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Gray Matters



Psi Chi's Undergraduate Newsletter for Psychology Majors

Message from Our Faculty Advisor

Dr. Deborah Garfin

This past fall semester was filled with exciting programming. We began by recruiting members at the **Student Organization Street Fair** in late August. September programs included a **Curriculum Vita Workshop** and a **Personal Statement Workshop** (thanks, Dr. Weyermann!) – both helpful to students preparing their graduate school applications. In October, we sponsored our first annual **Graduate School Panel**. Seventy psychology majors attended a highly informative program where representatives from 6 different graduate schools (GSU, Emory, Georgia Southern University, University of Western Georgia, Argosy University, and University of Central Florida) described their graduate programs as well as discussed important factors to consider in preparing for and applying to graduate school. We were fortunate to have Dr. Owren present his annual **Creating a Research Poster** session as students began preparing for PURC and we again co-sponsored **PURC** with the psychology department and the GSU Second Century Initiative in Primate Social Cognition Evolution, and Behavior. Our **Fall Induction** occurred in early

November where we inducted 63 new members (the most ever!) to our GSU Psi Chi chapter. Thanks to an inspirational presentation by Dr. Kleider who shared her interesting career path with us. We also held our annual **Practicum Fair** where representatives from both research and applied practica sites shared information about their programs. The semester ended with **Movie Night**, featuring the movie, "Reign Over Me." Dr. Negar Fani from Emory was our guest speaker and shared valuable information about PTSD.



Psi Chi has begun working with GASP – the psychology graduate student association – to develop a **mentoring program** between psychology undergraduates and graduate students. Selected undergraduates will spend a few hours with their mentor to gain a better understanding of the research process as well as what is involved in a graduate school experience.

We now have an official **Psi Chi Lounge** – open to all psychology

students. This is located on the 11th floor of Urban Life (1167) and includes a growing **library!** Come and check out books, journals, and other resources of interest to psychology students including textbooks and information about careers in psychology, graduate school preparation, and the GRE. Feel free to donate psychology-related textbooks or GRE prep books you are no longer using. Our undergraduate **peer advisor** meets with students in the lounge 3 times each week – Mondays and Wednesdays from 11:00-11:45 and Fridays from 11:00-1:00. You may reach **Colton Brown** at cbrown107@student.gsu.edu although appointments are not necessary. Psi Chi also provides opportunities to meet with current GSU psychology graduates students in our lounge. Our first **Meet-a-Grad-Student** was held in late January. Take advantage of being able to talk with someone who has (relatively) recently gone through the process of applying to graduate school programs.

For those of you interested in joining Psi Chi, the application deadline for our spring induction (to be held March 29th) has passed. However, applications are accepted on a rolling basis, so please submit yours as soon as possible. If eligible, you will become a member within two months of applying but will not have your formal induction until Fall semester. Applications may be picked up from and returned to the 11th floor Urban Life reception desk. Remember that

all of our programs are open to any GSU student, so please join us whether or not you are a member!

Writing an Effective Personal Statement

Courtney Cadle

Personal statements are an important part of any graduate school application. However, prior to the process of applying to graduate schools, most students struggle with how to write a personal statement. As graduate school admittance grows more and more competitive, it is increasingly important for applicants to write an effective personal statement. Ultimately, the goal of any personal statement is to convince an admissions team that you not only have the ability to excel in a program, but that you have the motivation and desire to set yourself apart by going above and beyond your peers. So, how should one go about writing an effective personal statement? Psichi.org identifies 4 key components to a compelling personal statement:

1. Previous Research Experience: Give a detailed description of your involvement in research. Demonstrate how you were personally invested in the research by discussing your understanding of the goals of the research team. Explain how your research experience shaped you as a student.

2. Current Research Interests: Describe the topics that interest you most in psychology. Make sure that your personal statement stand out to faculty who you would be most interested in working with. You can accomplish this by reading faculty web pages, reading published research articles, or even personally contacting faculty via email.
3. Other Relevant Experience: Describe your experience with work, internship, and volunteer opportunities and highlight how these experiences shaped your interests and goals within psychology.
4. Career Goals: Explain what it is that you would like to accomplish as a psychologist once you have earned your graduate degree. Make it clear that you understand your career options, and outline reasons for why you favor the options that would be afforded to you by a particular graduate program.



