Apes and Their Future in Comparative Psychology
A Conversation With Dr. Duane Rumbaugh

Psi Chi Officers Can Develop the Skills Employers Seek
Searching for a Research Topic? Study Your Transition From College
Questions (and Answers) About Graduate School
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ABBREVIATIONS
APA American Psychological Association
APS Association for Psychological Science
EPA Eastern Psychological Association
MPS Midwestern Psychological Association
NEPA New England Psychological Association
RMPS Rocky Mountain Psychological Association
SEPS Southeastern Psychological Association
SWPS Southwest Psychological Association
WPS Western Psychological Association

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In This Issue
Our president’s message for this issue is entitled “Psi Chi: A Journey, Not a Destination.” This title could also be used for the launch of Psi Chi’s new website at psichi.org. The staff devoted a large part of the year streamlining the navigation to what you, the user, would be most interested in viewing. The website includes new features in the chapter administration section to make life a little easier for our faculty advisors. Potential members can now submit online, eliminating the need for advisors to enter the data themselves. Our hope is that, by taking the burden of data entry off the advisor, members can now be accepted earlier in the year and take advantage of the benefits of membership including awards and grants, publications, and convention opportunities.

But we have only just started our journey. We will be making requests to members and chapters for input now that the website can be easily updated. With the help of Google Analytics and social media, we will develop content that reflects member needs. Just as we will continue working to improve the website, this issue is designed to help you move forward through your personal journeys too.

Messages
In this issue of the Eye, check out our Board messages on upcoming initiatives, tips for attending conventions, and other innovations that took place over the past year. Be sure to read our President’s Message (page 4) regarding the development of Psi Chi scholarships.

Columns
Are you at a crossroad between career and graduate school? We continue our popular Eye columns to address your concerns on taking this next step. In “Wisdom From the Workplace,” Dr. Paul Hettich suggests selecting a research topic that is applicable to your future—workplace readiness (page 8). In our graduate Q&A (page 10), we feature questions from the University of Mary Washington (VA) Chapter. Do your chapter members have questions about graduate school or transitioning to the workplace? Send them to psichiye@psichi.org, and we will try to feature your chapter in an upcoming issue.

Features
To continue our focus on career, see our interview about Dr. Drew Appleby’s 40-year journey helping students discover the skills that employers seek (page 12). He matches the top ten skill categories, as reported by the U.S. Department of Labor SCAN report, with the specific duties held by Psi Chi officers. Use this list to get specific in your resume as to what skills you can bring to an employment opportunity (see sidebar on page 14).

Do you talk to your pets and believe they have a basic understanding of some words? That’s what comparative psychology and Dr. Duane Rumbaugh’s research is trying to discover with apes. Follow Dr. Rumbaugh on his 60-year journey with friends Lana, Kanzi, Nyota, and Panzee (pages 16–19). If you are an animal lover and want to get involved in this type of research, learn more at www.withapesinmind.com.

Whatever stage you are in on your journey, we hope Psi Chi can be a part of it. Contact us at psichiye@psichi.org with your suggestions and ideas for future articles. Also, please join the conversations on Psi Chi’s Facebook, Twitter, and LinkedIn pages.

Susan Iles
Editor
When I joined Psi Chi as an undergraduate, I never imagined that my educational journey would lead me to the Presidency of this dynamic organization. Yet, somehow, it all started with what I thought was a simple decision—join a renowned honor society because I was eligible.

This honor society played a role in my educational and professional life when I joined as an undergraduate. It continued to influence me in my graduate years as I met, studied, and researched with other Psi Chi members. At the institution where I held my first teaching position, I started a new chapter when one didn’t exist and served as a Psi Chi advisor until I left the university. When I moved to subsequent university positions, I had the opportunity to serve as chapter faculty advisor again. This led me to serve in the position of Southeastern Regional Vice-President which afforded me the much-needed experience, and confidence, to run for the position of President of Psi Chi. Even now I continue to learn and grow, as a professional and individual, through the function of my duties, experiences, and the people I meet in this position.

It is hard to believe that the concept for Psi Chi came from the minds of two young graduate students in 1927, whose idea garnered only modest support. Nonetheless, in September of 1929, Psi Chi was officially and formally established through the adoption of its Constitution. Now, this 84-year-old honor society, with over 600,000 members in over 1,100 chapters around the world, has become the largest psychological association in the world, as well as the oldest surviving student organization in psychology.

Internationalization:

While serving on the Board as a regional Vice President, I was part of a collaborative effort by board members and staff to develop initiatives and their implementation. It was decided that the next few years would see a focus on a handful of initiatives, including the further expansion of Psi Chi through internationalization. After all, it only seems fitting that Psi Chi, while founded in the United States, would eventually become the International Honor Society, given its founding at the Ninth International Congress of Psychology at Yale University. To this end, Psi Chi has met with great success. In only a few years, the organization has welcomed 13 chapters from territories and countries near and far including Puerto Rico, the Virgin Islands, the West Indies, Canada, Egypt, Guatemala, Ireland, Russia, and New Zealand, with many more in the process of applying.

Scholarships:

Psi Chi has always served its members in ways important to students and advisors through its research and regional travel grants and awards, as well as recognition for outstanding achievements in learning and service. Most recently, we have added unrestricted travel grants to the many opportunities we afford our members. Our next goal is to be able to provide scholarships, which is still a work in progress. A fund has been established and, although we have a great deal of work ahead, we hope these scholarships will provide a lasting tribute to the discipline and society, through the contributions made by Psi Chi members.

Growth:

Just as I could not imagine where my journey would lead me upon joining Psi Chi, so could our founding leaders never imagine that Psi Chi would grow into the large and influential organization it is, today. With a brand-new, state-of-the-art website, with chapters connecting through the Internet and social media, with projects uniting members and chapters from all over the globe, it is obvious that this organization has kept up with the changing times and will continue to do so. The aforementioned facts certainly help to explain our longevity, but without our members, advisors, and Central Office staff, this would not have been possible. Students, advisors, and alumni are what this organization is all about and while I have the chance, I want to say thank you. Thank you for all you do to support and contribute to the organization and the discipline. Thank you for all your hard work, the people you help, and the science you discover.

Your growth, the growth of Psi Chi, and the growth of our discipline are interconnected in ways you, too, might not have imagined when you first began your educational journey. I certainly could not. In the end, I believe that “even though we may begin at different times and places, our paths cross with others so that we may share our … compassion, observations, and hope.”

—Steve Maraboli, Unapologetically You: Reflections on Life and the Human Experience
Attendance Tips for Regional Conventions

Regional conventions start March 5, 2014, and I encourage all students to attend, especially those not graduating this academic year. Attending a convention this spring will give you ideas about activities in which you can engage over the following year (or two) to further enhance the field of psychology and beef up your resume, vita, or graduate school application. See what students at your level are working on, talk with students ahead of you in the job or graduate school process, and meet faculty from institutions to which you might apply.

Take the opportunity to hear faculty talk about the research areas you find most interesting and to ask them questions about their projects. In addition, see what research other students are presenting and which research projects win a Psi Chi Research Award. Use that information to plan ahead for submitting your own work next year (submissions are usually due October or November). If you are graduating soon and headed to graduate school, pay attention to graduate student work. Here are some tips to consider before you leave for regional conventions that will help you make the most of your time there:

Use a convention app or sticky tabs in the printed program to mark what sessions you want to see when. Regional conventions have several options almost every hour of the day. To avoid missing sessions you really want to see while you frantically search the program, review it ahead of time to decide which sessions are most important to you. If the convention has an app, you will not only receive updates if anything in the program changes, you also can use it to create your schedule. If there isn’t an app, use sticky tabs to mark your program book. And for any hour that has no competing sessions, consider why that speaker or event is so important and consider adding it to your schedule. But don’t forget to eat and check out the local scene. Sessions typically run all day so schedule lunch and dinner around the sessions you most want to attend.

Review topical program areas, including Psi Chi. When you are looking for sessions to attend, pay attention to the organization of the program. Every regional convention has different areas or tracks, such as teaching, developmental, social, clinical, professional/career, and Psi Chi. Some have programming planned by graduate students, which is good to include in your schedule if you are in or will be applying to graduate school. Of course, make sure to add the Psi Chi sessions to your schedule, including the Psi Chi Distinguished Speaker! Typically, the Psi Chi speakers hold an intimate discussion about their research with students in the hour after their talks.

