Preparing for Your Career with a Psychology Degree

Christmas Spirit: A (Tongue-in-Cheek) Proposal for an Addition to the DSM-V
For Psi Chi, this means that we need to broaden the scope of our mission to embrace students and colleagues regardless of geography. The time is right for Psi Chi to sit at the global table and join the transnational discourse on psychology! (Wang, 2010)

Spread the Word. **PSI CHI** is going global.
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**President’s Message**

**Susan Amato-Henderson, PhD**
Psi Chi Society President
Michigan Technological University

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**Requesting a Great Letter of Recommendation**

This is the time of year when many faculty are busy writing letters of recommendation for their graduating students applying for jobs or continuing education programs. From both perspectives (the referee and the student seeking the recommendation), it can be a challenging time. Thus, I decided to focus this column on the things that students can do at this point in time to increase the likelihood of getting great letters of recommendation and securing employment or gaining acceptance (and hopefully a stipend!) in a graduate program. Hopefully, you have laid the groundwork to establish a relationship with the referee, and have left the referee with a good impression of your motivation, skills, intelligence, etc. All of those things are very important but will not be the focus of this column. Instead, I will provide you with suggestions for requesting a recommendation and providing your referee with all of the information needed to write a strong letter of recommendation.

**Requesting a Letter of Recommendation**

Ideally, you can schedule an appointment with your desired referee to request a letter of recommendation. It is VERY important to ask the desired referee “Do you feel as though you could write me a strong letter of recommendation?”

If their response is lukewarm or they suggest you should find someone who knows you better, thank them for their honesty and move on. There is NOTHING worse than a mediocre letter of recommendation.

**Provide the Referee With a Wealth of Information**

Writing strong letters of recommendation requires that the referee has knowledge about you and your goals. Provide the referee with the following items:

- A copy of the personal statement/application essay response that you will submit with your application.
- A copy of your curriculum vita (CV).
- A list of all interactions that you have had with the referee (courses taken and grades earned, any special projects or assignments you did well on, projects that you served as a research assistant, etc.)
- Your overall GPA, last 2 years GPA, major GPA and GRE scores (if this information is not in your CV)
- A statement of what you perceive to be your strengths and weaknesses related to your goals. Referees are often asked to address an applicant’s weaknesses, so this will assist with that request. Provide evidence of your strengths (e.g., if you list leadership as a strength, you should provide leadership positions held or organizational achievements that you have contributed to). For each weakness (and you should provide two or three), it is critical to state how you have grown or learned from an experience in which you didn’t do well, or the “positive” that results from the weakness. For example, if a weakness is that people perceive you as shy, the positive is that you have great listening skills!

The goal with this is to minimize weaknesses, or show that you have overcome them.

- A document that contains information about each of the programs/jobs in which you have applied. I have provided a sample table (left) given to me by a student applying to several graduate programs.

In sum, you want to “arm” your referees with all of the information that they will need to write a strong letter and submit it in a timely fashion. Provide your referees with all of the above materials and also ask them if they will need anything else to complete the task. Some will request that you provide addressed envelopes; others may ask you to provide a reminder one week before each deadline.

While many of your application materials are objective in nature (GPA, GRE scores, etc.), letters of recommendation from informed referees can highlight things often not measured via traditional objective measures, such as your motivation for a career in the given area or a stark improvement in your grades once you switched your major from biology to psychology. Strong letters can be very persuasive and will often tip the scale in your favor if other materials are on the border.

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**Providing a Wealth of Information Table**

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Deadline</th>
<th>Instructions</th>
<th>Address</th>
<th>Completed Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Cincinnati</td>
<td>PhD - Experimental and Human Factors</td>
<td>Jan 5</td>
<td>No form; send letter directly to school</td>
<td>Graduate Admissions Department of Psychology University of Cincinnati PO Box 210376 Cincinnati, OH 45221-0376</td>
<td></td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>PhD - Applied Experimental</td>
<td>Feb 15</td>
<td>Recommendation Form Link; Mail form and letter directly to school</td>
<td>On recommendation form</td>
<td></td>
</tr>
<tr>
<td>Kansas State University</td>
<td>PhD - Cognitive and Human Factors</td>
<td>Feb 1</td>
<td>Sign across the seal and give to me to mail with my application; they do not have letter of recommendation ‘forms’</td>
<td>Graduate Admissions Department Of Psychology 492 Bluemont Hall Kansas State University 1100 Mid -Campus Dr Manhattan, KS 66506-5302</td>
<td></td>
</tr>
<tr>
<td>University of Georgia</td>
<td>PhD - Cognitive / Experimental</td>
<td>Dec 1</td>
<td>Submitted online: You will receive a link to access a secure page where you can submit your recommendation online</td>
<td>Online</td>
<td></td>
</tr>
</tbody>
</table>
Four of 15 Graduate Student Opportunities Are New! 

Undergraduates, This Information Applies to You, Too!

Over the last year, Psi Chi has created five new funding opportunities available to graduate students. The addition of these five opportunities brings the total number of awards and grants for which graduate students may apply to 15.

Two new opportunities available exclusively to graduate students are the APAGS/Psi Chi Junior Scientist Fellowships and the Graduate Student Assistantship Grants. The Junior Scientist Fellowships of $1,000 each are meant to jump-start the research programs of new graduate students and to provide them with feedback that will increase their chances of success if they subsequently apply for a National Science Foundation Graduate Research Fellowship. The Junior Scientist Fellowships were launched last summer, and the deadline for the next round of funding is June 30, 2012. New graduate students will apply either before they begin their first year of graduate school or after completing no more than two semesters of graduate school. Applicants are not required to have a complete research program already planned but must describe their previous research experiences and current research interests. Because of the popularity of this fellowship last year, the American Psychological Association Graduate Students (APAGS) and Psi Chi have agreed to double the number available from four to nine in 2012.

The first round of funding for the Graduate Student Assistantship Grants will be awarded after the January 1, 2012 submission deadline. Psi Chi will award up to 8 grants of $3,000 each in order to provide one-semester teaching or research assistantship stipends for psychology graduate students. Preference will be given to graduate students who do not already have an assistantship as well as to those who joined Psi Chi as an undergraduate and served as an officer; however, any graduate student who is a Psi Chi member may apply.

Any Psi Chi member—undergraduate, graduate student, or faculty—may apply for the new Mamie Phipps Clark Research Grant to fund a research project that addresses ethnic diversity. This grant was available for the first time November 2011, and the next deadline is February 1, 2012. Psi Chi will award grants of up to $1,500 each and has a total $10,000 allotted to the program per fiscal year.

The fourth new opportunity available for graduate students and undergraduates is the opportunity to publish in the Eye on Psi Chi magazine by winning a Diversity Article Award. The first deadline for submissions is July 1, 2012. Submissions must be either scholarly work related to diversity (in areas such as ethnic, racial, LGBT, gender, or physical disability issues) or a profile of a psychologist who has made noteworthy contributions to advancing diversity issues.

The fifth new opportunity is also available to both graduate and undergraduate students. Because officers may be undergraduates or graduate students, graduate students may be eligible to be included in their chapter’s application for the new Kay Wilson Officer Team Leadership Award.

The other 10 awards and grants available to graduate students are the six spring regional meetings, as well as four undergraduate and four graduate student Society Research Awards for the best research posters presented at both APA and APS conventions. Psi Chi’s Regional Travel Grants totaling $18,000 to assist students with costs of attending one of the six regional conventions held in the spring.

In addition, both undergraduate and graduate students may be eligible for the Kay Wilson Leadership Award for Outstanding Chapter Presidents or the FBI NCAVC Internship Grant. The two annual $7,000 FBI NCAVC grants help with living expenses of Psi Chi members who are selected by the FBI for this prestigious internship at the National Center for the Analysis of Violent Crime in Washington, DC.

Here are my last reminders to help graduate students take advantage of the opportunities offered to them. If you are a graduate student who joined Psi Chi as an undergraduate, you are a lifetime member of Psi Chi who is eligible to apply for these awards and grants even if your graduate school does not have a chapter of Psi Chi. If there is a chapter at your graduate school, you may participate in it and choose whether to transfer your membership to that chapter. If you are a graduate student who did not join Psi Chi as an undergraduate, you may join your current university’s chapter after completing one semester in graduate school with at least a B average. In any case, we encourage all graduate student members to be active in their graduate school’s chapter of Psi Chi and to apply for awards and grants!
The Psi Chi Journal of Undergraduate Research has undergone an exciting transformation into the Psi Chi Journal of Psychological Research, a peer-reviewed, indexed journal, that now accepts manuscripts from all Psi Chi members. This change provides an excellent opportunity to review the evolution of the Journal and submission criteria as well as the twists and turns that the life of a submitted manuscript takes potential authors through once manuscripts are entrusted to the Psi Chi Journal team.

History of the Journal
Volume 1, issues 1 and 2 of the Psi Chi Journal of Undergraduate Research were published as a joint issue with seven empirical articles and an inaugural editorial by Dr. Stephen F. Davis. In an enthusiastic beginning, Davis (1996) wrote, “The twofold purpose of this journal is to foster and reward the scholarly research efforts of undergraduate psychology students and to provide them with a valuable learning experience” (n.p.). In the editorial, Davis also listed the first 20 reviewers for the journal, a veritable Who’s Who of Psi Chi, including such names as Elizabeth Yost Hammer and R. Eric Landrum. Since then, 15 volumes have been published. Each volume since the first has included four issues per year, amounting to more than 300 published articles authored by undergraduate students.

We take pride in this level of scholarly productivity among our undergraduate students and selfless mentoring by our dedicated faculty. Psi Chi Journal’s intellectual integrity has been safeguarded by six editors: Drs. Davis (1995–2001), Warren H. Jones (2001–07), Christopher Koch (2007–09), Martha S. Zlokovich (2009–10), and Randolph A. Smith (2010–11). The mentoring of authors has been in the capable hands of countless reviewers who have shared their time and talents. Notably, some of the scholars in that original group continue to serve as active reviewers of the journal today.

Changes to the Journal
The Psi Chi Journal of Psychological Research builds on the strengths of its predecessor and emerges as an international, fully reviewed, quarterly journal dedicated to the publication of scholarly research authored by members of Psi Chi. In keeping with the tradition of nurturing our members toward scholarly dissemination, the Journal will continue to provide supportive feedback to authors. The Journal will feature work from any field of specialization within psychology and welcomes a broad range of methodologies.

In keeping with our additional tradition of showcasing substantive contributions that stand to further the science of psychology, manuscripts must be original and empirical (see Domenech Rodríguez, 2011). This stipulation means that work should be largely theoretically driven, include research questions or hypotheses, and apply systematic methods and observations to arrive at conclusions regarding the questions of interest. Manuscripts are also peer reviewed (see Domenech Rodríguez, 2011). As such, each manuscript is reviewed by content and/or methodological experts. For example, a manuscript documenting a qualitative exploration of adolescent identity in incarcerated youths may be reviewed by a faculty expert in adolescent development, a faculty expert in qualitative methods, and another faculty with expertise in incarcerated populations.

One major change in the submissions is that now all Psi Chi members can submit their work as first authors. Undergraduate students who have graduated are no longer limited by the 6-month postgraduation deadline. Graduate students and faculty now can submit as first authors as well. Faculty authors must have a student coauthor. Additionally, reviewers are now prompted in their evaluation forms to take into account the first author’s developmental level so that a first author who is an undergraduate student will be evaluated according to the level of work expected of an undergraduate student. Furthermore, undergraduate authors will continue to receive detailed, comprehensive feedback on their manuscripts as well as narrative explanations. Graduate and faculty authors will receive mostly narrative feedback.

The Life of a Manuscript
A Psi Chi Journal manuscript comes in through our submission portal, which can be found by going to www.psichi.org and following the links to the Psi Chi Journal. Once a manuscript is received, the Editor and Managing Editor work together to ensure the basic criteria are met (i.e., author is a Psi Chi member, manuscript is empirical). The Editor then carefully selects three reviewers for each submission. The review process lasts approximately 10–12 weeks, but may take longer during holidays to accommodate reviewers.

The review process is complete when three peer reviewers have provided feedback to the Editor, who subsequently reviews the paper as well and integrates all reviewers’ comments. The Action Editor then integrates the feedback into a decision letter, notifying authors of one of the following decisions: (a) the manuscript is accepted pending minor revisions, (b) the author is invited to revise and resubmit the manuscript, or (c) the manuscript is rejected. Authors whose work has been accepted pending minor revisions or who have been asked to revise and resubmit their manuscript have approximately four weeks to complete their revisions and resubmit the manuscript. The final
manuscript is then sent to the Editorial Assistant for a final review of APA style and references. Once cleared, it goes into production under the capable leadership of our Managing Editor. Accepted manuscripts are typically published in the order in which they finish the full process of review and revisions. As the final step, authors wait for the printed Journal to arrive via snail mail!

**Expanding Psi Chi Journal’s Potential**

Building on a rich history of promoting excellent scholarship among undergraduate student members, the Psi Chi Journal of Psychological Research embraces change and opens new opportunities for all members to become published authors. This shift will greatly benefit authors and readers alike, increasing submissions, the range of research published, and the likelihood of being indexed in PsycINFO and other leading indexing databases (see Domenech Rodríguez, 2011). Indexing will increase our visibility as an academic journal and will extend our reach so that the work of our authors can be more broadly disseminated.

**Contributors’ Checklist**

**Prior to submission:**

- **Is the primary author a Psi Chi member?**
  - The first author of a submitted manuscript must be a member of Psi Chi at the time of submission.
  - Additional authors may include non-Psi Chi members.
- **Is the manuscript empirical?**
  - Empirical articles include original data collection, secondary data analysis, or meta-analysis.
- **Is the contribution original?**
  - Only original manuscripts (not published or accepted for publication elsewhere) will be accepted.
- **Against whom do you expect your paper to be compared by reviewers?**
  - Reviewers will be prompted to evaluate your paper based on the level of work expected of undergraduate students, graduate students, or faculty.
- **Is the research timely?**
  - The Editor reserves the right not to review projects completed more than one year before submission.
- **For faculty authors, is a student coauthor included?**
  - Faculty must have at least one student coauthor.
- **Has the manuscript been written according to APA Style?**
  - All manuscripts must be prepared according to the Publication Manual of the American Psychological Association (6th ed.).
  - Refer to the “Checklist for Manuscript Submission” found on APA’s website (http://www.apa.org/pubs/authors/manuscript-check.aspx) to check the accuracy of your paper for APA Style prior to submission.
  - Authors are expected to be familiar with reprint corrections to the first printing of the 6th edition of the manual. Check these on the APA website (pubman-reprint-corrections-for-2e.pdf) before submitting a manuscript in 6th edition style.

**What to Submit**

1. A cover letter that includes the following:
   - identifying information for the primary author, including an electronic mailing address;
   - the primary author’s Psi Chi membership ID number;
   - a description of your educational status (e.g., an estimated or actual date of graduation, description of faculty appointment);
   - a statement that the manuscript is original (not published or accepted for publication elsewhere); and
   - a statement that the research was carried out with approval of an institutional review board and following proper procedures for the protection of human participants or animal subjects.

2. For undergraduate first authors only, a sponsor statement.
   - For undergraduate students, faculty mentors must provide a sponsoring statement that specifies:
     - the research adhered to APA ethical standards;
     - the mentor has read and critiqued the manuscript on content, method, APA style, grammar, and overall presentation, affirming that it is high-level, quality work; and
     - the planning, execution, and writing of the manuscript represent primarily the work of the undergraduate student.

3. Cover page in APA style (with authors’ names, institutional affiliations, and possibly an author note).

4. A masked manuscript following these guidelines:
   - All authors’ identifying information is removed from the manuscript.
   - The manuscript is a Microsoft Word file.
   - The manuscript includes figures, tables, and charts generated in either Microsoft Word or Excel.
   - Scanned images or illustrations must have a resolution of at least 600 dpi.
   - Authors must check for APA style.

**References**


*Author Note.* Dr. Melanie M. Domenech Rodríguez (Utah State University) is Interim Editor of the *Psi Chi Journal of Undergraduate Research* and is working closely with outgoing Editor, Dr. Randolph A. Smith.
Internships!

How important are internships for baccalaureate graduates entering the workplace? The exclamation point after the one-word title of this article is your clue. In a survey of 301 employers sponsored by the Association of American Colleges and Universities (AAC&U, 2008), respondents were asked which methods of assessing student learning are most helpful in evaluating a job applicant’s potential to succeed at their company. Topping the list was a “supervised/evaluated internship/community-based project where students apply college learning in real-world setting”; 83% of the employers regarded this form of assessment as fairly or very effective (multiple-choice tests were the least preferred assessment, receiving only a 32% effectiveness rating). In the National Association of Colleges and Employers’ (NACE) Job Outlook 2011, 72% of the 172 employer respondents preferred candidates with “relevant” job experience; 53% of that group views internships and co-op experiences as the way for applicants to acquire relevant experience (NACE, 2011a).

