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The International Honor Society in Psychology

**eye**

on **PSI CHI**

## Understanding Others

How Does Your  
Environment  
Affect Your  
Well-Being?

# Studying Female Serial Killers

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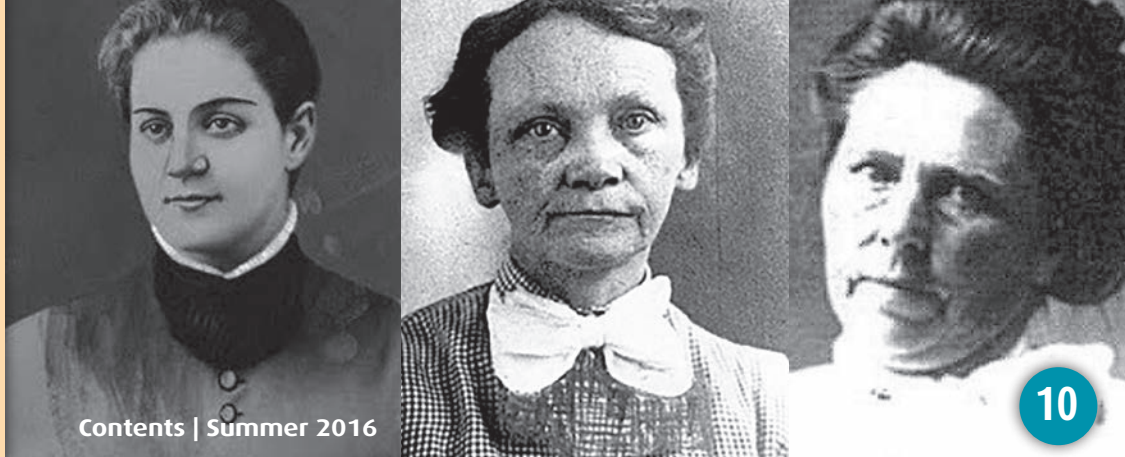
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**ABBREVIATIONS**

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



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# Make Psi Chi's Vision Your Chapter's Mission

**Q**uick! Can you recite Psi Chi's mission statement off the top of your head? If the only thing that comes to mind is "Of course not! Isn't it half a page long?" then you haven't seen Psi Chi's new and improved (and shortened) mission statement. It is—drum roll please—

**Recognizing and promoting excellence in the science and application of psychology.**

Why is this important to know? A mission statement summarizes the essence of what a group is all about. It explains quickly and clearly to prospective members why Psi Chi exists, and why they would want to be a part of this great Organization. It illuminates to students in other majors, parents, friends, and family how and why psychology students and faculty become so energized by the field of psychology. It reminds members of everything of which they can proudly claim to be a part, from carrying on the legacy of the past to fulfilling the promise of the future.

This mission statement grew out of strategic planning undertaken in January by Psi Chi's Board of Directors and senior staff. They met in Chattanooga, TN, to review the Society's past accomplishments and current strengths, brainstorm about what is possible, and lay out plans for reaching goals for the future.

They developed a strategic plan with three primary goals that will serve as a guide to both the Society and its chapters for the next 4 to 5 years—Vision 2020 Goals. This plan recognizes the many facets of psychology under an overarching theme (the mission statement). The collective goals serve to advance the mission and clarify where time, effort, and resources will be directed.

Over the next year, you will be hearing more about Psi Chi's new mission statement and three goals including how your chapter can participate in supporting them. In addition, chapters will have the opportunity to share how they have approached the three goals with other chapters. The Board believes that such participation will contribute to the vitality of individual chapters as well as the Society as a whole.

The three goals are Scholarly Pursuits, Member Development, and Chapter and Member Experiences. Themes of diversity and reliance on the results of excellent scholarship appear throughout the three goals. To explain each in a little more detail, these are the actions related to each goal:

1. **Scholarly Pursuits:** Encouraging members to conduct exemplary research, disseminate and apply research findings, and maintain a lifelong interest in exploring the field of psychology.
2. **Member Development:** Providing information and opportunities to enhance members' professional and personal lives.
3. **Chapter and Member Experiences:** Fostering a vibrant and meaningful environment for chapters and all members to contribute to and benefit from continued engagement.

Accomplishing these actions will be a primary focus for Psi Chi. The Board and Central Office Staff will refer to them frequently to ask how current and future expenditures, ideas, initiatives, and recognitions support our mission and goals.

All chapter members are also encouraged to consider how activities they are already undertaking further these goals. For example, your chapter's annual conference attendance or research project might fulfill Scholarly Pursuits. Recent chapter graduate school panels or mental health awareness events are both great ways to accomplish Membership Development. Any ice cream socials or game nights are also effective strategies to nurture Chapter and Member Experiences.

In addition, I hope that chapters will think about new ways that they can support Psi Chi's goals to best meet the particular needs and interests of their own members. For some chapters, this might mean taking on all three goals, while others might pick one or two to emphasize each year. Together, we will build a stronger and more vibrant Society that is even better able to "recognize and promote excellence in the science and application of psychology."



**Martha S. Zlokovich, PhD**  
Psi Chi Executive Director

# Preparing for Interview Success: Tips to Impress

*For this issue, our Wisdom From the Workplace columnist Dr. Paul Hettich (DePaul University, IL) welcomes guest author Hilarie Longnecker.*



In the Fall 2015 and Winter 2016 issues of *Eye on Psi Chi*, we discussed the importance of identifying your skills and experiences, and articulating them concisely on a resumé, a key document for determining if you will move on to the next stage in your job search, the interview. (Hettich & Longnecker, 2015; Longnecker & Hettich, 2016). Through interviews, employers aim to determine whether you are the best candidate to meet their needs. Beyond exploring your skills and knowledge, they seek to understand how you might fit within their organization's culture. Such a high-stakes conversation can be stressful, but with proper preparation, you will be well-suited to leave your interviewer with the impression you desire.

There are several types of interviews:

- **Phone:** Typically a screening where the employer confirms that you possess the minimum qualifications. Your communication skills and enthusiasm are also assessed.
- **One-on-One:** A face-to-face conversation with a single interviewer—the traditional interview.
- **Panel:** An in-person setting with two or more interviewers who often take turns asking questions. Be sure to acknowledge each via eye contact when responding.
- **Group:** A scenario where you are assessed alongside one or more additional interviewees. Employers observe how you operate in a group including leadership, communication, assertiveness, and collaborative skills.

You may encounter a series of interview types in a single day or as part of a multiphase process. However, employers will typically share the format in advance.

## Before Your Interview

Plan to spend substantial effort researching the industry, organization, and your potential role. Have a strong sense of trends and major players within the industry, as well as the organization's structure, services, products, and leadership. Learn whether they have been in

the news, won awards, launched new lines, and so forth. LinkedIn, news outlets, company websites, professional associations, and your networking contacts are great resources for this information. Additionally, conduct a critical read of the job description so that you understand the skills required and duties to be performed.

Finally, inquire into your interviewers. Review their profiles via the organization's website, LinkedIn, and Google to learn about media mentions, publications, professional leadership roles, and more. Tactfully complimenting recent achievements or having an understanding of how they have progressed through their career paths can be helpful in making a positive impression.

With the information you gather, take some time to craft a profile of yourself as you wish to be received by your interviewers. Your goal should be to connect yourself to what you have learned through your research. What skills, knowledge, experiences, and values do you have that will allow you to best meet the needs of the organization and fulfill the goals of the position? Brainstorm specific examples of occasions when you have successfully demonstrated these qualities for possible inclusion in your conversation.

## Answering Three Common Questions

Because there are certain questions that you will be asked in almost any interview, be well-prepared to answer them. Doing so can set the stage for a positive interaction with the interviewer and help you feel more confident at a time when being nervous is the norm. Below, a few of these popular questions are discussed along with strategies for crafting strong responses.

### Can you tell me about yourself?

This is the most common way to begin an interview. It allows the employer to obtain an overview of who you are, and is also a warm up to get the conversation going. Do not recount your life story. Rather, respond by describing yourself with an emphasis on your education, experience, and professional interests. A personal interest that illustrates desirable characteristics (e.g., running marathons = persistence and dedication, or painting = creativity) can be briefly mentioned.



**Hilarie Longnecker, MEd**, has over 12 years of experience in university career services. As an assistant director at DePaul University's (IL) Career Center, she designs and delivers one-on-one and large-scale career development services through coaching, events, and resource development. She currently advises the university's science and health-oriented students, as well as manages the center's Peer Career Advisor Program.



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

### Why are you interested in this position?

Alternatively, an employer might ask “Why should I hire you?” Essentially, they want you to summarize your fit for their needs. Explain not only how you meet the qualifications, but also how you are prepared to add value that other candidates may not possess. Additionally, speak to how this position fits into your path. Why is this a logical step in your career?

### What are your greatest strengths and weaknesses?

Interviewees often identify this question as the most difficult. Talking about your strengths is an intuitive part of the interview process, but which strengths should be highlighted? Meanwhile, addressing weaknesses feels like a trap! Will the information divulged be held against you? Regarding your strengths, the best option is to pick something that will allow you to contribute to the organization. Be sure to have specific examples of how you have successfully utilized that strength in an impressive and relevant way. Weaknesses can be trickier. You might have been advised to attempt to disguise a strength or neutral quality as a weakness. For example, “I’m such a perfectionist. I’ll never leave the office until all of my work is completed accurately.” Consider though that you are not fooling the interviewer with such a response. Rather, you convey disingenuousness and/or an inability to be truly self-reflective. No one wants to work with individuals who cannot recognize or admit their growing edges.

Instead, give honest thought to your weaknesses. Select one that does not disqualify you for the position and that you have developed a strategic plan for addressing. For example, “I know being bilingual would be a benefit to me as I grow in my career. Although I took Spanish in high school, I am not truly functional in the language. However, I recently purchased a self-study computer course as a refresher.”

### The STAR Method

Beyond these basic questions, the majority of interviews emphasize **behavioral interviewing**, an approach maintaining that the best predictor of future behavior is past behavior. For example, the employer may say “Tell me about a time when . . .,” and you are asked to insert a desirable skill, characteristic, or experience in order to investigate your ability to lead, collaborate, or problem solve. You are charged with telling a story that illustrates your competencies. The competencies to be explored can typically be gleaned from the job description and your research.

Employ the **STAR** method (Whitacre, 2007) to frame your response:

**Situation:** Provide context by explaining the situation and objective.

**Task:** Name your specific role and what you were charged with.

**Action:** Detail what you did, emphasizing actions relevant to the question’s topic.

**Results:** Describe the outcomes of your actions.

This method helps you to tell a complete story, while focusing on how your previous successes prove your qualifications.

