enter the program.

For example, the second author's advisor left during her second year in graduate school, and she went with her to the new program, a move that ended up being great for both of them.

Questions for potential advisors. Now, this is a good time to mention the tricky business of asking questions related to all these issues without being offensive. For starters, try to establish a good rapport with your potential advisor. This should be a primary aim anyway, but you certainly don't want to sit down with your potential advisor for the first time and begin grilling the person with questions about number of publications and plans for retirement. Oudekerk and Bottoms (2007) explained that you should "ask questions in a polite manner that suggests that you are expecting to gain information, not in a suspicious manner that suggests that you expect to uncover problems."

On a related note, there are great and not-so-great diagnostic questions, and there is a time and place for those questions. Although it is certainly good to ask questions about the program on your first interview, think carefully about the type of question you are asking and what meaning it conveys to the program faculty. Recently, the second author was asked by a prospective student, "What is your mentoring style?" which is a very reasonable question, but that query was followed up with "What areas of weakness as an advisor will you be working on to improve?" Sigh. She has also been asked: "I'll get to do research on other topics, right? Or do I have to work only on your research?" This might be motivated by a reasonable concern about being able to expand the advisor's research program with one's own independent contributions (which should be a given at any good program), but it is worded in a way that conveys a lack of enthusiasm for the advisor's research, which signals a mismatch between the prospective student and the program. As we said earlier, if you aren't excited by your potential advisor's work, don't accept an offer from that program (even if it's your only offer).

Quality of Graduate Program

Perhaps it goes without saying that you should choose an accredited, high-quality program at a credible university. National rankings such as those by the National Research Council can provide useful comparative data. Be careful about basing your choice of a graduate program on the perceived quality of the university. A university's "popular reputation" is usually based upon the institution's undergraduate reputation, which may have little relation to the quality of its graduate programs. As noted by Mark Leary (n.d.), "Many universities that are not known as particularly strong undergraduate schools have fine master's and doctoral programs. Likewise, some strong undergraduate schools have weak graduate programs."

Markers of graduate program quality that you should care about include the following: Does the program produce leaders in its field? Does the program have relevant accreditations? Does the program provide some level of financial aid (the best research programs provide full tuition and a stipend for teaching or research assistantships)? How closely do the faculty members work with the students? Do faculty members and students regularly publish and attend conferences? Are the faculty tenured or tenure-track (as opposed to nontenure short-term hires)? What is the reputation of the faculty? What is the job placement record of recent graduates? Are job placements the type you would like to have once you graduate?

Training Opportunities

Another factor to take into account when you are making a decision is the type of training opportunities offered by the program. For instance, does the program offer or require a minor curriculum? If so, this can help you to develop a set of skills that can enhance your ability to do research and teach, and make you more competitive in the job market. For example, a program that emphasizes quantitative training (statistics and methods) will benefit a student by providing an extremely valuable and increasingly sought-after skillset. If you hope to work as a professor after you earn your degree, you might want to find out whether the programs you are considering offer opportunities to develop your teaching skills. If you hope to work in a clinical setting, you will want to know about opportunities and preparation for clinical training (practica, internships). Also, consider the setting of the school and training opportunities: A city setting might provide you with more opportunities and experiences than other settings.

For now, we'll leave you with those factors to think about as you consider your choices. In the next issue of *Eye on Psi Chi*, we'll pick up where we left off with a look at other important factors such as the socioemotional environment of the program, the financial package you're offered, and the quality of life you expect to have at the school you choose. We'll also provide some tips on how to gather information for all these factors.

Kelly C. Burke writes this article having just been through this process herself. She obtained her bachelor's degree from the University of Kansas, where she conducted research on in-group/out-group identification and entitlement. She will be a graduate student in the Social Psychology Program at the University of Illinois at Chicago in Fall 2016. She will study research in the field of psychology and law with her new advisor, Professor Bottoms.

Bette L. Bottoms, PhD, has been on the other side of the fence for 24 years. A professor at the University of Illinois at Chicago, she enjoys her work with graduate and undergraduate students on issues such as jury decision making in cases involving child and juvenile offenders. She has published widely within her field and won a dozen teaching and mentoring awards including awards from the national American Psychology/Law Society and the Society for the Teaching of Psychology. She obtained her BA from Randolph-Macon Woman's College, her MA from the University of Denver, and her PhD from the State University of New York at Buffalo.

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Letters of Recommendation for Graduate School:

Purpose, Preparation, and Procedure

Part I of III

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

The authors of this series have been involved in the graduate-school application process for a total of 65 years collectively as applicants, applicant supporters, applicant evaluators, and researchers. Drew, the first author, applied for graduate school in 1969 and, after he earned his doctorate in 1972, he wrote thousands of letters of recommendation (LORs) during the next 44 years for his undergraduate students, over 300 of whom gained acceptance into a wide variety of graduate and professional programs. Karen, the second author, applied for graduate school in 1998 and, after she earned her doctorate in 2004, served as an LOR evaluator for numerous graduate teaching assistant applicants to her graduate program. The authors have also conducted research on the graduate-school application process and reported their findings in a variety of scholarly venues (Appleby, 2008a, 2008b, 2008c; Appleby & Appleby, 2006, 2015; Appleby, Keenan, & Maurer, 1999).

These experiences have brought them to a position in which they feel confident in their ability to offer the advice contained in this series that will

1. help you understand the unique purpose of LORs in the graduate-school application process,
2. enable you to select both the curricular and extracurricular components of your undergraduate education that will prepare you to receive strong LORs,
3. provide you with a procedure that can enable you to select appropriate LOR authors and then help these authors write strong LORs for you, and
4. expose you to passages from very strong LORs (i.e., paragons) that will help you understand why this type of information can produce acceptance—and success—into graduate programs.

What Is the Unique Purpose of LORs in the Graduate-School Application Process?

Your path to graduate school will be paved with a collection of documents that serve four essential purposes.

They ensure that you survive the first round of decisions, during which other applicants who do not meet the basic criteria for acceptance into the program to which you are applying (e.g., GRE scores) are removed from the applicant pool.

They allow you to remain in the pile of qualified applicants during the subsequent rounds of decision-making while less-qualified applicants are systematically eliminated.

They provide compelling evidence that you are a sufficiently strong applicant to be offered acceptance into the program.

They increase the probability that the program that has accepted you will offer you sufficient financial aid to convince you to reject the offers of other programs that have accepted you.

LORs are unique among these documents because they are the only ones not created by or under the direct control of those who are applying to a graduate program, who complete application forms, compose personal statements, create curriculum vitae, select the classes that will appear on their transcripts, construct study strategies for the GRE, and—in some cases—craft compelling answers to crucial interview questions. All of these are essential components of the graduate-school application process, but their inherent limitation is the subjective nature of the information they contain because it is being provided by the same person who is requesting to be evaluated. This lack of objectivity is the most likely explanation why Norcross, Kohout, and Wicherski (2006) found that "program directors rated letters of recommendation as the single most important criterion in their admissions decisions" when they surveyed hundreds of psychology graduate programs. This finding, paired with Nauta's (2000) discovery that students routinely underestimate the value placed on LORs, can produce a perilous situation for applicants who fail to recognize the crucial role LORs play in their attempts to gain acceptance into graduate school.

Graduate programs depend upon LORs to provide them with objective information from credible sources that will enable them to evaluate the potential success of applicants based on a set of essential qualities (e.g., motivation, research skills, and intellectual ability) that they believe are crucial for successful completion of their programs. In other words, no admission committee is willing to take your word alone that you are qualified for their program, and LORs are the means by which graduate programs can form an accurate understanding of the ways you are perceived by those who have established themselves as credible professionals in their fields (Appleby, 2008). The fact that LORs can provide graduate admissions committees with important information that cannot be found in your other documents—coupled with their ability to validate, support, or explain information contained in your other documents (e.g., personal statements, test scores, or grades)—makes them perhaps the single most important component of your application dossier.

The bottom line of all this information about LORs is quite clear. Graduate admissions committees take no joy in rejecting applicants, but they fully understand that the success of their programs depends upon their ability to select candidates with the highest probability of earning one of the graduate degrees they offer. This is especially true for highly competitive programs that often waive the tuition of their most highly qualified applicants and also provide them with financial aid that essentially pays these students to work for their departments in teaching or research capacities rather than having to seek employment elsewhere. (For example, one of the first author's students received $45,000 in financial aid for each of the years it took him to complete his doctorate.)

With this kind of investment at stake, graduate programs must not only accept academically talented students (i.e., those with high grades and GRE scores), but also the kinds of students who receive convincingly high evaluations from their LOR authors in areas required for success in graduate school such as research, writing, and collaboration skills; the ability to successfully manage stress, time, and conflict; and the capacity to display maturity, emotional stability, and integrity in less-than-optimal conditions. The only way for you to receive such positive evaluations is to engage successfully in activities that will enable you to develop these skills and abilities, and then gain the willingness of people who supervised you in these activities—and whose testimony will be deemed credible by those who read it—to describe how successfully you engaged in them.

How Can You <u>Prepare</u> Yourself to Receive Strong LORs?

Effective LORs describe the attributes of their subjects that are valued by the people who read them. In other words, LORs help the members of graduate admissions committees determine how well you will adapt to their program by adjusting successfully to its organizational structure, meeting its criteria for excellence, and eventually earning a degree from it. To prepare yourself to receive such LORs, you must be aware of the qualities that graduate school admissions committees believe are necessary for success in their programs, and then engage successfully in these activities.

But what are these qualities? Appleby, Keenan, and Mauer (1999) identified the most frequent applicant characteristics that graduate programs request LOR authors to rate. The 12 most-often reported of these characteristics, based on a content analysis of 143 graduate school recommendation forms and listed in descending order of their frequency, are as follows.

1. Motivated and hard-working
2. High intellectual/scholarly ability
3. Research skills
4. Emotionally stable and mature
5. Writing skills
6. Speaking skills
7. Teaching skills/potential
8. Works well with others
9. Creative and original
10. Strong knowledge of area of study
11. Strong character or integrity
12. Special skills

The implications of these findings for your success as a graduate school applicant are clear. To obtain the LORs that you will need to gain acceptance to graduate school, you must begin by engaging in a strategic effort to bring about the following outcomes.

1. You must be aware of and understand why the 12 characteristics listed above are crucial for success in graduate school.
2. You must identify curricular and extracurricular opportunities (e.g., classes, research projects, internships, and leadership positions) in which you can acquire or strengthen these characteristics.
3. You must engage in these activities in ways that will bring the attention of credible professionals (e.g., faculty members, researchers, supervisors, and organizational advisors) to your successful acquisition of these characteristics.
4. You must cultivate a positive relationship with these professionals that will produce a willingness on their part to write you a clear, compelling, and detailed LOR that effectively documents the behaviors you engaged in that enabled you to acquire these characteristics.
5. You must receive positive answers from those who you wish to write your LORs to the following very specific and very crucial question, "Can you write me a **<u>strong</u>** LOR for graduate school?"