I shared these findings with Jon Keil, director of operations for The Salem Group (a staff augmentation firm), whose responsibilities include staff training and development, project management, client relations, some HR functions, and oversight of the operations team at all of the company’s staffing centers. In addition, he manages internship programs at the national headquarters of Fortune 500 companies in the pharmaceutical and financial industries, averaging 175 internships per year and reaching a peak of 700 interns in a single year. In college, Keil was a psychology/business major, and whose career is one example of how to use a joint psychology/business degree. Here is my Q&A session with Jon Keil.

To what extent are internships important for graduates seeking entry to the workplace? Or, in other words, when an employer interviews two applicants with similar qualifications for an entry level job, why would the employer be generally inclined to favor the applicant with the internship?

Keil: Internships are extremely critical to a student preparing for a successful career. The internship experience provides crucial real-world experience and exposes the student to industry-specific or career-specific vernacular and preparedness they might otherwise miss out on by not taking internships. It allows students to expand their experiences and enhance their abilities. As an employer, I would lean toward the candidate with internship experience, especially if it was related to the job and industry I was hiring for. The experience, discipline, and exposure they receive often set them ahead of other candidates.

Besides academic credentials, what qualities do employers seek in internship applicants?

Keil: Academic credentials are always important in decision making for internships. However, as with any candidate, the applicants must possess excellent communication skills and convey eagerness, energy, and enthusiasm about the opportunity. Candidates must demonstrate that they have a solid understanding of the position and the expectations that go along with it. Previous work experience, part-time jobs, or elected positions at school are often excellent indicators of their future performance and will help in the selection process.

In general, what particular outcomes can students expect from a six-week (or longer) summer internship or a semester-long internship?

Keil: Internships are amazing opportunities to explore, expand, and enhance the student’s knowledge and abilities. Often, the most desired internships are coveted and competitive and, as a result, are often highly regarded by future employers. The six-week internship can lead to more intense and longer-term internships. Most interns are closely evaluated as potential employees, and strong intern performance can lead to firm job offers. Beyond that, an internship is an excellent opportunity for the student to evaluate his/her chosen field. Shorter internships give you a quick glimpse at how organizations in that field operate, and often students will affirm their decision to pursue a career in a chosen field. Sometimes, however, they might choose to change course in their desired career aspirations; it is beneficial for students to come to this realization and decision through an internship rather than later in their careers.

I read a report from the Collegiate Employment Research Institute (CERI, 2011) that due to outsourcing of jobs and baby boomer retirements, internships in some businesses are replacing entry-level jobs in terms of skill levels and experiences needed and expected of new graduates when they enter the workplace. To what extent do you find this true?

Keil: To some degree, this is true. It provides employers the chance to evaluate many potential candidates before committing to one. Internships provide an employer with a workforce pool that they do not have to commit to long-term and allow them to evaluate business needs before making staff changes.

What advice would you give to psychology students about seeking and preparing for internships?

Keil: First, research, research, research! Do not avoid the internship. There are many opportunities beyond the clinical for psychology majors. Determine what field interests you, such as human resources, marketing, or communications, and target certain companies with an excellent reputation in your area. Next, contact those organizations and ask to speak with the professional in charge of their internships and find out how to apply. The only disadvantage to an internship is not performing one.
What additional insights can you add?

Keil: Internships are extremely valuable to the student, but as you can see, they are equally valuable to an employer. For graduates having a difficult time securing a regular hire opportunity, I recommend contacting employers and offering your experience to them on an intern basis. It’s out of the box, and it just might be the foot in the door you need.

Internships vary in several ways. They can be credit or noncredit based, paid or unpaid, offered through an academic department, career counseling center, university-wide course, or directly by an organization. Expect all internships to be competitive, especially those that are paid or offer a small stipend. If seeking an internship in a social service agency, do not expect financial compensation, but you can obtain good experience, especially if you plan on attending graduate school with a mental health specialty. In contrast, you can expect to pay for an internship in highly competitive positions in some fields.

Some employers are being criticized during our national labor crisis for offering unpaid internships to save company compensation, when they would otherwise have to pay employees. And some students are accused of taking jobs away from the unemployed through internships. However, unpaid internships have been the norm for many business organizations long before the recent job crisis.

It is important to perform serious self-reflection about your long-term career interests and goals prior to seeking an internship. As a psychology student in a field that reaches deeply into diverse aspects of society and behavior, you may be interested in mental health, research, marketing, human resources, science, technology, public service, social media, law enforcement, animal welfare, or other areas. Whatever your interests, discuss them with your advisor and a career counselor; visit the alumni office and investigate the possibility of contacting alumni working in your field of choice. Be persistent. If there are no opportunities available through your school, then contact organizations directly (as Keil advises) or online. Search wisely, plan your efforts, and prepare your questions. Application procedures may vary widely but expect to complete a process that requires an interview, current resume, letters of reference, a transcript, and a statement of your goals and skills.

Become familiar with an organization’s mission, services, products, and expectations of interns. Similarly, learn what you can expect from the organization, such as the kinds of tasks you will perform, if possible. Most internships involve some dull assignments (e.g., filing, photo copying, data input), but you should be able to perform at least some tasks equivalent to an entry-level job for a college graduate. In return for your work, you should receive some training, regular supervision, and feedback (though it may be infrequent and general). Consult the NACE (2011b) position statement regarding criteria that define an internship experience and criteria for unpaid internships. It is likely, however, that some internships will not match each criterion in the NACE statement.

Some post-college entry-level jobs require a solid internship experience and established skills. You might not meet those requirements in one experience, and chances are you will have made some mistakes along the way. So plan your schedule for a second, more challenging, and more career-related internship. View it as a second real-world component of your academic program that can simultaneously guide your career decision process and inform an employer or graduate school about your serious desire for practical experience (Landrum & Hettich, 2011).

But do internships lead to jobs? The statistics may change from year to year, but according to NACE (2010), 42.3% of the college senior job applicants who had internship experiences received at least one job offer, compared to 30.7% of those without an internship experience. This data is from a sample of students from wide number of disciplines, including liberal arts and applied majors. Consequently, do not assume that the internship you complete will lead to a job, especially if it is in a not-for-profit social service organization. Whatever the variables that influence the conversion rate from internship to job, the bottom line is that you should get out of the classroom during your college education and try to experience real-world working conditions in your areas of interest. Finally, prepare for your internship as you would a major paper or thesis. Consult sources such as the CERI Thought Piece below and other CERI online reports, and follow Keil’s advice to “research, research, research!” as a competent psych major can and would—your first satisfying full-time job may depend on it.

References

Additional Resources
www.ceri.msu.edu CERI surveys of work-related issues of interest to college students.
www.internmatch.com InternMatch helps you find internships by field and by location.
www.nacac.org NACE home page.
How Important is Confidentiality?

Consider the following case: You are a new, qualified, dedicated, psychotherapist. During your first session with a new client, Joan, she tells you she was previously in therapy with a psychologist, Dr. Lee Beedo. A few minutes later, she tells you she and Dr. Beedo had sexual encounters during the treatment. You tell her sex between therapists and clients is forbidden and that she should file a complaint. She tells you she is not interested in filing a complaint—she just wants to move on and doesn’t want you to talk to anybody, either. What do you do in this case?

Thinking through cases and dilemmas such as this one is a great way to study ethical decision making and behavior. Many authors have developed step-by-step procedures for making ethical decisions (see Cottone, 2012, for a review). One important step in any decision-making process is to generate possible courses of action. As you review the case of Joan, how many potential courses of action did you think of? Here are a few options my students often suggest:

1. File a complaint against Dr. Beedo yourself, perhaps anonymously.
2. Talk to Dr. Beedo and warn him not to have sex with any more clients.
3. Tell Joan she has to report the incident (to the State Board, to the APA Ethics Committee, and to her state psychological association ethics committee if there is one in her state) to protect other potential victims; otherwise you won’t see her in therapy.

Another element of ethical decision making is to consult the APA Ethics Code (http://apa.org/ethics/code/index.aspx). In the APA Code, we find that sexual relationships with clients are forbidden by Standard 10.05: “Psychologists do not engage in sexual intimacies with current therapy clients/patients.” Thus, if Joan’s allegations are true, Dr. Beedo has indeed acted unethically.

The APA Code also includes guidance about what to do if we know a colleague has acted unethically. Standard 1.04 says, in...
part, “When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate.” According to this standard, going to see Dr. Beedo and sharing our concerns looks like a good idea. However, sex with clients is so serious and potentially harmful (Pope, 2002) that an informal resolution is inappropriate. This is covered in Standard 1.05, which tells us, in part:

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person… and is not appropriate for informal resolution under Standard 1.04… psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities.

According to this part of Standard 1.05, we should report this alleged violation, right? Most of my beginning ethics students want to report Dr. Beedo, perhaps out of a sense of duty and/or moral outrage. However, there’s one more surprise in store: the principle of confidentiality. Joan shared this information as a psychotherapy client, and we are therefore obligated to maintain her confidentiality—to keep what she says private. The next statement in Standard 1.05 reads: “This standard does not apply when an intervention would violate confidentiality rights.” This confidentiality element also applies to Standard 1.04.

Our obligation to maintain confidentiality is so important that it outweighs our obligation to report in this case. We cannot even share the identity of our client without her consent, and we cannot report Dr. Beedo anonymously because there would be no way for a committee or board to investigate without violating confidentiality.

But, can we speak with Dr. Beedo and just say, “One of your clients has accused you of sexual misconduct”? The answer is no because we would still be using information we obtained in a confidential relationship. It’s possible, for example, that this client was the only one with whom Dr. Beedo had sex. Thus, we would be breaching confidentiality by disclosing the identity of our client.

Then what can we do? One crucial action would be to discuss with the client her options of filing ethical and/or legal complaints. However, we would be careful not to put undue pressure on her to take action because our primary concern is the welfare of our clients.

Many students are frustrated at this point in the discussion—they would like to take action to protect other potential victims and see that justice is served. I use students’ frustration to help them understand how critical confidentiality is in establishing a trusting psychotherapeutic relationship. Driscoll (1992) referred to confidentiality as a “sacred trust” (p. 704). However, there are exceptions even to such an important principle as confidentiality. In some situations therapists are obligated to break confidentiality. We’ll be exploring these exceptions to the principle of confidentiality in future columns.

References


Questions (and Answers) About Graduate School

From Winthrop University (SC)

The Psi Chi chapter of Winthrop University is small but actively engaged on campus and in the local community. The chapter offers academic, social, and service activities each semester, working closely with the Psychology Club and other campus groups. The members are especially known for their extensive involvement in undergraduate research, and they have been honored to win several Psi Chi Regional Research Awards. The chapter regularly receives a Model Chapter Award, and in 2009 received the Psi Chi Regional Chapter Award.

Questions submitted by chapter members (left to right) Katharine Lindberg, Jordan McElroy, Nichole Shelly, Erin Sim, Daniel Selvey, and Elise Comber.

What do graduate schools look for when interviewing a candidate for their program?

Handelsman: Here, in no particular order, are three important things that I have looked for when interviewing candidates: (a) The ability to self-reflect. For me, this has translated into the ability to benefit from supervision. It’s a good sign when students can take responsibility for, and critically evaluate, their own behavior. (b) The ability to think on more than one conceptual level. For example, can applicants apply theory to case examples? (c) The ability to think on one’s feet. I always try to get students “off-script” by asking questions until I find one that they haven’t prepared for. Then I can see what they do under conditions of uncertainty.

Landrum: I would add two items to Dr. Handelsman’s list: (a) match and fit and (b) personableness. If you are fortunate enough to have made the first cut in the graduate school admissions process, the interview will help graduate faculty determine your match and fit within the program. Does your research or clinical interests, as you described on paper, actually match with your real interests and the specialty areas of the faculty? An interview can help size up the match and fit fairly quickly. In addition to a research fit, is there a personality fit? That is, do both the graduate faculty member and prospective graduate student see a possible working relationship— are the personalities a good match and fit, or do the personal styles clash?

VanderStoep: Since interviews are usually done only in clinical programs, you will be interviewed by people who have keen insights into human behavior. If you try to pretend that you are someone you are not, you will likely be exposed. Prepare well. Find out the type of research their faculty is conducting and how you can fit into their program. Be prepared to talk about a time in your life when you were faced with a complex problem (preferably not a classroom assignment) for which there was not a demonstrably correct answer; describe how you set goals for solving the problem, developed plans and strategies, and reflected on the implementation of those plans. This ability to set a goal for a difficult problem, enact a strategy, and then evaluate your performance is a sign of cognitive and social efficacy.

Would it be okay if I emailed the graduate students at a particular program to ask if they like the program, their research, their mentors, etc.?

Handelsman: I think this a great thing to do; it’s part of your data collection. Here are my favorite questions to ask graduate students: What was it about the program, or about graduate school in general, that you didn’t expect? What surprised you?

Landrum: Absolutely yes, make contact, but not too much—don’t appear to be a stalker. More information is better. And, for some graduate admissions committees, current graduate students are asked to serve on the committee. So if you happen to inquire to a graduate student who then happens to be on the departmental admissions committee, you may have an additional advocate who can speak to your enthusiastic application.

VanderStoep: Yes, I would do a little groundwork before you ask a question. You don’t want to make the email too long, but you also don’t want to send a one-liner asking, “Hey, do you like grad school at University of X?” Indicate that you’re starting the grad-school search and were curious about life at that institution. It also might be wise to ask around your current department. It’s possible that a faculty member knows someone at that university and/or a former student attended there previously. Keep in mind the power of small samples. Asking one or two people might not be representative. Also keep in mind that graduate school is stressful and doesn’t always
bring out the cheeriest attitudes on life. In fact, the summer before I started graduate school, a professor told me, “Graduate school is an inherently miserable time of life.” These are the students who experience long hours, little pay, and infrequent positive feedback. On the other hand, the self-perception effect could kick in (“I’m in the program, so I must be happy! Otherwise, I would be an idiot for continuing”). People may selectively remember only the positive features of the program and omit the negative. So be cautious how you interpret the feedback you get.

**How many schools should I apply to?**

**Handelsman:** Enough that if the worst happens and you didn’t get into any of them, you could say to yourself, “I gave it my best shot.” This is preferable to “Ugh! I could have applied to another program or two. Why didn’t I?” In addition, I don’t think it’s a good idea to apply to programs that you wouldn’t go to even if accepted.

**Landrum:** Dr. Handelsman is absolutely correct about applying to graduate schools that you would not attend. It is a waste of time and resources to apply and for the graduate program to evaluate your application. Apply to your dream schools, as well as some backups, in case you don’t get into those schools. In truth, there just isn’t an answer that will apply to everyone. I’ve had students apply to 1 school, and others apply to 25 schools. The national average is about 4–5 schools.

**VanderStoep:** I tell students 8–10 doctoral programs. For clinical, I also recommend adding one or two master’s programs. Some people say to apply for your top program. I would recommend doing this only if you think you have at least a small chance (10%) of getting in. But, if your GRE scores and GPA are well below the median and/or you don’t have much research experience, it might be a waste of time and money, and will only disappoint you in the end. The problem with applying for dream schools (or dream jobs, for that matter) is that with each hour you spend on the application, personal statement, etc., the more convinced you become that you might get in. After all, you’re spending all this time highlighting your strengths. And those strengths become salient in your mind, and in turn, your belief in the probability of admission falsely increases. So, I tell students to apply to places where they have a reasonable (or better) chance of admission. My advice is usually different from other professors, so it’s good to get a second opinion (and in this article, a third as well).

**Are summer classes available for graduate students, or do you typically take classes only in the fall and spring? (In other words, can you speed up your graduate training?)**

**Handelsman:** In my experience, most graduate programs have things for you to do over the summer: Research practica, a clinical course or two, etc. However, these activities are in addition to your fall and spring courses, alternatively. There are so many opportunities, activities, and projects to take advantage of in graduate school (e.g., an extra research study, a teaching experience, a summer job in a prison) that you don’t want to rush and miss what could be some wonderful training. (At the same time, I’m not a fan of staying in graduate school too long—until you know everything or until your professor squeezes one more publication out of you!)

**Landrum:** I think this will vary greatly depending on different graduate programs. Some may expect you to be a student full-time, and thus, stipends, assistantships, and fellowships may be based on a 12-month cycle; other schools may take the approach that summer school is truly optional. Regardless of whether you attend summer school in graduate school, you should stay connected to psychology by working on a master’s thesis, collecting data for your dissertation, job shadowing at the VA Clinic, or whatever you can do to keep up and stay on track with your graduate education.

**VanderStoep:** Most doctoral programs offer courses only during the academic year. Summers are for research training, writing theses, etc. Master’s programs offer summer courses more often. My guess is that professional clinical schools have summer opportunities. If you’re in a doctoral program, you’ll find that courses are of secondary importance, and finishing early is not what students are concerned about. In fact, they want to take advantage of the years they have in graduate school to try to build their teaching and research resumes.

**Most of my top choices are across the country, making in-person interviews difficult to impossible. How important are the interviews to the total process? Do phone interviews lead to equitable success?**

**Handelsman:** Great empirical questions, which I don’t know the answers to. From my informal observations, I believe there is wide variability among programs. I have done my share of phone interviews with the understanding that students are on limited budgets, and I’ve felt that I was able to get lots of information from what applicants said and their tone of voice. It helped for me to have standard questions to ask. I also felt that I was able to cut out a lot of extraneous information—like the inevitable business suits that applicants wear that we never see again! These days, Skype and other advances may help as well.