### Additional Pointers

Your interviewer won’t be the only one expected to ask intentional questions. Craft a minimum of five questions in advance that will allow you to assess how the employer and role might fit with your own goals. Tap into your research to develop questions that allow you to demonstrate your knowledge while also learning more. Also, inquire about the hiring timeline, so you can plan your follow up appropriately. Finally, avoid questions about compensation and benefits until an offer is made.

Remember that you will communicate with the employer in ways that extend beyond the questions you answer or ask. Here are three keys to making the impression you desire:

- **Body Language:** Keep an open posture, sit up straight, and be intentional in your gestures.
- **Eye Contact:** Make it but temper it with breaks to avoid staring.
- **Level of Enthusiasm:** The volume and cadence of your voice should convey genuine professional enthusiasm.

At the conclusion of the interview, thank everyone you have interacted with for their time and consideration both verbally and in an e-mail within a day of the interview. Although formal letters and cards are also appropriate, e-mail ensures that your message is received promptly. If you are told there will be a significant delay between your interview and the next step, you might call closer to the estimated decision timeframe to inquire if you can provide any additional information (and ensure your interviewer has a fresh impression of you come decision time).

Most college career centers offer opportunities to engage in practice interviews. Take advantage! Verbalizing your answers and receiving feedback on your body language and overall presentation will help you prepare and build confidence.

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# An International Perspective on Child Psychology

**N**awang Tsering (pseudonym) is a 14-year-old boy residing part of the year in the high-altitude Changtang area of Ladakh, located in northwestern India. A member of the Changpa, a nomadic Tibetan people, he originally grew up as a refugee in his family's tent, surrounded by yaks, sheep, and goats, but now he attends a boarding school in the SOS Tibetan Children Village near the town of Leh. As holds true in one way or the other for so many other children in India and other "developing" countries, his world is simultaneously shaped by age-old traditions and the forces of globalization. For Nawang, these include Tibetan traditions and the Buddhist beliefs and practices of his semiliterate parents, his status as a refugee in India's steadily changing multicultural and multilingual society, and the influences emanating from his internationally financed school. However, it is unlikely that lives such as his will find their way into one of the many available mainstream textbooks on developmental psychology being published in the United States. Although American children make up no more than 3.4% of the world's more than 2.2 billion children below the age of 18 years, most of these textbooks still rely far too much on research conducted on children residing in North America.

I began teaching developmental psychology in the early 1980s. Having just spent eight months in Ladakh and other regions of India between 1977 and 1981, I was struck by the many discrepancies between the lives of the village and small town children I had encountered in India and the lives of the children that were being depicted—both explicitly and implicitly—in the American developmental psychology textbooks of the day. Most Indian children lived then (and still do) in one of the country's more than 600,000 villages, attended school for a limited number of years if at all, assumed important responsibilities at an early age such as taking care of siblings, and had limited or no say in whom they would marry in their teenage years. Child marriages remained especially common for girls, most of whom were not allowed to engage in activities considered provocative and shameful such as dating. In addition, many young boys and girls could be found on construction sites or in factories where they had to endure many hours of hard work. Even today, such conditions can still be encountered, especially in India's poorer regions. At the same time, however, Indian society has also been changing steadily, with decreasing birth rates, fewer child marriages, expanded access to schooling, and increased exposure to the outside world. These trends, as well as the influence of legislative changes and various reform movements, are helping to redefine, step-by-step, the nature of Indian childhood.

Paralleling these changes between the 1970s and 2016, the nature of developmental psychology, as conceived both in the United States and abroad, has undergone significant changes as well. Because psychology has grown into a truly global enterprise, today's students do enjoy increased access to research being conducted by psychologists and other social scientists on children living around the globe. Readily available overviews of such research include the global

information and extensive demographic data provided by UNICEF (2015), Gardiner and Kosmitzki's (2011) cross-cultural introduction to the human life cycle, internationally oriented volumes on children such as the one edited by Gielen and Roopnarine (2016), summaries of worldwide research on children conducted by anthropologists (Lancy, 2015), and broadly conceived surveys of adolescence (Arnett, 2012).

Furthermore, journals such as the *International Journal of Behavioral Development*, *Journal of Cross-Cultural Psychology*, and *Journal of Research on Adolescence* publish many international studies. In addition, new disciplines such as cultural psychology and cross-cultural psychology have emerged during the last 40 to 50 years. They have proven to be of special interest to non-Western psychologists who may look at both traditional American and European psychology as rather ethnocentric enterprises.

Moreover, the nature and scope of migration to such countries as Australia, Canada, The Netherlands, and the United States have changed considerably in recent decades. In the United States, for instance, immigration prior to 1965 was largely limited to persons of European descent. After the passing of the revolutionary Hart-Celler Immigration Reform Act of 1965, however, immigration from Latin America, Asia, and Africa began to increase sharply. Today, 75 to 80% of all newer U.S. immigrants are of non-European descent. As a consequence, developmental psychologists are increasingly studying bicultural immigrant children and adolescents who may come from a broad variety of linguistic and cultural backgrounds. At the same time, numerous adolescents living in the non-Western world are now being exposed to overseas influences via mass media, the Internet, school and college textbooks that were conceived abroad, and sports events with a worldwide impact such as the 2014 FIFA World Cup in Brazil. Based on such experiences, they are undergoing a process sometimes designated as remote acculturation. Indeed, childhood in many countries is becoming increasingly "glocal" in nature, meaning that it is simultaneously global and local in nature. For students of developmental psychology, these intricate aspects of modern childhood provide many opportunities to develop novel and creative research projects.

## Suggestions for Students

Are you thinking about going to graduate school in the foreseeable future? Are you interested in working with children as a psychologist, educator, or social worker? Should this hold true for you, becoming familiar with a variety of cultural and global influences on children and their families will broaden your mind as well as your ability to function successfully in an ever more multicultural and complex world. Here are a few practical steps that you might wish to consider in this context:

- **Choose a cross-cultural or cross-national topic for an independent study project**, your departmental or honors thesis, or any other research project. If your project is substantial in nature, you should also consider submitting it as

**Uwe P. Gielen** (PhD in social psychology, Harvard University) is executive director of the Institute for International and Cross-Cultural Psychology at St. Francis College, New York City. His work centers on cross-cultural and international psychology, Chinese American immigrant youth, international family psychology, and moral development. Dr. Gielen is the senior editor or coeditor of 24 volumes that have appeared in five languages. Having served as president of the Society for Cross-Cultural Research, the International Council of Psychologists, and the International Psychology Division of the APA, he has given more than 340 scientific presentations in 34 countries.



a proposed poster for presentation at a psychology conference, and/or in the context of a Psi Chi or Psi Beta Honor Association-sponsored event, or at an appropriate campus event. Many psychology conferences now include displays of student posters. Seeing your poster at a conference is a gratifying experience—and adding your poster presentation to your CV will surely strengthen its persuasive power!

- **Attend psychology conferences** that include presentations and posters on international topics. Such topics can not only be found at conferences of international organizations such as the International Society for the Study of Behavioural Development but increasingly at the meetings of regional and national organizations such as the Association for Psychological Science and the American Psychological Association (APA).
- **Join an internationally oriented professional organization** as a student member. Examples include the International Society for the Study of Behavioural Development, APA's Division 52: International Psychology, and the International Association of Cross-Cultural Psychology. Pertinent information is readily available on the web.
- **Do volunteer work** or choose an internship that includes working with children from a variety of cultural backgrounds including immigrant children, refugee children, and if culturally appropriate, Native American or First Nations Canadian children.
- **Study or work abroad:** Immersion in a foreign culture represents an optimal way to experience the exciting, if occasionally irritating, challenges that exposure to a new sociocultural world typically brings. After graduation from college, some students choose to teach English as a second language for a limited time in countries such as China or Japan. For many of them, this will turn out to be a demanding, invaluable, and financially feasible way of experiencing a foreign culture in some depth while assuming maturity-promoting responsibilities.
- **Before you apply for graduate school, examine developmentally oriented journals** to find cross-culturally oriented research studies on children that interest you. Then find out more information about the authors of such papers and attempt to contact them, especially those who teach in graduate programs that interest you. While doing so, keep in mind that professors typically receive endless e-mails, so not all of them are likely to answer. Later on, in graduate school, it will be of great importance that you work with a creative and supportive professor who, hopefully, will also become the mentor for your dissertation or master's thesis.

For additional practical suggestions regarding internationally oriented experiences, please consult Takooshian and Stambaugh (2007).



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## Take-Home Message

This article started off with a description of Nawang's difficult childhood, which is simultaneously being shaped by complex and evolving Tibetan, Ladakhi, Indian, and Western influences. Multicultural and at times troubled lives such as his are steadily becoming more common whether they be those led by Syrian refugee children in Germany, West African boys dreaming of becoming stars on an English Premier League football team, Thai girls enamored with the singing and unconventional behavior of South Korean pop stars, European American teenage boys falling in love with East Asian girls they met in one of their classes, Middle Eastern Muslim girls covered by colorful hijabs and attending the Catholic college where I teach—and so many others. Globalization brings with it many exciting, challenging, but at times anxiety-arousing changes in children's lives. Any students who begin to immerse themselves in some of their dynamic multicultural worlds are on the right path toward preparing for life in an increasingly multiplex world.

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### Alma mater:

2009 - Drew University, NJ

### Occupation:

Social Media Strategist



## Meet Thomas M. Basgil, Jr.

### Can you describe what you do at your job?

My day-to-day involves strategy, data analysis, customer relationship management, and content creation (words, images, and video). Social media involves using qualitative and quantitative measures to grow a community around a product, service, or idea. So, in short, my job is to communicate persuasively on behalf of my clients through social media platforms like Facebook\*, Twitter\*, Instagram\*, and LinkedIn\*.

### How do you use your psychology training in that context?

The easiest answer to that involves data analysis. Without my background in SPSS, I don't know how I would make sense of all the social media data that I encounter every day. Coursework in consumer, social, and political psychology inform the text, images, and strategy that I use to reach out to others.

### What sort of student were you?

Highly motivated to learn about everything around me, I was an inquisitive and hard-working student.

### Why did you first become interested in psychology?

Around sixth grade, I read *How to Win Friends and Influence People* by Dale Carnegie. There are definite aspects of social psychology in his book, although in an unscientific fashion. That's where I first learned that you can tell the truth in two different ways. The first way is to "tell it like it is," and that can get you into trouble. The second way is to couch the truth so that those around you want to listen and are willing to give credence to what you say. In college, I enjoyed social psychology, especially SP&D. As an undergrad, I created a support group for LGBT students in association with Drew University's psychological services.