Passion to Profession

Chandler Puhly

If you're like me, you probably find most facets of psychology fascinating. Human behavior, neural structures, cognition and mental disorders are only a few of the topics that lure students to the discipline. You likely have a profound desire to help or educate others as well. As a result, you've decided that psychology is your passion. Now it's time to make it a profession! You know psychology to be an incredibly flexible major with numerous applications in various fields. This fluidity makes psychology attractive but often overwhelming for students when it comes to pinpointing interests and making career goals. You will have to make several decisions including: what setting to work in, who to work with and what you want to do. No matter where you are in your undergraduate career, it's time to seriously consider the next steps in your journey.

Choosing your direction will likely take some research. A great place to start is the psychology department website which has numerous links as well as a list of research opportunities that are on and off campus. Another good resource is apa.org. Under the "careers" tab, there is a plethora of information including career descriptions and projected growth rates for

different subfields. Once you have identified an area that interests you, you will need to determine the type of experience you need to gain to keep moving in the right direction.

Getting involved in a research lab is a great way to gain knowledge about a field that you have a strong interest in. I joined a lab my sophomore year that focused on the early detection of autism in children. I had no interest in working with children in the future, but I was very interested in autism and thought it would one day be the focus of my career. After two years in the lab, I now definitely want to work with children but have realized that autism is not where my primary interests lie. Gaining first-hand experience is crucial to developing your interests. It can make you realize that an area you initially found interesting is not the best fit for you. It may even open doors to possibilities that you had not considered!

On that note, it is beneficial to diversify your educational experiences. This last semester, I joined a lab in the neuroscience department to give myself a completely different type of research experience. It has been unexpectedly and tremendously rewarding. Had I not ventured into another realm of the brain sciences, I would not have the direction and career goals that I have today. Most research experiences require a two-semester commitment. This allows you time to become acquainted with that particular

field and to judge whether it is a good fit for you.

Additionally, volunteer work can provide opportunities to identify your interests and gain the experience of working with different demographics. Volunteering at a nursing home, homeless shelter, safe-house, or youth leadership program all offer excellent exposure to different types of work.

Choosing a career path in psychology may seem overwhelming but there are numerous tools to take advantage of. Professors can be one of your best resources in helping you on your way. Be open to experiences. The road to the career of your dreams may turn up where you least expect it!



Thinking About Doing Honors Thesis Work?

Chandler Puhly

If you are a student in the Honors College, the completion of an Honors Thesis may be an excellent addition to your educational experience or Curriculum Vitae for Graduate school. Students who complete 12 credit hours of advanced honors courses, along with the Honors Thesis, graduate with the "Research Honors" distinction noted on their diploma. The two courses required for this distinction are 4870 and 4880.

The first course is the research component, followed by the writing/ analysis portion.

An honors thesis will usually take a lot of preliminary work. If you have not already identified a lab to work in, you will need to find a professor to work with whose interests align with yours. You will then need to discuss your research plans with your intended mentor and ensure that they will have the time to assist you. Starting early is key when it comes to preparing your proposal. It will be due before the semester you intend to start the thesis and must be approved by the Honors Program. Information on due dates as well as other requirements are listed online. Additional information such as sample proposals is available in the Honors office.

Bear in mind as well that any research that is conducted with the use of human participants will have to be approved by the IRB. This often takes more time than expected as numerous revisions will likely be required. Plan accordingly, start early, and build in added time for unexpected setbacks. An Honors Thesis can often make a graduate school applicant stand apart from the rest and demonstrates commitment to the discipline.



Attention Seniors: Teach for America

Brittany Peterson

Teach for America (<http://www.teachforamerica.org>) is a non-profit organization that aims to eliminate educational inequity by enlisting the nation's most promising future leaders to teach for two or more years in urban or rural low-income communities throughout the United States. The goal of Teach for America is for its members not only to make a short-term impact on their students, but also to become lifelong leaders in pursuing educational equality. Corps members do not have to be certified teachers, although certified teachers may apply. Uncertified corps members receive alternative certification through coursework taken while completing the program. Corps members also attend an intensive five-week summer institute to prepare for their commitment.

Teach For America teachers are full-fledged faculty members at their schools, receiving the normal school district salary (ranging from \$30,000-51,000 depending on their regional assignment) and benefits as well as a modest AmeriCorps "education voucher" (which can be used to pay for credentialing courses, cover previous student loans or fund further education after the two-year commitment).