**Landrum:** I definitely agree that you should use modern technologies. If you cannot attend an interview in person, arrange for a Skype or Facetime interview; we learn so much about each other through facial expressions and body language. Make sure the interviewers get the chance to see and hear you if you cannot attend an interview in person.

**VanderStoep:** I wonder if you could find out in advance if the program has a policy on this. If they are strict about requiring face to face, you probably should only apply if you think you can travel, lest you be disappointed. But I would be surprised if programs don’t allow some videoconference technology to allow for such circumstances—I would always check before I applied.

**What is the biggest mistake students make when applying to graduate programs?**

**Handelsman:** The best data I’ve seen on this question is in an article by Appleby and Appleby: http://www.tandfonline.com/doi/pdf/10.1207/s15328023top3301_5. They list five categories of mistakes, which they call “kisses of death”: “(a) damaging personal statements, (b) harmful letters of recommendation, (c) lack of program information, (d) poor writing skills, and (e) misfired attempts to impress” (Appleby & Appleby, 2006, p. 19). They recommend
getting really good advising and mentoring. We would add, of course, to get multiple opinions and to read our column!

**REFERENCE:**

**Landrum:** Absolutely check out the literature on the graduate admissions process, including the article Dr. Handelsman references and many resources available at the Psi Chi website. It’s hard to know the biggest mistake, but let me offer three possibilities: (a) not gathering enough background research on the graduate program beforehand, so the application is a mismatch; (b) not following directions carefully, whether that be signing the form prior to giving it to letter of recommendation writers or sending more letters than requested (without a prior OK); and (c) not really understanding what graduate school is all about. Some students have this fantasy view about graduate education, and they really do not understand what they are pursuing. So if you are absolutely sick and tired of school, homework, and professors during your undergraduate senior year, do you really want to sign up for 2–10+ more years of higher education?

**VanderStoep:** In highly competitive programs, selection committees are looking for reasons to disqualify (DQ) applicants. Sometimes they seem silly, like typos and poorly written sentences. I actually don’t think these are silly, but even so, they are discriminating features of the application. Care in writing and preparation is very important. One predictor of these kinds of mistakes is time pressure. We all make more mistakes when we are under deadline. Work ahead and ask others to proofread. Don’t give selection committees a reason to DQ you.

**As I am getting into the application process, how many hours should I expect to spend on each individual application?**

**Handelsman:** I’m not aware of any data about that, and it would seem that applicants would vary wildly in the time spent, depending on their personal work habits, styles, application demands, etc. Two observations, though: First, you’ll probably spend less time on the later applications once you get the hang of them—they get easier with practice and some elements of the applications (like the vita) can pretty much be done once. Second, you may want to think of applying to graduate school as a part-time job to which you will devote a significant amount of time, rather than as a list of tasks that you can check off your to-do list.

**Landrum:** Here’s what I tell students. If you are doing most of your application work during the fall semester (assuming entry into graduate school the following August), you should think of the application process as an additional 3-credit course. If you are taking 15 credits in the fall and applying to multiple graduate schools, it should feel like an 18-credit semester if you are doing it right. Paying attention to the details, such as customizing each personal statement, filling out forms, coordinating multiple letters of recommendation, requesting transcripts, studying for the GRE, and so on add quite a bit of work to your normal academic workload.

**VanderStoep:** I’ve never thought about this. Once the template for the personal statement and vita are prepared, you can probably modify them slightly to fit each program. I would anticipate 10–15 hours of preparing materials, but I’ve never asked any of my students. You will want to do a lot of work over the summer in studying for the GRE and researching programs. These tasks are time-intensive and are hard to do during a semester.

**After submitting an application, should I wait to hear back from them, or should I check on the status?**

**Handelsman:** You might want to contact programs to confirm that your application is complete. At that time, you can inquire about when you should hear about decisions.

**Landrum:** Yes, do follow-up on your application materials, especially to ensure that all the recommendation letters arrived (and especially if the writers were to send their letters separately). Even with electronic submissions, things can go wrong, so double-check and follow-up (plus this demonstrates your attention to detail). You might email or speak with a graduate secretary, but if possible, interact with the graduate admissions director—an other personal contact for you is a good thing.

**VanderStoep:** You can check on your status. If you haven’t heard, and the deadline the program gave you has passed, you might be in an academic purgatory—you’re in the second batch of candidates. The program is waiting to see how many in the first batch accept admission before they decide how many (if any) they can take from the second batch.

**If I’m taking time off before heading to grad school, what should I do to make sure I am prepared when I do go? Is it a disadvantage to take time off?**

**Handelsman:** I’ve said this to students: The only time off that is not in your favor is jail time. Time off can be good because students often gain maturity, perspective, clarity about their goals, professional experiences, and even some savings.

**Landrum:** If you know you need some time off, then not taking it would be a mistake. What I tell students is that during that time off, stay connected to psychology in some way. Your job does not have to be in psychology, but be sure to volunteer, continue reading journal articles, attend local and regional conferences, etc. Also let your recommendation letter writers know you won’t need a letter for a while. Check in with them every so often (once or twice a year) to let them know what you are up to, how you are staying connected to psychology, and how you continue to appreciate their support.

**VanderStoep:** I don’t believe there is a disadvantage to taking time off, per se. However, my experience is that students do not always return to graduate school. This, in and of itself, is not a bad thing, but if at age 22 you wanted to go, what happened between 22 and 25 that made you change your mind? Did you change your mind for the better—grad school wasn’t really for you, and now at age 25 you realize that? Or, did life happen—you got derailed and unmotivated, and now lack financial and psychological resources to go back? One of my most talented students decided to take a year off before pursuing a PhD in social psychology. He was a slam dunk for admission. He is now involved in many business ventures, including for a world-famous multilevel marketing corporation. Only he knows if he made the right decision.
When I send my graduate school application, should I send writing samples and other support materials?

Handelsman: I would use caution in submitting application materials that programs haven’t asked for. It may come across as not following directions. Additionally, the chances of it being read are probably small. Programs may have enough of a writing sample in the personal statement. If you do want to send a writing sample, make sure it’s very good—more than an A paper from a course. If you are applying to a research-oriented program, ask the professors you want to work with if you can send them your writing sample directly.

Landrum: I agree! Being an overachiever, you may be perceived as unable to follow directions. Wait to be asked for other support materials prior to providing them and make sure that your writing sample is absolutely perfect, including all the subtle nuances of APA style and format. Your work is a representative sample of your ability and aptitude.

VanderStoep: I would limit extra writing samples to manuscripts that: a) are actually under review at a journal, b) will be forthcoming as a book chapter, and/or c) have won an award through Psi Chi or other academic organization. If all applicants submitted extra material, the pile of materials for the selection committees to read would grow quickly.

For letters of recommendation, is it acceptable to use someone that has been my manager for a long time, or should I try to use professors or other school-related people?

Handelsman: Some programs will tell you how many academic references they want. The guideline I use is that two of your three recommenders should be professors—after all, you’re applying to an academic program. Managers and other nonacademic references still need to speak to relevant aspects of your academic and professional achievements and development.

Landrum: I think that the manager can be a good letter of recommendation writer if he or she can speak to your leadership skills, initiative, self-directedness, punctuality, intellect, positive attitude, etc., then the manager could be a good choice as letter writer.

VanderStoep: If the job is related to your future schooling, absolutely. If the job is unrelated, I would recommend professors. I also have urged caution (in a previous column) about asking athletic coaches. As a former college athletic coach who is married to another former college athletic coach, I can confidently say that I like college athletic coaches. But remember that these applications are being read by academics who have a certain vocabulary and bias. They will be looking for that vocabulary and bias as they evaluate. Nonacademics often speak a different language.

Is it better to have letters of recommendation written by people who know me well or by people within my discipline of study, even if they do not know me as well?

Handelsman: The best letters of recommendation are informative and academic. You should have one letter from a psychology professor, but having letters from other professors is fine. Depending on the type of program to which you apply, having a letter from, for example, a biology professor with whom you’ve done some research would be a plus.

Landrum: Here’s my standard advice: your letter writers must be able to speak to your professional skills and abilities. Can people who know you well—your pastor, your mother, your next-door neighbor (even though a psychologist)—speak to your professional skills and abilities? I would ask people who know your skills and abilities to write your letters of recommendation. Here’s an additional tip: if you go to a psychology professor (or anyone, for that matter) and ask for a strong letter of recommendation, and the person has to ask your name, this isn’t a good sign. People who know your professional skills and abilities already know your name.

VanderStoep: If you’re applying to psychology programs, psychology professors are always better. Of the three writers, at least two of them should be psychology professors. I have cautioned in previous articles about nonacademic letters. If you select a coach, job supervisor, or other mentor to write for you, be sure to counsel that person on the type of information grad schools desire—quantitative reasoning, problem solving, love of research, and writing skill.
Applying to Graduate School in Psychology: A Professor’s Perspective

Applying to graduate school in psychology can seem like a daunting process. Given the extremely low acceptance rates (approximately 32% for PsyD programs and 7% for PhD programs), it is not surprising that many prospective applicants have questions regarding the application process generally, as well as specific queries regarding ways to make themselves more appealing and successful candidates (Kohout & Wicherski, 2010). In an effort to help guide prospective applicants, we conducted an interview series with Annette M. La Greca, Ph.D., a professor of psychology and pediatrics at the University of Miami, and an expert in the fields of peer victimization, youth internalizing problems, youth trauma exposure, and pediatric diabetes. Dr. La Greca graciously provided her opinion regarding the psychology graduate program application process, as well as specific tips for interested students.

Part I of this series focuses on how to find the programs and mentorship that best match your needs, and the benefits of pursuing a career in the field of psychology. Part II of this series will focus on the application process specifically, wherein Dr. La Greca describes her ideal prospective graduate student and discusses the key elements of a strong application (including GPA, GRE, CV and personal statement).

When choosing a psychology graduate program, what criteria should an applicant consider?

La Greca: I think there are many issues you could consider. It is important to ask yourself what you want to do in the future, because that will narrow down the types of programs that you consider. For example, if you want to do predominantly clinical work, you might consider a graduate program such as a PsyD program, which is a doctorate in psychology—this is a very practice-oriented degree. If you see yourself engaged in research, you should consider a PhD program. You should also consider a PhD program if you want to do a combination of research and clinical work.

Once you’ve taken into account your future goals, the next thing to consider is your specific area(s) of interest. Are you interested in children, adults, or health populations? Are you more interested in psychopathology research within the clinical area, or are you more interested in intervention research? Identifying those specific areas of interest will also help to narrow the programs to consider and identify the more appropriate matches.

Beyond that, you need to look for programs that have people who are actively doing research in the area in which you are

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Sherilynn F. Chan, BA, is a second year clinical psychology graduate student (Pediatric Track) at the University of Miami working with Dr. Annette La Greca. She earned her honours bachelor’s degree in psychology at the University of British Columbia. Sherilynn is interested in risk and resilient factors as they relate to children’s and youth’s psychological and physical health. Her current research is focused on examining the relationship between peer victimization and adolescent substance use, and the moderating roles of gender and peer aggression.
interested. For example, if you have interests in the area of child psychopathology, you should look for programs that have people doing research in the child psychopathology area, as well as course work and practica that are related to that area. If you are interested in health oriented research, then you should look at programs that have affiliations with medical schools or with medical settings.

Additionally, if you are interested in clinical work, you should check the accreditation status of the program, because it will be much easier to become licensed as a psychologist if you attend a program that is accredited by the American Psychological Association (APA). Some states require APA accreditation of graduate training for licensure; some employers also require that. Further, completing a non-APA accredited internship (which is more likely to occur if you do not attend an APA accredited graduate program) may be limiting in terms of job choice (e.g., working at a Veteran’s Administration Medical Center). Beyond that, other issues become important for selecting a graduate program, like program location.

**How closely aligned should a prospective applicant’s and professor’s research interests be?**

**La Greca:** I would say, generally speaking, the closer the fit the better. That’s because faculty are better able to train someone in an area where they already have expertise. That being said, interests that are strongly related to a faculty member’s expertise, but differ a bit, could also be good. Two former students of mine are good examples of that; neither student’s interests overlapped 100% with my own. However, they were able to expand some of their focal areas, which brought us to common ground. So I don’t think it has to be an exact match, but it has to be something at least compatible or complementary. Otherwise, you’re selecting the wrong mentor or the wrong program. If your research interests don’t seem compatible with your professor(s) of interest, then go back to the previous question and reconsider if this the right program for you, and if this is the right mentor for you.

**Is there anything you wish you had known when applying to psychology graduate programs?**

**La Greca:** One thing that I would reemphasize is the importance of the match between the applicant and the program, and how it’s up to the applicant to make clear how and why that match exists. It’s much better if applicants can be very specific about their interests than if they write something general, like “you have an excellent clinical child program, and I want to be a part of that clinical child program.” It would be better if they could describe something about that graduate program’s experiences or the mentors who are there as being important for furthering what that person wants to do in his or her career.

**Once you are in the field of psychology, what sustains you?**

**La Greca:** Well, being a professional psychologist is definitely not a nine-to-five job, so if you’re looking for that type of environment, you probably don’t want to consider graduate training in psychology. But, there are a number of things that sustain me [and others]. I’ve always been someone who’s really curious and eager to learn; I like learning new things, so it’s probably great that I’m a professor. Being within an academic environment, you’re always learning something new!

Another thing that sustains me is having a diversity of interests. I enjoy doing a lot of things, which is feasible in psychology, because it’s such a diverse field. If you get tired of studying child health, for example, you can move on to study child psychopathology. There are many different things you can look at.

Another thing I value highly is my independence. It really is up to me to determine what I want to work on. I could totally change my interests tomorrow and it would be perfectly fine. You don’t feel like you’re “stuck in a rut,” the way you can at a job where you have very specific duties that don’t change over time. I have a lot of freedom to choose what I want to work on and how I spend my time.

Yet another thing that’s sustaining is the ability to interact with others who have similar interests and goals. I find that people in psychology are very like-minded. They’re enthusiastic about similar things. People in psychology—whether they’re researchers, clinicians, or in administrative roles—often have a genuine caring for people or desire to make people’s lives better. People within psychology also value diversity, and it’s nice to be in a profession where many people hold similar perspectives and values. I have friends who are in careers outside of psychology, and, after a while, a number of them feel like they’re stuck or stagnant. I’ve never felt that way in psychology; there’s always something interesting and always some new development. And the people in the field are great. So, all those things sustain me. Plus, I get to attend meetings that are sometimes in great locations, and that helps since I like to travel.

*Look for Part II of this series in an upcoming issue of Eye on Psi Chi. Don’t miss Dr. La Greca’s advice regarding the experiences and qualifications an ideal prospective graduate school applicant should have.*

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**Betty Lai, PhD, MST,** is a child psychologist currently completing a postdoctoral fellowship with the Department of Pediatrics at the University of Miami, Miller School of Medicine. She graduated from the clinical psychology program at the University of Miami (Child Track), and she completed her clinical internship at the Lucile Packard Children’s Hospital at Stanford/Children’s Health Council.
Preparing for Your Career
With a Psychology Degree

Ronald G. Shapiro, PhD
Independent Consultant in Human Factors, Learning and Human Resources
A psychology degree can provide an outstanding background for almost any career you choose to pursue. However, some of these career opportunities may not be obvious, and finding an optimal way to prepare for these opportunities may be challenging. Let’s look at some of these career opportunities and how to prepare for them.

Helping Professions
Careers in the helping professions provide an excellent opportunity to help people and organizations, to contribute to basic science, to improve the quality of life and possibly even save lives. Choices are varied and include working as a researcher, practitioner or both in psychology (clinical, counseling, community, school) and social work. The psychology of aging and neuropsychology may well be the most promising career opportunities in the helping professions.

Significant growth oriented positions require advanced degrees such as a PhD, a PsyD or possibly a Master's (in psychology or social work). Although you also can pursue a career in these areas with a bachelor’s degree, positions typically are not growth oriented, even though they might be enjoyable positions for a few years. In the long term, it may be very frustrating to watch colleagues with advanced degrees grow in the field while you do not. If you select a bachelor's level undergraduate degree job in psychology, do so with the intent of moving to either graduate school or another career within two to three years.

Teaching
Teaching at the elementary or secondary school level is another option. Knowledge of psychology is helpful throughout a teaching career. For a public school position, you must achieve certification by taking the requisite courses and completing the required practicums. To teach psychology you must, in most cases, also be certified to teach social studies.

You might also teach at the college level. If you chose to do so full time, you will most likely have research, teaching and service responsibilities at your college or university. Different schools will weigh these three areas differently in terms of importance. In most cases, the most important of these three areas for hiring, retention and promotion is research—establishing a track record of publishing your work in refereed journals.

Securing your own funding from contracts and grants is becoming increasingly important at many academic institutions. You might also do part time teaching at a college or university in addition to your full time professional position.