### What sort of jobs did you have before you started your current employment?

During college, I was the young one in the office at a law firm. It became my job to figure out MySpace® and Facebook®. I started doing social media as a side job until I realized that digital marketing was where I wanted to be. Before my current role, I was the general manager of a restaurant off Times Square, a political organizer, a journalist, and a marketer for Coney Island. The only thing that stayed constant was my love of writing and my fascination with human nature.

### What sort of personalities do you think are conducive with your career?

Social media people have to be fluent in both persuasive communication and data analysis. It works well for introverts with extroverted tendencies. For example, a computer screen mitigates a lot of my social interaction with consumers on a daily basis. Less frequently, I have the opportunity to cover events on-site so that I meet my need to really socialize.

### Can you comment on flexibility and job satisfaction?

Social media management can be flexible to the point of absurdity as you monitor a 24-hour news cycle and constant consumer feedback. Social media roles require a willingness to work at all hours and the self-awareness to know when to turn off. My work is never done, so I'm continually developing my ability to step back, examine my workload, and disconnect from the Internet. I find it exciting because it requires constant education—social media features and best practices can change drastically from year to year.

### How does your career benefit or improve society?

Social media has facilitated cheap, international communication. It's a largely free platform to express ideas and bring attention to both global and personal issues. After Hurricane Sandy, for example, I was able to illustrate the destruction of the Coney Island area and publish interviews with impacted residents with just a smart phone and a cheap video camera. Without the work of others like me, I believe that many New Yorkers would remain completely unaware of the humanitarian crisis experienced by their neighbors. The area was devastated, but it would have been worse if no one had come down to help.

### Is there something you know now that you wish you knew when you were in school?

Networking is the key to career fulfillment. Regardless of your intelligence and skills, it's almost impossible to be noticed without a network of friends, family, colleagues, and mentors.



## Personality Profile

**Favorite psychology-related movie:** *Silence of the Lambs*, definitely.

**Favorite band:** I don't really have one. I listen to classical music when I'm working, but I lean toward pop rock and punk when I'm not.

**Favorite quote:** "Being entirely honest with oneself is a good exercise."  
— Sigmund Freud

**Hobbies:** Photography and photoshopping.

**Early bird or night owl:** Night owl: I get my best work done after it's dark.

**Title of future memoir:** *From Cynicism to Innocence*

**Tom Basgil** is an international award-winning digital marketer with nearly a decade of experience in social media. He excels at building brands and delivering high-quality, actionable content to diverse audiences around the globe. Currently, he serves as the digital manager and strategist for Hotwire PR in New York City.

Basgil's experience includes running the largest Facebook attraction for an international B2B company, working with million-dollar budgets, and generating engagement from big brands and celebrities. He concentrates on providing full social media services to clients across industries including news media, fashion, manufacturing, and software-as-a-service.

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# Studying Female Serial Killers

Marissa A. Harrison, PhD  
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In 1901, Jane Toppan, a nurse, confessed to 31 murders, but it is thought that her victim count was much higher—perhaps as many as 100 patients died because she poisoned them. She is quoted as saying to other health care workers, “You and I will have a lot of fun seeing them die” (Newton, 1993). In this article, I’m going to talk about how I got started in female serial killer (FSK) research, ideas of why people are intrigued by serial murder and other morbid events, and what our investigation yielded out about these murderers—“lethal ladies” (as coined by Farrell, Keppel, & Titterton, 2011)—with respect to behavior and mental processes.

Sometimes it is students who set professors down research paths. When Erin Murphy, then an undergraduate dual psychology/criminal justice major at Penn State Harrisburg, approached me to study FSKs for her independent study, I was already part of a research team with Dr. Tom Bowers that studies mass murder. Although we planned to extend our investigation at some point to serial murderer psychology, Erin brought to my attention that very little research had been conducted on FSKs. I was definitely intrigued (and I did not want to pass up an opportunity to work with an outstanding student). Serial murder is fascinating, and the lack of attention to these female perpetrators makes the research pursuit even more interesting.

Indeed, researchers have pointed out that we humans commonly possess a morbid curiosity (Zuckerman, 2007; Zuckerman & Litle, 1985). Something about macabre events truly captivates us. Erika Frederick, a student in our clinical Master’s program, and I are currently exploring this phenomenon in college students. With so many media sources available to access morbid events, and with morbid entertainment abundant in our society (e.g., zombie and serial killer movies and television shows), we are aiming to see if morbid curiosity has increased in recent years.

There are many theories as to why morbid curiosity exists including an enjoyment of the sensations that epinephrine (adrenalin), norepinephrine, and dopamine create in our bodies when we experience fright (Zuckerman & Litle, 1985). Our bodies have evolved to prepare us to fight or to flee, and some of us are indeed sensation seekers. That is, we enjoy that “scared” feeling—that rush we feel from exciting events.

There is also the ultimate, evolutionary cause of morbid fascination. After all, it makes sense that, to facilitate survival, it is adaptive to pay close attention to that which can harm

us or even kill us. I recall that, when Erin was giving class updates about her findings, other students wanted to know *all* the gory, disturbing details of the serial murders she had read about. I cannot unhear the story of a woman who poisoned her four children and stuffed their bodies in a closet.

What our research team discovered in our investigations really does seem to intrigue the public. We’ve been interviewed by many media outlets—I was delighted to have been asked to write this piece—because people truly want to learn about and understand the makings, motives, means, and crimes of serial killers.

In our exploration of FSKs, and in subsequent presentations of the material, Erin and I and our coauthors have found what Holmes, Hickey, and Holmes (1991) noted to be true—that most people have heard of “popular” male serial killers (MSKs) such as Ted Bundy and Jeffrey Dahmer. My guess is that more people can name John Wayne Gacy’s alter ego, Pogo the Clown, before they could name FSKs such as Belle Gunness, Kristen Gilbert, and Jane Toppan who were no less deadly.

It is possible that research on FSKs is lacking and that most people cannot name any FSK besides Aileen Wuornos because people think women are incapable of committing these heinous acts (Schurman-Kauflin, 2000). They are dead wrong because about one out of every six serial killers is a woman, mirroring general homicide trends (Hickey, 2010). Interestingly, Wuornos’s crimes, featured in the movie *Monster* (Theron et al., 2003), do not demonstrate the patterns of a typical FSK.

Although research on FSKs is relatively rare, some investigators have explored the topic. Criminologist Eric Hickey wrote one of the best books on serial killings, *Serial Murderers and Their Victims*. He interviewed and/or studied case files of 64 FSKs who committed their crimes in the United States. His research painted an alarming picture of women who poisoned, stabbed, shot, and drowned men, women, and children. Most were White, murdered more family members than strangers, and typically killed from seven to 10 victims (Hickey, 1991, 2010). Kelleher and Kelleher (1998) studied an international sample of 100 FSKs and produced results similar to Hickey’s, noting that most FSKs murdered for financial gain. Other researchers and teams explored this phenomenon, and although they had solid methodology and yielded similar results, they had smaller sample sizes (Farrell et al., 2011; Schurman-Kauflin, 2000). Of note, both Farrell et al.’s (2011) and Schurman-Kauflin’s (2000)



This is not the author. This is “Jolly” Jane Toppan, a nurse who confessed to 31 murders in 1901.



Belle Gunness is believed to have taken the lives of her suitors, boyfriends, and two daughters, as well as possibly both of her husbands and all of their children.



Amy Archer-Gilligan poisoned five people including nursing home residents and her husband after forging his will; she possibly also committed as many as 48 other murders at her nursing home.



Aileen Wuornos shot six men, some as many as nine times each, most of whom she claimed had raped or attempted to rape her while she was working as a prostitute.

studies underscored that, ironically, nursing and caretaking were professions largely overrepresented among FSKs.

We sought to study the means, motives, and makings of FSKs with a larger, more recent sample. We also endeavored to study the psychology of FSKs—something heretofore largely ignored in FSK literature. I am an evolutionary (experimental) psychologist, and Erin was an undergraduate student (she is now a clinical M.A. student), so we invited three clinicians to work with us on the project: my Penn State Harrisburg colleague and forensic “teammate” Dr. Tom Bowers, Lavina Ho (now a Ph.D. student at Ole Miss), and Claire Flaherty (Penn State Hershey Medical College).

We used the mass-media method of data collection. We initially consulted Murderpedia.org to derive FSK names, and we used verifiable news reports to collect data on perpetrators, victims, and crimes. This method of data collection follows the approach used in Harrison and Bowers (2010), and in other similar studies (Farrell et al., 2011; Keeney & Heide, 1994; Messing & Heeren, 2009). Of note, we found Murderpedia.org to be excellent resource; it was 100% accurate.

It is important to stress that our data collection method could not derive information about every variable for every woman. We underscore that absence of evidence is not evidence of absence. That is, our data rely on what newspapers and other media outlets have chosen to report. It may be the case, then, that some variables herein are underreported.

Like Hickey (1991), we found information about 64 FSKs who committed their crimes in the United States between 1821 and 2008. We do not know if these were the same 64 perpetrators because Hickey does not name FSKs in his book, and neither do we in our publication . . . one does not name subjects in nomothetic research.

I think the most striking of our findings is that **nearly 40% of our sample experienced some form of mental illness.** This is much higher than the estimate that one in four people in the United States suffer from mental illness. These women had a range of mental illnesses including posttraumatic stress disorder (PTSD), personality disorders, bipolar disorder, major depressive disorder, and

Munchausen’s syndrome by proxy.

The other findings that stick with me are that more than half of the sample killed children, and about a quarter killed older or ill adults. That is, FSKs largely tend to kill people who have little or no chance of fighting back. Yet about 40% of FSKs worked in healthcare-related fields (e.g., nurses, nurse’s aides), and 22% worked in direct caregiving roles (e.g., babysitter, stay-at-home mother). So, these women were killing the helpless people for whom they were trusted to care.

Here are some of our other findings from Harrison, Murphy, Ho, Bowers, and Flaherty (2015):

- Physical and sexual abuse, childhood illness, and substance abuse were prevalent in their histories.
- Most FSKs had earned college or professional degrees, or had at least some higher education.
- Jobs besides caretaking spanned the gamut of career options, ranging from prostitute to Sunday School teacher.
- Most were middle and upper class.
- Most were reported to be average to above-average in attractiveness.
- Mean age of first murder was 32, and they killed for seven years before they got caught.
- Almost every FSK (92%) knew her victims.
- Nearly two-thirds were related to their victims.
- Nearly a third killed their husbands or significant others.
- About 44% killed their own children.
- These serial killers were “serial monogamists”; they were married on average twice and as many as seven times.
- Like other researchers have noted, almost all FSKs were White, they most commonly killed with poison, and the most common motive for murder was profit.
- Although most victims were men, FSKs most frequently targeted both sexes.
- Most killed in suburbia.
- Most went to prison for their crimes.