Applicant Prerequisites:

In order to apply to Teach For America, you must satisfy the following prerequisites:

- Hold a bachelor's degree by the first day of your assigned summer institute
- Have an undergraduate cumulative GPA is at least 2.50 on a 4.00 scale
- Have U.S. citizenship or national/permanent resident status

How to Apply:

- Submit personal, academic, and/or professional information via online application
- Upload resume: one page strongly recommended, two-page limit
- ~~500 word~~ **500 word** letter of intent:

Contact:

Kate Kotsko, Recruiting Manager at Kaitlin.kotsko@teachforamerica.org
Brittany Peterson, Campus Campaign Coordinator at bpeterson9@student.gsu.edu



Laurel Benta

Many students are not aware of exactly how they might apply their interest in psychology to a career. The undergraduate course, *Careers in Psychology*, encourages students to explore the many possibilities available.

In this class, many professionals in the field of psychology are invited to speak about their experiences in college and in the work force. These professionals come from a variety of backgrounds, such as private practice, academia, the CDC, forensic psychology, and more. They are very open to answering any questions and providing advice.

For students who are thinking about attending graduate school, this class helps identify steps to attend grad school such as: researching graduate programs in one's area of interest, GRE prep courses, and writing a personal statement and curriculum vita (CV). However, for students not interested in going to graduate school, this class emphasizes the Career Services department on campus. Career counselors there can help with building a resume and honing interviewing skills. Dr. Weyermann is the professor for this class and she does a wonderful job. She stresses the importance of being involved in extracurricular activities like research experience, especially for those interested in clinical psychology.

I really enjoyed this class and I recommend it 100% to anyone interested. Unfortunately, this class is offered only once per school year with a limited number of seats. I suggest to register as early as possible and to speak with your advisor. Don't miss out!



Community Psychology

Christopher Barclay

How can psychologists affect social change? How can mental health problems be prevented instead of treated after they become prevalent? These are core questions behind community psychology. Although it is a relatively young subfield, community psychology has established itself in psychology departments across the nation. Here at GSU and many other schools, one can even obtain doctorate training in both clinical *and* community psychology. This is because the discipline tends to reach outside the realm that clinical psychology is limited to, and according to the father of the field, Seymour Sarason, it reflects a “shift from an emphasis on intraphysic factors to understanding and changing larger social contexts.”

So, what is community psychology? According to Dalton, it “concerns the relationships of the individual to communities and society.” He

also noted a large goal of the field is to “understand and to enhance quality of life for individuals.” In order to do so, community psychologists seek to understand individuals in their social contexts, value diversity and marginalized groups, and focus on utilizing community and individual strengths to overcome social problems.

Rather than working with individuals in the traditional clinical setting, community psychologists attempt to use prevention and intervention techniques on a systems level. Also, community psychology is different from social psychology in that controlled laboratory experiments are avoided in favor of data collection in the “real world” setting. A degree in community psychology typically prepares students for a variety of careers, most of which are not labeled “community psychologist.” Students in both master's and Ph.D. programs are prepared to conduct policy research, develop and evaluate programs, provide consultation, and organize communities.

If you want to gain more experience in community psychology, consider courses such as Community Psychology and Multicultural Issues in Psychology. Other courses outside the department are relevant as well, such as those in public policy, social work, and urban studies. Consider participating in a research or applied practicum relevant to your interests. Also, simply volunteering in the metro Atlanta

community can take you to the heart of what community psychology is all about: social change! For more information, visit community psychology's APA division: the Society for Community Research and Action at <http://www.scra27.org/home>. See what community psychology researchers are doing here at GSU at <http://www2.gsu.edu/~wwwpsy/community.html>



Cross-Cultural Psychology & PATH Academy

Alton Hahn

Georgia State University is comprised of an extremely diverse student body with students from 160 different countries, making it inevitable to be in a classroom with students from a range of nationalities, ethnicities, cultures, languages, and religions. I highly recommend taking the cross-cultural psychology course offered at Georgia State because it helps students unravel the fascinating web of diverse cultures. Cross-cultural psychology promotes knowledge and understanding of other cultures to help bridge the gaps in how we interact with those unfamiliar to us in our classrooms and in our everyday lives.