Industry
There are numerous career opportunities available in industry. Two of these areas—industrial/organizational psychology and human factors/ergonomics/applied experimental psychology/engineering psychology—have established career paths and are likely to be growth areas as well.

**Industrial/organizational (I/O) psychology.** In this field, there are a variety of opportunities:
- Design corporate structures and programs to help an organization achieve its full potential.
- Assess employee productivity and morale through observation and surveys, and make recommendations based upon your findings.
- Develop new techniques or improve existing techniques to assess job applicants, candidates for promotion, management candidates, and executive candidates.
- Design assessment and/or training programs to help employees, managers and executives to improve their job performance.

By improving corporate performance, the corporate working environment and morale, you might help more people than a private practitioner in a community psychology practice.

To learn more about I/O Psychology take I/O classes offered in most psychology departments and check the websites of the following American Psychological Association (APA) divisions:
- Society of Industrial and Organizational Psychologists (14; www.siop.org)

**Human factors/ergonomics/applied experimental psychology/engineering psychology.** The opportunities in this area include:
- Basic research: Develop theory to explain human behavior which practitioners might use to design, develop, and evaluate products and systems to be safer, easier, and more fun to use.
- Practice: Interact with engineers and other technical and business professionals to design, develop, and evaluate products and systems based upon the scientific literature.

Specialties include design of aircraft, air traffic control systems, hospitals, medical devices, automobiles, trains, military systems, home design for aging populations, computers, cell phones, other portable electronic devices, games, web sites, building layout, and educational systems.

In this field you would potentially save more lives and improve the quality of life for more people than if you were a clinician in private practice because your design improvement might, for example, prevent an airplane from crashing. One huge difference between saving lives as a human factors/ergonomics professional and saving lives as a helping professional in private practice is that you will not know whose life you saved as a HF/E professional (it may be your own), much as a medical professional who develops a vaccine that saves numerous thousands of lives would not know whose life they saved.

To learn more about this area of psychology, take an introductory course if one is offered, or read Donald Norman’s *The Psychology of Everyday Things* (also published as *The Design of Everyday Things*). The book may be borrowed from most libraries and is easily read in a single evening. Check the following websites.
- Human Factors and Ergonomics Society (www.hfes.org)
- presentation prepared by Division 21 for high school psychology teachers: Applying Psychology to Real World Problems (www.apa.org/education/k12/powerpoint.aspx)

Other industrial careers. The psychology degree is also excellent preparation for many
Melissa Robin  
University of Central Florida (UCF)  
Undergraduate Psychology Major

Getting involved early during my undergraduate career changed my life. Taking research methods and advanced research methods as a sophomore opened many doors for my undergraduate research career. From there, I was able to learn the research process, but most of all figure out exactly what I wanted to research and what I wanted to do with my life. Don’t be afraid to explore different research ideas. Just because faculty members are not doing particular research doesn’t mean they aren’t interested in an area you are interested in. Don’t ever get discouraged. Be proactive. Never give up on your dreams. You create your own undergraduate experience, so make the best of it.

Melissa

Author Note. Ms. Robin is an outstanding example of a student who is maximizing the value of her quest for a psychology degree (and maintaining an excellent school-work-life balance). As a sophomore in 2009, she was already an active participant in a research lab and attending programs intended for graduate students and faculty. Ms. Robin has presented at the Association for Psychological Sciences Convention and the APA Annual Meeting, in addition to developing several articles for publication. She is currently serving as president of UCF Psi Chi for 2011–12.

Maximizing the Value of Your Psychology Degree

You can maximize the value of your psychology degree by heeding the following suggestions:

- Take research methods and statistics courses as early as possible in your academic career.
- Attend psychology department seminars from day one.
- Get to know selected faculty members well. Can you describe their research in a manner that they would consider satisfactory? If the faculty member has children, do you know their names?
- Become involved in at least one if not two faculty members research to the point that they would consider that you were a very valuable member of their research team.
- Aim for publication (or in press) as a first or second author on an article or two (or at least a published acknowledgement in several articles) before graduation.
- Become actively involved in Psi Beta or Psi Chi and your psychology club. If your school does not have an active Psi Beta or a Psi Chi chapter, you have the opportunity to work with your department chair to organize or reactivate one.
- Seek out elected or appointed leadership positions. Once you achieve these positions, you should work to achieve a few significant accomplishments.

By following this path you will have learned how to:

- understand and predict human behavior;
- interpret very complex data;
- work in and lead a team (which includes more senior members);
- develop proposals;
- deliver technical talks; and
- write clear prose.

You will have an excellent story to tell as you prepare for graduate school or work applications. Most likely, you also will have among the best recommendations from faculty, which should help you secure a well-funded position in graduate school or an excellent position in industry. And, all of this can be done while still maintaining an excellent school-work-life balance.

Freedom vs Supervision in Course Work

Perhaps one of the greatest attractions to selecting a psychology major is that you have a tremendous amount of freedom in selecting your course work. You can learn about the breadth of the field of psychology as well as pursue in great depth one or two areas of interest. Unfortunately, most students do not do this, and as a result, these students may not achieve as much as they might like. Indeed, some of them even complain that their degree was of very limited value (or worthless). Since there is freedom rather than supervision in course selection, psychology majors have the obligation to do planning that would often be done for them if they had selected a degree in another discipline such as electrical engineering or chemistry.

other careers. Although the psychology degree may not be essential or even suggested for an entry-level position, the knowledge of how people think and behave can be beneficial for better job performance. Some of these careers are listed below:
- management
- executive
- marketing
- sales
- customer relations
- systems engineering
- systems development
- software engineering
- IT
- systems analysis
- project management
- human resources
- industrial education
- urban planning
- architecture
- communications
- journalism
- industrial engineering
- systems architecture
- animal behavior
- zoology

For the above careers additional training (and possibly a dual major) in the specific subject matter would be an asset, if not essential to obtain an initial job. The psychology degree will help you to become established and to grow in the field.
Minimizing the Value of Your Psychology Degree

On occasion you may hear students or graduates with an undergraduate psychology degree complain that their degree did not help them at all. Chances are they did everything possible to minimize the value of their degree while in school.

Some of the behaviors exhibited by students which minimize the value of their degree include:

- taking research methods and statistics late in their academic career, perhaps senior year;
- selecting primarily large lecture classes, so that they never really meet the faculty;
- choosing to spend their out-of-class time away from the psychology department;
- avoiding meaningful involvement in Psi Chi, Psi Beta, psychology club and other similar programs, although they may belong and attend an occasional program;
- completing Introduction To Psychology research participation without asking any questions or getting to understand the underlying research;
- avoiding involvement in psychology research beyond course requirements;
- selling their psychology textbooks as the semester ends;
- studying primarily only a few days before exams; and
- visiting faculty members during office hours only if they are arguing about an exam result, trying to recover from their poor academic performance, or trying to schedule a make-up exam.

Preparing Your Career Plan and Resume

Having a career plan or career plans and up to date resume are beneficial for students from middle school to graduate school. If you are not sure what career you would like to explore, prepare a plan for each career. The planning process alone may help you to explore, prepare a plan for each career. You are not sure what career you would like from middle school to graduate school. If you are not sure what career you would like from middle school to graduate school, if you are not sure what career you would like from middle school to graduate school, if you are not sure what career you would like from middle school to graduate school, if you are not sure what career you would like from middle school to graduate school, if you are not sure what career you would like from middle school to graduate school, if you are not sure what career you would like from middle school to graduate school, if you are not sure what career you would like from middle school to graduate school, if you are not sure what career you would like from middle school to graduate school.

1. Exploration. As a first step explore the careers mentioned earlier in this article. Check with your school counseling office. They will have lists of all sorts of careers (as well as measurement instruments which may help you to narrow some of your choices). Look over the lists and derive your own list of potential careers.

2. Basic Research and Investigation—Reading. Read literature on what people do in the careers. For psychology careers check out the above websites. For other disciplines check out their professional organization websites.

3. Advanced Investigation—Networking. Network (i.e., meet and talk) with people in the various careers. Faculty and your college/university placement office should be able to help you find alumni or colleagues in the professions you may be interested in exploring.

4. Initial Ideal Resume Development. Once you narrow your choice to a single career (or a few careers) prepare a resume for the ideal entry-level job candidate for that profession in the next few years. Write your name at the top of the page. Include a very clear objectives section that explains why the job candidate is the ideal fit for the job. Include lots of meaningful academic and internship experiences. Be very specific about the accomplishments for each of the positions listed. Wherever possible, write in true experiences you have had to strengthen the resume. Review the resume and verify with at least one or two professionals in the field that this resume would belong to the absolutely ideal job candidate.

5. Preparation of Your Action Plan. Highlight all of the items in your ideal job candidate resume that do not yet apply to you. Now prepare an action plan which will assure that when you graduate with your terminal degree, be it a bachelors, masters or doctoral degree, the resume will be a true reflection of you.

6. Completion of Your Action Plan. Complete your action plan over the next several years, revising and editing the action plan and ideal candidate resume as necessary as you achieve your results. Be sure to keep track of everything you accomplish including the project name, a brief description of the project, an in-depth description of what you did that made the project a success, and how you know it was successful. Include this information on your ideal candidate resume as well as an actual resume.

7. Summers. If your plans call for a career in industry, be sure to spend a summer or two doing an industrial internship, doing work similar to what you would do in your profession. If your plans call for a career in service, spend a summer or two doing a service-related internship. If your plans call for graduate school (other than possibly an MBA), spend your other summers working in a research environment. Now listen carefully! While you would like to get paid well for doing these experiences, it is possible that you may not get paid at all. In any case, do them!!! Long term, financially, completing these types of summer experiences will most likely pay off far better than doing a typical student summer job.

Go for It

Your psychology degree can and should provide you with an outstanding background for a career in academics, government, industry and/or community service. Remember to develop an effective career plan, become involved in research, your psychology department, and Psi Chi so that it will. Let me know if I can be of help to you. Best wishes for a bright future.

Dr. Ronald G. Shapiro is an independent consultant in human factors, ergonomics, and learning and career development. He received his BA from the University of Rochester and his MA and PhD from Ohio State University in experimental psychology. He is a certified human factors professional (CHFP #18, Board of Certification in Professional Ergonomics) and a fellow in APA and the Human Factors and Ergonomics Society (HFES). He is a past-president of APA Division 21 (Applied Experimental and Engineering Psychology) and the immediate past secretary-treasurer of HFES. He has managed human factors/ergonomics, technical learning/technical leadership, new employee orientation, employee university education, and career coaching for IBM. Dr. Shapiro frequently accepts invitations to address high school and college psychology students, discussing career development. He may be contacted at: Ronald G. Shapiro, PhD, 17 Brookway Road, Providence RI 02916, (401) 272-4684, DrRonShapiro1968@SigmaXi.Net

Author Note: I would like to thank Melissa Robin (Psi Chi president at the University of Central Florida) and Arnold (Arnie) Lund, PhD, Certified User Experience Professional (CUXP), Principal Director of User Experience at Microsoft for helpful comments on drafts of this article.
122.50 Christmas Spirit

Diagnostic Features

The essential feature of Christmas Spirit is a recurrent pattern of cheery, festive, and altruistic behavior, accompanied by an obsessive focus on Christmas topics and activities, that persists for at least two weeks (Criterion A) and that exceeds normative seasonal reactions of individuals of comparable ages and developmental levels. Manifestations of the disorder are generally persistently present in all settings but occur exclusively during the last two months of the calendar year (Criterion B). By definition, the symptoms are attributed by the individual to the holiday season (Criterion C). Individuals with Christmas Spirit are typically proud of their behavioral differences and attempt to flaunt their symptoms, which often remit suddenly on December 25 or 26. The symptoms negatively impact academic and occupational functioning (Criterion D), although the impairment may be negligible if, as is often the case, fellow students and coworkers are similarly affected. Social functioning is not generally negatively impacted and, in fact, often improves during fits of Christmas Spirit. These symptoms are not due to the direct physiological effects of a substance or a general medical condition (Criterion E).

The predominant mood during an episode of Christmas Spirit is hypomanic (Criterion A1), although giddiness approaching mania may occur when engaged in activities directly related to the Christmas season, especially if inebriated. This elevated mood state, often described as being “merry” or “jolly,” may be evident in the person’s subjective report. The heightened mood may also be noticeable to others who report high levels of smiling and laughing, frequent wishes of “Merry Christmas” and “Happy Holidays,” and sudden interjections of “Ho Ho Ho!” by those afflicted.

Marked increases in altruism, generally in the form of gift-giving, are also a key feature of Christmas Spirit (Criterion A2). A great deal of time is spent making lists of gifts to buy, finding or making gifts, wrapping gifts, and standing in lines to mail gifts. This feature is often one of the earliest indicators of the Christmas Spirit. High levels of altruism may also be manifested in helpful acts such as volunteering (e.g., to stand in front of grocery or department store doors repeatedly ringing a bell) or in making donations to charitable causes (e.g., donating turkeys, hams, or, in the Southeastern United States, boxes of macaroni and cheese to community Christmas dinner drives). Significantly, in the most prototypical cases of Christmas Spirit, altruism and gift-giving are not restricted to family and friends but extend to those who are strangers as well.

Compulsive and extravagant “over-the-top” decorating almost always characterizes those with Christmas Spirit (Criterion A3). This is most likely to involve decorating an evergreen tree with lights and ornaments and placing disproportionately sized stockings along a mantle. In severe cases, however, entire houses and even offices may be entirely transformed in a matter of days. In many cases, the compulsive redecorating is thematic. Color themes (especially red and green, but also silver, gold, white, and occasionally blue) are common. Other common themes are nativity scenes, angels, Santa Claus, elves, snowmen, stars, candy canes, reindeer, and sleds or sleighs. In addition to the one or more evergreens (or artificial evergreens), holly, mistletoe, poinsettias, and wreaths made from various organic substances may also be brought into the home. Although less common, the outside of the house may also be decorated, generally with lights. Decorating may also require the individual to spend hours stringing popcorn, building gingerbread houses, or making snowmen. These activities are often completed while listening to Christmas music or singing or humming Christmas-themed songs.

Individuals with Christmas Spirit also often choose to adorn themselves in ways that match their newly redecorated homes,

This “spoof” of the DSM is not intended to make light of that book, the disorders listed in it, or the people who suffer from those disorders. It is, instead, merely an attempt to present a psychological syndrome often discussed by lay people in DSM style.

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LaGrange College (GA)

This “spoof” of the DSM is not intended to make light of that book, the disorders listed in it, or the people who suffer from those disorders. It is, instead, merely an attempt to present a psychological syndrome often discussed by lay people in DSM style.
showing a strong preference for red and green apparel often similarly adorned with Christmas symbols or characters (Criterion A4). This is particularly common among women, who are especially likely to select Christmas-themed sweaters, jewelry, and, in some cases, socks. This symptom is generally less common and less extreme among men, although men too may suddenly elect to wear Christmas-themed T-shirts, ties, and boxer shorts not worn at any point during the first 10 months of the year. In the most extreme cases, people may also dress their families and pets in Christmas-related outfits or costumes, sometimes matching, and force them to be photographed this way.

Overconsumption of cookies, eggnog, and gingerbread (Criterion A5) may occur at any point during the course of the episode but is especially likely to occur during the frequent partying and drinking episodes (Criterion A6) that also typify this syndrome, although the two sets of activities do not necessarily occur together. People who have consumed copious amounts of mulled wine or other Christmas spirits may also develop a love of standing under the mistletoe, diagnostically known as Phoradendronphilia.

The most serious cases of Christmas Spirit are also marked by delusions (Criterion A7). Children are particularly likely to report a paranoid belief that Santa is always watching and making a list of who's been naughty and who's been nice. In adults, delusions of grandeur are more common and generally manifested in the protestations that one is Santa Claus, Mrs. Claus, or an elf.

**Associated Features and Disorders**

Associated descriptive features and mental disorders. Individuals affected by Christmas Spirit are generally characterized as being excessively cheery, jovial, exuberant, active, and energetic. This hypomanic mood state is often also accompanied by other symptoms of a hypomanic episode including racing thoughts and difficulty concentrating, distractibility, increased sociability, and goal-directed activity (e.g., hypergraphic episodes during which dozens of envelopes may be addressed and cards written in a single evening), and involvement in pleasurable activities that may have painful long-term consequences (e.g., impulsive spending and extremely generous charitable donations).

In some instances, individuals with Christmas Spirit also show obsessive and compulsive symptoms. For example, tree lights and tinsel may need to be hung in perfect symmetry, and specific foods may need to be prepared according to specific recipes and served for specific meals, using specific serving dishes. Although these compulsions may be attributed to family traditions, individuals overcome with Christmas Spirit may experience significant anxiety, distress, and hostility if the rituals are not performed perfectly, leading to disharmony within the family.

Children high in Christmas Spirit may also be a precursor to another disorder, Post Holiday Stress Disorder. When the season suddenly ends, some individuals—particularly those who have overspent or gained a great deal of weight—may experience a dysphoric state that may persist for days or weeks after the holidays have ended.

**Associated laboratory findings.** Although little laboratory research has been performed, anecdotal reports suggest that Christmas Spirit does cause physiological changes. Most well-validated is the Grinch Effect, an enlargement of the heart directly attributable to the rapid and dramatic increase of positive feelings due to the Christmas season and all that it entails. For more information on the Grinch Effect, see Seuss (1957).