As an evolutionary psychologist, I took particular note of the pattern that these FSKs kill for money, and that MSKs kill for sex (other researchers have extensively studied MSKs, e.g., Hickey, 1991). This follows evolutionary prediction. In the ancestral environment, due to having relatively limited ova (i.e., limited reproductive opportunities), women would have strived to secure resources to promote the survival of their offspring and themselves. Because men have a virtually unlimited supply of sperm, throughout human evolution it would have been adaptive for men to seek many sexual (reproductive) opportunities (Trivers, 1972). Moreover, MSKs kill strangers whom they stalk (Hickey, 1991), and FSKs kill those whom they know—"gathering" those around them. It can therefore be argued that serial killers follow ancestral hunter-gatherer tendencies. Of course, I am not saying we evolved to be serial killers. However, this behavior, albeit aberrant, demonstrates that, at some deep level, our psychology is operating as it has over many, many millennia.

But if serial killing stems from an evolved reproductive drive, why would a woman kill her children? Good question. Buss (2008) described malfunctions of evolved psychological mechanisms. Most

behaviors lie by the adaptive, optimal mean of polygenic traits, but the extremes such as killing are much exaggerated or much reduced levels of what is supposed to be normal behavior. Obviously, something has gone terribly wrong, and hopefully, we psychologists will endeavor to understand and to help.

So, what did we learn? Can we predict who will become a serial killer? No, we are not there yet, but at least we have some idea of makings and motives, and from these data, we underscore the importance of mental health research, treatment, and intervention. Future researchers should continue this line of investigation. Perhaps someday we can develop a preventative strategy, saving victims and helping the would-be killers themselves.

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physical attraction, and sexual behavior. Most recently, her research applies evolutionary theory to understanding motivation of murder.



# Understanding Others

With Adam Waytz, PhD

By Bradley Cannon

According to Dr. Adam Waytz, “People are far better equipped with the tools to understand other people’s minds than chimpanzees, bonobos, or any other animal on the planet. They have an amazing capacity to get into other people’s minds, but they don’t always use that capacity automatically. This is because people often start from a perspective of egocentrism where, in attempts to get into other people’s minds, they think about what their own minds like or dislike and what would be on their own minds if they were in the other person’s situation.”

As an example of when this strategy would work correctly, Dr. Waytz asks you to consider the perspective of his 9-year-old son touching a hot cup of coffee for the first time. As he explains, you can probably easily feel his son’s pain.

However, egocentrism can also lead people to make errors, such as would happen if you tried to imagine how Dr. Waytz’s son would feel tightly wrapped in a blanket. He says, “If I think about that from an egocentric perspective, I would say, ‘That sounds uncomfortable. I wouldn’t like that at all.’ But my son loves it, and it helps him go to sleep at night. That is the paradox where egocentrism can lead us astray.”

## Meet Dr. Waytz

Dr. Waytz first became interested in social psychology when he was an undergraduate at Columbia University (NY). He says, “It amazed me that an entire field exists where people can ask questions about why others do the things they do and a million other questions that I felt were worth studying.” These opportunities engaged him throughout college and led him to graduate school.

Now a social neuropsychologist at the Kellogg School of Management at Northwestern University (IL), much of Dr. Waytz’s research centers on understanding the way that people perceive and interact with other people and nonhuman entities, as well as the effects of those perceptions and interactions. A few specific examples of recent topics that he has studied include whether it is really “lonely at the top” (Waytz, Chou, Magee, & Galinsky, 2015) and “How to Make Robots Seem Less Creepy” (Waytz & Norton, 2014).

Dr. Waytz has been awarded numerous honors, and he and his cocontributors have received more than one million dollars in

grant funding since 2010. He attributes part of his success to his mentors, Drs. John Cacioppo and Nicholas Epley at the University of Chicago, who he still works with to this day. He exclaims, “I can’t say enough about their value to me. I think collaboration is the most important skill of a good researcher, but to collaborate with people who are senior to you in their experience and education can have a great effect on your research life. They taught me to be curious, that having interesting ideas matter, and the importance of writing all the time.”

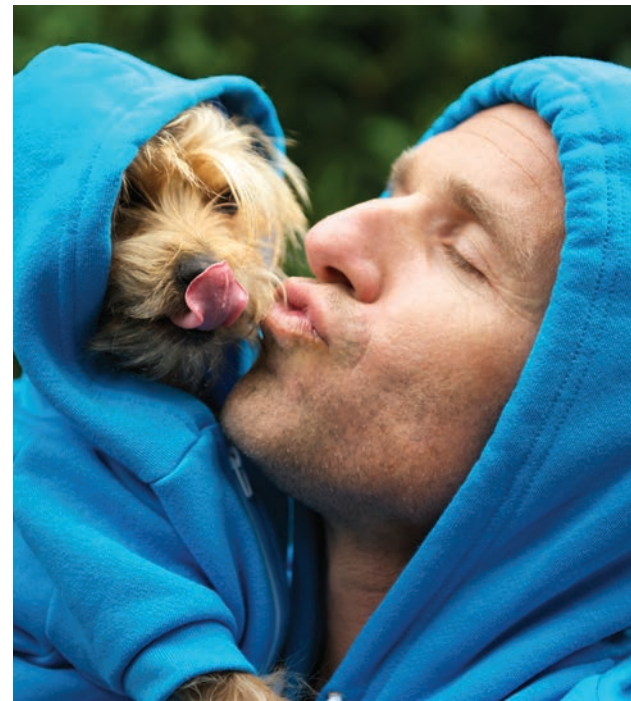
## Anthropomorphism

Anthropomorphism occurs when people attribute distinctively human mental characteristics to nonhuman entities such as supernatural entities, pets, or technology. “By attributing distinctively human characteristics,” Dr. Waytz explains, “this really means attributing mental states, the capacity for a higher order of agency, thoughts, intentions, desires, and experiences such as pain and pleasure.”

Dr. Waytz’s first project as a graduate student with coadvisors Drs. Cacioppo and Epley was essentially to determine what causes people to anthropomorphize. Together, they identified three primary factors described below.

1. **Elicited agent knowledge.** What this means is that, when a nonhuman brings the concept of “human” to mind, people are more likely to anthropomorphize. For example, people are more likely to anthropomorphize when they see something like a dog or a robot with a humanlike face, which recalls the image of a human.
2. **Effectance.** This is the motivation to explain and understand the behavior of other agents. An example Dr. Waytz provides is this: “When your car doesn’t start, you might treat it more like a human in an attempt to understand it.”
3. **Sociality.** This is the desire for social contact and affiliation. In other words, when people don’t feel connected with other humans, this may lead them to seek out connections with nonhumans.

“The people most likely to anthropomorphize,” Dr. Waytz says, “are those who are prone to *magical thinking*. That is kind of the main



personality characteristic associated with anthropomorphism. They are people prone to sort of believe in fate and luck, and have magical ideas of how the world works such as believing in horoscopes or reincarnation. I would say that anthropomorphism of supernatural beings and gods has probably decreased since the time of ancient civilizations, which anthropomorphized all sorts of natural entities such as the moon, stars, and rivers to have the qualities of humanlike gods. Anthropomorphism of technology might increase again as technology becomes more humanlike. However, it might also decrease if people become more capable of using the technology and have less of a need of sense making.”

It may be possible to apply the concept of anthropomorphism in a number of ways. For example, pairing anthropomorphic words with other words may improve word retention, and anthropomorphism may also be used in marketing to influence customer buying habits. So what are the pros and cons associated with anthropomorphism?

Dr. Waytz says, “I would say the negative effect of anthropomorphism is that it can set up unrealistic expectations for how something should work. If we treat our computers, gadgets, and cars like human beings, we are going to be disappointed

because they aren't human beings."

On the other hand, Dr. Waytz adds, "When people anthropomorphize nature, they become more willing to care for the environment, and the same is true of animal rights. When people anthropomorphize various animals, they become more willing to protect them. Perhaps we could get people to care more about global warming if we show the earth as a more humanlike victim. We can also use anthropomorphism to ease people's interactions with technology, again so long as it doesn't get them to the point where they develop unrealistic expectations." In addition, Dr. Waytz says that, although he has not personally explored this, some research has suggested that nonhuman

companions such as pets or even robotic seals can provide benefits to well-being.

### Dehumanization

Functioning in sort of the opposite direction from anthropomorphism, dehumanization is the deprivation of human qualities in people, which can result in a number of behaviors such as immoral action toward others (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996), increased aggression (Bandura, Underwood, & Fromson, 1975), discrimination toward racial outgroups (Goff, Eberhardt, Williams, & Jackson, 2008), and justification for past wrongdoing (Castano & Giner-Sorolla, 2006).

As Dr. Waytz explains, "The typical result of being deemed to have a mind is that you are all of a sudden worthy of care, concern, and dignity. You are capable of experiencing pain, pleasure, and all of these various experiences and desires. However, when people fail to consider that you are a thinking, feeling, and sentient being, a major consequence is that they are more likely to treat you poorly. They might neglect your needs, and in recent research, we have also shown that failing to consider that you have a mind actually makes perceivers more willing to do impolite things in front of you because they do not see you as capable or worthy of judging them."

Less heard about than dehumanization are the consequences of superhumanization, which many people tend to believe is a proactive method to avoid or counteract the subhumanization of people. However, this may not be true according to Dr. Waytz, who basically thinks of superhumanization as a type of dehumanization.

He says, "Superhumanization is a concept we studied in the context of how White people perceive Black people. This was based on a lot of work outside of psychology that noted how Black people are depicted as having sort of superhuman strengths, abilities, or supernatural qualities in popular media such as the news, films, or comic books." Some examples he provides include the portrayal of Whoopi Goldberg in *Ghost* or Morgan Freeman in various movies playing God. "The question is this: Is this phenomenon real, and does it exist in everyday life?"

What they found was that White people

did indeed both implicitly and explicitly associate more Black people than White people with supernatural concepts. Dr. Waytz's research has also shown that these superhumanization characterizations are related to the tendency to think that Black people don't experience as much pain as White people. He explains, "We saw a lot of superhumanizing rhetoric surrounding cases of police killings such as Michael Brown. Police officers described Michael Brown in superhuman terms, which then played into sort of licensing aggression toward the victim as well." For example, officers made statements about Michael Brown such as, "it looked like he was almost bulking up to run through the shots, like it was making him mad that I'm shooting him" and "it looks like a demon, that's how angry he looked" (Waytz, Hoffman, & Trawalter, 2014).