Once you accomplish these five essential tasks, you can use the information in the following sections of this series to assist your LOR authors during the complicated task of writing and submitting their letters to the graduate programs to which you apply.

What <u>Procedures</u> Can You Use to Select Your LOR Authors?*

Most graduate programs require a minimum of three LORs as part of their application process. Choosing those who will recommend you is a crucial process that you should base on the following three criteria described by Appleby (2008):

Criterion #1: How well do they know you? Almost every recommendation form begins by asking how long and in what capacity the recommender has known the applicant. You will want to choose recommenders who have known you for at least two years and from whom you have taken several classes or worked with on research or departmental projects. Admissions committees are not impressed with recommendations from persons who do not know you well. They make the assumption that either you have done nothing to allow your teachers to know you well or that those who know you well do not think highly enough of you to write you a letter of recommendation. Do not allow an admissions committee to make either or both of these assumptions about you.

Criterion #2: How positively can they recommend you? Do not simply ask faculty members if they will write you LORs. Ask them if they can write you *strong* LORs. A mediocre LOR is a sure way to lower your chances for admission to graduate school. You may have good grades, strong GRE scores, and a well-crafted personal statement, but if one of your recommenders writes a letter that paints a weak picture of your potential for success, no graduate school will want to take a chance on you. Work hard to give your instructors reasons to write you strong letters, and then do everything in your power to help them to write these strong letters.

Criterion #3: How credible will your recommenders be to graduate admissions committees? Do not ask for LORs from your family members, high school counselor, physician, or priest/minister/rabbi. They may be able to describe many of your strong personal qualities (e.g., loving, concerned, healthy, and devout), but these qualities are not those about which a graduate admissions committee is primarily concerned. Graduate faculty are evaluated by the quality and quantity of their research publications, and they will be looking for students who will help them in their efforts to achieve success. Choose recommenders with whom you have been involved in research, who have instructed research-oriented classes you have taken (e.g., statistics, research methods, and independent or guided research), or who can vouch for your initiative, persistence, and creativity. These are the people who can write positively about what you have done or about your potential as a successful future scholar/researcher.

Once you have received at least three positive responses to your question, "Can you write me a strong letter of recommendation (LOR) for graduate school?", it is time to assist them in a way that will produce strong LORs. To do this, you must understand the challenges they will face when they write their letters so that you can provide them with the information they need in a way that will help them write you the strongest LOR they can. Writing LORs is a complex, time-consuming, and labor-intensive process that has become more and more challenging since the first author wrote his first LOR 44 years ago.

The first challenge involves the deadline-creep that has occurred as many graduate programs have gradually moved their deadlines for receiving LORs from well after Christmas break to well before it. In the past, this extended holiday provided faculty with a respite from their usual academic duties (e.g., teaching classes, grading tests, and attending meetings), which provided them with sufficient time to engage in the LOR writing process. Having to write and submit LORs before Christmas break—while also creating, giving, and grading final exams; grading papers and projects; assigning final grades; and providing assessment data to administrative offices—makes this a much

Information That Will Enable Me to Write You a Strong LOR for Graduate School

Your name: ____

Classes you took from me and the grades you earned: ____

In what other capacities have you known me (e.g., as my student, my TA, etc.)? ____

____

The results of a survey of 143 graduate programs in clinical, experimental, and industrial-organizational psychology (Appleby, Keenan, & Mauer, 1999) indicated that the following skills and characteristics (listed in order of their rated importance) are what these programs are most interested in learning about candidates from LORs. One of the most successful ways in which you can convince a graduate school admissions committee that you possess these skills and characteristics is to have the people who write your LORs describe you as a person who possesses them. To help me write the strongest letter I can for you, please provide me with a **specific example** of something you have done during your college career that will allow me to say that you possess these skills and characteristics and will also allow me to support my statement with specific evidence. For example, if you want me to say that you possess "teaching skills/potential," you may want to describe how you created a variety of types of test questions in your Psychological Testing class, the oral presentations you made in your classes, and the fact that you volunteered to teach one of my classes while I was at a convention. It is unnecessary to fill in all the blanks; no one possesses all these skills and characteristics. Give this task some careful thought. Your time will be well spent, and I will be able to write you a stronger letter.

Motivated and hardworking	Creative and original
High intellectual/scholarly ability	Strong knowledge of area of study
Research skills	Strong character or integrity
Emotionally stable and mature	Special skills (e.g., computer or lab)
Writing skills	Capable of analytical thought
Speaking skills	Broad general knowledge
Teaching skills/potential	Intellectually independent
Works well with others	Possesses leadership ability

* From *The Savvy Psychology Major*, Fourth Edition by Drew C. Appleby. Copyright © 2008 by Kendall Hunt Publishing Company. Used with permission of Kendall Hunt Publishing Company.

more stressful process.

The second challenge is the proliferation of ways in which LOR authors are required to submit their letters. When the first author began writing LORs in the early 1970s, the submission process was simple and straightforward: a hard copy of each LOR was mailed by its author directly to the program that requested it. As time passed, some programs began to ask LOR authors to mail their letters directly to the applicants who requested them so they could be submitted by the applicants with all their other required documents in one package. Still later, many graduate programs began to require LORs to be submitted electronically in a truly mind-boggling array of formats and procedures. Some of these work smoothly, and some suffer from a variety of technological glitches that often produce the distressing feeling that, although the submit button has been clicked, the LOR might not have actually reached its intended destination. Some online submission programs require LOR authors to cut and paste their letters into text boxes whose character limits are so small that detail-rich LORs must be completely rewritten to fit.

The third challenge is the result of students' tendency to apply to a greater number of schools to ensure that they are accepted by at least one (e.g., the first author recently wrote LORs for 17 different graduate programs for one of his students). The final challenge, which has remained constant over time, is disorganized LOR requestors who (a) make separate requests at different times for each LOR, (b) fail to provide complete, correct, and/or organized information needed by their LOR authors, and (c) do not provide their LOR authors with sufficient time to meet submission deadlines. Any one of these mistakes can produce an extremely challenging—and sometimes overwhelming—situation for faculty, especially for those asked to write LORs by a large number of their students. The effect of writing a substantial number of letters, trying to meet a variety of submission deadlines, remembering if letters are to be mailed to programs or applicants, and wrestling with the requirements of a variety of electronic submission programs is a daunting task that—if not successfully done—can lead to disastrous results such as missed submission deadlines, incomplete letters, or letters rejected due to procedural errors (e.g., letter request forms lacking applicant signatures or unsigned waiver forms).

The first author wrestled with these challenges for the entire length of his career and gradually created a systematic procedure (based on a strategy developed by Zimbardo in 1987) called "How to Request a Strong LOR From Dr. Appleby" (Appleby, 2008), which he shared with his students when they approached him with requests for LORs. This procedure includes specific instructions designed to decrease the probability that students will make it difficult for their letters to be written and provides students with a greater sense of control over the content of their LORs by helping their authors to become more aware of their qualities that graduate school admissions committees value and the specific behaviors they engaged in to develop these qualities.

An added benefit of this procedure is that the first author also provided it to students early in their undergraduate careers through his required Orientation to a Major in Psychology class. This enabled them to become aware of the qualities that graduate schools value in their applicants and then engage in the curricular and extracurricular activities that would enable them to develop these qualities. In the box below is that procedure that you can use for obtaining your own strong LORs.

This is the first of a series of three articles

How to Request a Strong LOR From Dr. Appleby*

A. The first step in this process is to ask me, "Can you write me a strong LOR for graduate school?" I can write anyone an LOR, but I unfortunately I cannot write everyone a strong LOR. I must be sufficiently familiar with you and your work—and your work must be of sufficient quality—so I can provide specific positive examples of the knowledge, skills, and characteristics that your potential graduate school admissions committee wants to know about you (i.e., they will not be impressed if I tell them what a good person you are, but fail to support my assertions with strong evidence). If my answer to this question is yes, then proceed to the next step. If my answer is no, it is not because I do not like you. It is because I sincerely believe that I cannot write you a letter that will help you gain admission to graduate school. If this is the case, I will do my best to work with you to identify a more appropriate person to write your letter.

B. Read the Information That Will Enable Me to Write You a Strong LOR for Graduate School form on the previous page very carefully. Then, choose a minimum of six characteristics you would like me to comment on in your letter, and give me very specific behavioral examples of what you have done during your undergraduate career that I can use as evidence to support these characteristics. For example, if you want me to say you possess teaching skills/potential, you could describe:
   1. how you created a variety of test questions in your Tests and Measurements class,
   2. the positive reviews you received for oral presentations you have made in my classes, and
   3. the fact that I selected you to serve as a teacher's assistant in one of my classes, and that you created a new technique or strategy to help our students learn the material more effectively.
   4. Please be sure to describe actual behaviors you have engaged in, not just descriptions of your personality characteristics. For example, do not say you are motivated and hard-working because you possess a strong work ethic. Instead, give me an example of something that you have actually done that will allow me to provide behavioral evidence of your motivation and hard work such as the fact that you wrote a 20-page paper with 20 references in my class when I only required a 10-page paper with 10 references.
   5. It is not necessary to fill in all the blanks on these forms; no one possesses all these skills and characteristics. Give this task some careful thought. Your time will be well spent, and I will be able to write a stronger LOR because it will contain specific evidence to support your positive characteristics I will describe.
   6. Obtain a manila file folder, print your name on the tab, and fill the folder with the following materials:
      a. a current and professional-appearing copy of your resumé or curriculum vitae
      b. your completed "Information that Can Help Me Write You a Strong LOR for a Job (or Graduate School)" form
      c. all of the recommendation forms you have received from your potential employers or graduate programs. Make sure you have filled in all the parts

on the topic of LORs for graduate school that will appear in consecutive issues of Eye on Psi Chi. In this first article, the authors helped you understand the purpose and importance of these documents; provided you with a strategy to prepare yourself to received strong LORs by developing the skills, knowledge, and characteristics that graduate programs value in their applicants; and offered you a procedure to select appropriate LOR authors and then help these authors write you strong LORs.

In the next two articles, the authors will provide you with (a) the reasons why these skills, knowledge, and characteristics are crucial to the success of graduate students and (b) provide you with paragraphs taken from real LORs written by the first author during his 40-year academic career to convince graduate school admissions committees that his students possess the skills, knowledge, and characteristics that they want to read about in LORs. The authors selected these paragons (i.e., best examples) to help you see how a diverse group of psychology majors engaged in a wide variety of curricular and extracurricular activities that convinced graduate school admissions committees to accept them into their programs. Their desire is for you to be inspired by the contents of these paragons to identify and engage in these activities and then bring them to the attention of your LOR authors in ways that will increase your probability of success in the graduate-school application process.

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of these forms you are supposed to complete (e.g., the program for which you are applying, your signature, the date, and the waiver form—I suggest you waive your right to see the letter)

   d. stamped envelopes that are addressed—typed, not printed—to each employer or graduate program (Exception: If you must include my letter in your application package, give me an envelope with your name and address typed on it so I can mail it to you and write the name of the school on the bottom left of the envelope so you know.)