**Associated physical examination findings and general medical conditions.** Levels of Christmas Spirit are positively correlated with levels of alcohol consumption and weight gain, but individuals with Christmas Spirit appear to be in normal physical condition when examined. The most notable physical marker of Christmas Spirit is a smile that does not fade. In some extremely rare but noteworthy cases, the presence of a bright red nose, Rudolph's Syndrome, has been observed. It is important, though, to differentiate a true case of Rudolph's Syndrome from more temporary seasonal causes of red noses that may also occur during the same time of year. Red noses from exposure to the cold (e.g., while sledding, building snowmen, or decorating the house) are much more common in northern climates and generally remit within an hour of returning indoors. Red noses may also accompany cold or flu symptoms, but Rudolph's Syndrome is not associated with the coughs, sneezes, fevers, and sniffles of these other disorders.

**Specific Culture, Age, and Gender Features**

Christmas Spirit occurs only among those who celebrate Christmas, but because Christmas can be celebrated as a secular holiday, it does occur among people who self-report identification with a variety of religious faith traditions. Rates of Christmas Spirit do not vary by race, gender, or socioeconomic class. Whether rates of Christmas Spirit vary with age is unclear, with different researchers reporting strikingly different results.

**Prevalence**

Many reports suggest that rates of Christmas Spirit are decreasing every year. Defining symptoms of the syndrome also seem to be changing over time, with garish and gaudy outdoor decorations increasing in frequency and religiously themed manifestations decreasing in frequency.

**Course**

Although some symptoms may occur earlier, cases of Christmas Spirit generally increase dramatically after Thanksgiving, with shopping symptoms often peaking on Black Friday, at least in the United States. Symptoms generally persist until Christmas Day. Severity of the symptoms generally increases steadily throughout this time with the symptoms reaching the peak of severity on Christmas Eve or early on Christmas Day. Symptoms generally begin to subside during the afternoon or evening of Christmas Day and typically completely disappear by the day after Christmas. In some cases, symptoms, particularly those involving gift-buying, may persist at a subclinical level throughout the year.

The number of prior episodes of Christmas Spirit predicts the likelihood of subsequent episodes. Almost everyone who experiences one episode of Christmas Spirit will experience at least one more episode at
**Diagnostic Criteria for 122.50 Christmas Spirit**

A. Four (or more) of the following symptoms have been present during the same 2-week period.

*Note:* Each criterion is met only if the symptom occurs more frequently than is typically observed in individuals of comparable age and developmental level.

1. Hypomanic mood state present most of the day, and particularly when engaged in Christmas activities
2. Altruistic acts, primarily involving gift-giving but also including involvement in volunteer activities or donations to charitable causes
3. Compulsive and extravagant decorating
4. Preference for red and green apparel, often also adorned with traditional Christmas symbols and/or characters
5. Overconsumption of cookies, eggnog, and gingerbread
6. Frequent partying and drinking
7. Delusional thinking involving themes related to Santa Claus, Mrs. Claus, and elves

B. The symptoms occur only during the last 2 months of the calendar year.

C. At some point during the course of the disorder, the individual recognizes that the symptoms are caused by the holiday season.

D. The symptoms cause clinically significant impairment in academic and occupational functioning, although they may enhance social functioning.

E. The symptoms are not due to the direct physiological effects of a substance or a general medical condition.

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**Familial Pattern**

Anecdotal reports suggest that a diagnosis of Christmas Spirit is more likely to occur if close family members, not necessarily biologically, show symptoms of the disorder. The incidence of Christmas Spirit is dramatically reduced among those who are not able to be home with their families, friends, and loved ones for the holidays.

**Differential Diagnosis**

Although the symptoms of Christmas Spirit may resemble the symptoms of a *Hypomanic Episode*, a *Substance-Abuse Disorder*, or *Attention-Deficit/Hyperactivity Disorder*, these syndromes can be distinguished from Christmas Spirit on the basis of their course (with the onset of Christmas Spirit symptoms coming in November and sudden remission in late December). Furthermore, individuals with Christmas Spirit must, by definition, attribute the cause of their symptoms to the holiday season.

The obsessions and compulsions associated with episodes of Christmas Spirit can be distinguished from those defining *Obsessive-Compulsive Disorder* in two ways. First, in episodes of Christmas Spirit, the obsessions and compulsions are clearly related to Christmas activities and traditions. Second, the individual generally derives pleasure from the “compulsive” ritualistic Christmas behaviors, whereas this is not the case in Obsessive-Compulsive Disorder.

Although the two disorders share a number of features, course and theme considerations also help to distinguish Christmas Spirit from *Obsessive-Compulsive Personality Disorder*. As is true in Obsessive-Compulsive Personality Disorder, those experiencing Christmas Spirit may be highly perfectionistic, unable to delegate responsibility unless the task is done precisely according to their instructions, rigid, stubborn, and preoccupied with details, lists, organization, schedules, and order. However, Christmas Spirit is not associated with the miserly spending style that often characterizes Obsessive-Compulsive Personality Disorder or the devotion to work to the exclusion of friendship and leisure activities. In contrast, Christmas Spirit is defined by altruistic acts, socializing, and partying. In other cases, apparently similar behavioral symptoms occur for different reasons in episodes of Christmas Spirit than in the context of Obsessive Compulsive Disorder. First, although the individual experiencing Christmas Spirit may be overly conscientious and scrupulous, that is generally attributed to a concern that “Santa is watching.” Second, although the person experiencing high levels of Christmas Spirit may be unable to discard worn-out or useless objects (e.g., old Christmas cards and letters, old presents, and broken ornaments made by kindergarteners who now have children of their own), the reasons for retaining the items are clearly sentimental.
The New England Psychological Association (NEPA) held the 51st Annual Meeting with approximately 500 expected attendees (faculty and students) registered to participate. Typically NEPA occurs during a picturesque fall foliage weekend in New England. However, this year on October 29, Mother Nature sent an unexpected northeastern snowstorm, which influenced attendance at NEPA. However dedicated New England faculty and students attended and experienced an outstanding meeting of informative research presentations, workshops, and posters plus a significant Psi Chi program. Highlights of the PSI CHI program are listed below.

“Psi Chi Invited Address: Toward a Healthy Embodiment for Women” presented by Dr. Joan Chrisler (Connecticut College), with an introduction delivered by Dr. Mercedes McCormick (Pace University and Psi Chi Eastern Regional Vice-President.) Dr. Chrisler’s talk defined and discussed body image (i.e., an internal, subjective representation of physical appearance, sensation, motion, and other bodily experiences) and its constituent parts (e.g., individuals’ appraisals of their bodies and bodily functions, weight consciousness, and an understanding of one’s physical skills and abilities). She discussed ways that the media and other aspects of popular culture can affect women’s body image and lead to self-objectification (i.e., an inauthentic or “third-person” perspective on the self).

A powerful Psi Chi workshop, “Graduate School 101” was given by Dr. Carlos A. Escoto (Eastern Connecticut State University). The seminar was designed for Psi Chi chapter advisors and students. Dr. Escoto provided an overview on graduate training in psychology. He informed the audience about graduate school acceptance rates and presented tools for selecting programs, preparing applications, and the costs. A lively Q & A followed his presentation.

Other highlights included two 1-hour panel presentations that concerned contemporary topics of interest for Psi Chi advisors, students, and faculty. The first panel addressed the fact that Psi Chi voted to make history as an international honor society on its 80th anniversary in 2009. The panel of experts addressed how Psi Chi might effectively extend its benefits to other nations less familiar with the value of honor societies. Faculty and students were invited to listen to current initiatives and incentives to promote Psi Chi International around the globe and to share their ideas and concerns about the field of international psychology.

“Psi Chi Goes International: Why and How?” was chaired by Dr. Kate Marsland (Southern Connecticut College). Presenters Drs. Harold Takooshian (Fordham University) and Alex Voronov (Academy of Sciences of Russia) discussed by Skype “Psi Chi Outreach to the Eastern Hemisphere.” Dr. McCormick spoke about “Fullbright Scholarships: Sending and Receiving International Students and Faculty” with Dr. Florence Denmark (Past President of Psi Chi, Past President of APA, and Robert S. Pace Distinguished Research Professor) was the discussant.

“Encouraging Undergraduate Student Research in Psychology: From Start to Contributions to the Field” was chaired by Dr. Takooshian. An interactive, dynamic presentation about beginning the research process to presenting at a conference was held with panel members Drs. Paul Finn (St. Anselm), Elizabeth Ossoff (St. Anselm) and Mercedes McCormick. Vincent Prohaska (Lehman College) was the discussant who elaborated on issues discussed by panel members on authorship, institutional review board (IRB), and applying to present poster or paper at psychology conferences.

The “Psi Chi/NEP A Reception and Award Ceremony” was held at the end of the meeting. Presenting members who received a certificate from Psi Chi.

In 2012, the 52th Annual Meeting of NEPA will be held on October 12–13 at the Worcester Polytechnic Institute, Worcester, MA. Psi Chi looks forward to connecting with NEPA faculty and students at this meeting. Please contact Dr. McCormick at easternvp@psichi.org with your ideas and suggestions for programs at NEPA 2012.
Psi Chi is pleased to offer over $350,000 in awards and grants to its members each year. Don't miss the exciting opportunities and funding these programs provide!

Go to http://www.psichi.org/awards/faqs/awards.aspx to learn more.

Here are some upcoming deadlines to add to your chapter calendar or website:

**January 14**
Submissions to Rocky Mountain Regional Convention

**January 15**
SWPA Travel Grant

**January 20**
Collaboration Grants
In order to encourage collaborative and cooperative activities and projects between Psi Beta and Psi Chi chapters, this grant has been established to help collaborating chapters achieve their goals with support from both societies. This grant program will provide seed funding for up to four collaborating chapter pairs. All applicants for the Collaboration Grant will automatically be entered in the Building Bonds Award competition.

**February 1**
APA Newman Graduate Research Award
APS Albert Bandura Graduate Research Award
Cousins Chapter Award
Graduate Research Grants
SEPA Travel Grants
Undergraduate Research Grants

**February 15**
WPA Travel Grant

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**SRCD Summer Research Grants**

This is the second year Psi Chi has partnered with Society for Research in Child Development (SRCD) to offer two annual grants for research conducted during the summer. The winning student receives a $3,500 stipend, and the advisor receives a $1,500 stipend.

**Diana David**
Gonzaga University (WA)
RA: Drs. Stuart Marcovitch & Janet Bosevski

**Goal Neglect and Social Judgment Abilities in Young Children**

We examined the relationship between social judgment abilities and working memory. We hypothesized that children who performed better on social judgment tasks would perform better on working memory tasks. Fifty-one children, ages 4.0–6.9, completed tasks measuring social judgment, including a task involving judgment of a child actor, following a series of nice or mean events, as well as tasks measuring working memory, using GN-DCCS. Results revealed linkages between working memory and social judgment abilities. Older children made more accurate judgments in the mean social condition and performed better on part of the goal neglect task. The results suggest that development of social judgment abilities and working memory coincide with significant developments occurring between the ages of four to seven.

**Kelly Miller**
Pomona College (CA)
RA: Dr. Michael Crowley

**The Physiology of Worry: Measuring EEG Gamma-Band Activity in Anxious Children**

Previous research has linked anxious internal states to gamma band activity, the pattern of neural oscillation between 25 and 100 Hz. Previous research found that adults with generalized anxiety disorder and nonanxious controls each experience increases in gamma while worrying; however, these increases are greater for anxious individuals. Our investigation extends this work to children, predicting that across groups of highly anxious and nonanxious children, gamma band activity is higher in a worrying condition than in baseline or relaxation conditions; that anxious children produce greater gamma band activity while worrying than do their nonanxious counterparts; and that gamma activity is consistent with self-reported emotional distress. Early analyses show preliminary support for our hypotheses, suggesting that gamma may be a biomarker of worry.

**Diana David** is a senior double majoring in psychology and biology. Ms. David is a psychology lab manager and completed research examining task switching and incubation effects, math arousals, and hand-clasping in chimpanzees. She is currently working on various research projects, including a study looking at trait-depression and executive functioning and assisting a professor with a posttraumatic stress disorder study. She plans to present at the Spokane Intercolligate Research Conference for the third time in addition to presenting at a national conference. Ms. David is also involved in a variety of activities, including HANDZ and volunteering at a local nursing home and a daycare for at-risk kids. She participated in a study abroad program in Zambia, studying comparative psychology in chimpanzees. She plans to pursue a career in neuropsychology or public mental health. She hopes to travel back to Africa to use a future graduate degree to do humanitarian work.

**Kelly Miller** is a senior psychology major at Pomona College in Claremont, California. For the past two years, Ms. Miller has worked as a research assistant in the Child Attachment, Relationships, and Emotion Laboratory under Dr. Jessica Borelli, investigating the development of attachment and emotion. Her research has been funded by grants from Psi Chi and the Pomona College Summer Undergraduate Research Program. Her senior thesis implements a novel interview-based coding system to assess parents’ mental representations of their school-aged children. Her research interests include the interpersonal foundations of psychopathology and its treatment. She is a Pomona College Scholar awardee, a founding member of the Pomona College Let’s Erase the Stigma of Mental Illness Organization, and director of the Pomona College Chapter of Team Fox for Parkinson’s research. Upon graduation, she plans to pursue a doctoral degree in clinical psychology.
FBI NCAVC Internship Grants

Psi Chi has formed a partnership with the FBI National Center for the Analysis of Violent Crimes (NCAVC) to provide grants for NCAVC interns who are Psi Chi members. Up to two $7,000 grants will be awarded annually to support living expenses for Psi Chi members who are selected for one of the 14-week unpaid NCAVC internship positions.

Lauren E. Wyatt
American University (DC)

During my internship for the FBI’s NCAVC Behavioral Analysis Unit, I worked on a variety of projects for two different units: the Threat Assessment Unit and the Violent Crimes Against Children Unit. These projects gave me a great deal of useful research experience and provided an understanding of the importance of research to the law enforcement community today.

Kristen Koval
Marymount University (VA)

My internship at the FBI’s NCAVC was one of the most rewarding experiences of my life. I was exposed to unique opportunities that allowed me to gain new knowledge about topics with which I had minimal experience. My daily tasks involved projects within Behavioral Analysis Unit 3 (Crimes Against Children). I assisted with research activities that explored topics about the suicide of child sex offenders, child abduction and homicide, and the false allegation of child abduction. In addition to these responsibilities, I had the opportunity to attend case consultations, presentations, and a field trip to Maryland’s Medical Examiner’s Office. Ultimately, this internship was the perfect integration of my passion for research, psychology, and criminal justice.

Kristen Koval was the spring 2011 recipient of the FBI NCAVC Internship Grant. Ms. Koval graduated magna cum laude from Wheeling Jesuit University (WV) with a bachelor’s degree in psychology in May 2008. She completed a master’s degree in forensic psychology from Marymount University in 2011. She was granted Psi Chi membership in April 2007 and was an active member in the Wheeling Jesuit University Chapter. She is currently pursuing employment as a research analyst.

Laura E. Wyatt
American University (DC)

Laura E. Wyatt is a recent graduate from American University as of May 2011. Ms. Wyatt attended high school in South Windsor, Connecticut, before continuing to American University. She received a bachelor’s degree in psychology and criminal justice. During her time at American University, she participated in a volunteer internship with the FBI’s Washington Field Office. She worked for several different units, including counter-intelligence, intelligence, counter-terrorism, and criminal squads. Ms. Wyatt next began her internship with the FBI’s Behavioral Analysis Unit, working primarily with the Crimes Against Children and Threat Assessment squads. Starting in her junior year, she worked on two experiments under the supervision of Dr. Scott Parker. She was nominated by the American University Psychology Department for both the Barnard Scholarship and Ferster Award for excellence in the undergraduate study of psychology. She plans to pursue a career at the FBI’s Behavioral Analysis Unit.

Psi Chi and the American Psychological Association of Graduate Students (APAGS) have partnered to provide a new fellowship opportunity for outstanding research-oriented graduate students. A total of $4,000 was awarded in the program’s inaugural year. Fellowship recipients and honorable mentions are listed below.

APAGS Junior Scientist Fellowships

Winners
Janell Blunt, Purdue University (IN)
Christopher Logan Fiorella, University of California, Santa Barbara
Erika Fountain, Georgetown University (DC)
Elizabeth Johnson, University of California, Berkeley
Timothy Wright, Florida State University

Honorable Mentions
Miguel Arce, Fordham University (NY)
Caitlin Cole, University of Minnesota
Kathleen Larson, University of Nevada, Las Vegas
Zoe Liberman, University of Chicago (IL)
Bruna Martins, University of Southern California
Michael Pacer, University of California, Berkeley
William Anthony Scroggins, University of California, Davis

STP Assessment Resource Grant

Psi Chi has partnered with the Society for the Teaching of Psychology (STP) to provide three grants of up to $2,000 each to develop assessment tests/instruments/processes to demonstrate student acquisition of goals 2, 4, or 5 of the APA Guidelines for the Undergraduate Psychology Major. 2010-11 was the inaugural year for this program, and the winners are as follows:

Frances Daniel, PhD
Indiana University Northwest
“The Effects of Real-World Application Exercises on Epistemological Beliefs and Perceived Worth of Statistics”

Karen Y. Holmes, PhD
Norfolk State University (VA)
“Competency in Research Methods Inventory (CRMI): Development and Validation of an Assessment Instrument”

Georgette Wilson-Doenges, PhD
University of Wisconsin-Green Bay
“Using Rubrics to Assess Psychology Learning Outcomes”
Summer Research Grants
Psi Chi's tenth year for offering the Summer Research Grants program included 14 winners. Each grant included a stipend of $3,500 for the winning Psi Chi student plus $1,500 to the research advisor.