Cross- cultural psychology aims to examine both universal

behaviors and cultural- specific behaviors and to then identify the ways in which culture impacts aspects of behavior, cognition, family, education, and social interaction. Revealing cultural similarities and differences in psychological traits and behaviors is extremely important to the field of psychology for several reasons:

- It helps us refine and revise our theoretical understanding of human behavior.
- It enables us to deliver more effective psychologically-based services to the public through development of culturally sensitive methods of psychological assessment and treatment.
- It provides vital links and connections among people and psychologists worldwide, helping form innovative methods that promote international and intercultural cooperation among scholars and practitioners.

One of the most important goals of cross-cultural psychology is promotion of cultural or multicultural competence, which is the ability to understand, communicate with, and effectively interact with people across cultures. Last semester, Professor Kathleen Whitten brought the concept of multicultural competence in education to life with her guest speaker Mrs. Suttiwan Cox. Suttiwan shared her enlightening journey to becoming the founder of the charter middle school PATH academy, located in Dekalb County. Suttiwan's inspiration came as a result of the

tragedy she witnessed in Thailand during the 1970's, when non-violent student protests at her university were responded to with violent attacks by the government, resulting in death and injury of many of her fellow schoolmates. She was able to seek shelter and escape unharmed, but her experience of 'hell on earth' led her to make a promise to create a 'heaven on earth' for students, which was manifested through her establishment of PATH academy in 2001. As a long-time educator and former ESOL teacher, Suttiwan was aware of the difficulties and obstacles many immigrant students faced when trying to learn in a typical American public school. She tailored a program especially designed to facilitate the optimum learning environment for any student to succeed in top-quality high schools, colleges, and the competitive world despite his or her background, SES and linguistic barriers. Characteristics of PATH that allow for success:

- Small class size: 10-15; more one-on-one time with teachers
- Teachers highly educated/speak multiple languages
- 2 weeks summer school, Saturday school programs, schedules allow for extracurricular activities, extra help
- Families of students are involved and personal house visits are made whenever needed

Most recent data from 2010 indicate a very successful program: 100% of PATH 8th

graders passed the Reading CRCT, despite the fact that the majority of 5th graders entering the school arrive at PATH without basic reading skills.

Suttiwan Cox is only able to maintain such a quality experience for her students through fundraising and public/private donations, but for those who cannot donate money, volunteering is highly welcomed. Take the opportunity to observe and interact with the students and see first-hand how efforts to better understand the educational needs of children from diverse cultures can result in successful programs within our community. Website: <http://www.pathacademy.org/>

For information and volunteer opportunities, contact: scox@pathacademy.org



Educational and School Psychology

Christopher Barclay

What makes a good teacher or student? Why are students motivated and interested in different topics? How do children and adults overcome disabilities such as dyslexia and ADHD? What role do parents have in the education of their children? How can schools tailor to individual needs? Why do some social groups seem to excel in school while others struggle?

These are the types of questions educational and school psychologists address. If you have ever asked similar questions, you might have an exciting and rewarding career ahead of you! Educational and school psychology programs are usually housed within colleges of education. However, these two fields are quite different and you should consider your options before diving into one of them.

Educational psychologists are typically researchers and consultants. They conduct research on curriculum development, motivation, and the learning process. Some also study the effects of diversity on classroom or teachers' performance. Training programs in educational psychology prepare students to conduct research for universities, corporations involved in education, and in governmental agencies at the federal, state, and local levels.

In contrast to the rigorous research training provided by educational psychology programs, school psychology programs prepare students to become practitioners. Usually employed in school systems, school psychologists help school personnel promote the intellectual, social, and emotional development of children and adolescents. School psychologists aid children directly through intervention efforts and indirectly via consultation with teachers and parents. Certification typically requires completion of a master's

program followed by an internship. Licensure requires a Ph.D.

If you want to gain more experience in these fields, you can take classes in the College of Education, contact and shadow a person in the field, or even volunteer to assist a professor in the College of Education. Volunteering to be a tutor or mentor can also be helpful. For more information on school psychology, visit http://www.nasponline.org/about_sp/.

Details about educational psychology can be found at <http://www.cedu.niu.edu/lep/edpsych/psychology.pdf>.

Information about the educational and school psychology at GSU can be found at <http://education.gsu.edu/EPSE/index.htm> and at <http://education.gsu.edu/CPS/4514.html>



The Neuroscience Major at Georgia State University

Emily Austin

Since the founding of Georgia State's Neuroscience Institute in 2008, the program has grown to include over 30 core and associate faculty members, with backgrounds in psychology, biology, computer science, physics, astronomy, biology, and mathematics. The young Institute currently hosts 31 graduate students seeking doctoral degrees.