7. On the front of the folder, write a list containing each school or employer to which a letter is to be sent, followed by these four pieces of information:
   a. the deadline by which the graduate school or employer must receive my letter,
   b. where the letter is to be sent (i.e., to the employer, graduate school, or you),
   c. if there is a form that I must complete in addition to my letter, and
   d. the specific graduate program (e.g., Master of Science in School Psychology) or job (e.g., substance abuse counselor) for which you are applying
8. Write your phone number and e-mail address on the folder so I can contact you if I need any clarifications.

C. Give me this folder at least one month before the earliest deadline of your letters so that I have sufficient time to write an excellent LOR for you. Effective LORs take time to write, so please do not put me in the position of having to rush this important process. Please heed the old saying, "A lack of planning on your part does not constitute an emergency on my part." It really is true.

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 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.

Open Science as Both Prosocial and Proself

Charles R. Ebersole, University of Virginia

Psychology is at a crossroads. Prominent replication failures (Open Science Collaboration, 2015) and seemingly improbable findings (Bem, 2011) have spurred researchers to reconsider the ways in which they conduct research. Increasing openness and transparency in research has been one of the more discussed solutions to psychology's challenges (McKiernan et al., 2016; Nosek et al., 2015). Open science offers a way for researchers to verify past work, encourages more faithful replications, and allows others to more easily build upon previous studies. By sharing data, sharing materials, and preregistering analysis plans, researchers can contribute to a more transparent and robust body of knowledge.

However, for all of the idealistic goals of open science, there are possible costs for researchers pursuing those ideals. Practicing open science seemingly adds steps to the research process. Sharing data and materials requires extensive documentation so that others can readily interpret them. Preregistering analysis plans (creating an open, time-stamped plan for analyses before observing the data) requires extra forethought and planning. These take time, which is one of the most valuable, and limited, resources for a researcher. Taken together, these views make practicing open science a very prosocial activity; by being open, researchers are helping the progression of science and fellow researchers, but not themselves. This was my view of open science when first trying to implement these ideals in my own research. It was, however, not an accurate view.

My Research Question: When Is the Best Time to Collect Data?

As an undergraduate running my first psychology study, I was taught that there were good times and bad times to collect data. Undergraduates in introductory classes at my university were required to participate in ongoing studies as a part of their course requirements. This participant pool served as the primary source of data for researchers in my department, as is the case at many universities. My mentors believed that, because participants chose when to participate, the timing of data collection could affect the outcomes of studies. Specifically, it was believed that those who waited until the last minute to fulfill their participation requirements did not care about the studies they participated in, did not pay attention, and therefore gave nothing but "messy" data. The best time to collect data was early in the semester, when the conscientious, over-achieving participants volunteered. Labs took this concern seriously; some even shut down data collection entirely near the end of the semester in order to avoid this perceived problem.

However, despite the intuitive premise and widespread belief, there was very little data to support this hypothesis. This discrepancy between beliefs and available data inspired me, now an early graduate student, to investigate time-of-semester effects in order to see how bad the problem really was. Along with teams from 20 universities, I sought to replicate 10 previous psychology findings over the course an entire academic term (Ebersole et al., 2016). By doing so, we could investigate whether effects were stronger at certain times of the term compared to other times. For instance, if the beliefs about "bad" participants and "messy" data were well-founded, then some effects should be stronger at the beginning of the semester, when the "good" participants volunteer, and harder to detect near the end.

Open Science in Practice: The Self-Centered Benefits of Increased Transparency

Practicing open science, in the context of this investigation, required several steps. First, each of the 10 replications had its own set of materials that would need to be shared and explained. Second, we had decided to preregister all of our analysis plans. This required planning the analyses and constructing analysis scripts to run those analyses *before* observing the data. Finally, once data collection had been completed, the data set would need to be organized and labeled such that other researchers could readily understand and use our data. Taken together, this list seemed like a daunting set of tasks heaped onto the already difficult process of conducting research.

Our first open practice was to share our study materials. Once we had designed our 10 replications, my team and I combined all of the materials and procedures into an overarching protocol for the project. The protocol was completed and made openly available before data collection began (https://osf.io/wamcn/). This 30-page document served as a how-to guide for the project, describing everything that would take place in the study and our general plans for eventually analyzing the data. This process took a great deal of time and effort from many individuals on the team.

However, that effort quickly began paying dividends. Compiling and sharing materials *before collecting data* enabled us to solicit feedback before data collection started. Collaborators and the original authors whose studies we were replicating could now easily review our designs. Errors in the studies were caught and fixed while changes could still be made. Also, much of our writing in the protocol made its way into our eventual manuscript; we had, in effect, already written the Methods section of our paper. In this way, we simply shifted our time and effort forward rather than add extra steps.

With the materials shared, our next step in transparency was to preregister and share the analysis scripts. Compiling the study protocol had already made this task easier, as we had already defined, in words, how we would analyze the data. Now these plans needed to be articulated in statistical code. Again, this process took time. There were statistical tests to run for each of the 10 replications, both in terms of testing whether or not the effect replicated and testing for time-of-semester variation. Together, these analyses resulted in hundreds of lines of statistical code, carefully annotated so that others could reproduce the analyses, all to be implemented on a data set that did not yet exist (https://osf.io/qs8tp/).

Preregistering the analyses provided benefits both immediately and throughout the rest of the project. Data analysis now became one of the simplest and most gratifying parts of the project. Once data collection was complete, I simply needed to run the scripts that I had already made. Similar to writing the study protocol, I would have needed to create the analysis scripts eventually; this time cost was simply shifted forward in the research process. Furthermore, taking the time to annotate the scripts facilitated the eventual peer review process. When asked to analyze the data in new ways, it was much easier to understand what I had already done and adapt my scripts to answer those new questions. Some reviewers even answered their own questions during the review process because they were able to easily access and understand the analyses. This saved a great deal of time later in the project.

Finally, as our last step toward practicing open science, we had to organize and share the data set from the project. Of the open practices, this one carried the most potential costs. As an immediate cost, labeling the dataset in an accessible way was a tedious process. There were over 100 variables to categorize and explain (the data and variable codebook are available here: https://osf.io/ct89g/). Also, unlike the previous steps (sharing materials, preregistering analyses), this step did not constitute front-loading eventual work. I would not need to do any of this if I did not plan to share the data. Additionally, sharing the data left me vulnerable to being "scooped." Other researchers could investigate new questions using this data set and publish findings that I might have later discovered. This could hurt my career by reducing opportunities to publish papers.

However, data sharing has proved to be one of the most advantageous open practices both in terms of saving time and advancing my career. During the peer review process, I had to revisit and reanalyze the data. Only a few months after the primary analyses, I struggled to remember the names of all the variables when doing this work. I frequently revisited my own variable codebooks while revising the paper and would have been quite lost without them. Sharing data also accelerated new research by allowing others to analyze the data and discover new findings (Anderson et al., 2016; Corker et al., 2015). Some of the researchers that have worked with the data set have even invited me to contribute to their projects (IJzerman, Pollet, Ebersole, & Kun, under review). These examples demonstrate how data sharing has accelerated the impact of my research by enabling new inquiries to take place. This benefits scientific progress. Data sharing has also accelerated my career, as it has led to me having more publications and more citations than I would otherwise.

When Initial Theories Are Misleading: Lessons on Time-of-Semester Effects and Open Science

I started this project with two hypotheses: (a) time-of-semester variation impacted psychology research and (b) practicing open science was a purely selfless act. Both proved to be incorrect.

Data from over 3,000 participants provided no evidence for effects becoming less detectable at the end of the semester. If anything, some were slightly *stronger* near the end of the term. Participant personality varied over the semester. For instance, very conscientious participants volunteer earlier in the term than their less conscientious counterparts. However, these variations did not influence effect detectability. Overall, concerns about time-of-semester variation might be overblown; there is possibly some variation, but not enough to truly disrupt the results of studies (Ebersole et al., 2016).

I also discovered that practicing open science provides a number of self-centered benefits along with its benefits to others. I am glad that other researchers have made use of my study materials and data in their own work. Openness has enabled scientific knowledge to accumulate faster than it would have otherwise. However, I am perhaps happier still about the positive effects that practicing open

science has had on my workflow and impact as a researcher. The vast majority of time costs associated with open science are not truly costs but simply shifts in workflow. Openness often just moves steps in the research process forward. Furthermore, openness streamlines later parts of the research process. Old data sets and analyses scripts were now easily comprehendible long past my memory of them. Peer review became a more active and productive exchange as reviewers were able to work through their own questions in real time (and on their time). When other researchers ask to see my materials or data, I now send them a simple link to the public materials; no digging through old files or extended explanation is needed. Finally, openness has increased my reach and impact as a researcher. I have gained citations and publications that would not have been possible without sharing my work. Contrary to the idea of being scooped, openness has only helped my career (see also, McKiernan et al., 2016).

Concluding Thoughts

The scientific method provides researchers with a systematic way to inform their beliefs. Through careful experimentation and observation, we strive to move our understanding of the world slightly closer to the truth. From my own experimentation and observation, I have updated my beliefs about conducting research. I have two pieces of advice to pass on from my experience: First, collect as much data as possible, regardless of how far into the semester it is. Second, share those data with others.

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Why Aren't More Women Involved in Certain STEM Disciplines?

With Jane Stout, PhD

By Bradley Cannon

More and more researchers are investigating differential representation among women in different science, technology, engineering, and mathematics (STEM) fields. According to esteemed social psychologist, Dr. Jane Stout, “Consider science alone, which is a huge umbrella term for a lot of disciplines including the social sciences, biological sciences, and computer sciences. These disciplines focus on very different things such as people, biology, and machines; you will see a lot of variation if you look at women’s representations in these different types of fields.”

“For example,” she says, “women are way overrepresented in psychology compared to men. But in computer science, it is pretty much the exact opposite; women are underrepresented in terms of what degrees they are graduating with or the types of people we see in professions in these different fields.” In the present interview, Dr. Stout focuses on a few specific disciplines to show why we see more women in some fields and more men in others.

The Primary Aim of Dr. Stout’s Research

Dr. Stout is the Director of the Center for Evaluating the Research Pipeline (CERP) at the Computing Research Association in Washington DC. At this nonprofit, she focuses specifically on why there is not more diversity in computer science and why it appears to be a demographically homogenous field, primarily with an overrepresentation of White and Asian men (although, she notes, Asian people vary in their own cultural background because there is a preponderance of South Asians but fewer Southeast Asians). Along the way, she has published numerous research articles and been a part of more than two million dollars in awards and grants from the National Science Foundation and other organizations.

Today, Dr. Stout works remotely at her home in Boulder, Colorado, seated before a gigantic computer. With her dog sleeping in a chair at her side, she passionately explains that the primary aim of her research is:

“Starting to tip the scale so that people who belong to marginalized groups in our society such as women, people of color, and disabled people (or some combination of these groups) have an opportunity to pursue financially lucrative, culturally esteemed, and personally rewarding jobs in technical fields like computer science, engineering, and physics. Hopefully, greater diversity in these fields will start to reconcile the social hierarchy in our culture at large that is so damaging to so many groups of people.”