Bring address labels. Take advantage of networking opportunities that occur at conventions by bringing along name and address labels. Sometimes poster presenters run out of copies of their presentations, or speakers don’t bring enough copies of handouts for everyone in the audience. In addition to wanting copies of interesting research results, you may find exhibitors from whom you would like to request information, books, or merchandise. Bringing your own address labels will make leaving your contact information quick and easy, and you won’t have to worry about whether people can read your handwriting. If you print your own address labels, consider printing some with your e-mail address and some without.

Wear comfortable shoes and be prepared to cover more distance than usual. Even at smaller meetings, you will likely cover quite a bit of distance as you move among your hotel room, the poster display areas, paper presentation rooms, exhibit halls, and nearby restaurants and tourist sites. Do what you need to do to move about comfortably and avoid blisters and sore feet, whether that is having a change of shoes for walking versus presenting or packing plenty of adhesive bandages.

Don’t dress up—dress professionally. Make sure that your stylish attire makes you look like you are attending a professional research convention for students, faculty, and researchers who are serious about the study of psychology. The faculty attending could be your future graduate school mentors or peers. The students attending could be your future professional peers too. No matter how great you look in that outfit, ask yourself if it is better suited to a night out dancing or a wedding reception than a professional convention. Your attire doesn’t have to be black and boring to be professional. You can express your own sense of style, but avoid anything that might be perceived as too sexy, casual, or trendy. If in doubt, ask a trusted faculty member for advice.

Consider attending any regional convention. Although your chapter is located in a particular region, you can attend, submit a poster to Psi Chi, and win a Psi Chi Research Award in any region. So look at the location and dates of the regional conventions and attend the one that makes the most sense for you.
This Is Not Your Parents’ Psychology Honor Society:
Reviewing a Year of Innovations in Psi Chi

As I reflect on the past year in which I served as President of Psi Chi, I want to highlight several new developments that will change the way our members interact with and benefit from their psychology honor society. Many of these will enhance the ways that members communicate with Psi Chi and each other, as well as raise the bar for opportunities available to members into the future.

This past year reflected a major effort by Psi Chi’s Central Office staff to roll out a new website that better meets the needs of 21st century Psi Chi members. Go to www.psichi.org and you will see that not only has the appearance changed to a much cleaner, more visually appealing format, but many new features also help members and faculty advisors on such basic tasks as online applications for membership and awards and grants. Our new website will also provide a continual rotating display of accomplishments by members, chapters, and alumni; giving more of a face to the thousands of members and chapters that make Psi Chi the largest academic honor society in the world. Our staff continue to make improvements that will help our website provide more interactive ways for members to connect for social, research, and career opportunities. Check back often for new improvements!

Apart from the website, Psi Chi has heard from our members that more funding opportunities are always appreciated. Among the biggest changes in the past year has been an expansion in our Travel Grants program. Both undergraduate and graduate students may apply for funding to travel not only to national and regional conventions traditionally sponsored by Psi Chi, but also to any psychology-themed conference, including the increasingly specialized events that focus on specific, cutting-edge research topics. While we are always reviewing the variety of awards and grants that Psi Chi offers and adjusting programs depending on what members demand, one specific type of award has been notably lacking in Psi Chi’s history—the provision of tuition scholarships. Our Board of Directors has increasingly heard from members that, with the increasing cost of higher education, such scholarships would be much appreciated. As a result, this past year, Psi Chi’s Board approved the development of a plan to grow a pool of funds to support such scholarships in the future. It will take some time to develop, but the seeds have been planted and the hope is that within a few years, Psi Chi scholarships will be available.

A third area of innovation this past year has been Psi Chi’s formal affiliation with the Center for the History of Psychology (CHP) located at the University of Akron in Ohio. Increasingly recognized by major professional organizations as the official archive of the psychology field, CHP will become the repository for Psi Chi’s artifacts from its lengthy history, including Psi Chi applications from eminent psychologists and materials from major Psi Chi milestones. CHP will catalog and store Psi Chi materials so that they are securely protected, making them available for future scholars doing research on the Psi Chi organization.

Finally, one of the more visible innovations for Psi Chi that members will encounter when they attend major psychology conventions is our new exhibit booth. In addition to sharing information about Psi Chi to prospective members, we intend this booth to serve as a focal meeting point for members to speak with some of our current officers and staff. One result we hope to accomplish with this exhibit booth and other outreach activities is to enhance our reconnections with our alumni members.

Always remember that you are a member for life and that Psi Chi constantly strives to develop new ways to provide useful programs and benefits even after you graduate. This year we focused on making Psi Chi easier to navigate online and ultimately more supportive of its members through additional travel grants and our upcoming scholarships program. We are creating connections with our alumni through our new exhibit booth and CHP. To continue to better Psi Chi for all, we rely heavily on your input to let us know what we can do for you. Please use the exhibit booth, psichi.org, your relationship with faculty advisors and regional vice-presidents, or any of many other Psi Chi resources as an opportunity to keep in touch.
The 53rd annual New England Psychological Association (NEPA) convention at Housatonic Community College in Bridgeport, CT was attended by over 700 students, faculty members, and other professionals. The convention kicked off Friday evening, October 18, with a dinner and keynote address by Dr. Daniel Schacter (Harvard University, MA) on “The Seven Sins of Memory: An Update.”

A full day of paper presentations, posters, workshops, symposia, and invited speakers occurred Saturday, October 19. Psi Chi and Psi Beta collaborated on a panel, “The Benefits of Honor Society Membership,” led by Dr. Martha Zlokovich (Psi Chi Executive Director), Dr. Deborah Harris O’Brien (Eastern Regional VP), and Dr. Samvel Jeshmaridian (Psi Beta Eastern Regional VP). The panel discussed awards and grants, research opportunities, and how to start a chapter. Dr. Kate Marsland (Southern Connecticut State University, SCSCU) and Dr. Vincent Prohaska (Lehman College, City University of New York) joined with Psi Chi chapter officers from SCSCU to conduct an interactive chapter leadership exchange focused on solutions to challenges within their chapters and successful ideas for activities and fund-raisers. There was a Festschrift in honor and remembrance of the late Dr. Joan Bombace (NEPA Past-President, Quinnipiac University, CT), and many other invited speakers presented throughout the day including Dr. Kelly Brownell (Yale, CT).

Five separate poster sessions took place, with posters presented by undergraduate and graduate students as well as faculty. In total, over 180 posters were presented. Dr. Lewis Lipsitt (Brown University, RI) delivered the luncheon Presidential Address on many of his experiences as a researcher and his work with other well-known developmental psychologists of the 20th century, such as Dr. Jean Piaget. After Dr. Lipsitt’s address, the Science Directorate of APAGS hosted a symposium by Dr. Tony Crespi (University of Hartford, CT), Dr. Edward Ameen (APAGS), Dr. Denise Laframboise (Hamden, CT), and Dr. Mackenzie McNamara (University of Hartford, CT) entitled “Graduate School in Psychology: From a Challenging Market to a Successful Career.”

Dr. Keith Cruise (Fordham University, NY) rounded out the day with the Psi Chi invited address entitled “Myths and Misperceptions About Mental Illness and Violence.” Then Psi Chi concluded the convention with a reception and awarded certificates to 37 Psi Chi undergraduates and their faculty sponsors who had presented posters at the convention.

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A. Psi Chi invited keynote speaker Dr. Keith Cruise (Fordham University, NY) using recent media coverage of mass killings as examples to present research on which psychological factors do (and don’t) predict dangerousness.

B. Dr. Debra Harris-O’Brien (Psi Chi Eastern Regional VP) at the awards ceremony/reception with the certificates presented to students.

C. Students from Stonehill College (MA) presenting “Perceptions of a Dating Conflict: The Role of Sexual Orientation.”

D. Dr. Martha Zlokovich (Psi Chi Executive Director) speaking about the benefits of Psi Chi membership.

E. Dr. Samvel Jeshmaridian (Psi Beta Eastern Regional VP, Technical College Institute, New York), Dr. Martha Zlokovich (Psi Chi Executive Director), and Dr. Debra Harris-O’Brien (Psi Chi Eastern Regional VP) answering audience questions about the benefits of honor society membership.

F. Dr. Kate Marsland (Eastern Steering Committee member and Southern Connecticut State University Psi Chi advisor) with SCSCU students for the Psi Chi Chapter Leadership Exchange.
Searching for a Research Topic?

