https://doi.org/10.24839/2325-7342.JN24.1.12

Invited Editorial: Psi Chi Is Engaging Undergraduate Students in Publishable Research

John E. Edlund, Rochester Institute of Technology; Debi Brannan, Western Oregon University
Kelly Cuccolo, University of North Dakota; Jon E. Grahe, Pacific Lutheran University
Shannon McGillivray, Weber State University; Jordan R. Wagge, Avila University
Kaitlyn M. Werner, Carleton University; Martha S. Zlokovich, Psi Chi

Supporting undergraduate student research can be quite daunting for faculty at many universities. Faculty may feel like they lack the time, funds, or specific expertise to support student-initiated projects. Fortunately, Psi Chi can help faculty and students engage in cutting-edge psychological research.

Many faculty are familiar with Psi Chi as an international honor society focused on psychology. Indeed, with over 1,150 chapters and 780,000 members inducted worldwide since 1929, Psi Chi is one of the largest honor societies in the world. In fact, a common misperception of Psi Chi is that it is an induct-and-done society where students gain a line on their resumes/vitas, but nothing else. That perception could not be further from the truth. In reality, Psi Chi provides many resources that can help students and faculty engage in high quality, publishable research. The organization was an early adopter of open science practices and developed a number of different programs in the past six years that have evolved into a suite of critical resources for students and faculty. These resources include assisting students getting the funds to do research, designing quality studies, collecting data, and helping the students publish their data.

Often, one of the first challenges undergraduates face is getting money to facilitate their research. To this end, Psi Chi offers a number of research grants to help members collect data. Importantly, not only do these grants give students funding, they also provide the students with a rigorous initial experience with peer review. The grants are also generally well-funded; in fiscal year 2017–2018, there were 68 undergraduate research grant recipients out of 119 applicants for a total of 57.1% funded. Of the 68 grants awarded, 25% (17) of the grants were Mamie Phipps Clark Diversity Research Grants, the purpose of which is to support research that emphasizes diversity. Any undergraduate, graduate, or faculty advisor research grant that is submitted is automatically considered for it. Beyond the research grants, Psi Chi also offers a number of awards and scholarships that students are often eligible for.

Another major challenge faced by many researchers, including undergraduates, is choosing appropriate materials for a study. Many undergraduates may erroneously believe that they need to create their own materials, but it is relatively common in psychology to use measures with established reliability that have been validated by other researchers. Of course, finding these appropriate measures and materials can be relatively time consuming. Recently, Psi Chi created a materials repository database where faculty and students can search for different kinds of free scales and stimuli that are available online (e.g., normed word lists, questionnaires, emotional stimuli) using keywords or categories (www.psichi.org/page/researchlinks). Although this database does not contain an exhaustive list of previously used and freely available materials, it offers a breadth of possible options to help researchers begin to construct their study. Psi Chi also provides a number of resources to help members collect their data. Psi Chi hosts a list of studies for which researchers need participants (https://www.psichi.org/page/study_links).

Beyond resources on the website, another option in the design and recruitment/participation in studies involves a program called the Network for International Collaborative Exchange (NICE; https://osf.io/juupx/). The NICE assists faculty with fostering publishable undergraduate research through collaborative efforts that significantly reduce the time and cost it takes to design a study, find materials, recruit participants, and publish results. The NICE initiative involves multiple components where faculty and students can connect with diverse faculty from across the globe

 COPYRIGHT 2019 BY PSI CHI, THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY (VOL. 24, NO. 1/ISSN 2325-7342)

to engage in small or large collaborations focused on cross-cultural questions. NICE allows faculty to mentor students on topics across many areas while helping students to see the complete cycle of the scientific method from hypothesis formation to peer review. There are two components of NICE that faculty can utilize, CROWD and CONNECT.

CROWD is a crowdsourcing initiative where researchers from around the globe gather to answer one research question through the use of a common protocol. The first CROWD project (Rogers et al., 2018) is currently in progress and can be reviewed by current and future contributors (https://osf.io/qba7v). CROWD can be used for either students' independent studies or classroom-based projects with contributors cooperatively conducting research using a standardized protocol. The protocol and measures needed to conduct the project are provided to contributors so that the project can be implemented uniformly at their home institution. The accessibility of the protocol and materials significantly reduces time and financial barriers related to designing a study and finding measures and their associated scoring procedures. The removal of time and financial barriers provides faculty with more time to teach students about the research process and conducting quality research while concurrently allowing students to make a meaningful research contribution. Students can become coauthors on a publication through significant contributions to data collection and/or through other major contributions to the research such as assembling IRB documents and editing the manuscript.

The datasets from the CROWD projects will also be made publicly available for secondary data analyses. This provides a unique opportunity for faculty to have students come up with a research question, develop hypotheses, craft an analysis plan, and use a cross-cultural data set, without the time and funding restraints imposed by geographical location, institutional endowments, finding materials, and collecting data. Given the diversity of the data set, the large sample size, and wide range of variables available for analyses, it is not only easy to develop an offshoot project, but these offshoot projects may also be publishable.