Why Women Aren’t Involved in Certain STEM Fields

First, Dr. Stout makes a point of reminding readers not to assume that women are shut out of STEM fields. In fact, many parents, teachers, and employers are actually going out of their way to encourage women to pursue STEM. However, that being said, she continues, “Many STEM fields are incredibly well-paying, like computers science and engineering. When more men than women pursue these jobs, this serves to solidify the current social hierarchy, where men are of higher status than women.”

Dr. Stout, you, and I—we all live in patriarchal society. As she reasons, “It is not as overt in the United States as in some cultures, but if you look at leadership roles in every single profession in our culture, they are dominated by men; that is just the way it is. My colleagues and I want to start changing this by associating women and femininity with esteem and respect. Getting more women into these high-paying, respected fields is a step in the direction toward greater social equality.”

“This same argument,” she says, “applies to people from marginalized racial/ethnic groups in our culture. When more people from marginalized racial groups enter into these STEM careers, we may be able to remedy some of the racial inequity in our culture.”

Two Reasons Women Aren’t More Involved in Certain STEM Fields

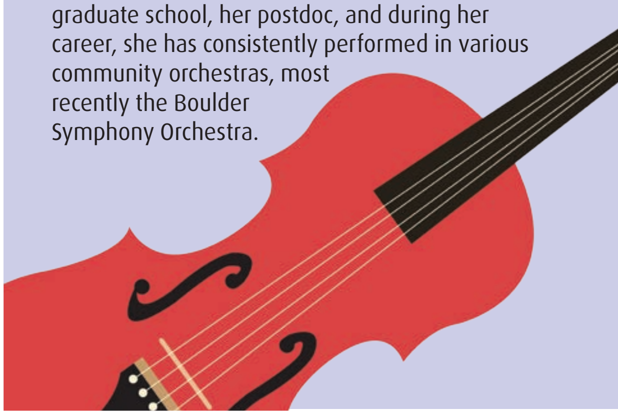
1. Communion. A growing amount of research has indicated that women tend to be more attracted to social and biological sciences than fields like computer science because the former are perceived to be associated with *communion*. Dr. Stout defines this term as, “the degree to which people feel like they can use their job in different science fields to make a difference, to save the world, to help people, to be altruistic, and also to work with people and maintain relationships with colleagues.”

“Our culture doesn’t really perceive computer science and engineering to be very communally oriented fields, but psychology, biology, and medicine are perceived to be more communal, altruistic, and collaborative; this can help explain why we see women erring more toward some science fields and shying away or avoiding other fields.” That, she says, is one big explanation that has been put forward by Dr. Amanda Diekman and her students, as well as Dr. Alice Eagly. “Dr. Diekman and others have taken this idea and really run with it. They continue to build on this communal, goal-oriented theory for why we see women in some fields but not others. In fact, a recent review article nicely summarized this theory” (Diekman, Steinberg, Brown, Belanger, & Clark, 2016).

2. Early education. “Other research has suggested that gender equality tends to exist in fields that are taught early on such as biology and math. However, children often don’t receive formal education in engineering and computer science.”

Fun Fact

Dr. Stout enjoys playing the violin, which she first learned when she was 12 years old. Throughout graduate school, her postdoc, and during her career, she has consistently performed in various community orchestras, most recently the Boulder Symphony Orchestra.



Dr. Stout's Mentors

According to Dr. Stout, academic advisors are incredibly important because they "tell you explicitly where you need to improve your skills, and they serve as role models for how to succeed and be a good person. Also, they've often been through the same things you're going through such as the trials and tribulations of grad school, so they can empathize and give advice on how to cope with adversity such as rejections, too much course work, stress, etc." Here's what Dr. Stout learned from three of her mentors.

UNDERGRADUATE:

"My undergraduate mentor, Dr. Dan Corts, introduced me to research and encouraged me to give talks and present my research, which put me on the path to become comfortable talking with people about my work. Being able to communicate research findings to all types of people is a very valuable skill! It gets people interested in what you do and allows you to share your work with others."

GRADUATE SCHOOL:

"My grad school advisor was Dr. Nilanjana (Buju) Dasgupta who taught me how to communicate my thoughts clearly, in writing and in speaking. I have been quite successful in obtaining research funding and getting my work published, largely because of the training I received from Buju."

POSTDOCTORAL:

"Dr. Tiffany Ito served as a role model for me as I tried to achieve work/life balance. This balance is tough in academia; she really had it down. Otherwise, she has a very critical mind in terms of finding the holes in logic. I still aspire to be as critical of a thinker as she is."

As Dr. Stout explains, "Unless children are exposed to these subjects outside of school, they probably aren't going to be very interested in them because they don't know what these fields involve. Couple this with the fact that boys are more likely to be encouraged to tinker with machines and take things apart than girls while growing up, and we can start to understand why girls aren't erring toward computing and engineering careers. Girls likely have no exposure to the fields until college. But by then, boys tend to have had a head start in developing an interest in and expertise in the fields, which likely makes women college students feel like they don't belong and aren't capable enough in these fields compared to their male peers."

As an example of this, Dr. Stout says that she has personally always been good at math and enjoyed solving problems. In fact, her mother encouraged her to pursue engineering as a college major, but she had not been interested in that at the time because she "wanted to use her career to help people." Looking back, she chuckles. "I see the irony here. I was 'encouraged,' but I wasn't really 'exposed.' I didn't really even know what an engineer was."

How to Help Facilitate Women's Involvement in STEM Fields

In Dr. Stout's opinion, young girls need to develop an early concrete understanding of STEM fields, especially computing and engineering. She says, "Most students take biology when they are little, but young girls also need to understand what the heck computer science and engineering are. The K-12 education system needs to systematically expose students to these concepts early, and in a thoughtful, engaging way for all types of students. Concepts need to be taught in such a way that the social applications are clear, in addition to exposing students to technical concepts. Some students may respond really well to tinkering with something and just being curious about how it works. But other students may need to see the relevance of what this tinkering is to their lives and to how it applies to other people."

"There is currently a movement in the computer science community," she says, "to develop widespread, high-quality computer science education in the K-12 system across the nation; concurrent with this, President Obama recently advocated for computing literacy among all children."

In his 2016 State of the Union Address, he said, "In the coming years, we should build on that progress by . . . offering every student the hands-on computer science and math classes that make them job-ready on day one" (Smith, 2016).

Dr. Stout is hopeful that people will continue to acknowledge the importance of widespread early and engaging education in technical fields, so that we will start to see all students interested in these fields, not just the few who are exposed to the content outside of the classroom.

Advice for Undergraduate Women Seeking a Career Path

Dr. Stout encourages students to think about what really interests them and then do research on the type of jobs that are high paying and in high demand, like computing. She says, "Try to combine your passion with the practical reality that you are eventually going to have to get a job and support yourself! You want to make sure you are using your skills, while remaining passionate about why you are doing what you are doing."

Dr. Stout personally looks for young professionals who are organized and make deadlines, who are respectful of others, and who are "just easy to talk to." She says, "It's less important to me that someone has a ton of skills; it's more important that one is passionate about their work and eager to learn new things. Also, trust that you have the potential to be a great leader. We need more women in leadership roles if we really want to change the fabric of our culture to be more socially equitable and to get women equal pay for equal work."

Practice being a leader as early as you can. Dr. Stout suggests these four strategies:

1. Take ownership over group work.
2. Speak up, even if it feels uncomfortable to do so.
3. Know that assertiveness and dominance are not the only qualities that make up a good leader; capitalize on your social skills and intellect too.
4. Practice public speaking every chance you get; it gets easier with time.

"All professions desperately need more women in leadership roles. There are some really smart people out there who are introverted and quieter—people who don't necessarily fit the stereotypical leadership mold of being loud and big. I really hope that this message inspires those people who might not have considered themselves to be a leader."

Beyond Gender

According to Dr. Stout, "Non-diverse environments are not very well-equipped to handle incoming diversity." Thus, she and many others continue to find new ways to understand and open up these environments to all people.

Her current work investigates intersectionality, which is the idea that people have many different identities (e.g., gender, race) that intersect to create unique experiences and perspectives. She says, "I'm applying this idea to my research by moving beyond just studying women's experiences in STEM, to now look more closely at women's experiences as a function of their racial and ethnic backgrounds, whether they are the first in their family to go to college, and so forth. These are all important factors in trying to understand who's succeeding in academic and professional settings, what resources they have, what barriers they are up against, and how this differs in ways that go beyond gender. We are all so much more than our gender!"

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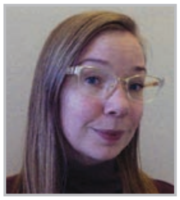

Jane Stout, PhD, is the Director of the Center for Evaluating the Research Pipeline (CERP) at the Computing Research Association in Washington D.C. At CERP, Dr. Stout and her team conduct national survey research aimed at understanding students' experiences in computer science degree programs, with special focus on the experiences of women, men of color, and other groups who are underrepresented in computer science. Dr. Stout's publications address why physical science, technology, and engineering fields lack diversity, and strategies to promote diversity in those fields. Dr. Stout's current work is funded in part by the National Science Foundation, DUE-1431112.

Orphanage children with the Meaningfulworld team!

Humanitarian Work: Experiences and Advice With Ani Kalayjian, EdD

By Bradley Cannon

The Meaningfulworld team working with Haitian refugees who were forcefully removed from Dominican Republic!

(Clockwise) Upper left: Meaningfulworld Teams distributing toys and balls to children in orphanages, and playing with them in therapeutic story telling format. *Upper right:* Meaningfulworld teaching environmental sustainability and beautification! *Lower right:* Haitians are challenged daily with traffic jams, being stuffed in overcrowded tap-tap's in the heat of over 100 F with high levels of humidity. *Lower center:* Heart-to-Heart Circle of Love and Gratitude! *Lower left:* Haitians are very artistic and creative: these and other street art is aesthetically displayed in the streets.

After growing up in the war-torn country of Syria, Dr. Ani Kalayjian became devoted to understanding the impact of trauma and helping survivors of natural and manmade disasters. A renowned psychiatric nurse, professor of psychology, author, and international researcher, she is the founder of the International Association for Trauma Outreach and Prevention (ATOP) MeaningfulWorld, a not-for-profit charitable organization affiliated with the United Nations.

In the past 26 years, Dr. Kalayjian has been on more than 100 missions with MeaningfulWorld in more than 45 countries, and more than 25 states in the United States. The organization's motto is "When one helps another, BOTH become stronger." It is an honor to interview Dr. Kalayjian so that we can share her experiences and insight on conducting future humanitarian work. This guidance, although aimed for Psi Chi chapters, can be applied by any number of groups interested in leading humanitarian missions.

How did you become interested in humanitarian work?