Study Your Transition From College

Do you need an individual or group project for your capstone course, senior thesis, research methods course, or independent study? Why not explore a subject that is directly applicable to your future? Whether you plan to enter the workforce upon graduation or attend graduate school first, sooner or later you will seek employment in an organization (starting again as a freshman!) that will probably reflect a culture, expectations, and practices far different from what you currently experience, especially if your work record is limited.

If you feel confident in your ability to succeed in a profit or nonprofit environment, consider the following remarks contained in the conclusion of Recruiting Trends 2012–2013, published by the Michigan State University Collegiate Employment Research Institute (www.ceri.msu.edu). Principal investigator and psychologist Philip Gardner articulates a very disturbing observation about current college graduates:

After four years of rough seas, the college labor market will probably not reach calmer waters for several years. The most troubling aspect of this year’s report is the consistent and damning rhetoric from employers that students’ sense of entitlement, expectations, and level of preparedness is totally out of sync with the reality of the workplace. These Bachelor’s degree students who graduate this year entered college at the onset of the recession and have had plenty of time to be coached about their expectations, encouraged to engage in professional experiences, and prepared to handle their first job experience. Yet, students remain as naïve as always about focusing on their future. (Gardner, 2012, p. 41)

In this column, I identify several variables that influence the quality of your preparedness, variables that could serve as anchors to a highly informative and rewarding project. In fact, the field of psychology rests on a relatively unexplored gold mine of concepts, theories, and research capable of generating a highly practical body of knowledge, guidelines, and insights for students in transition to the labor market. In spite of their importance to graduates who face high loan debt in a tight job market, studies on workplace readiness and transition issues are alarmingly few; perhaps you can help this literature grow.

Transition

The transition to work for younger-age students is probably the most significant change they will have encountered to date, but just one of many to come. Certain aspects of a transition can be characterized as an emotional wilderness. What does the literature tell you about the processes involved in a transition? What obstacles do recent graduates encounter, and how long does a transition last? Does a transition differ for persons who enter the workforce immediately after graduation compared to individuals entering graduate or professional school? What have William Bridges and Nancy Schlossberg contributed to our understanding of transitions?

Entitlement

Philip Gardner comments on graduates’ “sense of entitlement.” Psychologists are actively investigating millennial, Generation Y issues, so what do their studies reveal? How do entitlement attitudes manifest themselves during college and later in the workplace or graduate school? How can entitlement attitudes be changed? Do millennials really feel entitled, or are employers just crabby, old people?

Unrealistic Expectations

Employers also criticize students’ unrealistic expectations of the workplace. What are the specific expectations students hold about their first job and how do those expectations compare to those of employers? What can be done to bring the conflicting sets of expectations in sync? To what extent can internships or prior work experiences generate realistic expectations about that first post-graduation job?

Lack of Preparedness/Readiness

Gardner’s comments also include complaints about graduates’ lack of preparedness/ readiness. What exactly is workplace preparedness, and how do employers, academics, and students differ in their definitions? What specific activities can students pursue during college to improve readiness, and what is the evidence to support these activities? How does research in vocational psychology and organizational behavior inform workplace readiness? What offices and departments in your institution offer opportunities that promote preparedness?

Academic Skills

During a job interview, employers want to know more about the specific skills you acquired during college than the content of the courses you completed or the papers you wrote. What particular skills do employers seek in an applicant? To what extent are these skills taught in your institution’s general education requirements and in your psychology major? Which skills are best developed outside the classroom? Does psychology prepare students for work better than other liberal arts disciplines do? How important are leadership and interpersonal communication skills to employers and how can these skills be acquired during college? How helpful are part-time jobs for acquiring and succeeding in full-time jobs after graduation?

Psychosocial Development

After College

Graduation is certainly not the end of your psychosocial development. How does current theory and research inform us about developmental issues encountered?
after college? What types of experiences promote or impede developmental progress during a transition? To what extent does unemployment or a boring job influence motivation, career planning, and psychosocial development?

**Relationships**

Relationships play a key role throughout a transition. Friendships are usually more challenging to establish after than during college. What issues does a new graduate encounter when forming relationships in the workplace? With a high percentage of graduates returning home to live, what are the advantages and disadvantages of this arrangement for graduates and their families? Does living at home cause a graduate to become more or less active during a job search or too selective about accepting job offers? How do helicopter parents help or hinder the process of establishing independence?

**Personal Issues**

Personal problems (e.g., anxiety, relationships, excessive stress, addictive behavior, and bipolar conditions) that interfere with a student’s daily life can multiply rapidly when that person becomes an employee trying to master a new job and the multiple stresses that accompany it. To what extent can college counseling services prepare students for the stresses of workplace or graduate school? How are mental health issues dealt with in the workplace?

**Job Satisfaction With a Psychology Major**

You probably chose to major in psychology because it would lead to a satisfying career either with a baccalaureate or graduate degree. To what extent do baccalaureate level psychology graduates feel prepared for and satisfied with their jobs compared to other liberal arts majors? Are psychology graduates with high GPAs more successful in their jobs than psychology graduates with lower GPAs? What do Borden and Rajeczi say about these and related issues regarding satisfaction with a psychology major?

**Career Planning**

Career planning should become an essential component of your educational experience, especially during your final two years. What particular theories of career planning help you understand your situation, and to what extent does the research literature support these theories? Are students who begin career planning before or when they declare a major better prepared for work compared to those who wait until their last academic term? Numerous career-related assessment instruments are available in your institution’s career center. How do these instruments differ in their objectives, applicability, and in the research that supports them?

**Other Factors**

Several other factors may influence success in your first post-college job. To what extent does your motivation to learn in the classroom transfer to a work setting? How can theories of workplace motivation be used to explain student behaviors? What specific components of a job are most important to college students, and why is it important to know that? Are students who pursue graduate school really more interested in psychology than those who seek jobs after graduation in order to use their psychological knowledge?

Throughout your coursework, you have encountered several fascinating concepts, theories, and research studies from diverse areas of psychology and other disciplines. As your college experience moves to its conclusion, be sure to connect and apply that body of knowledge to the exciting and challenging journey ahead of you. Transition happens! Make it happen successfully.

PS: Please tell me how you applied transition concepts to a project so I can share your experience in a subsequent column. E-mail me at phettich@depaul.edu

**Reference**

Questions (and Answers) About Graduate School

The University of Mary Washington’s Psi Chi chapter strives to maintain an active calendar of activities benefitting both its members and the community. Each fall, they hold a series of graduate school workshops for the entire Psychology Department. In the spring, the chapter focuses on its continually successful Powercard fund-raiser, selling cards that offer discounts to local businesses. Much of this money goes toward the chapter’s travel scholarship fund, for which any member attending or presenting research at a national or local conference may apply. The chapter also participates in a service project each semester. Previous service projects have included forming a Relay for Life team and writing letters to soldiers. The chapter is also proud to organize a 2-day research symposium of student research presentations at the end of each year.

If I am interested in a specific area of research, how do I find faculty who are conducting research in that area? How should I go about contacting them?

VanderStoep: One way to identify faculty with research interests that match yours is to conduct PsycINFO searches and look for scholars, research units, or universities that fit your area. Another way is to start with universities in which you might be interested and look at the psychology web page of those institutions. Then e-mail the faculty member. In that email, I would succinctly and professionally do the following: (a) identify yourself, your school, and your current situation; (b) show your interest in applying to the faculty member’s institution; and (c) ask whether the faculty member anticipates taking any students into her lab next year.

Landrum: I definitely agree with Dr. VanderStoep about using the research tools that psychology majors learn about, including an author search on PsycINFO as well as searches of institutional web pages and Google Scholar. Time permitting, meeting a professor at a convention your junior year can make for more conversational interactions during your senior year, where following up on graduate school opportunities feels natural because the faculty member and you have already met in person. The e-mail advice that Dr. VanderStoep provided is superb; one additional tidbit I would add is to NOT ask the faculty member a question that is easily answerable from available web information. That is, never ask a faculty member what research area they study; you should be able to determine this by using the research tools of your trade. Show prospective faculty members that you have done your homework on the institution, department, and individual professor, and be sure to only ask savvy and insightful questions.

Handelsman: I have just two points to add. First, when you identify a professor who is doing research you’d like to be involved in, find out (from the school’s web page) what program the professor is affiliated with. If you’re interested, for example, in social psychology, and the professor teaches in the clinical program, that professor may not be in a position to offer you experience, funding, etc. Second, when you contact the professor, it is good to show (via the questions you ask or comments you make) that you’ve read and have thoughts about the research the professor has done.