Grouping superhumanization and subhumanization together, he says, "You might think of dehumanization as sort of the canonical treatment of someone as vermin or a roach as can be seen in large-scale conflicts such as the Rwandan Genocide, the Holocaust, or during American slavery. However, those events really only capture the subhumanizing component of dehumanization, which occurs when certain people are perceived outside of the category of being human beings."

### Final Thoughts

Further research is clearly needed to study how people understand other people's minds, as well as how they interact with other people and nonhuman entities. For just a few of Dr. Waytz's future plans, he hopes to "dig deeper into the nature of morality, the nature of ethical behavior, and where that comes from to hopefully provide an answer to what effect technology really has on people's social lives. I think there is a lot of discussion on that. Is it good? Is it bad? Has it helped us? Has it hurt us? My goal is to sort of gather all of the literature up, come up with the answer, and summarize what that is."

Anthropomorphism and dehumanization can cause people to treat outgroups more poorly and create unreal expectations for how those outgroups are "supposed" to behave. A lesson to be learned from Dr. Waytz and others'





research is this: Using perspectives beyond just egocentrism, challenge yourself to learn about and treat other people like human beings—not like anything more or anything less.

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## The Secret Life of Dr. Waytz

Dr. Waytz's has two primary interests outside of his research. First, he coauthored a few books on NBA basketball through a writer's collective called *Free Darko*. This project started out as a blog when he was in graduate school and later turned into a couple books, which he describes as sort of "illustrated almanacs with quasiintellectual essays."

Second, he has been writing music lyrics with a group in Minneapolis since he was 15 years old. "We put out a number of albums under two names, Oddjobs and Kill the Vultures, and toured all over the country and Europe. I am still working on recording things that will be released at some point."

Looking back, Dr. Waytz says that his music career taught him that the most effective way to get anything done is from collaboration. "People are nothing without their collaborators, and I would be nothing without my collaborators as well."



# How Does Your ENVIRONMENT Affect Your Well-Being?

With Ann Sloan Devlin, PhD

By Bradley Cannon

**H**ave you ever been truly comfortable in a healthcare setting? Few people have, but maybe that is beginning to change thanks to the work of environmental psychologists like Dr. Ann Sloan Devlin at Connecticut College. Dr. Devlin is an expert in the field of evidence-based design (EBD), which emphasizes using credible evidence to influence design decisions that in turn may affect your health. In a recent phone interview, she explains how an environment can affect your well-being, strategies for using EBD to help select a healthcare provider, and more.

## Getting to Know Dr. Devlin

More aware of and able to communicate about her environment than most, Dr. Devlin describes her setting with ease. She sits in her home at a desk that was once

a part of a bowling alley at Connecticut College. The desk has four 2-drawer black filing cabinets, and is about eight feet long and four feet wide. Surrounded by books, she works on one side of the desk, and her husband works on the other. Beyond this, she is encircled by three and a half walls with prints and posters of places that she has been and things that she loves. Outside, she observes that the snow has almost melted.

Dr. Devlin once thought that she wanted to be a physician, but she jokes that this was *before* she enrolled in chemistry! After that, she studied environmental psychology with Drs. Stephen and Rachel Kaplan at the University of Michigan. She says, “There was a moment then when I thought to myself, ‘This discipline combines so many things that I am interested in: psychology, architectural studies, and the arts.’ That was the moment when I discovered that you can investigate the role of the environment in human well-being.”

Since then, Dr. Devlin has published extensively on healthcare environments, in particular on the role of a facility’s appearance in people’s judgements of expected care. She currently examines the roles of perceived control, social support, and positive distraction as mediators of stress in healthcare settings, and perceptions of psychotherapists’ offices.

In addition to her academic career, she regularly maintains her talent as a figure skater. She says, “I used to do that seriously when I was young. Even as an older adult, I still skate two or three times a week, and I am still doing double jumps. Skating is my escape from the stresses of day-to-day living. I really enjoy it.”

### What Is EBD?

“From a definitional standpoint,” she explains, “EBD is used to provide data or evidence from credible research to make sure that the decisions being made about design have been tied to measurable outcomes and aren’t just based on intuitions, whims, or aesthetics. I think people ordinarily think about EBD in the context of healthcare because that is where it has been most widely applied. But from my point of view, there isn’t any reason why you couldn’t take the same concept and apply it to other facility types such as educational, workplace, and even retail environments.”

When asked if EBD is sometimes overlooked, Dr. Devlin laughs. She says, “I would say that it is *frequently* overlooked. And I think that the academy is at least partly at fault—if not more than just partly. This is because, as academics, we want to have our research published in high-impact journals but we don’t spend enough time making our research understandable to people who don’t have the same kind of training that we do. I think that leads to a good portion of the research we do not being accessible or understandable to practitioners.”

Dr. Devlin also places part of the blame on design schools that do not put enough emphasis on helping design practitioners understand the fundamentals of this research. She explains, “I’ve been

to enough conferences to know that the level of knowledge about basic statistics is sometimes pretty low.” To remedy this, she suggests that design schools, and architectural programs in particular, need to place more emphasis on the importance of research.

“I think awareness is growing,” she says, “and I think it will continue to grow because the premier area for EBD is healthcare, and healthcare is big business. A number of the larger architectural firms like HOK, HKS, Cannon, BBH, and Perkins+Will are beginning to have staff members who are trained as researchers so that they can help the firms evaluate their projects. That is certainly a value added to their clients and will lead to better outcomes.”



Another example that she believes will lead to growth in the field is the recent acquisition of *Health Environments Research and Design* journal by Sage. “The publisher will give the field more prominence, and I think it is a testament to the fact that people believe this work has a role in helping to inform the quality of the physical environment.”



### Effects of the Physical Environment

According to Dr. Devlin, her mentors, Drs. Stephen and Rachel Kaplan, are more interested in the natural environment than the built environment. “But I’ve taken what I learned from them about the role of landscaping and nature as a part of the built environment, so I see myself as taking their foundation and moving it into the built environment, which is where my interests are.”

For example, in another article, Dr. Devlin discussed how taking students to Rome gave her a new perspective on how the layout and size of the environment and proximity to natural elements contrasts with the experience of American architecture. In particular, she noted that she never once had to get in a car when she was in Rome (Ballinger, 2011).

Other cities have also altered her understanding of how the built environment shapes our perceptions. “Most recently, I have conducted research on healthcare environments in Portugal and the United States. Interestingly, participants in the United States talked about what we call a health status whiteboard, which is generally located at the footwall of the room across from the patients’ feet. Healthcare practitioners write patients’ statuses on this board such as when your next physical therapy appointment is or what your last level of indicated pain was. That is what patients like in the United States, but they didn’t have that in Lisbon” (Devlin, Andrade, & Carvalho, 2015).

To explain this discrepancy, she says, “If you think about contrasting the two countries, the United States is much higher on the individualism-collectivism dimension than Portugal is, so being more in control and having information about one’s healthcare status was really important in the United States, although that didn’t emerge at all in Portugal. This is just one example of how the physical environment—in this case, a status whiteboard—can be used to help reveal that kind of information.”

“Lisbon is known literally as the city of light,” Dr. Devlin continues. “When I went there the first time, it became very clear that natural light affects physical settings like healthcare facilities. This really changed my view of how climate plays

such a significant role in what is possible in different settings because their window walls were significantly larger in Lisbon than they would be in the northeastern United States.” When Dr. Devlin and her coauthors did research in that setting, the patients talked about the kinds of variables that made a difference in their judgments of their surroundings. Sure enough, natural light and window wall size clearly came through in Lisbon in a way that it didn’t in the United States.

Like Dr. Devlin’s trip to Rome, she also spent a semester with students in Hanoi, Vietnam, through a program called Study Away/Teach Away offered at Connecticut College. In this more temperate climate than the northeastern United States, “the transition between indoors and outdoors is less definite, so I again found examples of how climate and weather play a role in shaping our settings and what is possible and what isn’t from an energy standpoint.”

### Applying This Research

So how can patients use their settings to help them select a healthcare provider? According to Dr. Devlin, “If you do an Internet search on a practitioner and all you have available to you is simply that (a) no complaints have been made about this person and (b) the price charged for a particular procedure, it is hard to know how environmental design will play a role in your decision. However, if you make a visit to someone’s office or see photographs of a facility on a website, I think those are moments when the look of a place or the quality of the place communicated through the design can certainly make a difference in people’s judgements.”

“If you ask me how I choose a physician, I choose based on qualification: ‘Where did the person go to school?’ ‘How many years of practice has the person had?’ and ‘How many of the procedures that I might need has the person done?’ There are certainly questions like these that have priority. After that, in my perspective and in my research, the quality of the surroundings is a reflection of the physician. If a physician doesn’t care enough to create a welcoming environment for patients in the reception area and the waiting area, or if a physician’s own office is cluttered with stacks of files and things on the floor, which is less likely to be the case anymore given the move to electronic health records, I think it reflects

negatively on the provider.”

This was the case in a series of studies that Dr. Devlin and Dr. Jack Nasar from Ohio State conducted about psychotherapist offices (e.g., Devlin & Nasar, 2012). She says, “In this study, we used 30 photographs of therapists offices from Manhattan, and participants, about 50% of whom had been in therapy at least once, made judgements about the quality of care that they expected to receive in these settings. Then, we essentially did some regression analyses, and we could predict the kinds of settings in which people thought highly of the practitioner. Those settings had a couple of qualities, and one was that they were orderly. The second quality was that they had some degree of personalization so that they were welcoming, comfortable, and weren’t sterile or austere. I do think the quality of the surroundings is one of the factors involved in that relationship, especially if you are considering spending a lot of time in an office as would be the case if you were seeing a psychotherapist.”

## How You Can Get Involved

Dr. Devlin enjoys working with students and has coauthored a number of articles with student authors. She says, “One of the activities that we have in our Psi Chi chapter is a day-long annual conference, which I think has been a model for other chapters. A lot of my research methods students present their culminating work at that conference, so it is always a very exciting day to see them stand up and present professionally.”

She also recognizes the value of mentorships. When comparing the way that most psychotherapists can trace their roots to Sigmund Freud, she says, “I can trace my roots to the Kaplans. They are extraordinarily giving in terms of the time they spend to help you achieve your goals. They are some of the founding members of the environmental psychology movement, and they have a very impressive track record of people who follow in their footsteps.”

In her own students, she looks for passion and commitment. “They need to show up to class!” she laughs, adding, “I like people who are observant and curious because I think sometimes the best research questions simply come from looking at the world around you and

observing what is going on.” For anyone interested in environmental psychology, she provides the following four suggestions.