My interest developed from my childhood as an Armenian (Christian minority) in Syria. There was a lot of sadness growing up that I could feel in my heart, but I didn't know what it was about, because as a child I was "protected" from all the sadness. The Turkish government was still sort of terrorizing Syria, and they had a conflict about land in the northern part of the country. My family didn't talk about the Ottoman Turkish Genocide, of which my father was a survivor. I could feel that my parents were grieving, but they would just tell us to go do our homework and wouldn't tell us what was going on because they

Dr Kalayjian donating a set of all her four books on trauma healing and forgiveness to every university and community center

thought they were "protecting" us.

In addition, there was war with Israel. And when there is war in these small countries like Syria, every house actually feels it. Our windows would be shattered frequently, because the enemy military airplanes would fly so low. We would have to run into sub-basements for shelter and later on struggle to replace the glass of our broken windows. It was traumatic to say the least, so I made a commitment to myself on some level that I wanted to heal myself, my family, and the lives of people who are traumatized around the world. Because I felt a lot of my parents' anger and sadness, I wanted to make sure that generational trauma is transformed and not transferred to other generations.

Could you tell me a little about your humanitarian mission experiences?

This is a challenging question, because each mission has been so unique, but I could generalize by saying that they have all been invigorating, transformative, and beautiful in different ways. We have organized humanitarian missions in more than 45 countries and many states in the USA, and we recently returned from our 11th humanitarian mission in Haiti, where we started immediately after the devastating earthquake in 2010 that killed more than 275,000 people and left many with lifelong injuries and handicaps. We routinely go to at least half of the 45 countries every year or every other year. Each mission is so unique in its nature and culture, because the members in the mission group create their own organic culture. For example:

- We have had groups in which the members were students or new graduates who were unclear about their career path—but two-and-a-half weeks later, they were able to choose their career path easily.
- We have had people who had gender issues. They weren't sure if they were gay, transgender, bisexual—but at the end of the mission, they had a clear grasp on who they were.
- We have also had people who were in dysfunctional, stale, or stagnant relationships who didn't know if they should leave or work on it—once again, after the mission, they were clear about what direction they needed to take.

I think that this effect is another interview or a paper in itself. I have also witnessed a growth in our partners in the field. Again, to give examples from the latest mission to Haiti, the partners with whom we started working in 2010 didn't even have masters programs in psychology nor in social work. Now, six years later, these partners have both programs. They have started collaborating with more partners in the United States, the United Kingdom, and around the world. They also have international conferences now, turning the tragedy of an earthquake into the opportunity to learn, transform, and share.

Why should Psi Chi chapters take part in humanitarian missions?

Psi Chi has become international, and humanitarian missions are a wonderful international venue to expand on in addition to international research. In terms of learning and sharing knowledge, we have been doing joint research projects with Africa, Armenia, Haiti, Palestine, Pakistan, Romania, and other places to help them engage in research practices, ask pertinent research questions, work with the statisticians, and publish findings. I think humanitarian outreach adds to the visibility of the organization and helps the psychology profession in general, which is so young and growing in many developing countries.

When we started working in Pakistan in 1998, they had about five psychologists and 300 psychiatrists for 30 million people. Although family is a wonderful support system, it can be a source of conflict as well, so there is a great need for people to be able to communicate their feelings to a professional. Humanitarian missions have been very valuable in that way for teaching and learning about the role of psychology and mental health for nurturing peace and happiness.

How can chapters help get students excited about participating?

There are many aspects of humanitarian relief work that are exciting to students including but not limited to travel, fun, learning, expanding the heart and the mind. Anything that a university can use to attract people for study abroad can be

Peaceful Warrior at the end of each training program, to reinforce using positive words instead of fists.

used for humanitarian missions as well. It is a wonderful resumé builder, because students not only find out about themselves but also about other cultures. It is also a wonderful way to cut the emotional cord from family and other attachments, because we have very little time when we are on missions to socialize with our networks, families, significant others, etc. We leave our comforts in every way and emerge in an uncertain and new situation, always being in the moment. The new networks that we develop could also last a lifetime.

What knowledge or skillsets might Psi Chi members gain by participating in humanitarian projects?

In terms of skillsets for the volunteers, **time management** is huge. This does not just take place during the mission; it also occurs before and after the mission. Six months before any trip, we usually start the process of translating our seven-step integrative healing model specially designed for humanitarian relief work, which incorporates mind, body, spirit, and ecology. We also have research tracks to survey individuals' level of trauma and how *forgiveness* and *meaning-making* impacts their levels of trauma. We usually have our research instruments translated and back-translated twice. We also invite the local translators to examine the translations and give feedback.

About two months before any mission, we have weekly teleconferences with the whole team to delegate the responsibilities. Someone will research the culture, religion, belief systems, and wellness. Someone else will research the disaster itself or the crisis that the country is going through. Another person will research about donation needs, such as donations for children in orphanages, teaching tools, etc.

Humanitarian missions are not two-week vacations. We do daily debriefings during the mission and weekly debriefings when we return. Everyone has a responsibility: writing a summary of our mission, putting photos together in PowerPoint for presentations at conferences, or making a short film for educational purposes at a variety of local, United Nations, and international conferences.

Other skillsets include **learning to adapt to unknown environments and team play**. In our last mission in Haiti in June 2016, we set up a workshop at the University of Haiti through e-mail six months in advance. But we visited the university Friday before the workshop only to be faced with a

Dr. Kalayjian's Schedule for Maintaining Self-Care on a Humanitarian Mission

✓ When we first wake up around 6 a.m., we engage in what we call Soul-Surfing exercises that integrate mind, body, and spirit as well as electromagnetic field balancing, yoga, and tai chi, combined with positive affirmations, essential oils, and breathing.

✓ We have breakfast together where we set out our SMART goals, both professionally and emotionally, for what each of us is working on that day.

✓ From 8 in the morning to 5 or 6 in the evening, we go to work in refugee camps, universities, orphanages, community centers, seminaries, etc.

✓ If we are not going to an orphanage or meeting with a local collaborator for dinner, we have dinner by ourselves.

✓ After dinner, we spend time debriefing and writing a description together of what we did that day and sharing our feelings. We give one another constructive criticism, compliments, and ways to improve.

✓ We give each other quiet time to journal, meditate, and relax.

✓ We prepare for the next day in terms of what we need for our work and for self-care like water, potassium, supplements, insect repellents, pens, crayons, paper, instruments for research, gifts for our collaborators, etc.

✓ We finally go to sleep.

Training physicians, nurses, and hospital administrators in the 7-Step Integrative Healing Model

blockade where students were boycotting the professors. They had taken all the air out of car tires, and more than 100 desks were piled up at the doors to prevent faculty from bringing their cars in or out. Once we found out that we would be unable to do the workshop, we were able to visit an orphanage instead, which we would not have been able to do otherwise. There are a lot of unknowns in humanitarian missions, so you need to be flexible in response to change and have a plan B.

Not only do we educate others, but **we are also educated** about others' culture, understanding, and blind spots. The two-and-a-half weeks is often more effective for learning than a semester of classroom education. This is because humanitarian service causes you to use all of your senses—not just your sight, hearing, and maybe notetaking skills. In a mission, you use your sense of smell and the experience of touching and being immersed in a different country, 24/7, which is very different from going to a classroom for three hours a week. Humanitarian service members merge intensely in the new country, which expedites the shift, facilitates the transformation, and reinforces learning, integration and application.

In addition, members gain **extreme appreciation and gratitude** for their comforts and rights, and also a deeper understanding of what humanitarian service is about. This new insight into human relations strengthens their sense of empathy and helps them gain a better appreciation of their own comforts, amenities, and rights. We enjoy many rights in the Western world such as expressing feelings freely, expressing gender orientations, enjoying human rights, etc. For example, in some countries, like in the Middle East and Africa, you would be imprisoned for expressing your feelings or a gender orientation that does not fit with the religious or governmental laws.

After I returned from Haiti, I went to my regular yoga class. I was looking up at the ceiling in amazement, my hands opened in gratitude, when my colleagues laughed at me and asked, "Why are you looking up with your hands open?" I said, "I am grateful for air-conditioning, I am grateful for electricity, and I am grateful for running water and flushing toilets."

Hurricane Matthew

Haiti has had another big trauma in the form of Hurricane Matthew, which devastated the country, killing more than 900 people and leaving large communities under water. The MeaningfulWorld team has been in touch with collaborators, and we are making all efforts to support Haiti financially until we return there in June. We have a "Sponsor a Child in Haiti" project, kindly take a moment to visit http://www.Meaningfulworld.com to give your tax-deductible donation securely online. We will personally ensure your donation reaches Haiti. Remember the MeaningfulWorld motto:

When one helps another, BOTH become stronger.

What factors should chapters consider when selecting a suitable mission?

Selection of a location is closely related to one's connections and partners. In some areas, the partners are very responsible and will let you know what is going on ahead of time. We choose locations where we have strong and committed partners.

However, the most important question is will you choose a country that is easiest for you to reach? Or will you choose a country where you are most needed? I recommend balancing the two. For example, we go into areas when and where there are humanitarian or natural disasters after wars, genocides, hurricanes, earthquakes, and so forth. When the need is heightened because of a crisis, people are often more open and ready to shift, to learn the lessons, and to transform.

The location is important in terms of logistics, because we've been in places under tents, using outhouses, and without daily comforts. This can compromise the mission if one of the team members gets sick and then you don't have a solid team to work with. You need to balance comfort for the team members with the need.

Everywhere, no matter how poor, there are hotels—you just need the funding to be able to go and reserve these rooms. In the beginning, we weren't able to do that, because volunteers had to raise funds through their own networks, social lives, Kickstarters, or online fund-raising modalities. They weren't able to raise more than their airfare, so we had to stay in compromised places. But for the last two years, we have made commitments to ask people to raise a little more money so that they have the comfort of $50 a day for a good room with air-conditioning so they can at least sleep well at night.

What challenges might a Psi Chi chapter face when creating or participating in a humanitarian mission?

There are many challenges. The most important is differences in communication style and timing: Some countries like Haiti and parts of Africa, Asia, and the Middle East don't have the same emphasis on communication. Therefore, we sometimes have to call people on the phone or text them instead of e-mailing, as they don't read e-mails daily. SMS seems to be the best way to communicate in these developing countries because they don't have Wi-Fi or electricity in a consistent and reliable way.

Schedule changes are always happening, so again, you need to have a plan B. In Kenya, two other organizations' volunteers were kidnapped by al-Shabaab. In Palestine, our camp was bombed by Israeli military. There have been military coups and a death threat to my life in Turkey. I can go on and on. I am sure you are not going to select highly volatile countries, but still, so many things can happen.

One time in Haiti, we came out of an interview at a radio station and saw hundreds of people in neon T-shirts with the number 69 on them running like a huge mob. They were running fast in anger, and some were rolling tires that they were going to burn later. Our friend who was driving us yelled in distress, "Get in the truck! Get in the truck, hurry up, immediately! You're going to be trampled!" We had to get all of our members in the car quickly, because the situation was uncontrollable. Apparently, they had so many presidential candidates in Haiti that they numbered them. But, nobody seemed to know what 69's name was or what issues he stood for. Later on, we took pictures of them burning tires and causing a lot of havoc to get attention. This was negative attention-seeking, but these things happen out of frustration, not having Emotional Intelligence, and not working collaboratively. In these missions, as always, you should be vigilant and aware of your surroundings and safety, and always be in a group.