How can I compensate for poor GRE scores?

VanderStoep: Here are a few ideas. First, you can take the GRE again. But only do that if you are confident that there is a high probability that you will do better the second time. There are no guarantees, but a way to increase your confidence is to study a lot and then take some practice tests. The GRE has high reliability, so unless you’ve done something to change your performance (like studying), this is not always a good option. Second, you can expand your list of schools to include ones that either have less stringent GRE requirements or that do not weight GRE scores as heavily. Finally (and you should do this anyway), emphasize the characteristics and experiences that you have that will make it likely that you will thrive in graduate school. The truth is, bad GRE scores are going to eliminate you from some elite programs. But there are still many graduate-school options for folks with lower-than-desired GRE scores.

Landrum: First, the news that most prospective graduate students do not want to hear: the GRE is the great equalizer across students, especially with high variability in the meaning of what the GPA represents from institution to institution. Said another way, a high GRE score can offset the negative impact of a low GPA, but a 4.0 GPA does little to offset low GRE scores. Dr. VanderStoep’s advice about taking the GRE again is good advice, but be sure to study in-between the test administrations. The senior year for active psychology majors is usually extremely busy, but do not make excuses for not finding time to study (or restudy) for your GRE. The GRE score is key for some graduate admissions programs, so take it lightly at your own risk. I do talk to students who are so GRE-averse (for whatever reason) that these undergraduate students actively shop for graduate programs which do not require the GRE; there are many good graduate programs in the country, and some require the GRE and others do not.

Handelsman: Just one note of optimism: Some programs use GRE scores as their lynchpin, but others do not. Some programs weigh GPA more heavily because they feel that a consistent record of success might be more predictive of success than a one-day assessment—and because they know that GRE scores may not be as valid for some groups as others. Some programs (I’m thinkin’ master’s, here) may not have a hard cut-off, so they’ll see other parts of your application (like research experience). And if your scores
are just good enough to make the first cut, GRE scores may become relatively less important than other indicators.

**What should I do if I do not get into grad school?**

**VanderStoep:** Get a job. After all, what choice do you have? That’s the bad news. But the good news is: Things will be just fine. I went to graduate school, and I loved it. So did all of your professors. But there are so many other ways to pursue meaningful work than by seeking graduate education. And the better news is this: After a few years of working, making some money, and proving yourself to be an integral part of your organization, you will have a much more impressive resume, be wiser, have more solid financial footing, and be better prepared for graduate school because of your work experience. But perhaps by then the idea of graduate school may have lost its luster in your mind, and you may be happy continuing to pursue your vocational dreams by staying where you are.

**Landrum:** My advice would be this: stay connected to psychology if you want to apply again to graduate school, or if you never intend to apply. Stay connected by volunteering in the community, reading psychology journals, writing a psychology blog, working in a local psychology laboratory for free, or whatever it takes to stay connected.

It’s pretty typical for a bachelor’s degree recipient in psychology to get a good job and start advancing through the career ranks. It is sometimes a difficult decision to then return to graduate school because they have a rewarding job with a decent salary, and going to graduate school means giving that up and perhaps going into debt. In graduate school, students who go most of the way without finishing are called ABD, or all-but-dissertation; perhaps we need to have a new designation, ABGS, or all-but-graduate school. Personally, I believe that the biggest predictor of admission to and success in graduate school is persistence, and if you really want graduate school, then be persistent about it and resilient to setbacks.

**Handelsman:** As you apply to graduate programs, work with your school’s Career Center (or whatever the equivalent is called) and explore Plan B. As you work at your job and stay connected to psychology, (a) learn about yourself as a human being, and (b) collect the experiences and stories that will enhance your life no matter what paths it takes.

**Does it look bad to take time off after college before applying to grad school?**

**VanderStoep:** Nope. In fact, gap years seem to get more popular each year among my students who just a few years ago were grad-school bound no matter what. And one could argue the trend is changing from gap years being times of self-discovery and a break from school to gap years being resume-builders. I am old-school enough that I believe if you want to pursue graduate training and you’re sure of it, then do it right after you finish college. Don’t wait. One obvious risk is that people won’t return to graduate school after enjoying the different pace (not to mention the income) of work. This is possible, but it’s not the reason that I am not a big fan of waiting. My main reason is that graduate school is not prison (insert joke here). You can leave anytime you want. If you like the idea, and if you get in, then go for it. Graduate school, especially doctoral programs, take a long time. Delaying the start means delaying the finish. Of course, if you’re not sure, or you don’t get in, then perhaps a gap year is best.

**Landrum:** Does it look bad to take a year off between bachelor’s degree receipt and starting graduate school? Not all. Should you do it? That is a different question, and each person must answer it individually. If you are sick and tired of school as you finish your undergraduate degree, then maybe a gap year is a good idea to get refreshed and rejuvenated for upcoming graduate school challenges and tribulations. However, many students have momentum and are in a learning-and-testing “groove” if you will as they finish their bachelor’s degree. Studying and testing are part of graduate school life, so those study skills honed as an undergraduate will serve you well as a graduate student. As Dr. VanderStoep mentioned, some students are easily distracted, and if they step out for a year, they may have pleasant life events which make the sacrifice for graduate school a difficult decision. However, just as Dr. VanderStoep mentioned that one can leave graduate school at any time, to some extent the reverse is true; after having completed your undergraduate degree and being in the workforce, you can apply for graduate school at any time in the future. Graduate school education is not going anywhere, and if life circumstances and expectations lead you to the need for advanced graduate education, those opportunities will continue to exist in the future.

**Handelsman:** Pretty much the only time off between undergraduate and graduate school that doesn’t count positively in some way is jail time. And just to present a little more in favor of time away from school (in the form of a gap year or years, an initial career, or forever): I’m not sure it’s a bad thing to risk the realization that life can be fun and rewarding without a graduate degree.
Psi Chi Officers Can Develop the Skills Employers Seek

by Dava Stewart
Early in his teaching career, Dr. Drew Appleby taught at Marian College, a small school without a Psi Chi chapter until one of his students decided to bring Psi Chi to the Marian campus. Displaying an admirable level of determination, the student wrote a successful application for a Psi Chi chapter and then served as its first president.

Years later, Dr. Appleby had lunch with his former Psi Chi president, who was working as a successful commercial property manager. By this time, Dr. Appleby had begun to do serious research into what skills psychology majors gain in pursuit of their degrees compared to the skills employers are seeking when making hiring decisions. He asked the student how his undergraduate education had helped him become a successful professional.

“The first thing he mentioned was the Psi Chi application, which he said provided him with an opportunity to use his writing skills to accomplish something other than completing a term paper or answering an essay question.” In writing the application for the charter, the student said he had to apply the skills he had learned as an undergraduate to achieve a particular outcome. He continued to use those skills in his capacity as a property manager when he wrote important documents, such as leases, insurance claims, dispute resolutions, by-laws, and covenants.

From the beginning, Dr. Appleby was motivated to help students struggling with the job market. He approached the problem from a research perspective because he said, “I had to educate myself about these skills before I could successfully educate my students about them.” The conversation with his former student confirmed the findings of his careful research: Psi Chi officers do develop important, useful skills that can be successfully applied in the workplace.

For his first research project on the topic of psychology majors and the job market, Dr. Appleby asked the director of Marian’s Career Center for the names and addresses of employers who sent recruiters to Marian.

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How to Use Your Resume to Showcase Your Skills

by Drew C. Appleby, PhD

Dr. Norine Jalbert’s 1996 Psi Chi President’s Message (Jalbert, 1996), “Psi Chi Should Be More Than One Line on Your Resume,” provided a compelling argument for the validity of her title. Seventeen years later, the results of the research described in this article provide evidence that her argument is not only logically sound, but is also supported by empirical data. The take-home message for Psi Chi members is clear: although being elected to Psi Chi is an honor, it is not an end in itself. Wise Psi Chi inductees should understand that their membership is just the beginning of an amazing opportunity to serve their chapter as an officer and to develop an impressive portfolio of job-related skills in this role. The following example of an entry on a resume clearly demonstrates the types of skills valued by employers.