1. If there is an environmental psychology class, she highly recommends taking it, but also believes that students can learn about many of the concepts of environmental psychology (e.g., personal space, territoriality, coping, and resiliency) in courses such as Social Psychology or Health Psychology.
2. Outside of psychology, she encourages students to take an architectural studies program if they are able to do so, as well as environmental studies. She says, “Although I haven’t stressed this in our conversation today, there is a big aspect of environmental psychology that deals with environmental conservation, restorative environments, and sustainability; environmental studies is a good home for that.”
3. For those interested in healthcare work or healthcare design, she suggests that they check out the Center for Health Design. This organization has a great source of short articles dealing with current topics in healthcare design and “empowers healthcare leaders with quality research that demonstrates the value of design to improve health outcomes, patient experience of care, and provider/staff satisfaction and performance” (Center for Health Design, n.d.).
4. The Environmental Design Research Association (EDRA) is also a group of people from a variety of disciplines (e.g., architecture, landscape architecture, psychology, sociology, and urban and regional planning) who come together for an annual conference to present work on behavior and environment studies (EDRA, n.d.). According to Dr. Devlin, “For those of us involved in this area of work, EDRA is our home. It has likeminded people and is a good place to go and sort of recharge your batteries.”

## Final Thoughts

Although you might never have felt at ease in a healthcare setting, Dr. Devlin is as comfortable there as she is skating figure eights on the ice. She says, “I come from generations of healthcare providers; my grandfathers and father were physicians, and my mother was a surgical nurse,



so I sort of grew up with it.” Seeking to help share her knowledge with others via EBD, her dedication has led to a variety of accomplishments including her new role as editor-in-chief of *Environment and Behavior*, a new research methods book under contract with Sage, and another book she has been approached to write related to environmental psychology. Thanks to her advice today, many readers of this interview may already feel more comfortable with and aware of the importance of their environments, both in healthcare settings and beyond.

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**Ann Sloan Devlin, PhD**, is the May Buckley Sadowski '19 Professor of Psychology at Connecticut College. Devlin's fourth book, *Transforming the Doctor's Office: Principles From Evidence-Based Design*, focuses on healthcare

environments. Another of her books, *What Americans Build and Why: Psychological Perspectives*, focuses on a range of facility types (residential, educational, medical, office, and retail), and the evidence from psychology that fosters our understanding of behavior in these settings. In January 2016, she became editor-in-chief of the journal *Environment and Behavior*; she is past Environmental Design Research Association board member and secretary. At Connecticut College, she has received the John S. King Faculty Teaching Award and the Helen Brooks Regan Faculty Leadership Award. She is a fellow of Division 34 of the American Psychological Association.

## Chapter Activities

**W**ith more than 1,100 chapters, Psi Chi members can make a significant impact in their communities. Reviewing Chapter Activities in *Eye on Psi Chi* is a great way to find inspirational ideas for your chapter and keep in touch with your chapter after you graduate.

Activities are listed in the following categories:

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

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

### Submission deadlines\*

Fall: June 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*.

### ABBREVIATIONS:

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

## EAST

### Fordham University at Lincoln Center (NY)

**MEETING/SPEAKER EVENT:** The chapter had another active fall semester in 2015, with 12 diverse activities with Fordham Psychology Association and Graduate School of Education. One of these was the October 26 Forum on Psychobiography, which featured eight experts: Drs. Robert and Sarah LeVine (Harvard), Dinesh Sharma (Fordham), Sudhir Kakar (Goa, India), Paul H. Elovitz (Founder, Psychohistory Forum), Joseph G. Ponterotto (Fordham), Uwe P. Gielen (St. Francis), and Sheila Henderson (Fordham).

**COMMUNITY SERVICE:** On November 5, the 35th Fordham Forum on Graduate School Admissions in Psychology was chaired by Fatima

Varner, and featured panelists Joseph G. Ponterotto (welcome), Mark E. Mattson (application process), David S. Glenwick (undergraduate courses), Karen Siedlecki (undergraduate research), Harold Takooshian (cocurricular activities), Jacqueline Hecker (clinical training), Fatima Varner (alternatives to clinical), and Fred Wertz (training and licensing).

**MEETING/SPEAKER EVENT:** On November 10, a public forum on "Stanley Milgram: The EXPERIMENTER" was cochaired by Drs. Harold Takooshian and Randi Bennett, and featured messages by Drs. Henry Solomon, Edward English, Florence L. Denmark, Kathryn Hahner, Edward Price, David M. Mantell, Edward Erdos, Stuart Levine, Eugen Tarnow, and Anne-Katrin Titze.

### Lehman College, CUNY

**CONVENTION/CONFERENCE:** The chapter sent two members, Sara Mazo and Nadia Floyd, to present a workshop on Psi Chi programs at NEPA. The research projects of three chapter members, Denise Celestino, Pamela Sanchez, Alana Sandoval (and Tiffany Dangleben who is expected to be inducted this spring) have been accepted for presentation at EPA and MPA. Two alumni, Dr. Christina Barbieri and Dana Miller-Cotto, will also be presenting research at EPA.

**COMMUNITY SERVICE:** The first spring semester bake sale was hosted to raise funds to support members who will be traveling to MPA to present their research.

**MEETING/SPEAKER EVENT:** The first spring edition of the chapter newsletter was published. It contains articles by



**A** Forum on Psychobiography at Fordham University at Lincoln Center (NY)

**B** Lehman College, CUNY Chapter at NEPA: (from left) Nadia Floyd, Dr. Vincent Prohaska, and Sara Mazo



current and alumni members. The alums wrote about their transitions from undergraduate to graduate students.

#### Quinnipiac University (CT)

**INDUCTION CEREMONY:** Twenty-three students were inducted at the chapter's formal induction ceremony on November 8, 2015. Officers led the ceremony, which was attended by inductees, their parents, the chapter advisor, as well as multiple psychology department professors. The chapter was honored to hear a lecture entitled "Systematic Training in Compassion: Empirical Validation in Multiple Contexts" given by Dr. Thomas Pruzinsky. Parents were welcome to this lecture, and everyone learned a great deal!

**COMMUNITY SERVICE:** The chapter was also busy this fall participating in service activities. The chapter ran the annual

Psi Chi food drive, collected food items, and delivered them for donation to the CT food bank. The chapter also made a team and participated in the Hamden Out of the Darkness Walk, which supports the American Foundation for Suicide Prevention on November 27. Members volunteered at the psychology department's annual Fechner Day celebration in which demonstrations of psychological phenomena are presented to students and faculty across the university.

#### Temple University (PA)

**MEETING/SPEAKER EVENT:** The chapter's first event of the semester was one of collaboration as well as information on a lesser known area of psychology: the industrial/organizational field. Combining resources, advertising, and member requests with the university's Psychology Majors Association, Psi Chi

assembled multiple professionals in the I/O field with ties to the university. These professionals provided a local perspective on I/O psychology and acted as a resource to students curious about the subject. I/O psychology interest has been on the rise in the chapter's psychology student body, and the event was well-received by new students, growing the variety of disciplines present in the chapter and strengthening the relationship between Psi Chi, the university, and fellow psychological organizations.

**COMMUNITY SERVICE:** The chapter began its second annual book drive in January, this time partnering with the Philadelphia READS campaign and the Philadelphia library system. Gently used children's books, board books, picture books, and chapter books intended for higher grades were accepted by the chapter from January until May. The

chapter hopes that its focus on children's literacy will nurture scholarship in the community that hosts it, and help under-resourced schools and teachers in the surrounding area.

#### The Penn State University World Campus

**COMMUNITY SERVICE:** All Psi Chi and Psychology Club members were invited to collect art supplies and gift cards for the children's art therapy program at The Lehman Center in York, PA. E-mails and Facebook posts were used to provide information about the program, the program's wish list, a printable holiday card, and instructions of how to package and send donations. For 2 weeks in December 2015, members collected and mailed donations to The Lehman Center from around the country and Japan. Pictures of numerous donations were collected and turned into a picture collage to share



**Lehman College, CUNY**  
Chapter's fall induction ceremony

Just some of the donations collected for the **Penn State University World Campus** Chapter's 2015 Charity Drive for The Lehman Center's Art Therapy Program for Children



and keep in the chapter archives.

### Westfield State University (MA)

**COMMUNITY SERVICE:** The chapter partnered with the Between Bridges Homeless Ministry of Springfield to create 28 blessing bags full of daily and winter essentials. This ministry, headed by Larry Freeman, collects needed items for homeless men while also providing them with referrals to help them battle addictions. Items donated by Psi Chi members and the community included granola bars, toothbrushes and toothpaste, first aid kits, hand warmers, and more. Members met for an evening to organize and bag the donations, while also connecting with each other. The donation drive was a huge success in more ways than one! It brought necessities to the homeless while fostering community building in the chapter.

## MIDWEST

### DePaul University (IL)

**COMMUNITY SERVICE:** The chapter formed a partnership with Chicago Lights, a tutoring and mentoring program for underprivileged youth. Members volunteer weekly to encourage attainment of higher education for this underserved population. Additionally, the chapter teaches an emotion regulation class for kindergartners and first graders. The goal is to teach essential skills such as recognizing emotions, communicating emotions, learning vocabulary around emotion, and building coping skills. The class also incorporates self-esteem building and learning prosocial skills through classroom activities.

**MEETING/SPEAKER EVENT:** The chapter invited Rok Teasley to speak about his experiences in the Peace Corps. Rok

completed his service in Moldova, and he helped government officials build a youth center where children could play, seek assistance with schoolwork, and have access to computers and tablets. About 20 members attended the event and were interested in learning more about the Peace Corps and the requirements to join. After giving an engaging presentation, Rok answered several members' questions about international safety, living conditions, cultural differences, language barriers, and overall impact.

**MEETING/SPEAKER EVENT:** On February 24, 2016, Kelly Erdman, a graduate admissions counselor, and Kyle Page, a doctoral psychology student, from Roosevelt University spoke to the chapter about the various graduate programs in psychology. Their presentation highlighted the newly established industrial/organizational doctoral program in psychology

at Roosevelt. Erdman encouraged members to attend the upcoming admissions fair. Members in attendance asked several questions about applying to graduate school after the presentation.