I can't stress that enough: Always go places in groups. This is how we have been fortunate to not be affected in a major way; we always travel together. There are four or five people on our team—and there is one interpreter and one local driver. We always protect one another.

There are also challenges with health issues. During the day, we have no control over our teaching sites. Sometimes we are under tents or in no-electricity zones, so we might also perspire until a few of us become dehydrated. We make sure that we always bring supplements and electrolytes, and take care of our team so that we can be sustainable.

Meaningfulworld teams distributing handmade dolls called "Heart-Hug Dolls." The heart is a pocket, where we place positive and uplifting messages to the children to read and feel happy. Dolls are handmade by our Coordinator Lorraine Simmons.

To help us prepare, we have a premission meeting and deployment application where we ask volunteers what kind of illnesses they get when they are under stress. Is it the common cold? Is it diarrhea or constipation? This helps us and helps them be prepared to bring preventive natural supplements along to help members overcome those kinds of personal challenges. Of course, we also empower each volunteer to be prepared for self-care. During the last several years, there have also been times that the State Department cautioned us about visiting a place, because

Upper, left: Luggage full of donations for orphanages and gifts to our collaborators. *Upper, middle:* Meaningfulworld providing gloves and recyclable trash bags to clean the environment around their camp! *Upper, right:* Children of refugees sending love to DR who forced them out of their homes! Reversing the cycle of violence and affirming: I open my heart and send love to those who have caused me pain! *Lower, left:* Teaching EQ to children and staff in orphanages. *Lower, right:* Meaningfulworld Team training the center for Addiction staff, psychologists and clients.

of cholera, malaria, chikungunya, Zika, or something else; well, Haiti had all of these.

What successful strategies should chapters implement to raise money?

We have done Kickstarters and Indiegogo campaigns, but raising money is all about word of mouth—breathing, talking, thinking, dreaming, and daily reminders. If we are going to Haiti, we have to start letting people know and showing previous work, summaries, and research findings months in advance. Let people know that it is okay if they can't go with us, because they can still be a part of the humanitarian mission in a different way by sending a check or clicking a donate button on a website. Personal outreach has been the most successful strategy.

In your opinion, how do you know that a humanitarian project has been a success?

Wonderful question! We have several ways that we know our mission is a success. One is our research: We survey people about their levels of trauma and symptoms of PTSD, so that we can compare these data with data from previous missions. We have consistently found that those who are taking our workshops feel much less trauma, and their levels of *forgiveness* and *meaning-making* increase.

We have also received many anecdotal and personal statements about how participants felt that our work is helpful and making a difference. They often show appreciation that we have left the comfort of our homes to share our knowledge. Here are just a few examples from Haiti that are fresh in my mind:

- "I never knew I could feel. You opened my heart, and now I can feel."
- "I'm not sure if you knew, but you were really talking about me and everything I'm going through."
- "MeaningfulWorld is the cure for Haiti. Doctors take care of the body, psychologists take care of the mind and emotions, priests and religious people take care of the spirit, and voodoo priests take care of the environment. But you and your team address all of those and the ecology as well. That's what we need for Haiti."

Ani Kalayjian, EdD, BC-RN, BCETS, DDL, was awarded an Honorary Doctor of Science degree from Long Island University (NY, 2001), recognizing 20 years as a pioneering clinical researcher, professor, humanitarian outreach administrator, community organizer, and psycho-spiritual facilitator around the globe and at the United Nations. She is the recipient of the 2010 Human Rights Award from the American Nurses Association, the Mentoring Award from APA's International Division, and the Humanitarian Award from University of Missouri, as well as 2016, Medal of Distinguished Lecturer from Fordham University. She is the author of *Disaster and Mass Trauma* (1995), chief editor of the international book *Forgiveness and Reconciliation* (2010 Springer), chief editor of two volumes on *Mass Trauma & Emotional Healing Around the World: Rituals and Practices for Healing and Meaning-Making*, a guided meditation CD called *From War to Peace: Transforming Generational Trauma into Meaning Making*, and nine films on humanitarian missions around the globe.

Alumni in the News

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.

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

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

SOUTHWEST

Myra Harmon Stoll, MS [08]
Walden University (MN)
Myra was recognized by Easter Seals North Texas -- Hats Off To Mothers, as a 2016 Honoree. This event honors women who have made a significant impact within their family and their community.

MIDWEST

Rev. Emily Sauer
Bradley University (IL)
Emily received her Masters in Divinity in 2007 from the Lutheran School of Theology in Chicago. She was ordained into the ELCA and has served two congregations. She is the proud mother of Andrew(7) and Rachel (4).

Whitney J. Lawson, LCSW, [08]
Bradley University (IL)
Whitney received her MSW from Washington University in St. Louis in 2010 and has been a social worker in the Illinois foster care system since 2012.

With 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

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
RMPA	Rocky Mountain Psychological Association
SEPA	Southeastern Psychological Association
SWPA	Southwestern Psychological Association
WPA	Western Psychological Association

EAST

Central Connecticut State University

COMMUNITY SERVICE: The chapter partnered with a local homeless shelter that provided members with many opportunities to serve the community. Members donated baskets of Thanksgiving dinner staples and a trunk full of holiday gifts for children and families transitioning out of homelessness. The chapter hosted two trips to the shelter's kitchen where members helped prepare and serve meals. Members also organized and attended two movie nights for residents.

MEETING/SPEAKER EVENT: The chapter hosted several events designed to engage students with the science and practice of psychology. First, an information panel of four professors who have worked in industrial/organizational psychology answered students' questions about this rapidly expanding field. The chapter also continued its Research Stories colloquia with three sessions featuring eight student researchers who formally presented their findings and shared insights with students interested in conducting their own research. Finally, the chapter added to its podcast series (http://ccsupsichi.wix.com/ccsupsichi#!about1/c1d6s), in which several professors, alumni, and current students were interviewed about their experiences working in and conducting research in the field.

FUND-RAISER: The chapter spearheaded several fund-raisers including a psychology T-shirt sale in collaboration with Psychology Club, a Halloween-themed bake sale, a Scrabble tournament, and a volleyball tournament. These events provided travel subsidies for several members attending the EPA 2016 convention in New York City.

Clark University (MA)

SOCIAL EVENT: The chapter started the semester with a social event in August. Members used art supplies to draw their journeys in psychology and where they hoped to end up. Then, they discussed the kinds of experiences the chapter could offer that would assist them in their journey. The various topics that members brought up were recorded to be used as inspiration for the year's events.

CONVENTION/CONFERENCE: The chapter participated in the university's first Reverse Career Fair, where recruiters made rounds to see the different organizations staffing tables. Chapter officers and members hosted a table where they promoted Psi Chi and

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A The panel of experts at the **Clark University (MA)** Chapter Graduate School Forum

B **Emmanuel College (GA)** Chapter's 2015–16 executive officers

C **Clark University (MA)** Chapter's table at the Reverse Career Fair discussed their research, academic experience, and ambitions within the chapter. The chapter received an immense amount of interest from recruiters and spoke to nearly 20 agencies from numerous fields. Officers compiled job and internship opportunities and made them available for all members on the chapter website.

MEETING/SPEAKER EVENT: This October, the chapter hosted its annual Graduate School Forum, where students are given guidance by a panel of experts. This year's panel included psychology graduate students, professors, and the Director of Career Services representing the fields of developmental, social, and clinical psychology. Students asked questions about the pros and cons of taking a gap year, time management and self-care as a graduate student, and the differences between various types of programs. This event helped members and psychology undergraduates alike with their decisions regarding graduate school.

Fordham College at Lincoln Center (NY)

MEETING/SPEAKER EVENT: The chapter had another active spring semester in 2016, with 10 diverse activities with Fordham Psychology Association and Graduate School of Education. One of these was the 28th Forum on Applied Psychology on March 10, which featured five experts: Lewis Schlossinger, MBA, MA (Fordham), Tatyana Plutova (Just Salad), Marion Viray, MA (consultant), Dinesh Sharma (SUNY), Carolyn M. Springer, PhD (Adelphi). On March 11, the 6th Forum on Forensic Psychology heard six experts: Robert Emmons, JD (Fordham), Rafael Art Javier (St. John's), Melissa Leeolou (Fordham), Jeffrey Deskovic, MA (activist), Thomas A. Caffrey, PhD (consultant), Cory Morris, JD, MA (attorney), Fran J. Corigliano, PhD (therapist). On February 19, members took a law-psychology trip to Bronx Supreme Court with Officer Veatrice Mangham, Sergeant Peter Mazurkiewicz, Judge Adkins, NYPD Detective Tony Telesco, NYPD Sergeant Peter McCormack, and Detective Enrique Mariles. On April 1, eight inductees heard a welcome message by Fordham Dean Elaine Congress.

COMMUNITY SERVICE: On April 1, the Spring Student Concert to Destigmatize Mental Illness featured six talented musicians: Lucia Wan'ting Zhou (producer and piano forte), Michael Appler (piano forte), Olivia Ling (flute), Nathan Miranda (saxophone), Cat Reynolds (vocal), and Ken Yoneda (saxophone).

CONVENTION/CONFERENCE: Members visited the 44th Hunter Psychology Conference in New York City on April 17 and the 24th Pace Psychology Conference on May 7.

Lehman College (CUNY)

CONVENTION/CONFERENCE: The chapter sent four members, Denise Celestino (treasurer), Tiffany Dangleben, Pamela Sanchez (vice-president) and Alana Sandoval (president) to present their research on the psychological sense of home at MPA 2016 in Chicago.

INDUCTION CEREMONY: Seventeen new members were inducted on April 14. Three members graduated with honors in psychology after presenting their honors research projects to the department: Lisa Caraballo ("Reports of Parent-Child Bonding in Outpatient Mothers With Dysthymic Disorder

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D Musicians at the Spring Student Concert to Destigmatize Mental Illness at **Fordham College at Lincoln Center (NY)**

E **Lehman College (CUNY)** Chapter officers (from left): Nadia Floyd (newsletter editor), Denise Celestino (treasurer), Dana Padilla, Alana Sandoval (president), Vincent Prohaska (advisor), Pamela Sanchez (vice-president), and Sara Mazo

F **Fordham College at Lincoln Center (NY)** inductees heard a welcome message from Dean Elaine Congress.

and Major Depressive Disorder"), Sara Mazo ("The Effects of Attitudes on the Matthew Effect"), and Angelique Woods ("Implementation of Routine HIV Testing in the Emergency Department"). Angelique received the department's Honors Prize in Psychology. After serving for 25 years as faculty advisor, Dr. Vincent Prohaska will leave that position at the end of this year. The chapter elected Dr. Sandra Campeanu to become the new advisor.

BEST WISHES!