President of Terra College’s Psi Chi Chapter
(August 2011-August, 2012)

- Scheduled, organized, and ran chapter meetings
- Created annual goals for the chapter and each of its officers
- Delegated duties and followed up to ensure that duties were performed
- Planned and executed three major events under significant financial and time constraints
- Created Terra College’s first Honors Day by collaborating with the presidents of the other Terra College student honor societies and the Dean of the Terra College Honors Program

Reference
Jalbert, N. L. (1996, Fall). Psi Chi should be more than one line on your resume. Eye on Psi Chi, 1(1), 64.
<table>
<thead>
<tr>
<th>SCANS skill category (*)</th>
<th>Specific skills listed by former Psi Chi officers</th>
</tr>
</thead>
</table>
| 1. Leadership skills (61)  | • Organizing, planning, and running meetings  
• Motivating others  
• Developing thorough and thoughtful planning skills  
• Setting goals  
• Learning the benefits of being in a well-organized and motivated group |
| 2. Communication skills (55)  | • Giving oral presentations  
• Developing interpersonal communication skills  
• Learning to make contact with a target audience  
• Developing writing skills  
• Listening to others’ perspectives |
| 3. Organizational skills (46)  | • Learning to pay attention to details  
• Keeping very good track of paperwork  
• Acting as the chapter’s historian |
| 4. Interpersonal/people/social skills (32)  | • Networking  
• Getting to know, communicating with, and working with faculty  
• Meeting new people  
• Being considerate of others’ situations  
• Advising and mentoring  
• Learning how to deal with people in stressful situations  
• Displaying diplomacy  
• Learning to work effectively with other officers |
| 5. Managing time (20)  | • Learning to be accurate and on-time  
• Calendaring |
| 6. Facilitating/managing group work (20)  | • Recruiting  
• Managing volunteers |
| 7. Working with others on a team (17)  | • Learning to follow up to make sure assignments are completed  
• Learning that cooperation is necessary to reach goals  
• Acting as a liaison |
| 8. Acting in a responsible manner (13)  | • Being accountable  
• Developing a willingness to go above and beyond to fill a position that was time-consuming, but which benefitted a large number of people |
| 9. Thinking skills (11)  | • Becoming involved in research  
• Developing skills to work in an academic situation  
• Making decisions  
• Developing better understanding of psychological information |
| 10. Operating within systems (8)  | • Learning the ins/outs of departmental operations  
• Understanding hierarchies  
• Learning how to communicate within bureaucratic systems  
• Becoming aware of community agencies  
• Understanding the benefits of getting involved |

*number of times mentioned by Psi Chi alumni

Psi Chi Officers Can Develop a Full Portfolio of Career-Related Skills

Drew C. Appleby, PhD  
Indiana University-Purdue University Indianapolis  
Joseph R. Ferrari, PhD  
DePaul University (IL)

A Psi Chi Thelma Hunt Research Grant enabled us to investigate the characteristics of Psi Chi alumni and the impact of their Psi Chi membership. We surveyed 4,000 Psi Chi alumni to gather their demographic characteristics, undergraduate research experiences, and career or graduate school status, and we published the results of our project in Eye on Psi Chi (Ferrari & Appleby, 2005). The final question on our survey asked, "If you were a Psi Chi officer, what specific skills did you acquire as a result of your duties that helped you in your continued education or employment since your graduation?" We asked this question because we were interested in the skills Psi Chi officers report they develop during their service to their chapters.

Our quantitative analysis showed us that Psi Chi officers report they develop many valuable skills while they carry out their duties. But what are these skills and how are they related to the skills college graduates need to be successful when they complete their undergraduate educations? To answer these questions, we switched to a qualitative research approach by performing a content analysis on the 317 reported skills in which we used the categories of skills included in the United States Department of Labor’s 1991 SCANS Report as our organizational structure. (This very comprehensive report identified the skills that the members of the American workforce of the 21st Century should develop during their education so they can succeed on-the-job.) The left column of the table contains 10 of the SCANS skill categories and the right column contains the specific skills reported by our sample of Psi Chi officers that fit into each of these categories. The take-home message from this table is clear. Former Psi Chi officers report that they developed a wide range of skills while they were carrying out their duties and that these were the same skills they used on-the-job when they entered the workforce.

References
Authors’ Note: The authors would like to thank Robert Athey for data entry.
who indicated they were willing to interview psychology majors. Dr. Appleby then contacted those employers and asked them what it was they looked for in new hires.

As he reviewed their answers, it occurred to him that the employers were not “looking for knowledge, but for skills.” He uses a quote from Alfred North Whitehead to illustrate the point: “Knowledge does not keep any better than fish.” The specific information students learn is not as important as the process they use to learn it. Dr. Appleby says, “It is crucial to help our students understand that the knowledge we teach them is less important than the skills we are requiring them to develop in order to acquire that knowledge.” These life-long learning skills are the essential core of a college education.

Dr. Appleby describes himself as an “educational idealist” because he believes that an undergraduate education in psychology can and should be a genuinely transformative experience, not just a race to obtain a diploma as quickly and easily as possible. He also urges his students to participate as active partners in this transformative process by working as hard as they can to answer the following five crucial career-planning questions:

1. For what occupations can I prepare if I major in psychology?
2. What specific skills must I possess to enter and succeed in these occupations?
3. How can I use both the curricular and extracurricular opportunities my undergraduate education provides to develop these skills?
4. Who can serve as a mentor to guide me in the selection of and engagement in these opportunities?
5. Once I have developed these skills, what strategies can I use to convince employers that I possess them so they will hire me?

Dr. Appleby believes that the answer to the last question is especially important. Many students join Psi Chi because they think it will look good on their resumes. While this may be true, employers will be far more impressed if the resume shows exactly what they did as an officer, committee member, or participant in activities or projects. Dr. Appleby states succinctly, “Employers want people who know how to learn, and that is where being an officer goes from being a line on a resume to being much more.”

Dr. Drew C. Appleby received his BA from Simpson College in 1969 and his PhD from Iowa State University in 1972. During his 40-year career, he served as the chair of the Marian College Psychology Department, the Director of Undergraduate Studies in the IUPUI Psychology Department, and the Associate Dean of the IUPUI Honors College. He authored over 100 publications and made over 600 presentations (including 20 invited keynote addresses) to a variety of professional and nonprofessional audiences. He was honored for his outstanding contributions to the science and profession of psychology by being named as a Fellow of the American Psychological Association’s Division One (General Psychology) and Division Two (The Society for the Teaching of Psychology), the Midwestern Psychological Association, and as the 32nd distinguished member of Psi Chi. He also received 39 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 61 student-athletes. He was designated as a mentor by 659 IUPUI psychology majors, 201 of whom indicated 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.

Joseph R. Ferrari, PhD, is a professor of psychology and “Vincent DePaul Distinguished Professor” at DePaul University, Chicago, IL. Born and raised in Brooklyn, NY, Dr. Ferrari received his BA in psychology from St. Francis College (NY), in 1978; his MS in experimental psychology from SUNY, College at Cortland, in 1981; his MA in general psychology and PhD in experimental psychology from Adelphi University (NY), in 1985 and 1989, respective. After teaching at several private and public two- and four-year colleges and universities in New York State, he joined the faculty of DePaul University (IL) in 1994.

Dr. Ferrari is a fellow of the American Psychological Association, Association for Psychological Science, Society for Community Research & Action, and elected into membership to the Society for Experimental Social Psychology. Since 1995, he is Editor-in-Chief of the Journal of Prevention & Intervention in the Community (Haworth Press: Binghamton, NY). He has over 265 scholarly publications, 14 books and book chapters, and over 500 conference presentations. Dr. Ferrari was faculty advisor for DePaul’s chapter of Psi Chi from 1998 to 2004, and from 2005 to 2008. He received the Distinguished Service Award in 1996 and in 2004. He received two Thelma Hunt Research Awards through Psi Chi. He lives in Lisle, IL, west of Chicago, with his wife, Sharon. They have three children—Catherine, Christina, and Jonathan.
Since the advent of comparative psychology, scientists have tried to avoid anthropomorphising, or humanizing, their animal subjects. Attributing human characteristics to animals is easy to do; most pet owners will say that their pets understand at least some human language, for example. When Dr. Duane Rumbaugh and his team began their work with nonhuman primates and language, they began with no assumptions—not even that the apes could acquire language. They were determined to gather evidence based on solid research methods on what dimensions of language an ape might learn and the conditions under which they had been learned. Given the ape’s relatively small brain (compared to ours), the researchers’ optimism was not high.