This exciting progress has extended to the undergraduate level, with inception of the department's new undergraduate neuroscience major as of Fall 2011! Students who are particularly interested in the neural and physiological correlates of behavior and cognition may find the neuroscience major to be an ideal fit with their interests. For information about this new major: <http://www.neuroscience.gsu.edu/1482.html>



Study Abroad

Shani Stephen

Studying abroad is a great opportunity for students to broaden their education outside the classroom. Taking the necessary steps may seem overwhelming at first, but with early preparation you can make this happen. The time and effort are well worth your while as this might be the most rewarding experience of your undergraduate career!

There are many choices of programs within the psychology department (see below), but you are not limited to attending only these. Studying abroad will entail genuine volunteer and community service projects and experiencing firsthand what living in your host country is really like. While there will be class sessions to attend, much of your experience will take place outside of the classroom. You will actively learn about and explore your new culture and come away with a new perspective of the issues addressed in your program.

Begin your research immediately and apply as soon as the particular program of interest allows. Most applications for study abroad require a recommendation letter from a professor. You should start to consider what professor has seen evidence of dedication to your studies. Applying for scholarships and inquiring about grants early is a must. Passports

are required and applying for one can take up to 6 weeks, so you definitely don't want to wait until the last minute to apply. You also have to make an appointment with a physician and complete a physician certificate before studying abroad. These appointments can take up to 5 weeks to make, so this is something that should be planned in advance as well. The key is doing everything early and meeting with academic advisors to fill in any gaps or uncertainties you may have.



Things you will want to do early:

- Apply for your desired study abroad program.
- Research scholarships and grants. Ask your academic advisor or One Stop Shop if you qualify.
- Ask for a letter of recommendation from your professor.
- If you are offered subsidized/unsubsidized loans, accept them. They are generally small amounts and will be very helpful towards costs for the program and spending money once at your destination.
- Complete the summer application and the intent to study off campus form.

- Get passport, make a physician appointment & book your airline tickets early.

Go to this link for information about the study abroad program: www.gsu.edu/studyabroad. For information about study abroad programs sponsored by the psychology department:

Human Rights in Argentina: http://www.studyabroad.gsu.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=20798

Psychological Causes & Consequences of Terrorism in Ireland http://www.studyabroad.gsu.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=20297

Psychology of Skin Bleaching in Tanzania: From Slavery to Colonization to Contemporary Motivations (10th Century - Today) http://www.studyabroad.gsu.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=20321

The Georgia State Undergraduate Research Conference (GSURC)

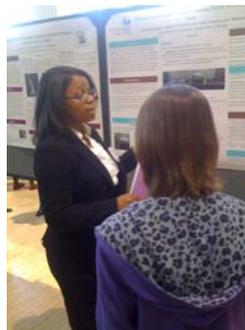
This year’s GSURC will be held on Wednesday, March 21st from 9:00-12:30. Undergraduate students from all university departments will present their research and scholarly activity to faculty and students. Posters will

be displayed in the Student Center Ballroom room while oral presentations will be delivered in suites in the Student Center and University Center from 9:00-11:15 am. There will be a keynote address by the winner of the 2012 recipient of the University Faculty Award for Undergraduate Research in the Speaker’s Auditorium from 11:30-12:15, followed by a luncheon for presenters and their faculty sponsors in Veteran’s Memorial Hall.

This year, there will be 34 posters presented by undergraduate psychology majors (up from 19 last year). Even if you are not presenting a project, be sure to attend this exciting and inspiring conference. More information can be found at <http://www.gsu.edu/gsurc/>

The 11th annual Psychology Undergraduate Research Conference (PURC)

Keynote Speaker: Dr. Robert Hampton gave a talk entitled “Learning Who Is Boss: Social Skills for Monkeys”



Poster Winners at PURC

1st place winner:
Alyssa Ailion

Title: Longitudinal analysis of risk factors affecting reading trajectories in children diagnosed with pediatric brain tumors
Authors: Ailion, A.S., King, T.Z., Henrich, C.C., Morris, R.M., Krawiecki, N.S.

Faculty Sponsor: Dr. Tricia King

2nd place winner:
Pedro del Valle

Title: Deferred gratification: An examination of early childhood delay strategies

Faculty Sponsor:
Dr. Rebecca Williamson

3rd place winner:
Ashley Watson

Title: Wearing memory thin: High fat diet, neuroinflammation, and memory
Authors: Watson, A.E.N, Bruggeman, E.C., & Parent, M.B.