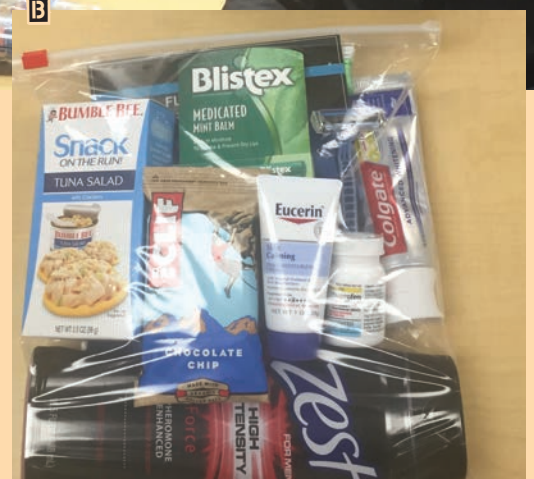
### Michigan School of Professional Psychology

**SOCIAL EVENT:** Student members traveled to the VA Hospital in Ann Arbor, Michigan to host a game night for the patients. Most of the patients were older adults, battling serious illnesses, and wheelchair-bound—all with a zest for life. Student responsibilities entailed assistance with game set up, arranging tables and chairs, supplying bingo sheets and stamps, distributing snacks, calling out numbers, and passing out prizes. Spending a few hours with the patients was a wonderful way for members to show gratitude to military service veterans, have fun together, and further expand the awareness of social justice,



**A** Westfield State University (MA) Chapter officers Alecka (president), Brianne (historian), Julianne (vice-president), and Colin (secretary), with 28 blessing bags!

**B** Westfield State University (MA) Chapter's blessing bags are stuffed full!



multiculturalism, and the intersection of psychology.

**COMMUNITY SERVICE:** The chapter coordinated a volunteer opportunity to help HAVEN, a nonprofit organization helping victims of domestic violence and sexual assault, with their annual gift-giveaway shopping event. This event allows clients to shop and select special gifts for each member of their immediate family. Student duties included restocking and organizing the gift tables, helping load vehicles, handing out wrapping paper and supplies, and acting as personal shopping assistants. This year's event served 281 adults and 610 children. Watching so many mothers become empowered and feel the support of the community was a gentle reminder of how important it is to spread light and positivity to those who might have spent years in darkness. The chapter plans to continue to participate in this event annually.

#### Missouri Southern State University

**COMMUNITY SERVICE:** The chapter spent a day of spring break volunteering at Souls' Harbor, an organization that provides food, shelter, and other services for individuals who are homeless. Members packaged perishable donations from local restaurants, bread, vegetables, and canned goods, which were distributed to individuals and families who came to Souls' Harbor.

## ROCKY MOUNTAIN

#### Colorado State University–Pueblo

**SOCIAL EVENT:** The chapter hosted its eighth annual Graduate School Meet and Greet. Nine graduate programs in Colorado attended to greet more than 80 prospective graduate students in psychology and social work. The event

connected students and programs in a friendly setting to have all graduate school questions answered.

#### Utah State University

**COMMUNITY SERVICE:** The chapter participated in the university's annual Festival of Trees. This fun and positive university-wide service activity gives organizations an opportunity to purchase and decorate a Christmas tree. The tree is displayed on university campus and then donated to a local low-income family. Psi Chi members selected tree ornaments designed to be fun and educational for the children of the receiving family including different kinds of puzzle books along with more traditional ornaments and candy. Psi Chi has participated in this annual event for the past 3 years. Members always find it to be a fun and meaningful way to contribute to the local community.

## SOUTHEAST

#### Agnes Scott College (GA)

**SOCIAL EVENT:** Officers organized and hosted a regression lawn party attended by 120 psychology majors. Participants regressed to an earlier stage of development and played with toys (e.g., Twister, hula hoops, Jenga, Monopoly, Play-Doh, Legos, Uno, Clue, etc.) for 2 hours. The event also included ice cream sundaes and psychology-themed raffle prizes. Attendees participated in games to earn raffle tickets, which they used to bid on prizes.

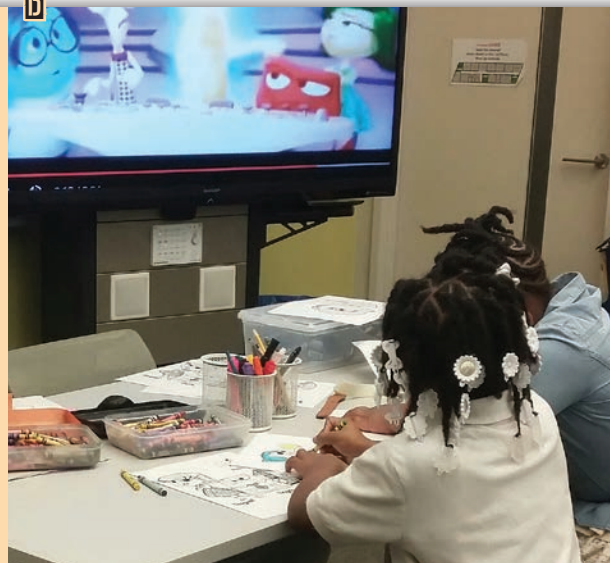
**INDUCTION CEREMONY:** Officers hosted an induction ceremony at the end of last semester. Students ate ice cream and cookies after the induction, and discussed internships and research opportunities that they have been involved with. The more senior members gave contact information for these

C



**C** Utah State University members at the Festival of Trees

D



**D** DePaul University's (IL) Chapter teaches emotion recognition and regulation to kindergartners and first graders at Chicago Lights using the movie *Inside Out*.

E



**E** DePaul University (IL) officer, Yvita Bustos, teaches young students about emotions at Chicago Lights.

## Chapter Activities

opportunities to the newer members and encouraged them to get involved.

### Florida International University

**COMMUNITY SERVICE:** At the chapter's Valentine's Day social, members created cards and gift boxes to donate to children suffering from childhood cancer. Some of the boxes included teddy bears, drawings, crafts, and heart-felt notes. These donations were made to the Miami Children's Hospital in Miami, FL.

**MEETING/SPEAKER EVENT:** The chapter kicked off its new Psychology Talk Series with Adam Ventura (CEO of World Evolve Inc.). Ventura, a certified behavior analyst and leader in the South Florida community, discussed the field of behavior analysis. Some topics such as career paths, graduate schools, and the history of behavior analysis were covered. At the end of the event, Ventura offered students the opportunity

to apply for paid internships and involvement in research through his company. His staff also gave information on graduate schools in behavior analysis.

**INDUCTION CEREMONY:** The chapter proudly inducted new and ambitious Psi Chi members at the fall induction ceremony. The chapter recognized a special group of members who were active enough to attain eligibility into the chapter's Standout Program, a collaboration the chapter made with 22 research labs at Florida International University to promote research involvement for undergraduates. After being admitted into the program, members may interview at any of the 22 labs to become research assistants.

### University of Mary Washington (VA)

**FUND-RAISER:** This year, the chapter continued with the tradition of making power cards as a fund-raiser. The power card is a series of discounts from local

businesses that agree to participate. The chapter sold the cards for five dollars each. This year's power card included discounts such as 20% off at IHOP and 15% at Vivify Burger and Lounge, a popular restaurant in downtown Fredericksburg. Historically, this has been a very successful fund-raiser, and the chapter has already started to sell many power cards. All of the proceeds go to travel scholarships for members and funding for the chapter as a whole.

**COMMUNITY SERVICE:** This semester, the chapter teamed up with the National Society for Collegiate Scholars to help with the March to College Day. This event serves as an opportunity for high school students in the Planning to Achieve Collegiate Excellence program to experience a typical day in college as well as begin to prepare for their college search. Psi Chi contributed to this event by giving tours of the campus, specifically the psychology building, and

offering unique perspectives on campus involvement.

**CONVENTION/CONFERENCE:** The chapter hosted its annual Psi Chi Research Symposium for the department of psychological science this past April. This symposium gives students a chance to present research they have produced throughout the year. After two days of student presentations and poster sessions, the chapter hosted a keynote speaker to close the ceremony. This year, the keynote speaker was Dr. Diana L. Robins, a specialist in diagnosing autism in toddlers at Drexel University (PA). At the close of the ceremony, the department also gave out scholarships and awards to its top students.

**SOCIAL EVENT:** The chapter was excited to find out that two officers, as well as the chapter as a whole, were nominated for Eagle Awards at the University of Mary Washington. The Eagle Awards ceremony is a chance for the university



**A** The yearly "regression" lawn party at Agnes Scott College (GA), which is sponsored by Psi Chi.



**B** Florida International University Chapter's Valentine's Day social



**C** University of Mary Washington (VA) officers with Diana Robins at the 31st Annual Psi Chi Symposium

to recognize both individuals and groups for a variety of successes. The chapter was nominated for the Innovation in Fund-raising Award for its work in fund-raising with discount cards that it creates featuring businesses in the community to raise money for scholarships. In addition, it was nominated for the Outstanding Large Scale Program to recognize the Annual Psi Chi Symposium.

#### West Liberty University (WV)

**FUND-RAISER:** The chapter joined together with the West Liberty University Psychology Club for a fund-raising event. The organizations made and sold more than 2,000 chocolate candy rats. Money raised from this event went toward philanthropy events and assisted with Psi Chi-related expenses including the chapter's induction dinner.

**COMMUNITY SERVICE:** The chapter donated to the "Pink party" basket raffle.

All proceeds supported the Wheeling Hospital Breast Cancer Center. Baskets were filled with relaxing and stress reduction aromatherapy items from Bath and Body Works, calming coloring books, coupons, and of course, chocolate candy rats! Additionally, members participated in the university's Relay for Life annual event.

#### West Virginia University

**MEETING/SPEAKER EVENT:** In the January 2016 chapter meeting, faculty member Dr. Claire St. Peter spoke regarding the opportunities for undergraduates to become Board Certified assistant Behavior Analysts (BCaBA) to work under supervision with clients with autism spectrum disorders and other clinical issues. The university currently has a program available to undergraduate students that allows them to complete requirements for the BCaBA during the course of their undergraduate

careers. Students were excited to hear about this opportunity that would further prepare them for graduate school or a future career.

**SOCIAL EVENT:** In January 2016, the chapter hosted its annual Student-Faculty Pool (Billiards) Tournament in the student union, the Mountainlair. This year, two students, Toni Young and Christopher Eloi, were the victors, winning out over three faculty and numerous other students. Their names will be displayed in the perpetual trophy in the university's department of psychology.

**MEETING/SPEAKER EVENT:** Immediately following the January 2016 chapter meeting, a mock interview session was hosted by Dr. Nicholas Turiano (Life-Span Developmental faculty member). Two faculty members and several graduate students in the department were on a panel to discuss the graduate school interview process. All who

attended heard valuable advice on how to prepare and act during an interview. After the information portion of the event, undergraduate students had the opportunity to be interviewed and receive valuable feedback. With several of the members having interviews soon, the event was perfectly timed and helped students on the path to achieving their goals.