The Beginning: Lana
Although his career did not all begin with Lana, Dr. Rumbaugh describes her as “the grandmother of all my professional life” (2013). Lana is a chimpanzee who learned the word-symbols and grammar of Yerkish, a language that Dr. Rumbaugh and his colleagues created at the Yerkes Regional Primate Center. The language consisted of symbols, called lexigrams, on a computerized keyboard. Each lexigram represented a word, and to ensure that Lana understood the meanings of the lexigrams rather than simply memorizing their locations, they were moved around on the keyboard. Lana’s achievements still inspire researchers. In fact, Lana still participates in research. A chimpanzee that could communicate with humans made headlines in 1975. Unfortunately, those headlines focused on the wrong thing. “The emphasis on Yerkish was predictable,” says Dr. Rumbaugh. “We just didn’t predict it. They [reporters] made it seem as if we created a language that made us magically able to communicate with the apes. The lexigrams were important because they had to be discernible and had to fit on the keys, but at the same time they were but tools for our research. The more important part of the whole thing was the question ‘Can an ape really learn what the symbols mean?’”

The answer to that question is the result of some creative genius on the part of the researchers. Dr. Rumbaugh first linked sets of the lexigrams together, so that if any one symbol in a set was pressed, the entire set would activate. For example, if any of the keys in the set that represented asking for milk were pressed, Lana would be given milk. Eventually, the keys were separated, so that Lana would have to search for and press each lexigram in the request in order to receive milk.

Even now, more than 30 years later, Lana’s accomplishments seem utterly fantastic. As the Yerkes Center director at the time pointed out, “There’s just something mystical about apes, language, and computers.” Lana learned to clearly communicate her wants, needs, and preferences using the keyboard. More than that, she applied what she learned in unexpected ways—to make requests that researchers never taught her and thereby solve novel problem that she faced.

The idea that complex learning occurs through a series of amalgams rather than by responses to individual stimuli permeates Dr. Rumbaugh’s work. He strongly opposes the ideas that animals are simply empty beings with no psyche, or capability to feel emotion, perceive pain, or otherwise experience the world as humans do. Careful,
varied research over the course of his career has shown “all of the different kinds of responses are important to gel into a larger picture. Apes are surprisingly competent at doing that—much more than we thought 50 years ago. Animals were thought to be unintelligent and empty, but the brain is hungry for stimulation, for experiences of the live-a-day world as information within which it searches for forms patterns and systems of “knowing”. That is what the brain does, day and night.”

Dr. Rumbaugh described the way that many separate concepts can come together and create a whole with a story that most psychology students can relate to: “When I was in school, we called statistics class the Mystery Hour. We all understood the numerals and some of the theories, but we still couldn’t quite see our way through the fog. But we each eventually had an ‘aha!’ moment. The whole thing just congealed—and it was like a symphony, with all of the parts working together.” Dr. Rumbaugh’s work has shown that apes possess the ability to use seemingly disparate bits of knowledge to find systems and patterns in much the same manner as statistics students.

In 2007, Dr. Rumbaugh and several colleagues published *A Salience Theory of Learning and Behavior—With Perspectives on Neurobiology and Cognition* (Rumbaugh, King, Beran, Washburn & Gould, 2007). In it, they outlined a new theory of learning and behavior. Salience theory takes into account instinct, conditioning, and unforeseen, novel behaviors that Dr. Rumbaugh calls *emergents*. “My 60 years of work led me to a redefinition of how learning occurs. Reinforcement is not sufficient on its own to explain learning,” Dr. Rumbaugh says. Salience theory “has been warmly received by all but those who adhere to the ancient definition of reinforcement. Reinforcement is reformulated in terms of attributes that all stimuli have in a given stimulation. As we eat a meal or an animal learns to press a key to get food, a host of stimuli are present and are in interaction with one another. The stimulus events form amalgams in which each stimulus enters in accordance with its salience and its response eliciting properties. Amalgams are both formed and organized by the brain into networks that organize them rationally into what we might call knowledge. Hence, it is not just the strongest but all stimulus events that impact upon what is learned and usable in the future. The traditional ‘reinforcer’ is but the strongest of events in a situation.”

Lana provided an excellent example of an emergent behavior early in her work with the keyboard. It was useful for caretakers and researchers if she did not urinate anywhere she wished in her enclosure, so they used a conditioning technique to train her to use a pan. Each time Lana urinated in the pan, she received a reward.

Lana, however, did not just learn that she would be rewarded for urinating in the pan. Instead, she also concluded that it must be the putting liquid in the pan that resulted in a reward. When she could not no longer urinate, she would spit in the pan and then look expectantly for a reward even though that behavior had not been reinforced at any time. Dr. Rumbaugh explains, “It is the dynamic flow of contexts, stimuli, and much else—it is the integrating of all these things that allow the brain to work.”

The Language Research Center

In 1980, Georgia State University built the Language Research Center, founded by

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Lana requesting a specific type of food with her keyboard. She became so skilled that she could catch an M&M before it fell into the food cup.

A partial dictionary of Lexigrams used by Lana.
Dr. Rumbaugh, and where he served as director until 2001. He and his team, as well as researchers from around the world, carried out numerous studies on nonhuman primates. A bonobo named Kanzi taught them a great deal about comprehension. Kanzi was at the Language Research Center as an infant, but not as the subject of language training or research. An adult female named Matata acted as his mother, and he was always there with her. Matata was not a particularly good student, but, to everyone’s surprise, Kanzi was.

Although no one had been directly teaching Kanzi, he was paying attention. When Matata left, he needed to communicate with humans to get the things he wanted. To the amazement of all of the researchers and caretakers, he did so with the lexigram keyboard. “Researchers have learned that giving a rich, logically structured, and relevant life to a young ape will allow it to organize its intelligence in ways that are unique and exciting,” Dr. Rumbaugh says. Today, Kanzi’s son Teco is surprising the researchers who work with him at the Iowa Primate Learning Sanctuary.

After a life of working so closely with animals, it is not surprising that Dr. Rumbaugh’s views about their treatment have shifted drastically. During World War II, he spent time working on a farm where “animals were chattel that were either good business or bad business for the farm.” Now, his views about animal treatment are far more complex and nuanced: “All animals, including farm animals and animals in the wild, should be treated with more respect and care for their needs. Farm animals should not be raised in pens they can’t even turn around in. That is wrong to do. Hogs need to walk around and root for food. The same is true of chickens. These animals have their own sense of what is going on, and they are distressed. We should strive to be more humane.”

**Hopes for the Future**

As for the future of research, Dr. Rumbaugh would like “to see the whole of salience theory explored for predicting what animals and we will learn and what they will do with what they have learned.” He considers “the work of Charles Menzel illustrative” of the kind of research that he likes to see at the Language Research Center. Dr. Menzel “has shown that Panzee, a chimpanzee, has a superlative ability to observe where items are hidden on the forest floor and ask for their retrieval even days later by a person who does not know where they were hidden. She remembers what is in the bags—up to 20 of them—and where they are hidden. She asks for them in order of their food value (to her...
and the quantity of food in them. She directs the person by pointing, using body orientation, and vocalizations.” Michael Beran and others have shown that Panzee’s comprehension of spoken language is superior to her comprehension of lexigrams. As the research team learned with Kanzi, when a dedicated staff raises a chimpanzee “in a language-rich environment” they are capable of more than scientists thought possible just a few decades ago. Although current studies with the apes are quite different from the language acquisition studies of prior years, they still inform the basic question, “What do these symbols mean to the apes?”

Beyond the specifics of future research, Dr. Rumbaugh says, “It is myopic when people conclude that there is nothing of consequence to learn from comparative studies with animals. We are not as unique as once thought. And early rearing is very important for the development of optimum intellectual development both in humans and animals. I strongly believe that comparative psychological studies remain basic to understanding human psychology.”

To learn more:
Website: www.withapesinmind.com/
Book: Dr. Rumbaugh’s new book is available on Amazon at www.amazon.com/With-Apes-Mind-Communication-Competence/dp/149221874X/

All proceeds from the book go directly to support the apes.