Alexandra Bluell
Bradley University (IL)
RA: Derek Montgomery, PhD

The Effects of Attentional Biases and Emotional Stimuli on Preschoolers’ Interference Control
The inhibition of interfering responses is associated with significant school outcomes. It is measured by the day-night task: participants say “day” when viewing a nighttime picture and “night” when viewing a daytime picture. Recent research found that a happy-sad variant of the task is significantly more difficult than the standard day-night task. This study tested the possibility that the perceptual similarities of the happy and sad portrayals cause the interference. Experiment 1 found that the happy-sad task is not more difficult than the day-night task when the portrayals of the visual stimuli are equivalent, $F(1, 36) = 0.03, p = .87$. Experiment 2 found that the happy-sad task was significantly simplified when the stimuli were distinctive, $F(2, 78) = 4.50, p = .014$.

Alexandra Bluell is a senior at Bradley University, double majoring in psychology and Spanish and receiving a minor in decision analysis. She serves as the education outreach coordinator of her Psi Chi chapter, a teaching assistant for two classes, a member of the Bradley women’s club soccer team, and an active member of the Sigma Kappa sorority. She conducts research under the guidance of Dr. Derek Montgomery on executive functions in preschool children, especially the construct of interference control. Ms. Bluell’s summer research is part of her senior honors thesis, and she will present her findings at the Cognitive Development Society meeting in Philadelphia. She has been awarded funds from Psi Chi, the Sherry Foundation for student-faculty collaboration, the Bradley psychology travel award, and the Office for Teaching Excellence and Faculty Development. She is currently applying to graduate programs in school psychology and will graduate in May 2012.

Monica A. Calderon
Whitworth University (WA)
RA: Patricia Bruininks, PhD

Perceived Communication Competence Among Monolinguals and Bilinguals of Bilingual Codeswitching
Are Spanish-English bilinguals in the US still disdained because of biases against Mexican immigrants, as in the 1970s? Wondering whether time has changed this bias led to putting together two different audiotapes for participants to rate. The clips were of a discussion between two neighbors who were introduced foreigners. In one clip, the neighbors spoke only English, and in the other clip, the neighbors exhibited the common bilingual behavior of codeswitching in which occasional sentences in a conversation are spoken in a different language. Tragically, our bias from the 1970s is still alive: the audio clip with codeswitching was rated by both bilinguals and monolinguals as less communicatively competent than the otherwise identical clip without codeswitching.

Monica A. Calderon was born to El Salvadoran missionaries in Istanbul, lived in Texas during the school years, and traveled throughout Central America in the summers. At 16, she returned to Turkey to volunteer-teach first grade and came back bilingual (adding Turkish). As a bilingual child, Ms. Calderon sensed social negativity surrounding her as a dark-skinned Spanish-English bilingual in the United States and developed an oppressive need to hide her bilinguality in public. Learning about bilingual behaviors and how they are perceived in the US through this study was a journey into the documented version of her childhood experiences. She is graduating from Whitworth University in May 2012 with a BA in psychology and communications. Next on the docket is a PhD program in clinical psychology. She is intrigued by recovery and hope, and wants to work with women and children recovering from severe trauma in their lives.

Rachel Carson
Ashland University (OH)
RA: Gary W. Lewandowski, Jr., PhD

Embodiment of Self-Expansion: Benefits for Individual Efficacy and Effort
Self-expansion is the idea that individuals are fundamentally motivated to gain new knowledge (Aron & Aron, 1986). The current study will examine how embodiment of self-expansion influences perceived success on tasks. Embodiment is the process by which an individual's physical state and body movements relate to their cognitive motivations (Niedenthal, Barsalou, Winkielman, Krauth-Gruber, & Ric, 2005). One hundred participants engaged in an embodied self-expansion task, looking at a neutral face representing their sense of self. Participants moved their fingers to alter the face size. Afterwards, participants drew a square that represented their self-concept and rated the difficulty and likelihood of success on several everyday dilemmas (e.g., gaining weight). Individuals in the expansion condition anticipated greater success at resolving the dilemmas.

Rachel Carson is in the midst of her junior year at Ashland University. She is graduating in May 2013 with a bachelor’s degree in psychology and a double minor in sociology and child and family studies. With this combination as her focus, she intends to further her education by going to graduate school and obtaining her master’s degree in marriage and family counseling. Ms. Carson hopes to one day be able to open a center for counseling. While on campus, she is involved in various groups and activities, which include Peers for Animal Welfare, Human Trafficking Awareness Group, Psychology Club, the Honors Program, the College of Arts and Sciences Scholars, and as a research assistant and lab manager for the psychology department. Outside of school, Ms. Carson is a sales associate at Payless ShoeSource.
**Erin J. Fitzgerald**
Assumption College (MA)
RA: Heather L. Urry, PhD

**Cognitive Reappraisal in the Context of Crisis: The Role of Culture**

Emotion regulation (ER) is an important predictor of psychological functioning. However, little work has investigated the impact of culture on ER in the context of crisis. In this study, Japanese and American affiliates of the U.S. Embassy in Tokyo self-reported on ER strategies used in everyday life and psychological functioning following the March 11, 2011 earthquake, tsunami, and nuclear crisis. They also completed a task that assessed their ability to change their emotional response to positive and negative (disaster-related) photographs. Our findings revealed that the relationships among self-reported ER strategies and psychological functioning varied by culture, and that there were important differences in the ability of Japanese and American participants to regulate their negative emotions during the picture-based ER task.

**Katherine Goepel**
University of Maryland, College Park
RA: Andres De Los Reyes, PhD

**Investigating the Effects of Priming Moral Agency on Behavioral and Physiological Performance During Socially Stressful Situations**

Recent research suggests that people may benefit from attending to helping others, based on the theory of moral transformation. This study investigated the effects of increasing moral agency in the form of a writing task, on overall performance during an adaptation of the Gregorian Social Stressor Task (Bouma et al., 2009). Undergraduate participants (n = 18) were instructed to either write a story about how their hobby can help themselves or another person, or were given no writing task. Our preliminary results suggest that across groups, the control appears more consistent on the emotional and arousal component, and there is much more variability within our manipulation conditions, relative to the control.

**Jennifer Green**
Davidson College (NC)
RA: Eden B. King, PhD

**Age Discrimination in Technological Training**

While previous research has shown that stereotypes play a role in the training context, this study investigated age discrimination in technology training. This study randomly assigned undergraduate participants to the role of trainer or trainee and manipulated their age through voice-altering technology. Trainer and trainee expectations were measured along with posttraining evaluations of effectiveness. Preliminary findings showed that the perceived age of the trainee did not significantly impact the trainers’ pre-training expectations. However, a trend in the data suggests that trainers who perceived their trainees to be older evaluated the training more negatively, while perceived older trainees evaluated the trainer more negatively. The results suggest that while explicit ageism may have faded, implicit ageism may impact the evaluations.
Summer Research Grants

**Zachary B. Millman**  
University of Colorado at Boulder  
RA: David J. Miklowitz, PhD

**Family-Focused Treatment for Bipolar Adolescents: Effects on Symptomatology of Participating Parents**

This study examined the 2-year psychopathology course among parents participating in Family-Focused Treatment for Bipolar Adolescents (FFT-A) versus those in brief psychoeducation (enhanced care [EC]), both with pharmacotherapy. Fifty-eight recently manic or depressed adolescents and 98 parents were randomly assigned to FFT-A or EC. Families in FFT-A received 21 sessions over 9 months, including psychoeducation, communication enhancement training, and problem-solving training, while those in EC received 3 sessions of psychoeducation. Parents were administered the Beck Depression Inventory-II (BDI-II) and the Symptom Checklist-90 (SCL-90) every 3 to 6 months. Parents showed reduced scores on the BDI-II (p = .001) and SCL-90 (p = .023). Parental distress may ameliorate with time, though the roles of FFT-A and parental characteristics require further investigation.

**Zachary B. Millman** graduates summa cum laude with psychology and neuroscience degrees from the University of Colorado at Boulder in December. He works as a psychiatric research assistant under supervision of Dr. David J. Miklowitz. A culmination of his practical and research experiences, he is interested in the identification of youth at risk for bipolar disorder, the family factors that contribute to the illness onset and course, and early intervention and prevention of psychopathology in these populations. Mr. Millman is president of the Boulder Chapter of Psi Chi, where he has received departmental and university awards for his leadership and innovation in designing and implementing the Colorado Undergraduate Journal for Psychological Research and the Psi Chi High School Mentorship Program. After graduation, he will expand his position in the Miklowitz lab and apply to graduate programs in clinical psychology, where he will continue his research on early-onset bipolar disorder.

**Haley Myers**  
Temple University (PA)  
RA: Derek Avery, PhD

**Defining Diversity Through Corporate Websites**

Before companies can implement diversity management programs, they must first define diversity. There have been relatively few past research studies that examine how companies define the term and the impact of differing definitions on organizational variables. Consequently, the present study seeks to investigate the differences in diversity definitions among Fortune 500 companies. Results showed that there is a variety of definitions, including narrow (race, gender, sex) and broad (background, experience, style) conceptualizations. Preliminary quantitative data show a slight relationship between the type of diversity definition and the company’s financial performance. This research provides a basis for further investigation of differing diversity definitions as well as successful diversity management programs.

**Haley Myers** is currently a senior at Temple University. She is majoring in psychology with a general business studies minor and plans to graduate in May 2012. She is a member of the University Honors Program, Psychology Honors Program, Temple’s Psi Chi Chapter, and the Business Honors Student Association. Ms. Myers has also been on the Dean’s List and the Honors Director’s list for the past five semesters. In addition to working with her mentor, Dr. Derek Avery, she is a student worker at Temple’s Center for Obesity and Education under the supervision of Dr. Jennifer Fisher. Her primary interests lie in industrial/organizational psychology. She plans to pursue a graduate degree in I/O psychology after completing her bachelor’s at Temple. Ms. Myers’ ultimate career goal is to become a management consultant.

**Adrienne Pinto**  
University of Delaware  
RA: Anna Papafragou, PhD

**Verb Cues and Their Cross-Linguistic Effects on Memory**

Three experiments were carried out with native English and Greek speakers to determine the effect of language use on memory. In each experiment, participants viewed a set of motion events. The task varied across experiments: participants a) simply watched each event, b) described each event with a single verb, or c) repeated a back verb that was given to them. We investigated the effects the verb cue had on participants’ memory for motion events. These results were assessed to determine whether memory for event components differed with cross-linguistic trends in language use, as predicted by linguistic determinism. Although English and Greek speakers encode motion differently, the English and Greek speakers’ memory for the scenes remains equivalent throughout all experiments.

Currently, Adrienne Pinto is a senior undergraduate student at the University of Delaware pursuing a BS in psychology and cognitive science. A member of the Honors Program, Ms. Pinto is working on her senior thesis to obtain an honors degree with distinction upon graduation in May 2012. Her current research focuses on the effect of native language on memory across languages. She is interested in the memory for event components, the effect of linguistic determinism, and language use on memory. Ms. Pinto is currently working in the Language and Cognition lab with Dr. Anna Papafragou with the advisement of Dr. Ann Banger. The research focuses on a cross-linguistic effect that source monitoring will have on memory between English and Turkish speakers. Upon graduation, Ms. Pinto would like to continue research in psychology, cognitive science, and eye-tracking. She would eventually like to pursue an advanced degree in cognitive psychology and remain active in the psychological world.
Forgiveness in the Philippines and the US

While cross-cultural research has examined social and relational factors promoting forgiveness, few have compared the emotional processes underlying forgiveness in different cultures. Forgiveness, emotional reaction, and relationship satisfaction after a transgression were studied in a sample of Filipino and American college students. The participants described the transgression and responded to measures of cultural values, religiosity, and emotion regulation. Initial analysis of the Philippine dataset suggests that the degree of forgiveness is positively associated with the quality of the relationship with the transgressor, the participant’s self-reported attitudes towards forgiveness, and the immediate response of the participant to the transgression (as shown by low avoidance and revenge tendencies). Lower negative emotions and higher relationship satisfaction are correlates of the degree of forgiveness.

Original from Manila, Philippines, Henri Carlo Santos is a senior at Georgetown University majoring in psychology with minors in English and French. He is a research assistant at Dr. Chenstova-Dutton’s Culture and Emotions Lab since February 2010, working on various projects that look at seeking support and giving advice across cultural groups. In the summers of 2009 and 2011, he worked as part of a research group in the University of the Philippines that focused on indigenous psychology, particularly the study of the local Filipino constructs kapwa (shared identity) and kagandahang-loob (shared inner nobility). Outside academics, he is part of Club Filipino, mass choir, and the ballroom dancing team. Mr. Santos also works as a staff photographer for The Hoya, the campus newspaper. He is currently applying to PhD programs, where he hopes to continue studying emotions, in particular, emotion regulation.

Takuya Sawaoka

Yale University (CT)
RA: John Dovidio, PhD

They’re Bad People, So What They Do Must Be Good? Applying the Shifting Standards Model to Moral Reasoning

Moral judgments are often biased against members of groups that are stereotyped as immoral (e.g., gay men). Building on the shifting standards model, we hypothesized that minimum standards judgments, which may elicit lower expectations for groups that are stereotyped as immoral, would induce people to make more lenient moral judgments of gay men. We further predicted that because group-based biases in moral judgments may be motivated by the desire to legitimize intergroup inequality, people higher in Social Dominance Orientation (SDO) would be more likely to demonstrate such biases. As predicted, we found that when moral judgments were framed in terms of minimum standards, higher SDO people made more lenient moral judgments regarding groups that are stereotyped as immoral.

Takuya Sawaoka is a senior at Yale University. In his primary research (with John Dovidio and Anna Newheiser), he explores how moral judgments serve to maintain and legitimize prejudice. In his other research (with Jaime Napier), he examines the processes by which disadvantaged groups come to justify their own delegitimization. He is editor-in-chief of the Yale Review of Undergraduate Research in Psychology and plans to pursue a PhD in social psychology.

Hillary Swann

Idaho State University
RA: Michele Brumley, PhD

Direct Spinal Administration of Quipazine to the Neonatal Rat Spinal Cord

Quipazine, a serotonin receptor agonist, elicits locomotor-like behavior in experimental animals. Quipazine has been used to study locomotion development in immature animals and locomotor function in spinally injured adults. The effects of this drug are thought to be spinally mediated; therefore, the aim of this study was to examine the effect of quipazine administered through a direct spinal injection. Subjects were newborn rats that received a 1 microliter injection of quipazine or saline. We found no effect of quipazine on motor activity. These results suggest that quipazine is not acting as expected at a spinal level, or an effective dosage of quipazine has not been identified. Alternatives are being pursued currently.

Hillary Swann is an undergraduate student majoring in psychology who has been working on Dr. Michele Brumley’s research team since September 2009. She recently was awarded three research grants for an independent project that examines how direct spinal administration of a serotonin receptor agonist influences locomotor behavior in young rats. Ms. Swann wrote all three grant proposals, did pilot research for the project, and is currently continuing to collect and analyze data for this research project. Ms. Swann will be presenting data from her project at the upcoming meetings of the International Society for Developmental Psychobiology and the Idaho IDeA Network of Biomedical Research Excellence. She is currently the treasurer of the Idaho State University Chapter of Psi Chi. Ms. Swann is in her senior year and plans to graduate with a BS in psychology this next year. She plans to pursue a PhD in behavioral neuroscience.
The Effects of Regressions in Reading

Readers make regressions back into the text (eye movements back to previously read words), but it is not entirely understood why these regressive eye movements occur. One possibility is that regressions allow for further processing of words that have already been read. Readers may make regressions due to strategies that emphasize reading speed and efficiency at the cost of errors. It could act as a safety against misreading or misinterpreting words. By disallowing regressions, we can test this hypothesis. If regressions allow readers to adopt a riskier reading strategy, then readers should take a more conservative reading strategy when regressions are not allowed. Preliminary data show readers do not slow down when regressions are disallowed relative to a control condition.

Randy Tran, a Chancellor’s Research Scholar, is a senior at the University of California, San Diego (UCSD). In May 2012, he will graduate with a double BS in human biology and psychology, after which he plans to pursue a PhD in experimental psychology. Currently, he serves as a review board member on Saltman Quarterly, a student-run journal on undergraduate biology research, and as webmaster of Psi Chi at UCSD’s website. Randy has also been a teacher’s assistant for statistics and metabolic biochemistry. In his free time, he volunteers in the maternity ward at Scripps Memorial Hospital and reads to elementary school children in low-income neighborhoods throughout San Diego County. Along with the Psi Chi Summer Research Grant, Mr. Tran has also been awarded the Chancellor’s Research Scholarship, Norman Anderson Travel Grant, and Provost Honors.