## SOUTHWEST

#### University of New Orleans (LA)

**FUND-RAISER:** During the fall semester, the chapter helped raise awareness and funds to support the National Alliance on Mental Illness (NAMI) through several events. First, members hosted a bake sale on campus to raise money to support the organization. The chapter then teamed up with other student organizations on campus

D



E



**D** Florida International University Chapter's Standout program

**E** A group photo at the fall semester Psi Chi induction at Agnes Scott College (GA)

## Chapter Activities

to participate in NAMI's annual walk. Combining community engagement with New Orleans tradition, participants in the NAMI walk were led by a jazz band in a traditional New Orleans second line parade, following a 2-mile loop through Audubon Park. Students enjoyed walking alongside community members to help raise awareness about the importance of building systems to treat mental illness.

**MEETING/SPEAKER EVENT:** The chapter hosted several events focused on preparing for graduate school. The first event included a panel of current graduate students who spoke with undergraduate psychology students about the process of applying to graduate school. Topics covered including selecting schools to apply to, taking the GRE, choosing letter writers, and completing the application. Psi Chi officers also organized an event in which faculty representatives from psychology departments across the state came to speak with students about the diverse graduate school programs and training opportunities within the field of psychology.

## WEST

### Nevada State College

**FUND-RAISER:** The chapter hosted its first ever fund-raiser on March 16 and 17, with the theme of St. Patrick's Day. Patrons were treated to tasty brownies, cookies, and gold and green necklaces. The chapter raised enough money to fund the spring induction ceremony, promotional items for a psychology fair, and had funds left over for the next academic year.

**INDUCTION CEREMONY:** The chapter hosted its third semiannual induction ceremony on April 1. Seventeen new members were pinned, bringing the chapter total of active members to 43. The ceremony was attended by inductees, current members, friends and family, and psychology faculty. Graduating seniors were also acknowledged with a speech.

**RECRUITMENT:** The chapter worked with the University of Nevada, Las Vegas Psi Chi chapter and College of Southern Nevada Psi Beta chapter in collaboration on the First Annual Prepare for Your Future Psychology Fair on April 2. Members recruited community partners for the event, and staffed a table where attendees were able to take a quick personality assessment and learn more about psychology.



**A** University of New Orleans (LA) Chapter bake sale

**B** Keynote Speaker Diana Robins at the University of Mary Washington (VA) Chapter's 31st Annual Psi Chi Symposium

**C** Nevada State College Chapter's executive board spring 2016 fund-raising

**D** Nevada State College Chapter's spring 2016 inductees and current members



E



F



G



H

**E** West Virginia University Chapter hosts a "mock interview" session, preparing members for graduate school interviews.

**F** West Liberty University (WV) Chapter's chocolate rat fund-raiser

**G** University of New Orleans (LA) members get ready for the NAMI walk.

**H** Nevada State College Chapter at the Prepare for Your Future Psychology Fair

**I** West Virginia University Chapter hosts its annual Student-Faculty Pool Tournament.



I

## Alumni in the News

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

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

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

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

## EAST



**Charla M. Davis [2009]**  
**Chatham University**

Charla completed her PsyD in clinical psychology from Adler University (IL). She also welcomed a bouncing baby boy, Jaxon Xavier Davis, in November 2015.



**Jaclyn Hunt, MA, CAS [2006]**  
**Kean University (NJ)**

Jaclyn became an Autism and Special Needs Life Coach and Certified Autism Specialist for clients based in New Jersey and all across the United States via Skype. She has helped adults on the spectrum navigate the social world.



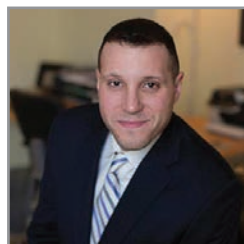
**Nriya Ramani, MA [2011]**  
**Pace University (NY)**

Nriya of Refugee Youth Project Baltimore, started as a language instructor and then created highly popular Bollywood dance routines. The classes are comprised of 20 to 25 students and have been recorded.



**Joanne Conrad, MEd [2007]**  
**Saint Anselm College (NH)**

Joanne received her degree in School Counseling from The College of William & Mary and became a Nationally Certified Counselor. She also celebrated the birth of her daughter and the PhD candidacy of her husband.



**Joseph J. Williams, LMHC ACT [2003]**  
**St. Francis College (NY)**

Joseph is the founder and director of Clove Road Cognitive Therapy, PLLC, a private practice on Staten Island, NY. He is also a school counselor in the New York City Department of Education.



**Cliff Workman [2003]**  
**University of Maryland, Baltimore Co.**

Cliff completed his PhD in medicine in 2015 at the University of Manchester (England) and is now a postdoctoral scholar at the University of Chicago (IL). He studies susceptibility to persuasion by terrorist recruitment propaganda.



**Shawn Landry [2004]**  
**University of Massachusetts Lowell**

Shawn is currently in his 11th year of teaching psychology and English at Billerica Memorial High School (MA), where he uses experiences with his children (Tucker, 6 and Bailey, 4) to illustrate psychological concepts.

**Elyssa Scharaga, PhD [2009]**  
**The George Washington University**

Elyssa will begin a 2-year post-doctoral fellowship in geriatric neuropsychology at the Veteran Affairs Connecticut Healthcare System, West Haven Campus in the fall of 2016.

## MIDWEST



**Samone M. Smith-Brown, PhD** [2015]  
**Capella University (MN)**

Samone opened up [www.yoursymmetricalself.com](http://www.yoursymmetricalself.com) Life Coaching Services. She is also in the process of filming a documentary based on her dissertation.



**Brian Bullington** [2006]  
**Indiana University**

Brian has served for 4 years as the Executive Director of America SCORES Chicago, an educational nonprofit providing after-school whole-child development through soccer, poetry, and student-directed service learning.



**Linda Houts, MSW, LCSW** [2010]  
**Missouri Southern State University**

Linda and team at Cedar County Memorial Hospital's Senior Life Solution were awarded West Regional Program of the Year 2015 from Psychiatric Medical Care for excellence in Care, Compliance, and Community.



**Heather Artushin, LLMSW** [2012]  
**University of Michigan**

Heather began working for the ALS Association as the Care Services Coordinator in West Michigan, making a difference in the lives of patients who are facing ALS and their caregivers and family members.



**Justin Hodge, MSW** [2013]  
**University of Michigan**

Justin ran for Ingham County Commissioner in 2014. More recently, he was appointed by the East Lansing City Council to the Human Relations Commission, which protects the civil rights of all people within the city.



**Linda Talley, PhD** [2012]  
**Walden University (MN)**

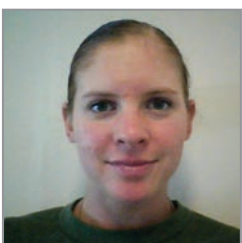
Linda had her research article, "How Leaders Influence Followers Through the Use of Nonverbal Communication," published in the *Leadership and Organizational Development Journal* (2015), 36(1), 69-80.

## ROCKY MOUNTAIN



**Lorinda Eldredge** [2006]  
**Northcentral University (AZ)**

Lorinda received her master's in addiction counseling from Grand Canyon University (AZ). She has received many scholarships, is taking her COMPS, and will be PhD, ABD, shortly. Lorinda has a tutoring/therapy business.



**Second Lieutenant Erica Minopoli** [2010]  
**Northern Arizona University**

Erica completed her masters in mental health counseling in 2014. She then joined the United States Marine Corps and is now a Marine Corps Officer in Aviation Maintenance.

## SOUTHEAST

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**Christie Cunningham, MS [2004]**  
**Lincoln Memorial University (TN)**

Christie has been teaching psychology at Pellissippi State (TN) since 2009. She recently earned tenure as an assistant professor and won the 2016 Excellence in Teaching Award.



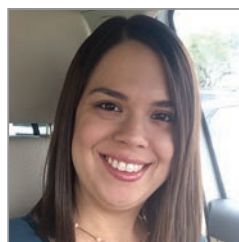
**Donald Norris Jr, MS [2007]**  
**Gardner-Webb University (NC)**

Donald wrote and published a book titled *The Issue of Bullying* in 2012. The book has been listed on such websites as Barnes & Noble, Amazon, iTunes, and Kobo Books. It is about different types of bullying.



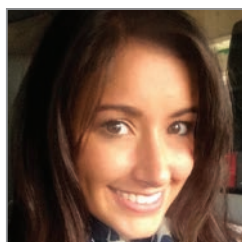
**Vanessa Murphy, MS, BCBA [2015]**  
**Nova Southeastern University (FL)**

Vanessa is currently employed by Sunrise Community Inc. Her work consists of aiding adults with developmental disabilities to achieve independence and overcome problem behavior.



**Nathalie Chomon (Siru), BA [2006]**  
**University of Miami (FL)**

Nathalie received her Juris Doctor degree in 2009 from the University at Buffalo Law School (NY). She has been an assistant state attorney in Miami, FL, since 2010. Nathalie married Jose Chomon in January 2012.



**Ivori Zvorsky [2012]**  
**University of Richmond (VA)**

Ivori was accepted into a clinical psychology PhD program at the University of Vermont in 2014. She is an NIDA predoctoral fellow in substance abuse at the Vermont Center on Behavior and Health.

## SOUTHWEST

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**Heather Dial [2016]**  
**Rice University (TX)**

Heather recently accepted a postdoctoral research position at the University of Texas in Austin to pursue research on developing novel behavioral and neuromodulatory treatments for people with primary progressive aphasia.



**Steven Bond [2011]**  
**Texas A&M University—Central Texas**

Steven began working as the Director of Admissions in a large psychiatric hospital after 5 years of postgraduate employment and 12 years of psych experience. He looks forward to COO and CEO positions in the very near future.

**Justin T. Guy, MSW, LMSW [2011]**  
**Southern University and A&M College (LA)**

Justin graduated from Southern University and went out to obtain an MSW from Louisiana State University in 2015. He now works as an advocate for chemically dependent patients at the local hospital.

## WEST

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**Ladan Boustani [2014]**

**Alliant International University (CA)**

Ladan graduated with her PsyD degree in 2014. She is now a licensed clinical psychologist working at Saddleback College Counseling Center (CA) and plans to teach courses in future semesters. She also sees clients at a group practice.



**Kerry Heming Brown [2015]**

**University of Alaska Anchorage**

Kerry is a recent graduate from the University of Alaska Anchorage with her BA in psychology. She was the first child in her family to graduate from a 4-year university. She is pursuing her MS in psychology.



**Kaira [2001]**

**University of California at Santa Cruz**

Kaira is using her education in psychology as a marketing consultant with her own company: [www.kaira.com](http://www.kaira.com). Social psychology has been instrumental in this career.



**Danielle Pearson, PhD [2003]**

**University of California, Riverside**

Danielle completed a PhD in developmental psychology at the University of Stirling in Stirling, Scotland, in 2014. She now works as a senior research analyst at Chaffey College in Rancho Cucamonga, CA.



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