References

Dr. Duane Rumbaugh is a Distinguished Member of Psi Chi, and has received far more honors and awards than it is possible to list here. He has worked in the field of comparative psychology for 60 years, and his work has been supported by the National Institute of Child Health and Human Development (including a current grant HD-060563) and by other agencies. He has made immeasurable contributions to the field. Most recently, he authored With Apes in Mind, the story of his research with Lana, Kanzi, Panzee, and many more interesting characters from a personal and highly entertaining perspective. All proceeds from the sale of With Apes in Mind will go to support the animals at the Iowa Primate Learning Sanctuary (home of Kanzi and five other bonobos), and those at the Language Research Center (where Lana, Sherman, and Panzee reside). The book is for sale on both the Kindle and iTunes platforms, and will soon be available in paperback.

Photos courtesy of With Apes in Mind (2013). www.withapesinmind.com

Nyota (at age 3 years) was reared in a language-structured environment. The emergence of his comprehension and use of lexigrams and speech comprehension was studied by E. Sue Savage-Rumbaugh and William Fields.

Lana had two infants in her later years.

Panbanisha (left) and Panzee (right) sharing a blanket.
Chapter Activities

With over 1,000 chapters, Psi Chi members can make a significant impact on their communities. Let us know what your chapter has been doing and share your fund-raiser ideas with others. See submission information listed below.

Submission deadlines*
Fall: June 15
Winter: October 15
Spring: December 15
Summer: February 15

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

Submission specifications
• Only activities that have already occurred and are submitted in paragraph form will be published.
• Do not send future plans, calendars, or summarized lists.
• Limit reports to 250 words. If you wish to report more extensively on a special activity, series of programs, etc., contact the Central Office at psi.chi@psi-chi.org.
• Write your report in the third person rather than the first person (e.g., “the chapter sponsored” vs. “we sponsored”).
• Include full names, degrees, and titles of speakers/leaders, their institutions, and their topics.
• Report chapter events such as: discussions, lectures, meetings, socials, fund-raising events, conventions, field trips, and honors received by students, faculty members, and/ or the chapter.
• Report attempted solutions to chapter problems—those that were effective and those not so effective.
• Color photos are welcomed; the number of photos per chapter is limited to two per issue. Include accurate, typed captions. Photos may be mailed (include a reject slip), stapled (include self-addressed, stamped envelope for returned photos) or emailed to psi.chi@psi-chi.org. For digital photos, email only high-resolution images (600KB) using a 5-or-higher megapixel camera. Do not send digital printouts from a photo quality printer.
• Photographs and chapter reports submitted to Eye on Psi Chi may be featured on our website (www.psichi.org).

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Keyword topic
Chapter activities

RAiser ideas with others. See a significant impact on their

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East

Adelphi University (NY)
The chapter held its annual induction ceremony March 27, 2013, and welcomed 21 undergraduates, seven graduates, and two doctoral students. Dr. Lisa Suzuki (New York University) discussed her unique experience conducting research with Holocaust survivors at the chapter’s annual Spring Colloquium in April. During a Brown Bag discussion held April 15, Dr. Elsa Ermer (Adelphi University) presented her research on neurological differences in patients with psychopathy. This semester, the chapter published a fundraising campaign to raise funds and awareness for Psi Chi. In collaboration with Adelphi’s Psychology Club, members participated in the NAMI Walk May 11, 2013, at Eisenhower Park to give back to the community.

The chapter is working to broaden their presence through their Facebook page (Adelphi University Psi Chi) and upcoming events.

Assumption College (MA)
The chapter was very active with efforts to engage students in various aspects of psychology, including careers within the discipline. The organization cohosted Suicide Prevention Speaker Joshua Rivedal, which drew in roughly 100 campus community members. Workshops were also held in conjunction with career services, as well as featured professors, such as Dr. Leonard Doerrler from the college’s graduate program.

Chapter officers ran informational sessions for first-year students explaining the requirements of psychology majors, as well as their future paths after undergraduate school. At the annual induction ceremony, Dr. Gina Vincent was the guest speaker to discuss her work in forensic psychology. The chapter also helped support a Discrimination Discussion panel on campus. In the spring, members volunteered at Worcester’s Liberty Farm park to clean and support the community. A final meeting was held to write thank-you notes and appreciative messages to the Assumption College psychology department faculty and staff.

Dominican College of Blauvelt (NY)
In October, the chapter and Dominican College’s Social Work Club participated in a You Are Loved Chalk Messages Event and Suicide Prevention Walk, both of which are designed to increase awareness of suicide and raise money for suicide prevention. In November, the chapter hosted a male beauty pageant called the Mr. Charger Pageant to raise money for the chapter to buy soles for graduating seniors. In March, the chapter assisted with a college-wide initiative called Sexual Assault Awareness Week. Lastly, in April, the chapter sponsored the 9th annual Hudson Valley Undergraduate Conference at Dominican College. Students from five colleges and one local high school gave paper and poster presentations over the course of the day.

Midwest

Eastern Michigan University
The chapter has continued to work toward inspiring, motivating, and sustaining excellence in scholarship, as well as advancing the science of psychology. Many officers and members presented research at the 33rd Annual Undergraduate Symposium and at MPA. Officers and members participated in local charities and fund-raisers: raising awareness and participating in a suicide prevention walk; and fund-raising efforts included the 24-hour Relay for Life to benefit the American Cancer Society. The chapter held a Networking Party and Raffle to benefit SafeHouse, a local nonprofit women’s shelter. This event allowed undergraduates to meet graduates and faculty in the psychology department at Eastern Michigan University. To serve the students, the chapter held biweekly meetings to educate students on topics, such as how to get into graduate school, why it is important to be involved in research, how to take the GRE, and about career paths with the different level of degrees in psychology. The chapter is thankful to all faculty advisors, members, and university professors in the psychology department for helping make these past 12 months successful.

University of Michigan-Flint
The chapter hosted its annual induction ceremony April 6, 2013, at the University of Michigan-Flint library. Faculty, family members, and friends attended the event to celebrate the formal induction of new members, bid farewell to retiring officers, and introduce the 2013–14 officers. Faculty member Dr. Julie Broadman provided an inspirational speech that focused on the importance of overcoming obstacles. The message was well-received by the audience, who learned that the path toward a career goal is often a winding journey; so it is important to remain open to change and appreciative of the rewarding twists and turns along the way. Also in attendance was Dr. Thomas Wrobel, the faculty advisor. The chapter is most appreciative for the dedication and contributions of its retiring officers. The chapter also proudly welcomed 15 new members, as well as the 2013–14 officers: Amber Mach (president), Tiffany Long (vice-president and treasurer), Kaycee Halabicky (secretary), and Becca Honesty (public relations officer). The Psi Chi leaders of 2013–14 share a vision to promote opportunities for project involvement.

Rocky Mountain

Colorado State University–Pueblo
The chapter sponsored its 5th annual Graduate School Meet and Greet. Eight Colorado schools came to the campus, providing graduate school information for various programs: Adams State University, Argo-Denver, Naropa University, Newman University, University of Colorado Colorado Springs, University of Northern Colorado, University of the Rockies, and University of Phoenix. The schools shared their time, information, and application materials to over 120 undergraduate psychology students. The event was the largest in the chapter’s history and is a staple of the various activities the chapter brings to the department. The chapter also won an award from the University Student Involvement Awards for Educational Event of the Year.

Metropolitan State University of Denver (CO)
The chapter started with a structured officer meeting to help elucidate chapter goals and delegate responsibility for efficient performance throughout the semester. Among the goals achieved were a community-high school outreach education program in collaboration with the University of Colorado in Denver Psi Chi chapter. This collaboration resulted in a presentation at RMPA on how to collaborate with other Psi Chi chapters. At RMPA, members also led a Psi Chi session titled “Psi Chi Leadership Program: Practical Issues in Running a Chapter.” The chapter accomplished several fund-raising events including selling flowers at graduation. Additionally, the chapter proudly inducted 33 new members to increase the chapter size by 40% and the academic year by sponsoring a department-wide awards ceremony partnered with other student organizations, such as Psychology Research Club and Psychology Journal Club, to host a student-faculty, end-of-term social.

Southeast

University of South Carolina
The chapter had a book drive to collect books for the Challenging Horizons Program, which works with local elementary, middle, and high school students. The chapter also had a graduate student panel for members...
Chapter Activities

A. Psi Chi Induction Ceremony of Pacific University (OR).

B. West Virginia University chapter at the 2013 initiation ceremony.

C. Assumption College members at the podium.

D. Southeastern Louisiana University chapter officers for the upcoming year.

E. Southeastern Louisiana University members attend a special dinner.

F. New members at Adelphi University (NY) from the spring induction ceremony.

G. Some of the nineteen 2012–13 inductees to the Hawaii Pacific University chapter with chapter officers, faculty, and guests following the formal induction ceremony held as part of the 7th Annual Hawaii Pacific University Psychology Conference.
Chapter Spotlight: A Rodeo in Hawaii!