Temporal Dynamics of Neural Systems in Dyadic Interaction

Joint attention is the process of sharing one’s experience of observing an object or event, which is critical for social development, language acquisition, and cognitive development. This project built on existing research into the neural underpinnings of joint attention and investigated other-regard during an implicit turn-taking task in relation to the extent and quality of social networks in elderly adults. Indices of personal distress decreased with increased other-regard during turn-taking, $r = -0.36, p = .01$, while increased social network scores associated marginally with increased other-regard, $r = 0.20, p = .11$. Analysis is ongoing to identify the neural signals that associate with both other-regard and real-world social network extent and quality, and for the localization of those signals.

Danielle Tucci is a senior psychology student at Scripps College and graduates in the spring of 2012. She has been active with Psi Chi since spring 2011 and has been on the Dean’s List her entire college career. She is interested in pursuing graduate studies to investigate how the brain processes musical stimuli in comparison with other auditory information and specifically how certain musical stimuli can give rise to particular emotions, such as pleasure or happiness. As a musician, she is hoping to see what effect musical ability has on cognition and brain development, and whether musical ability can benefit other areas of neurological processing, such as memory or abstract thinking. She hopes to become a professor and researcher in the area of music cognition and brain imaging. She is also involved in InterVarsity Christian Fellowship as a Bible study leader and enjoys running with friends in her free time.
By the time he entered high school, Edward Barlotta knew the field of mental health and psychology would become his career path. At Middlesex County College, Mr. Barlotta took a course on psychology of death and dying in which he was introduced to Terror Management Theory (TMT), thus sparking his interest in psychological research. By the time he entered high school, Mr. Barlotta became interested in psychology, and eventually took a course on psychology of death and dying at Middlesex County College. He also received awards for Outstanding Service to the Psychology Club and Excellence in Research in Psychology from the Kean School of Psychology. Edward graduated in August and plans to continue his education by pursuing an advanced degree in clinical psychology. He also plans to continue research on TMT as well as exploring his interests in philosophy.

Jacqueline Fullerton is a senior at St. Mary's College of Maryland (SMCM) who plans to graduate in spring 2012. A psychology major and educational studies minor, Ms. Fullerton is interested in a career helping others to succeed in functioning at a level indicative of their maximum potential. Though she is unsure of her specific career goals at this time, she plans to take a year off to gain experience and explore careers. Ms. Fullerton is an exemplary student, gaining status as a St. Mary's Junior and Senior Scholar, and vice-president of the SMCM Chapter of Psi Chi. She also holds multiple jobs, involving tutoring and intensive individual support services for autistic clients; providing customer service to the college community, faculty, visitors, and alumni at the campus café; and working as a research assistant in the neuroscience laboratory.

**CUR Summer Research Grants**

Psi Chi partnered with Council on Undergraduate Research (CUR) to offer two annual grants for research conducted during the summer with a CUR member. The winning student receives a $3,500 stipend, and the advisor receives a $1,500 stipend.  

Edward Barlotta  
Kean University (NJ)  
RA: Jacqueline Massa, PhD

Knowledge of One's Life Importance and One's Worldview Projection Onto Visually Neutral Stimuli

The present research examined the projection of personal worldviews on visually neutral stimuli by means of implied conscious reflection of participants’ life experiences. Two life perspective questionnaires were created to examine if awareness of casualty throughout participants’ lives would affect projection of worldviews on visually neutral stimuli. We hypothesized that individuals who were in the mortality salient condition would unconsciously project their worldviews onto visually neutral stimuli. The results supported the hypothesis and suggest that we unconsciously protect ourselves from dealing with our own mortality, $t = 5.06, p < .05$. The results suggest that individuals in the mortality salience condition showed higher life-preserving behaviors. Future research should attempt to investigate how religious belief may impact cultural worldviews.

Assessing Cognitive Deficits in an Animal Model of Schizophrenia

The neonatal ventral hippocampal lesion (NVHL), a developmental animal model of schizophrenia, was utilized in order to study the neurological processes that underlie the disorder. Lesions to the hippocampus in the neonatal time disrupt limbic inputs to frontal circuits during development. Adult NVHL rats underwent testing in an operant-based set-shifting task and in several behavioral measures, including the Participant Perception Indicator, social interaction, and stimulant drug-administration spontaneous locomotor tasks, with the goal of determining how damage to specific brain circuitries manifests. Performance on each task will undergo correlational analyses in order to investigate potential relationships between negative symptoms and executive function deficits in schizophrenia. Results were presented at the Society of Neuroscience 2011 Convention in Washington D.C. this November.

Jacqueline Fullerton  
St. Mary’s College of Maryland  
RA: Anne Marie Brady, PhD

**Undergraduate Psychology Research Conference Grants**

Psi Chi is pleased to announce the 2011–12 Undergraduate Psychology Research Conference Grants. The Board of Directors allocated $15,000 this year, which is intended to support local and regional undergraduate psychology research conferences that are sponsored by one or more schools.

Bradley University (IL)  
High School Outreach Program (HiSOP)  
California State University, San Marcos  
Psychology Student Research Fair

Concord University (WV)  
20th Annual Tri-State Psychology Conference  
Drexel University (PA)  
7th Annual Greater Philadelphia Area Research Day  
Hawaii Pacific University  
6th Annual Hawaii Pacific University Psychology Conference & Awards Dinner Banquet

Idaho State University  
Southeastern Idaho Psi Chi Research Conference  
Minnesota State University–Moorhead  
Red River Psychology Conference  
Otterbein University (OH)  
20th AnnualOhio Undergraduate Psychology Research Conference  
Scripps College (CA)  
Scripps College Undergraduate Research Conference  
Southern Connecticut State University  
Connecticut State University SCSU Psychology Research Day

State University of New York at New Paltz  
6th Annual Mid-Hudson Psychology Research Conference  
University of Central Arkansas  
Arkansas Symposium for Psychology Students  
University of Texas at Dallas  
North Texas Undergraduate Psychology Conference  
Westminster College (MO)  
Missouri Undergraduate Psychology Conference (MUPC)

**SuperLab Grant**

The Psi Chi Research Grants Committee, the Psi Chi Board of Directors, and the Cedrus Corporation would like to announce the winner of the 2011–12 SuperLab Research Grant. Richard John Chambers, II, a student at the University of Wisconsin-River Falls, submitted a proposal entitled “Top-Down Influences and Inversion Effects on Stereopsis.” He was awarded a copy of the SuperLab experimental lab software and a response pad from Cedrus.
APS Summer Research Grants
Psi Chi partnered with Association for Psychological Science (APS) to offer six annual grants for research conducted during the summer. The winning student receives a $3,500 stipend, and the advisor receives a $1,500 stipend. Winning students also receive complimentary annual membership to APS.

Kristen Burkart
Bradley University (IL)
RA: Anthony Hermann, PhD
Self-Esteem and Compensatory Self-Presentation: The Moderating Role of Threat Domain
This study investigated how individuals high and low in self-esteem engage in self-presentation in response to different types of threats. One hundred seventy-seven participants were recruited to participate in an online study about personal experiences. Participants were randomly assigned to one of three conditions (competence failure, social failure, or control condition) in which they wrote an essay about a time they felt they acted poorly in a competence situation, a time they felt they had acted poorly in a social situation, or an appraisal of their daily routines. Contrary to previous findings, the results suggest that low self-esteem individuals engaged in more active and favorable self-presentation in response to both competence and social threats.

Psychological science has inspired Kristen Burkart to question and investigate the world in which we live. The drive to find answers has motivated her to pursue a graduate education in psychology. This year, she is the first in her family to graduate from college and to attend graduate school. Since transferring to Bradley University, Ms. Burkart has gained research experience. In social psychology, she conducted an experimental replication of a study addressing stigma and de-identification theory. In research methods, she was part of a class experiment that focused on the effects of stigma. For the past two years, she has been a member of Dr. Hermann’s Self and Social Behavior Lab working on participant intake, data collection, confederate role play, debriefing, and experimental design. Ms. Burkart is also one of five students accepted to the Honors Research Program at Bradley.

August Capiola
Wheeling Jesuit University (WV)
RA: Bryan Raudenbush, PhD
Effects of Food Neophobia and Food Neophilia on Diet and Metabolic Processing
One hundred and sixteen participants, aged 18–76 years, completed a food diary for three days as well as several eating-related questionnaires. Nutritional summaries and questionnaire scores were subjected to a MANCOVA, with participants being sorted into three groups: food-neophobic, average, and food neophilic depending on their food neophobia score. On average, food neophobics, or those unwilling to try novel food, consumed less calories and nutrients than food neophobics, and the average group, F = 1.74, p = .012. Groups were found to differ significantly on dietary intake of 26 specific nutritional and caloric items, with food neophobics always having the lowest intake. Implications support initial hypothesis of food neophobics having less nutritionally plentiful diets than food neophobics, thus leading to a nutritionally deficient diet.

August Capiola is a senior at Wheeling Jesuit University in Wheeling, West Virginia. He is currently pursuing a BS in psychology, with a concentration in cognitive neuroscience and advanced statistical analysis and data management. He is the head research assistant in the Human Psychophysiology Laboratory directed by Dr. Bryan Raudenbush and plans to graduate in the spring of 2012. Mr. Capiola’s current scholastic interests are antipsychotic, pharmaceutical development and cognition. His past honors include the Presidential Scholarship awarded for academic achievement, membership, and completion of the Laut Honors College and the second highest academic honor. He is a member of Psi Chi and winner of two national grants: the NASA/WVSG Undergraduate Research Fellowship and the Psi Chi/APS Summer Research Grant. His future plans are to pursue a PhD in cognitive neuroscience at a research oriented university.

Erika Estrada
California State Polytechnic University, Pomona
RA: Bettina J. Casad, PhD
The Impact of Threatening Intellectual Environments on the Academic Success, Major Persistence, and Psychological Well-Being of College Women in Biomedical Disciplines
Threatening intellectual environments, whether created by contextual cues, stereotype threat, or personality factors, negatively affect the academic success and retention of women in science, technology, engineering, and math fields. A sample of women biomedical majors and their male counterparts completed self-report measures of the key theoretical variables to serve as a baseline. The women also participated in an experiment in which stereotype threat was manipulated. Test performance, working memory capacity, task persistence, and physiological arousal were measured. The women will later complete an in-depth telephone interview to allow for deeper examination of the effects of environmental cues on educational and psychological outcomes. This research is part of a longitudinal study, taking place over the course of four years.

Erika Estrada is currently a senior at California State Polytechnic University, Pomona. She is a double major in psychology and gender ethnicity and multicultural studies. Her anticipated graduation date is June 2012 after which she plans to pursue a PhD in social psychology. Ms. Estrada’s primary research area of interest is prejudice and discrimination. In addition, she is interested in the disparities found amongst minorities and higher education. As a graduate student, she plans to research this disparity and help further understand its occurrence. Ultimately, she wants to develop programs that aid diverse populations in education.

Erika Estrada
California State Polytechnic University, Pomona
RA: Bettina J. Casad, PhD
The Impact of Threatening Intellectual Environments on the Academic Success, Major Persistence, and Psychological Well-Being of College Women in Biomedical Disciplines
Threatening intellectual environments, whether created by contextual cues, stereotype threat, or personality factors, negatively affect the academic success and retention of women in science, technology, engineering, and math fields. A sample of women biomedical majors and their male counterparts completed self-report measures of the key theoretical variables to serve as a baseline. The women also participated in an experiment in which stereotype threat was manipulated. Test performance, working memory capacity, task persistence, and physiological arousal were measured. The women will later complete an in-depth telephone interview to allow for deeper examination of the effects of environmental cues on educational and psychological outcomes. This research is part of a longitudinal study, taking place over the course of four years.

Erika Estrada is currently a senior at California State Polytechnic University, Pomona. She is a double major in psychology and gender ethnicity and multicultural studies. Her anticipated graduation date is June 2012 after which she plans to pursue a PhD in social psychology. Ms. Estrada’s primary research area of interest is prejudice and discrimination. In addition, she is interested in the disparities found amongst minorities and higher education. As a graduate student, she plans to research this disparity and help further understand its occurrence. Ultimately, she wants to develop programs that aid diverse populations in education.
Leah Fredman
Lehman College, CUNY
RA: Vincent Prohaska, PhD

The Terror of Pregnancy: Examining the Roles of Terror Management Theory and Ambivalent Sexism Theory in Attitudes Towards Pregnancy

Terror Management Theory (Goldenberg, Goplen, Cox, & Arndt, 2007) offers an explanation for biases towards feminine physical features and the prejudice displayed towards pregnant women. Part one of the current experiment found equal levels of negativity towards semen and menstrual blood. Part two, modified version of the Goldenberg et al. (2007) experiment, failed to replicate the published findings of increased offensiveness and lower competence evaluations of a pregnant photograph as a product of priming the humans’ and animals’ similarities. Analysis revealed that ethnicity impacted the scores. Participants who received no priming displayed an increase in anger towards the pregnant model, indicating Ambivalent Sexism Theory may provide a stronger conceptual framework for the explanation of ambivalent attitudes towards pregnant women.

Sara J. Whisnant
Tennessee Technological University
RA: Matthew Zagumny, PhD

A Social Judgment Theory Perspective of Unemployment: Does Length Matter?

The study addressed how employers and the unemployed perceive the typical unemployed person and how it affects the hiring process. A total of 125 small business employers and 179 unemployed job seekers from the middle Tennessee region returned usable questionnaires. Results showed employers were significantly less likely to hire applicants who were long-term unemployed (p < .01). Additionally, participants reported greater unemployment-related stress than employers attributed to the unemployed, and while the unemployed reported greater intensity of job searching, employers attributed significantly less job search intensity. Employers reported significantly more negative attitudes towards unemployment insurance benefits than the unemployed. These findings suggest small business employers have a bias against hiring long-term unemployed applicants and those who received unemployment insurance benefits.

Danielle Umland
University of Central Arkansas
RA: Shawn R. Chariton, PhD

Now or Later? The Relation Between Ovulation and Inter-Temporal Decision-Making

Research indicates women show behavioral changes when conception risk is highest. During ovulation, women are more likely to find masculine men attractive, to be greedy in bargaining games, and to be intrasexually competitive. These changes suggest a shift from long-term to short-term focus. The current study shows that females are more interested in immediate outcomes during ovulation when analyzing temporal discounting rates. Evolutionary hypotheses suggest that increased focus on the short term may encourage behaviors more advantageous immediately, increasing the evolutionary fitness of the species by raising the likelihood of sexual encounters during ovulation. The results suggest that while the functional reason for behavioral shifts may be greater likelihood of conception, the proximal mechanism change how females value long-term outcomes.

Sara J. Whisnant
University of Central Arkansas
RA: Matthew Zagumny, PhD

Temporal Decision-Making Between Ovulation and Inter-Menses

Research indicates women show behavioral changes when conception risk is highest. During ovulation, women are more likely to find masculine men attractive, to be greedy in bargaining games, and to be intrasexually competitive. These changes suggest a shift from long-term to short-term focus. The current study shows that females are more interested in immediate outcomes during ovulation when analyzing temporal discounting rates. Evolutionary hypotheses suggest that increased focus on the short term may encourage behaviors more advantageous immediately, increasing the evolutionary fitness of the species by raising the likelihood of sexual encounters during ovulation. The results suggest that while the functional reason for behavioral shifts may be greater likelihood of conception, the proximal mechanism change how females value long-term outcomes.

Danielle Umland is an undergraduate psychology student at the University of Central Arkansas (UCA). She will graduate in spring of 2012 with a BS in psychology and minors in sociology and anthropology. Ms. Umland has been interested in how evolution influences human behavior, particularly with regard to female behavior changes across the menstrual cycle. She is a member of the UCA Psychology Club, Psi Chi, Freudian Slips (an undergraduate preparation group at UCA), and has been working as a research assistant in the psychology department since her junior year looking at temporal discounting. She also works with the UCA Anthropology Department on a project focused on environmental anthropology. Ms. Umland presented work at the 2011 meeting of the SWPA and plans on returning for the 2012 meeting. Following graduation, she would like to go into a PhD program in clinical psychology, where she plans to work in a clinical or hospital setting.

Danielle Umland

Leah Fredman will graduate with honors in psychology from Lehman College in May 2012. An interdisciplinarian at heart, she plans to enter a psychology doctoral program next fall to further pursue her interests in social psychology, neuroscience, and cultural women’s issues; their relevant clinical applications; and her passion for research. A CUNY Pipeline Program Fellow, Ms. Fredman, together with her mentor, Dr. Vincent Prohaska, have received support from the program to continue her research into mediating effects in the prejudice against pregnant women. She is scheduled to present her research in March 2012 at the CUNY Pipeline annual conference. Although research is her main passion, she strives to broaden her horizons elsewhere as well, serving as editor of her Psi Chi chapter newsletter and chapter vice-president, and striving to share her enthusiasm with others through initiating conferences and colloquia.
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 psichieye@psichi.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, fundraising 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 self-addressed, stamped envelope for returned photos) or emailed to psichieye@psichi.org. For digital photos, email only high-quality resolution images (600K) 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).