National University of Ireland, Galway

MEETING/SPEAKER EVENT: The chapter hosted a public lecture by Professor Brian Hughes called "Trust Me, I'm a Psychologist (Said No One Ever): Distinguishing Good Behavioural Science from Bad." This lecture examined the extent to which imperfect science threatens the impact and credibility of psychology, and argued that society at large stands to gain when psychologists promote and defend scientific standards. Professor Hughes has written widely on the psychology of empiricism and of empirically disputable claims, especially as they pertain to science, health, and medicine. His recently published book, *Rethinking Psychology: Good Science, Bad Science, Pseudoscience*, examines the relationship between psychology, science, and pseudoscience, and explores the biases impeding many psychologists from being truly rigorous. Professor Hughes is also one of the chapter's founding faculty members. The lecture was well-attended by students, academic staff, and members of the public, and received significant local media attention.

COMMUNITY SERVICE: The chapter hosted a table quiz as part of the university's student-led Mental Health Week, which aims to promote positive mental health and inclusion across the entire student body, and raised awareness of various on-campus services that exist to support these aims. Funds raised from the quiz were donated to Jigsaw, a local nonprofit organization supporting young people's mental health in Ireland. The event was well-attended, and over €400 was raised.

St. Francis College (NY)

SOCIAL EVENT: On September 26, the chapter was excited to start the semester with its annual Meet and Greet. Current and prospective members were introduced to psychology department faculty, and Psi Chi and Psychology Club officers. The chapter continued the tradition of students playing Jeopardy: The Psychology Edition, while devouring Chipotle. The winners of the Jeopardy game were given a wonderful prize: Starbucks gift cards! Students were made aware of the many benefits that Psi Chi offers including scholarships, lifetime membership, and research opportunities. Students were also given a printed version the chapter's latest e-newsletter.

Towson University (MD)

MEETING/SPEAKER EVENT: Dr. Sandra Llera presented to a group of undergraduate and graduate students on Monday, October 10, 2016. Her presentation was titled "Applying the Contrast Avoidance Theory of Generalized Anxiety Disorder (GAD) to a Broader Model of Emotional Dysregulation in Anxiety and Depression." This model, based off of her research, posits that individuals with GAD are sensitive to major shifts

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A Professor Brian Hughes with the **National University of Ireland, Galway** Chapter officers

B Lehman College (CUNY) Chapter induction ceremony on April 14, 2016

C St. Francis College (NY) Chapter's 2016 Jeopardy: The Psychology Edition winners in emotions. Therefore, by keeping themselves in a constant state of worry, they feel that they are better prepared to handle a stressful situation whenever it may occur. Students in attendance shared their personal experiences with anxiety, many of whom agreed that worrying about situations helps them mentally prepare for whatever may be thrown at them. One student revealed that, if she did not worry about different life circumstances, it would create even more distress in her life. At the conclusion of her presentation, Dr. Llera and the audience brainstormed different potential treatments for individuals experiencing GAD such as different exposure techniques. Dr. Llera will be giving this presentation again at the Association for Behavioral and Cognitive Therapies conference in late October. Towson students were fortunate enough to be the first ones to hear this presentation and give their ideas on future research in this area.

MIDWEST

DePaul University (IL)

RECRUITMENT: Federico Guerriero (Psi Chi secretary) and Trina Dao (Psychology Club president) recruited new Psi Chi and Psychology Club members at the Fall Involvement Fair. Officers handed out Psi Chi key chains while sharing the mission and benefits of joining Psi Chi with potential members. Federico and Trina explained that the chapter holds monthly meetings and regularly participates in service and social events. At the conclusion of the Involvement Fair, more than three-dozen students signed up to receive more information about joining Psi Chi and Psychology Club and e-mail notices about future chapter meetings and events.

FUND-RAISER: With fall officially here, the chapter participated in the American Heart Association (AHA) 5K Heart Walk for the second year in a row. By raising $250 for the AHA, Psi Chi members contributed to funding research and education for adults and children in the hopes of preventing heart disease and stroke. Members had a wonderful time walking along the Chicago Lakefront to support such an important event that has changed so many lives. Crossing the finish line of this 5K is just the beginning!

MEETING/SPEAKER EVENT: For the first meeting, graduate student representatives from research labs and community service organizations recruited research assistants and tutoring volunteers. Dr. Luhrs spoke about Chicago Lights, an afterschool community organization that provides meals, enrichment classes, and tutoring for children. The chapter has worked with this organization for the past two years and hopes to continue to recruit new students. Graduate students from various psychology programs outlined new and ongoing research projects, skills and knowledge to be learned by students, types of course credit that can be earned through research, and how these opportunities transfer to graduate programs and job opportunities.

Drury University (MO)

COMMUNITY SERVICE: On October 2, 2016, the chapter volunteered for Friends Against Hunger and packaged 504 meals to be used to help feed undernourished

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Volume 2 Issue 1 September 2016

St. Francis College Chapter E-Newsletter

Central Office News

Students are encouraged to apply for Psi Chi awards and grants with fall deadlines. Please go to www.psichi.org to check out the available grants and awards.

Psi Chi Eastern Region has a new Facebook page! Check it out at:

Psi Chi East

Chapter News

Starting next month, expect a new issue on the 18th. There will be a total of 6 issues throughout the 2016-2017 academic year.

For more information, join our Facebook group:

SFC Psi Chi Chapter

Student Lab

We are collaborating with Drs. Kim and Hirsch on creating a Research Lab. This is an exciting project where we will advance our academic achievements and apply for scholarships provided by Psi Chi.

Welcome to Psi Chi!

Welcome back to yet another productive and exciting school year! I am very grateful to be this year's President at our College's Psi Chi chapter! My deepest gratitude is given to our previous cohort for making our Chapter recognized on a frequent basis by the Psi Chi Central Office. In the midst of her busy schedule, our previous Chapter President, Stephanie Ferrier, dedicated her time to create the Psi Chi Newsletter where we received positive responses from our members, faculty and the Central Office. In addition, our previous cohort did exceptional work in making our Psi Chi Chapter more active. I hope to successfully continue the Newsletter with our current cohort. Our goal for the Newsletter is to inform our members about important news related to Psi Chi. In addition to releasing the Newsletter, we are planning events that will increase member participation. The Vice-President of our chapter and I are also working on launching a student-based lab this semester; keep an eye out for more information!

We are always listening to your advice and ideas, so don't hesitate to email and talk to us! We look forward to a great year!

Sincerely,

Amy Chen, President

Psi Chi Newsletter 1

D **St. Francis College (NY)** Chapter and Psychology Club officers

E The cover of **St. Francis College (NY)** Chapter's latest e-newsletter

F **DePaul University (IL)** members walking and raising money for the American Heart Association

G Yvita Bustos, Trina Dao, and Federico Guerriero recruiting new members at **DePaul University's (IL)** Fall Involvement Fair

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people in the United States and around the world.

Friends University (KS)

CONVENTION/CONFERENCE: Members and faculty traveled to Kearney, NE, last March to attend the 36th Annual Great Plains Students' Psychology Convention at the University of Nebraska at Kearney. The chapter also would like to congratulate Dr. Donna Stuber (advisor) for being awarded the Florence L. Denmark Faculty Advisor Award for 2016–17.

MEETING/SPEAKER EVENT: Psi Chi officers met in August to begin planning for this year's events on campus. This fall, the chapter plans to host two speakers, sell food at home football games, and prepare for a big fund-raising event: Halloween Baskets.

INDUCTION CEREMONY: The chapter celebrated its 20th anniversary this November with a banquet and candlelight ceremony. Psi Chi alumni were also invited.

Morningside College (IA)

FUND-RAISER: This past spring, the chapter hosted its most successful fund-raiser yet—a silent auction that garnered more than $1,200. These funds were raised primarily to send Psi Chi members to regional and national research conventions, although the group also chose to donate a portion of their proceeds to their local domestic violence shelter. WOW!

Saint Ambrose University (IA)

SOCIAL EVENT: For the third year, the chapter cosponsored Psychology Night to educate current and prospective psychology majors on opportunities in psychology, forensic psychology, and behavioral psychology fields. Information ranged from ways to increase undergraduate involvement to choosing a desired career path. More than 100 students were drawn in with the promise of volunteer and internship opportunities, the chance to connect with faculty, an alumni panel, and delicious ice cream sundaes. Students were informed of Psi Chi activities, regular monthly meetings, and the induction ceremony this fall.

COMMUNITY SERVICE: The chapter participated in the Quad Cities National Alliance on Mental Illness (NAMI) Walk, early on a Saturday morning in late September. For the third consecutive year, Team Ambrose had the largest walk team, involving more than 130 Psi Chi members, psychology students, and faculty. Team Ambrose made up about 20% of the walkers at the event and raised more than $4,000 for the local NAMI organization. Members walked the 5K, helping to raise awareness about mental illness and breaking the stigma associated with talking about or identifying with mental illness. Along the NAMI path, Psi Chi members had the opportunity to listen to the stories of those personally living with mental illness and how they will never stop fighting.

University of Central Missouri

INDUCTION CEREMONY: The chapter hosted an induction ceremony in both fall and spring semesters. The spring induction ceremony included the installation of incoming 2016–17 officers. Each officer was installed as the history and duties of the positions for each office were read by the outgoing

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A Friends University (KS) members take a pit stop at York, NE, while on the way to the Great Plains Students' Psychology Convention.

B Drury University's (MO) Chapter members package meals for Friends Against Hunger.

C Friends University (KS) members on the way home after three successful presentations at the Great Plains Students' Psychology Convention. We hope UNK doesn't miss their cart!

president. The reading of the official duties of each office served to not only be a guide to the position, but also to provide a sense of tradition within Psi Chi as an organization. Following the lighting of the candles and induction of new members, guests were invited to share in refreshments with present members of Psi Chi.

SOCIAL EVENT: The chapter hosted an end-of-the-year social for the members and professors of the department of psychological science. This event served as a platform for members to socialize and as a way to get everyone excited for the coming year's activities. Members were able to eat food and play games while enjoying each other's company.

Walden University (MN)

INDUCTION CEREMONY: Under the guidance of Dr. Mona Hanania, on October 8, 2016, the executive officers hosted an inaugural online induction ceremony using Adobe Connect platform for new undergraduate and graduate student members. The ceremony opened with a welcome message from Angel Leon (president) and Dr. Mona Hanania (advisor), followed by an induction oath led by Staci Parker (vice-president) and Christin Topper (secretary). Out of the 200 new members, 29 were inducted on the day, but the video recording of the online induction ceremony was made available to all new members so that they can access it at their time of convenience. The induction closed with a reminder to join the Walden Psi Chi Facebook page for up-to-date information on Psi Chi awards, grants, publications, and events. Congratulations to all the new inductees, and keep up the Psi Chi spirit!