The chapter of Psi Chi took part in a popular, annual tradition at Hawaii Pacific University called Intercultural Day. With students from all 50 states and over 100 countries around the world, this event showcased the many cultures represented on campus. Student volunteers created and staffed booths wearing native clothing and cultural costumes during this day-long event. Psi Chi members and the Psychology Club have always wanted to participate somehow, but never thought of a fruitful, meaningful way before.

This year, husband and wife senior psychology students from Utah, Shandon Torres (vice-president) and Christina Torres (Psi Chi officer and Psychology Club president) had a colorful and decorated past in American Western Rodeo culture. This talented duo created an outstanding booth to represent this chapter in American culture, complete with all sorts of rodeo, horse, and roping items. Bales of hay were fashioned into horses complete with saddles and a steer for the roping demonstrations and lessons they gave. Also representing psychology, they shared information about how this work with animals incorporates classical and operant conditioning, as well as the ethical care and well-being of the animals involved.

An overwhelming crowd favorite, the Torres’ booth earned the first place prize, and Shandon’s roping demonstration placed in the performance portion of the day. They even convinced Dr. Brian Metcalf, (chapter advisor) to serve as their rodeo clown for the day, a distinguished honor he will not soon live down. A cowboy from Utah teaching a student from Saudi Arabia to rope a steer in urban downtown Honolulu was quite a sight!

Southwest

Angelo State University (TX)
The chapter recently hosted Jeopardy Revenge at Angelo State University in San Angelo, Texas. The event was a major success. The chapter hosted five faculty professors along with more than 30 students at the event. Jeopardy Revenge is a competition hosted once a semester where professors recruit students to be a part of their team. Then the students and the professors compete for the trophy. This was the second time the Angelo State chapter hosted the event. The chapter hopes to make Jeopardy Revenge an annual event in the coming years. Dr. Kristi Cordell-McNulty’s team, the defending champions, were victorious again. The officers responsible for the event being a success include, Michael O’Neal (president), Aundrea Schnaebeli (public relations officer), Norelly Perez (vice-president), Kara Dyson (secretary), and Amanda Retkis (treasurer). The five officers were in charge of planning, advertising, and budgeting for the event.

Hawaii Pacific University

Chapter’s Christina and Shandon Torres showing off their riding and roping skills alongside Dr. Brian “Shrimpy the Clown” Metcalf at the university’s annual Intercultural Day.

East

West Virginia University

The chapter ended the academic year with its annual Senior Send-Off dinner at a local, hot-oven pizza restaurant. A busy spring semester included the annual pool tournament. The chapter also sponsored more than a dozen Psi Chi and Psychology Club members who attended the Tri-State Psychology Conference where Amanda Hanrahan (president) made an oral presentation of her senior honors thesis research.

The spring initiation was once again conducted in connection with the psychology department’s awards event. New faculty member Dr. Melissa Blank was the keynote speaker, addressing the chapter on her research on use of alternative tobacco products, and their misperceptions and associated risks. The chapter continued its weekly pizza sales to fund scholarships for members and to support buying food to prepare and serve meals on a monthly basis at the West Virginia Grief Center. Chapter elections were held to prepare for 2013–14.

Southeastern Louisiana University

The chapter took part in numerous volunteer projects to serve national and local organizations, including a Tangi Pantry Food Drive in Hammond (LA), two raffles, and the March for Babies annual walkathon. The chapter also hosted monthly meetings, in which guest speakers came to educate members about current events and research in the field of psychology. At the February meeting, the chapter invited Dr. Patrick O’Callaghan, the director of behavioral medicine at East Jefferson Hospital in Metairie (LA), to talk about psychology in primary care settings. At the March meeting, the chapter hosted the annual Careers in Psychology talk hosted by Dr. Varnado-Sullivan. Lastly, at the April meeting, the chapter invited another faculty member, Mrs. Christina Parker, to educate members on her research regarding implicit attitudes toward individuals who meet the criteria for anorexia. Having guest speakers at the meetings provided members with invaluable information about what current research is going on in the field and what to expect after graduation.

Sarah Ryals (president) and Kara Leger attended SWPA, at which they were able to participate in a number of workshops about different therapy techniques and hear many lectures from some of the top individuals in the field today. The chapter gained 15 members and had eight graduating seniors at the spring induction at Jacmel Inn in Hammond (LA). New officers for the upcoming year were announced, followed by a special dinner to honor their accomplishments. This semester has been fun for the chapter, and the officers and members look forward to another successful year.

West

Hawaii Pacific University

The chapter cohosted the 7th Annual Hawaii Pacific University Psychology Conference & Awards Banquet in April. As part of the day-long event, the chapter formally inducted 19 members (11 from the fall semester and 8 from the spring). Dr. Wind Goodfriend (Buena Vista University) served as keynote speaker for the conference and gave a talk entitled “Understanding and Preventing Relationship Violence.” The department’s good friend, Dr. Richard Sword returned and gave a talk about his ongoing work with Dr. Philip Zimbardo entitled “How to Survive and Thrive With Time Perspective Therapy.” With a general theme of the psychology of violence, the conference also included talks by Dr. Marvin Acklin (University of Hawaii) on “Understanding Mass Murder: Clinical & Forensic Aspects;” Dr. Rebecca Stotzer (University of Hawaii, Manoa) on “Youth Perpetrators of Bias Crimes: Considerations for the Juvenile Justice System;” and psychology student and chapter member Anne Cathrine Krebs Bahn on "Environmental Factors of American Societies That Experience to ask questions to current psychology graduates. Members held an induction and convocation ceremony to celebrate the addition of new members and the graduation of senior members. They also provided breakfast for the psychology students and staff on reading day of finals week to help motivate studying.
Chapter Spotlight: Rat Race Relay for Life!

To raise money for The American Cancer Society’s Relay for Life, the University of Mary Washington (UMV) Chapter hosted a rat race in the lobby of their psychology department building. To instill further interest in the event, the rats were named after UMV psychology professors and given accompanying biographies to boot!

Of course, Psi Chi chapters have always conducted interesting fundraiser events. Members have overseen bake sales and marathons. They have had bowling and Jeopardy competitions, hosted social events, and sold every sort of candy imaginable, but perhaps the creation of a rat maze for a psychological society is the most entertaining idea to date.

It all started in the fall of 2012, as chapter leaders named their Relay for Life team Psych Out Cancer. Usually, the chapter conducts a PowerCard fund-raiser, in which members visit local businesses and get them to put discounts on sellable cards. However, this year the chapter leaders wanted to invent an additional fund-raiser separate from the PowerCard. At that point, Chapter Advisor Mindy Erchull stepped in and suggested a rat race, which her previous chapter at Connecticut College conducted when she was an undergrad.

Four rats were chosen, all of which lived in the psychology department animal colony. They were not being used for research at the time, so a UMV faculty member approved the Psi Chi officers to train the rats to run their maze.

The officers built an approximately 4-foot oval maze. Rats started in a holding box, ran around the oval, and then had to turn around and run back to the holding box. The first to return to the holding box won the race.

On the day of the event, 30 people crowded around the maze and bet on which rat they thought would win. For 30 to 40 minutes, the betting procedure was explained, the rats were revealed, and approximately six separate races took place. Participants got a raffle ticket for each dollar they bet, and then they received an additional ticket if their rat won the race. Everyone enjoyed the bios (posted right), and the professors with a rat named after them bet heavily on “their” rats!

At the end of the event, spectators dropped their raffle tickets into a drawing for assorted prizes donated by local businesses.

Thanks in part to this event, the Psi Chi Relay for Life team finished among the top five teams at UMW.

A special thanks to Chapter Advisor Mindy Erchull for thinking of this event and providing the necessary information for this article. It could not have been done without her.
SHOW OFF your PSI CHI Style
With Our New Apparel

Psi Chi style has never been better! Take a look on our new merchandise website. New colors, new styles—everything you need to increase the presence of Psi Chi on campus. From T-shirts to balloons, you’ll find navigating our site—cart to checkout—is quick and easy.

See our new merchandise website at psichi.org/store