ABBREVIATIONS:
ACHS Association of College Honor Societies
APA American Psychological Association
APS Association for Psychological Science
EPS Eastern Psychological Association
MPA Midwestern Psychological Association
NEPA New England Psychological Association
RMPS Rocky Mountain Psychological Association
SEPS Southeastern Psychological Association
SWPS Southwestern Psychological Association
WPS Western Psychological Association

Midwest

Ashland University (OH)
The Psi Chi chapter participated in the American Foundation for Suicide Prevention’s Out of the Darkness Walk in Fremont, OH, on October 29. Chapter President Niki Valentine organized the trip, and three students participated in the walk and many others helped out by getting donations. By selling candy bars and asking for donations for the walk, the team raised $590 to support suicide prevention efforts.

Augustana College (IL)
Last spring term, the Psi Chi chapter decided to take a thematic approach to this year’s activities. For the fall term, emphasis was on mental health. The chapter sponsored a team for the National Alliance on Mental Illness (NAMI) Walk. Twenty participants raised over $500 for NAMI. The week prior to the walk, the chapter sponsored a talk by Dr. Jessica Schultz, a new clinical faculty member, on the impact of trauma and the benefits of forgiveness. The following week, Dr. Ruth Ann Johnson discussed criminal profiling with the students. The theme for the spring term will be graduate school.

Morningside College (IA)
The chapter kicked off the spring semester with a pop can fund-raiser in January. In March, the chapter hosted Mariah Lever, a former student, to talk about her current graduate school experiences at Emporia State University (KS). Fort Hays State University (KS) representatives also visited campus to talk about the opportunities they offer for Morningside College undergraduates looking to apply for graduate school. Also in March, the chapter helped fund students to attend the Great Plains Student Psychology Convention in Topeka, Kansas. Eleven new initiates were inducted and became involved with other activities later in the semester. In April, members volunteered to facilitate and assist with the Morningside College Palmer Research Symposium and also presented their research. To wrap up the school year, the chapter held officer elections for the fall. The chapter also helped fund six students to attend and present research at the MPA and APS conferences. The Morningside chapter was also awarded a Model Chapter Award for the 2010–11 academic year.

University of Findlay (OH)
The University of Findlay’s (OH) senior psychology majors and Psi Chi students hosted their annual Majorfest. Their theme this year was “Just Keep Swimming: Towards a Career in Psychology”—a spin off from the movie Finding Nemo. Students selected...
ducks from a small pool, which were numbered, and matched 17 different career options for psychology majors. Students were then told about the various career choices (clinical, developmental, I/O, etc.) and were then given information about the various careers. Nemo candy was then given out with the students’ favorite quotes pasted on the package.

Wright State University (OH)
Members enjoyed an event-filled fall quarter. The chapter started off the quarter participating in the campus-wide events “Do the U” and “Fall Fest,” where students at the university were introduced to Psi Chi and learned about its purpose. September was filled with valuable information about volunteer work and graduate school prep, including a grad school prep day and a GRE boot camp. Dr. Schiml was kind enough to stop by one of the meetings to talk to members about personal statements and letters of recommendation. Members also participated in numerous volunteer events including Habitat for Humanity and Girlfriend Ride. Girlfriend Ride is a new event that is a bicycle tour of Dayton, Ohio, just for ladies. It was sponsored by the Artemis Center for Alternatives to Domestic Violence that provides services beyond the traditional housing and safety offered by shelters.

Southeast
Charleston Southern University (SC)
The chapter began the fall semester with a variety of guest speakers. Some of the topics included hearing God versus psychosis, self-injury, and music therapy. Other informative presentations were on GRE testing and graduate school. The chapter assisted with the Aware Fair on campus, which was hosted by the counseling center. The intent of the Aware Fair is to inform students of the college community and local organizations available to help with such issues as unintended pregnancy. In September, the chapter participated in the Race the Roof 5K run sponsored by Habitat for Humanity. The chapter also hosted a barbeque dinner for the children at Eagle Harbor, a place of refuge and shelter for children ages 6 to 21 that need a place to call home. After the piled-high barbeque sandwiches and homemade cupcakes, the chapter played a fierce round of ultimate frisbee with the boys. The best thing about the experience for the chapter was seeing the kids’ smiling faces.

Davidson College (NC)
Several members of the Davidson College Psi Chi Chapter enjoyed the opportunity to conduct psychology research and participate in psychology internships this summer. Junior Paisley Lewis interned at Broughton State Psychiatric Hospital in Morganton, NC. She worked with a clinical psychologist in both the deaf and adolescent wards. She observed and participated in therapy, testing, and recreational activities with the patients. Senior Jen Green received a Psi Chi research grant to work at George Mason University (VA) on her project titled “Age Discrimination in Technological Training.” She worked in the Industrial/Organizational Psychology Department under the guidance of Dr. Eden King. Senior Katherine Ness got a jumpstart on her cognitive thesis research with Dr. Greta Munger on campus. She is examining whether color has an effect on boundary extension. Senior Matt Heavner worked on campus in Dr. Ramirez’s neuroscience lab. He also helped another student with his research project on the effects of lesions placed in specific parts of rats’ brains. He
ran rats in operant chambers, performed surgeries, and analyzed brain tissue. The fall semester is off to a busy start, and plans for this year’s Psi Chi events are under way.

**Southeastern Louisiana University**
The chapter had a great start to the fall semester! On August 23, the university hosted the event “Hot dog, you’re here!” This was an opportunity for organizations to encourage students to get involved. Psi Chi officers set up a booth to inform new and continuing students about the goals and benefits of Psi Chi. On September 12, the chapter held an interest meeting with pizza and soft drinks for prospective members. The turnout was great, and eight new members were introduced. The chapter participated in a United Way effort for creating care packages for troops overseas and collected over $180! Through the money raised, they were able to send seven care packages along with 18 postcards personalized by members. On September 26, the chapter held the first official meeting of the year in which possible T-shirt designs, grants for Psi Chi, and Mocktails were discussed. Mocktails, an annual event supporting awareness of drunk driving, revolves around creating nonalcoholic, original drink recipes, decorating booths, and participating in fun, informative events. The theme this year was “Around the World.” The chapter chose the country Spain. Participating members had a fun-filled night!

**University of Louisville (KY)**
The University of Louisville Psi Chi chapter inducted 25 new members on March 5. The new member induction ceremony with a buffet was held at the University Club and included welcoming remarks from Dr. Melinda Leonard, assistant professor and Psi Chi faculty adviser in the Department of Psychological & Brain Sciences (PBS). Dr. Richard Lewine, professor and PBS Honors Program Coordinator, was the keynote speaker. He spoke on the importance of psychological research and provided a demonstration of an optical illusion. Dr. Leonard thanked the outgoing 2010–11 officers for their active service to the chapter: Amanda Glover (president), Samantha Yung (president-elect), Whitney Gesler (vice-president), Amanda Simmons (secretary), Ashley Payne (treasurer), and Ben Gerstle (public relations/webmaster). The event ended with recognition of all graduating Psi Chi members and the introduction of the incoming 2011–12 officers.

**University of Mary Washington (VA)**
The chapter had three all-member meetings, where plans for their fall service project and the upcoming career forum were discussed. Members also discussed approaching businesses for the new 2012 Power Card, which will feature discounts to various businesses in Fredericksburg, VA, and can be purchased by students, faculty, and community members. Also, in order to prepare for the new Power Cards, Psi Chi members did a dorm storm manned with baked goods to sell the remainder of the 2011 cards. Things really got rolling when the chapter hosted their Graduate in Residence, Dr. Mathew Hunsinger (UMW class of 2001), who gave a talk entitled “Paths to Improving Intergroup Relations: Decreasing Intergroup Bias in a Diverse World.” The chapter also held a graduate school forum, where students had the opportunity to hear from four of their professors about their graduate school experiences and
the process of applying to psychology graduate programs in an open question-and-answer session. A psychology GRE prep session to provide students with useful tips about how to do well on the GRE and a personal statement writing workshop where students were able to get information on how to write a strong essay were also held. This fall, the chapter was also pleased to induct 13 new members!

West Virginia University
Psi Chi at West Virginia University (WVU) wasted no time at the beginning of the academic year, launching several initiatives in the campus and local communities. Chapter members received training to be peer facilitators for students who are shown the video Welcome to the Party, part of a program aimed at preventing sexual assault in college students. Preparing dinner for adults and children at the West Virginia Grief Center was another fall activity for the chapter; weekly pizza sales provide the funding for such events, as well as to provide scholarships to members. In conjunction with the Psychology Club, the chapter participated in WVU’s High Five Rules campaign, an effort to encourage sportsmanship and loyalty through five courteous fan behaviors, handing out flyers to tailgating fans before a football game. To give members an opportunity to learn about graduate school, the WVU Director of Clinical Psychology Training, Dr. Kevin Larkin, spoke at a chapter meeting. The chapter’s Holding Every Life Precious suicide prevention and mental health awareness program is in full swing again this year, working with the WVU Counseling Center in seeking external grant support for new programs.

A fireside chat with Tonia Cargo, a Māori registered clinical psychologist from New Zealand, was sponsored by our chapter and hosted at the home of faculty advisor Dr. Dan McNeil and psychology faculty member Dr. Cheryl McNeil. Elections and prior planning in the spring term, along with summer preparation, allowed the chapter to be off and running this year!

Southwest

University of Houston (TX)
The Psi Chi chapter teamed with Psychology Club for a night of bowling on August 25 at the University Center game room. As the first social of the semester, the organization had a turnout of 14 members. With pizza, soda, laughter, and cheers during gutter balls, new and old members united as a family and enjoyed a fun night.

Attending officers were Eeva Matikainen (vice-president), Mallori Henceroth (secretary), Tobi Awofodu (treasurer), Sonia Babu (historian), and Jessica Balderas (academic affairs officer). The night would not have been so joyous if not for the attending members, Stephanie Pranter, Sarah Galvez, Anajery Valadez, Deondra Tayler, Connie Okon, Christine Paul, Thomas Heruandez, Michelle Edwards, and Aryam Andom. They are happy to say that the semester started off with a strike!

The Psychology Departmental Picnic at the University of Houston took place on October 8 at the Lynn Eusan Park. The family weekend event called for all psychology faculties, staff, graduate students, lecturers and their families. As the only undergraduate organization, the Psi Chi chapter was honored to be able to partake in the event. The relaxing atmosphere was truly enjoyable,

Psi Chi chapter officers, committee chairs, advisor, and honored guest at West Virginia University Chapter’s beginning-of-year dinner. The chapter hosted a fireside chat with Tonia Cargo, registered clinical psychologist from New Zealand, at home of Dr. Dan McNeil (chapter faculty advisor).
with barbeque, face painting, balloon animals, and an ice cream piñata. Eeva Matikainen (vice-president), Tobi Awofodu (treasurer) and Sonia Babu (historian) unwinded from a busy school week at the picnic, especially Sonia and Tobi who got face paintings and balloon animals to show their support!

University of Texas at San Antonio
The University of Texas at San Antonio (UTSA) Psi Chi chapter hosted its Psychology Faculty Research Symposium on November 14 for Psi Chi members as well as the UTSA community. Since the chapter is in the progress of rebuilding itself from inactive status on campus, the officers thought this event would benefit members and other psychology students on campus who are interested in participating in research and networking with UTSA faculty. The chapter provided subway sandwiches, cookies, chips, soda, and popcorn for those who attended the event. A total of seven faculty presented their current or past research in fifteen minute intervals. The chapter also sold psychology T-shirts at the event in order to raise money for future member events. The UTSA Psi Chi officers provided the faculty who presented with a certificate as a token of appreciation for taking time out of their day to come speak at the event. The symposium was a great success and the chapter received positive feedback from those came.

West
Chapman University (CA)
For the second consecutive year, the Psi Chi chapter decided to kick off the year with a meet the professors introductory meeting. Members participating in this event were able to meet part of the psychology department and become aware of the research on campus. Striving to unite students on campus, Psi Chi also participated with Active Minds in the “Send Silence Packing” tour that brought awareness to the student body about suicide and its prevention. Members spent time aiding with flyer distributions as well as providing resources about the support groups on campus and around the country.

Hawaii Pacific University
Now in the ninth year, the monthly Hawaii Pacific University Psychology Symposium Series held by the department, the Hawaii Pacific University Chapter of Psi Chi, and the Psychology Club is an amazing success and continues to draw large numbers of students and faculty. They kicked off the fall semester with the first symposium on September 21 by welcoming psychologist Tia Hoffer, a supervisory special agent with the FBI, who gave a talk entitled “An Overview of the FBI’s Behavioral Analysis Unit, Crimes Against Children.” Following announcements from Monika Winkowska (Psychology Club president) and Matthew Wong (Psi Chi chapter president) gave an update on Psi Chi plans and events and introduced Dr. Hoffer. The symposium series highlights one or more prominent guest speakers each month to speak to the students and faculty of the psychology department. Following program announcements and updates by students and faculty, each talk concludes with socializing, networking, and free food and drinks. Approximately 50 to 100 attend each event.

The Hawaii Pacific University Chapter of Psi Chi got off to a quick start in the fall with a variety of activities. Along with officers and members of the...
Psychology Club, the chapter hosted a kick-off breakfast in the psychology lab on the first day of classes for students and faculty in the department. In addition to participating in the university’s Club Carnival during the second week to help raise awareness of Psi Chi, the chapter sponsored a social activity along with the Psychology Club (a beach picnic party) on September 24. The chapter also volunteered at the annual Children & Youth Day Festival on the state capitol grounds on October 2. This event is a daylong affair for parents and their children, consisting of fun rides, food, and educational and information booths. At the beach picnic for students and faculty, attendees participated in water balloon and egg tosses as a demonstration of cooperation and trust building as well as good old-fashioned fun. The chapter is also continuing the Psi Chi Peer Tutoring Program, connecting volunteer tutors with students needing assistance with any psychology course. Psi Chi and Psychology Club officers and interested members, along with faculty advisor, Dr. Brian Metcalf, hold weekly meetings on Tuesdays to plan their many events. Applications for new members were collected, and inductions were held in November.

University of La Verne (CA)
The University of La Verne Psi Chi chapter started the fall semester with a welcome table in the psychology department filled with desserts to promote Psi Chi and give information about the meetings and the organization. Patrons could get a free cupcake, and some also gave monetary donations. The chapter held a junk food sale to raise funds. Junk food (chips, candy, cookies, etc.) was donated for sale, and the chapter raised $65. Also, the chapter participated in a university-sponsored club fair event that awarded prizes for the best decorated table/booth. The chapter won 2nd place and $75 for their table in the theme of school spirit. Proceeds will go toward their annual student research conference, which will be held in May on campus. Finally, chapter meetings have had good attendance (with more than 50 attendees at the first meeting) due to a variety of workshops and speakers. The topics for these talks have included finding careers with a bachelor’s degree, designing research projects, and building a resume.

St. Francis College (NY) Psi Chi Celebrates 35th Anniversary

As the St. Francis College Chapter of Psi Chi embarks on its 35th anniversary, they will continue to uphold the purpose and mission of the Society, which are embodied in their students. For example, they help coordinate events for the St. Francis community such as (a) graduate school workshops, where faculty teach students how to prepare for and apply to graduate programs; (b) study days before mid-term and final exams, where faculty and peers gather to answer questions and discuss course topics; (c) guest speakers such as a veteran from Vietnam who spoke about PTSD, an FBI agent who talked about forensic psychology, and a feminist psychologist who presented on the role of women in psychology; (d) movie nights that focus on psychological topics (e.g., One Flew Over the Cuckoo’s Nest) followed by dinner and discussion; (e) field trips such as those to the Albert Ellis Institute and to the off-Broadway play Freud’s Last Session; and (f) an annual trip to the Eastern Psychological Association Conference, where many students have presented their research, and some have won awards. Of course, at all events, food is included in the activity!

Chapter members decided to send 50% of all proceeds raised through bake sales, raffles, and other fund-raisers to charitable organizations, and have contributed to charities such as the American Cancer Society, a local LGBTQ counseling center, and the Haitian Relief Fund. They also have worked at food kitchens for Thanksgiving and collected canned goods and clothing for those in need. Furthermore, they participate each year in the Relay for Life and a walk for breast cancer to raise awareness and funds for cancer research. They help coordinate an annual community day that celebrates diversity in the St. Francis community, and they work with other clubs and organizations to develop and implement many additional activities.

The chapter plans to officially celebrate their 35th year as a Psi Chi chapter at the 2012 induction by inviting the President and Provost of the College to mark the occasion with a short speech to the chapter, followed by a dinner party. They also hope to have a 1999 St. Francis College inductee, who is the current Dean of Freshman Studies, speak to the chapter.
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 ball caps to buttons, you’ll find navigating our site—cart to checkout—is quick and easy.

See our new merchandise website!