Western Michigan University

INDUCTION CEREMONY: The chapter inducted 20 members in the fall semester and eight in the spring semester. Family members attended a candlelit ceremony to honor their accomplished sons, daughters, and grandchildren as they made a commitment to excellence in the field of psychology. At each ceremony, numerous current Psi Chi members spoke of how Psi Chi has furthered their bachelor's degree. The chapter has networked with numerous graduate programs to encourage undergraduate participation in psychology research, practicums, and internship experiences. With tasty pizza and the university's best psychology students in attendance, the ceremonies were a success!

SOUTHEAST

Davidson College (NC)

SOCIAL EVENT: The chapter organized a psychology mentorship program for potential and newly declared psychology majors to promote relationships between the psychology department. On September 29, 2016, the chapter hosted a meet-and-greet event to introduce the mentors and mentees.

COMMUNITY SERVICE: On September 2, 2016, officers organized a group to participate in a fund-raiser to benefit Be The Match, an organization dedicated to bone marrow registry for leukemia patients.

Emmanuel College (GA)

INDUCTION CEREMONY: The chapter's executive officers went above and beyond to plan a formal and exciting induction

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D Saint Ambrose University (IA) Chapter galvanizes support on campus for the NAMI Walk.

E Saint Ambrose University (IA) Psi Chi and Psychology Club officers help to lead the NAMI Walk efforts (from left): Courtney Arndt, (Psych Club PR chair), Amber Williams (Psych Club president), and Payton Janney (Psi Chi president).

F Towson University (MD) Chapter's Daniel Gordon (president) introduces Dr. Sandra Llera to the audience.

ceremony, held on April 24, 2016. They created handmade and vibrant decorations, served hors d'oeuvres, provided a unique photo booth, and sold the chapter's unique T-shirts to members, their families, and friends. More than 80 people attended and 31 remarkable new members were inducted. It was encouraging to host a successful event during a time of transition, congratulating seniors for their dedication and handing down the responsibilities to an all newly inducted executive board.

MEETING/SPEAKER EVENT: The chapter sponsored a Q&A forum, following the screening of a documentary called *The New Asylum* as an opportunity to raise awareness of psychology-related issues. This documentary shows how prison systems in the United States are turning into mental asylums for inmates as prison guards are forced to treat mental illness and inmates receive inadequate care. It ultimately expresses how these individuals are the result of failure to address and treat mental health in our society. Students from outside of Psi Chi were allowed to attend to receive extra credit for classes discussing similar topics.

Roanoke College (VA)

SOCIAL EVENT: In collaboration with the psychology social club, Roanoke College Psychology Association, the chapter hosted an ice cream social on September 15, 2016. This event successfully facilitated the consumption of delicious frozen treats and enthusiasm for psychology among students and others.

RECRUITMENT: The chapter had a table at the college's Fall 2016 Academic Honors Society Fair on September 2, 2016. This event was well-attended, especially by incoming first-year students, and provided the opportunity to disseminate information for future Psi Chi recruits regarding the benefits and requirements to join Psi Chi.

University of Mary Washington (VA)

RECRUITMENT: During the summer, the chapter's copresidents worked with Dr. Mindy Erchull (advisor) to create a Psi Chi bookmark to advertise chapter meetings and events for the 2016–17 academic year.

MEETING/SPEAKER EVENT: The first event to kick off of the fall semester was a GRE prep session for the psychology subject test to help prospective psychology graduate applicants prepare for the GRE. A week after the prep session, the chapter held an annual grad school forum, which consisted of a panel of faculty who shared their wisdom to students intending to pursue graduate school.

INDUCTION CEREMONY: The big event for September was fall inductions, held on September 29. The chapter had the pleasure of starting off the ceremony with a presentation given by one of the university's beloved faculty members, Dr. Hampton, who is retiring after this academic year. The chapter then continued inductions by welcoming 16 members. As an induction tradition, the chapter performed The Platonic Myth with current members as the actors and audience enjoying the show.

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A 2016–17 **University of Mary Washington (VA)** Chapter officers

B **Saint Ambrose University (IA)** Psychology Night where Dr. Judy Correa-Kaiser (advisor) speaks with interested students about internship opportunities

C **Morningside College (IA)** members who organized the successful silent auction fund-raiser

D Dr. Steven Cody speaks on "The Current Status of Neuropsychology" at **West Virginia State University**

West Liberty University (WV)

MEETING/SPEAKER EVENT: Students attended a paneled discussion: "Hearts Minds and Futures: A Discussion of Juvenile Justice, Mental Health Care, and Education in West Virginia." Area law enforcement employees, therapists, and educators discussed the challenges facing children in the state of West Virginia.

MEETING/SPEAKER EVENT: This fall 2016 semester, member Jessica Sheets has been creating and hosting weekly Psychology Jeopardy sessions. These sessions are open to all students, and assist in preparing them for exams and the psychology major field test.

MEETING/SPEAKER EVENT: Local therapist Judith Moolten (founder of the Body-Mind Institute in Wheeling, WV) was a guest speaker for a chapter meeting in September 2016. Her talk included information on somatic therapy in addition to information on available research and practicum opportunities with her company for students.

West Virginia State University

INDUCTION CEREMONY: Eleven psychology students were inducted this spring. Existing members, the inductees, and their families were invited to the event, with 50 in attendance. Dr. McCoy (advisor) polled the membership to select the topic for the guest speaker and invited Dr. Steven Cody (Clayman and Associates) to address the group on "The Current Status of Neuropsychology." The formal induction ceremony was led by the officers: Emma Nellhaus, Samantha Spence, and Edy Ayala. Closing remarks were delivered by Dr. T. Ramon Stuart (WVSU Associate Provost). Emma Nellhaus and Samantha Spence organized the reception following the ceremony.

SOUTHWEST

University of Central Arkansas

INDUCTION CEREMONY: The chapter hosted the annual awards, recognitions, and Psi Chi induction ceremony for the psychology department at a local restaurant. Students, faculty, family, and friends celebrated together the accomplishments of the chapter and department.

COMMUNITY SERVICE: On September 24, members volunteered at the Little Roctoberfest to help raise funds for the Arkansas chapter of Hands and Voices, a national organization supporting children with hearing loss and their families.

MEETING/SPEAKER EVENT: The chapter held a workshop on Tuesday, September 20 on "Getting the Most From Your Psi Chi Membership." The event was well-attended. Discussion focused on being engaged in research, community service opportunities, and building networks.

WEST

Pacific University (OR)

RECRUITMENT: Members completed a fall membership drive, which included participation at the university's Club Fair, disseminating information in upper-level psychology courses by Psi Chi students, Facebook posts about requirements, and direct invitations by

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E Davidson College (NC) Chapter participating in a fund-raiser for Be The Match

F Roanoke College (VA) Chapter cohosts an ice cream social. Yum!

G Davidson College's (NC) psychology mentorship program meet-and-greet the chapter's advisor.

SOCIAL EVENT: Members created a Psi Chi bulletin board inside Carnegie Hall, providing information about various events on scholarships and awards, reasons why students should be involved in research groups, graduate school timeline information, interviewing skills for graduate school, the value of internships, and ways to obtain strong letters of recommendation.

MEETING/SPEAKER EVENT: Members met in October for the Fall Retreat Organization and Planning Meeting. At the meeting, students created a list of interests, themes, and drafted a calendar of events for the 2016–17 academic year. Areas and topics included community outreach and service, events for the campus community, invited speakers, workshops and panels about graduate school, and social events. After the meeting, some members gathered at a local pottery painting studio to relax and have some fun.

University of British Columbia-Vancouver (Canada)

INDUCTION CEREMONY: The chapter held its annual induction ceremony for new 2015–16 recruits on March 12, 2016. The hour and 15 minute ceremony inducted 68 members. During this time, each new member was given a certificate, a Psi Chi pin, and the year's award winners were formally recognized for their accomplishments. A total of $1,250 was awarded to members through various awards and grants ($750 for travel grants, $250 for student leadership, $250 for outstanding research).

COMMUNITY SERVICE: The chapter expanded its secondary-school outreach program, giving talks at secondary schools in the Greater Vancouver area to students interested in pursuing postsecondary education. In November 2015, the chapter visited the Psychology 11 (11th Grade) class at Delta Secondary School. In March and April 2016, the chapter visited the Psychology 11 class and the International Baccalaureate Psychology 12 class (12th Grade) at Sir Winston Churchill Secondary School

CONVENTION/CONFERENCE: Two members presented at WPA 2016. Both undergraduate presenters were funded through Psi Chi Regional Travel Grants and shared their experiences with chapter members upon return.

University of La Verne (CA)

CONVENTION/CONFERENCE: The chapter hosted its 6th Annual Student Research Conference on May 7, 2016. With over 80 attendees, the event showcased three different faculty research talks that focused on this year's theme of clinical psychology. Breakfast and lunch were free for all attendees thanks to the support of the university, Psi Chi fund-raising, and the psychology department. A student poster session also provided attendees with information about student research with faculty. Additionally, two research awards of $150 each were given to the best undergraduate and graduate posters. Finally, the day ended with a graduate panel that provided attendees with the opportunity to ask four different graduate students from doctoral and masters' programs about graduate school.

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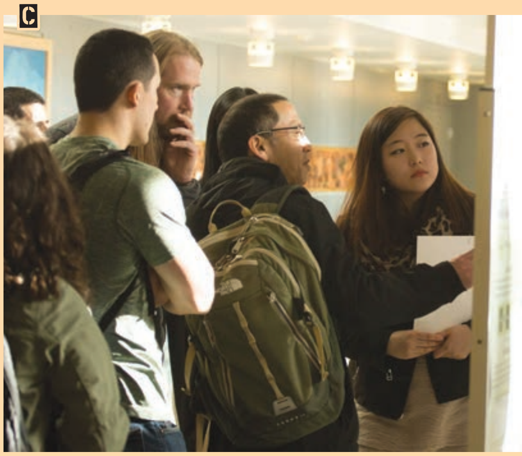

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A **Pacific University (OR)** members painting pottery after the Fall Retreat Organization Meeting

B **Pacific University (OR)** officers at the university's Club Fair

C Keynote speaker Dr. Tanaka engages others with a poster presentation at the **University of Victoria (Canada)**.

D **University of Victoria (Canada)** students and professors alike enjoy the conference banquet.

University of Victoria (Canada)

CONVENTION/CONFERENCE: Chapter officers planned and hosted the second annual Making Waves research conference. Students from Psi Chi chapters in British Columbia gathered at the University of Victoria (UVic) to present and learn about current undergraduate research. Over the course of two days, all streams in psychology were represented, from environmental psychology to clinical psychology. Speakers included Dr. Jim Tanaka, Anna Braunizer (president), and Sarah Pyne (vice-president) who spoke on why psychology matters, hierarchical refinement learning theory, and metacognitive awareness, respectively. All participants were welcomed to a banquet on the first evening and free pizza on the second day.

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E **University of Central Missouri** members enjoying sandwiches and games at an end-of-the-year social

F Newly inducted members of the **University of Central Missouri** Chapter

G Caytlin Trichter (left) with Dr. Amy Demyan at the **University of La Verne (CA)** Chapter's 6th Annual Student Research Conference


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