Faculty Sponsor:
Dr. Marise Parent

Winner of Neuroscience Award: Zena McCarthy

Title: Analyzing event-related potentials using microstate segmentation analysis

Faculty Sponsor:
Dr. Gwen Frishkoff

**Diversity award:
Alesha Bond**

Title: Recognition and re-categorization of stereotypical Black faces

Authors: Bond, A.D., Cavrak, S.E., & Kleider, H.M.

Faculty Sponsor: Dr. Heather Kleider



Abstracts from PURC

These abstracts describe the research projects of two PURC 2011 winners.

Alyssa Ailion's project:

Prior research suggests aggressive cancer treatments contribute to cognitive impairments in children diagnosed with pediatric brain tumors(CPBT). The literature also suggests that younger age at diagnosis(AAD) and treatment may result in disrupted cognitive trajectories due to limited brain plasticity. In line with this research, we hypothesized an interaction between radiation therapy(RT) and young AAD of brain tumors, where young AAD and RT results in lower standard scores on the WRAT-R Reading Comprehension Subtest. Analyses included archival data; the sample consists of 134 CPBT with multiple assessments resulting in 487 cases for analysis. Participants were diagnosed with mixed tumor

types and locations. A two level multilevel model was used to analyze reading trajectories while taking into account AAD, time since diagnosis, socioeconomic status(SES), and RT. Results detected a positive interaction between AAD and RT($\gamma = 2.08, p = .02$). For participants with RT, younger AAD was associated with lower reading scores(RS), whereas AAD had no effect for participants without RT. Results also detected a negative interaction between radiation and time($\gamma = -2.29, p = .00$) indicating that children treated with RT have RS that decrease over time. These data suggest that CPBT treated with RT are at higher risk of reading impairment as reflected in their reading scores.

Pedro del Valle's project:

The following study examines the strategies children employ to forego gratification, which is the ability to delay immediate rewards in order to achieve greater future gains. In this task, children had an opportunity to earn up to 30 stickers as long as they did not touch any of them. Each session was recorded and the children's behavior was reviewed in order to discern naturally occurring delay strategies. The children's behaviors were broken up into three categories of behavioral strategies: physical distractions, verbalizations, and visual attention shifts. Sessions were coded to measure the incidence of each strategy for each individual participant.

An independent sample t-test was conducted on the relative mean use of each strategy as a function of task performance. Results indicate that the use of physical distractions seems to help the children delay touching the stickers. By looking at children's natural delay strategies we can create a framework that could ease children into using better delay strategies.





Psi Chi Events for the Spring 2012 Semester

GRE Information Session

- Date: February 21st
- Time: 12:00 pm
- Place: Urban Life, Room 1199

Forensic Psychology Presentation

- Date: March 16th
- Time: 11:00-12:00

Careers in Psychology Fair

- Date: March 26th
- Time: 12:15-1:30
- Place: 1199 Urban Life

Psi Chi Induction

- Date: March 29th
- Time: 5:00-6:30
- Place: University Center, Room 465

Movie Night

- Date: April 4th
- Time: 5:00-7:00
- Place: Urban Life, Room 1199
- Movie: A Beautiful Mind

Relay for Life

- Date: April 13

Spring 2012 GSU Psi Chi Executive Board

President: Alyssa Ailion

VP: Hailey Melcher

Assistant VP: Antoine Wesson

VP-Programs: Lindsey Claud

Assistant VP- Programs: Kennesha Smith

VP- Public Relations: Polina Shvidkaya

Assistant VP–Public Relations: Cortney VanHook

VP- Technology: Robyn Borgman

Secretary: Alethia Harrison

Treasurer: Melinda Kratsch

Historian: Lauren Hodge

Assistant to Historian: Ted Allaire

Faculty Advisor: Deborah Garfin

*For information on Psi Chi and how to join visit
<http://www2.gsu.edu/~wwwpsy/3055.html>*

*To access previous editions of Gray Matters visit
<http://www2.gsu.edu/~wwwpsy/2648.html>*

Check us out on Facebook! Search for *Psi Chi at Georgia State University*. There you'll find information about upcoming events, activities, and more!

You can also find information about Psi Chi on Orgsync!