The NICE component called CONNECT is a researcher network that aims to facilitate smaller collaborative projects by pairing up researchers who are willing to share resources with those who need them. CONNECT employs the StudySwap web platform to foster more intimate and specialized research collaborations, with a focus on exchanging resources and building professional working relationships between researchers. Collaborating through CONNECT facilitates publishable research by enabling larger and more diverse sample sizes to be recruited, providing access to specific samples, materials, and technologies of interest, while concurrently assisting in the development of working relationships. The collaborative relationships formed can additionally provide support during the publication process. In addition, CONNECT provides an avenue for students to connect with experts in particular research areas that may be of interest to them.

Beyond specific research project offerings, Psi Chi offers a number of resources that help faculty and students publish their findings. For many researchers, the first publication experience is to present at conferences. This provides a step toward writing a manuscript for submission as the researcher needs to compile information into a report form to author either an oral or poster presentation. Psi Chi hosts poster sessions at every American Psychological Association (APA) regional convention, as well as APA and the Association for Psychological Science convention. Additionally, Psi Chi sessions regularly include student speakers at the Eastern, Southeastern, Rocky Mountain, and Southwestern Psychological Association conventions. This process invites and encourages students to move along the research path by presenting competitive research. Further, Psi Chi officers and faculty advisors often nudge students to apply for travel grants, present their research, and convert their poster to a submission to the *Psi Chi Journal of Psychological Research* or elsewhere.

The *Psi Chi Journal* publishes peer-reviewed research articles from any discipline in psychology with the only caveat that the first author must be a Psi Chi member. The *Psi Chi Journal* has been at the forefront of making changes (e.g., adopting open science badges) as the field has evolved to become more transparent in planning and reporting, and transformed the journal to become open-access so anyone has access to the articles. The *Psi Chi Journal* specifically welcomes replications, awards open science badges, and offers a number of unique support services to students including assistance along the entire publishing process. With a diverse team of faculty serving as associate editors and a large pool of supportive reviewers, students, as well as faculty, can learn the publishing process in a supportive, educational manner with all manuscripts receiving

COPYRIGHT 2019 BY PSI CHI, THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY (VOL. 24, NO. 1/ISSN 2325-7342)

three peer reviews and a review from the associate editor. This is to further enhance the learning experience. Whether students' submissions are ultimately rejected or accepted for publication, those completing the research cycle firsthand experience professional development benefits. The *Psi Chi Journal* also invites editorials to support Psi Chi members in their academic pursuits. A brief set of examples includes multiple articles on how to conquer APA style (Hughes, Brannan, Cannon, Camden, & Anthenien, 2017), how to read and write academic manuscripts (Fallon, 2018), how to integrate qualitative and quantitative methods (Brannan, 2015), as well as how to publish a thesis or dissertation (Ayala, 2018). The journal will continue these and other activities to support Psi Chi members in meeting their publishing pursuits.

Another resource Psi Chi provides is the *Eye on Psi Chi* magazine. Many of the articles deal with challenges and successes associated with undergraduate research—from both the perspective of faculty and of students. For instance, there are *Eye on Psi Chi* articles that deal with publishing both posters and presentations at conferences, as well as publishing in journals (https://www.psichi.org/page/eye_main).

Psi Chi is committed to helping students and alumni members' pursuit of psychological knowledge. Beyond the resources we detailed on helping students engage in publishable research, Psi Chi provides many other resources valuable to students and instructors of psychology. For instance, Psi Chi is committed to improving diversity in psychology (and as such, has a committee focused on this challenge, as well as a committee focused on research in general). Psi Chi is also committed to helping students with their studies such as by offering a number of grants and scholarships to help with further study in psychology. Across many domains, Psi Chi is committed to engaging undergraduate students in high quality publishable research.

References

Ayala, E. E. (2018). How to prepare theses and dissertations for publications in peer-reviewed journals. *Psi Chi Journal of Psychological Research, 23*, 268–273. https://doi.org/10.24839/2325-7342.JN23.4.268

Brannan, D. (2015). The benefits of a bigger toolbox: Mixed methods in psychological research. *Psi Chi Journal of Psychological Research, 20*, 258–263. https://doi.org/10.24839/2164-8204.JN20.4.258

Fallon, M. A. (2018). Writing quantitative manuscripts with rigor and flair (Yes, it's possible). *Psi Chi Journal of Psychological Research, 23,* 184–198. https://doi.org/10.24839/2325-7342.JN23.3.184

Hughes, J. L., Brannan, D., Cannon, B., Camden, A. A., & Anthenien, A. M. (2017). Conquering APA Style: Advice from APA style experts. *Psi Chi Journal of Psychological Research, 22*, 154–162. https://doi.org/10.24839/2325-7342.JN22.3.154

Rogers, M. M., McKinney, C., Cuccolo, K., Zlokovich, M. S., Edlund, J., Wagge, J. R., . . . Grahe, J. E. (2018, November 12). Understanding family dynamics in a cross-cultural sample. Retrieved from https://osf.io/qba7v

Author Note. John E. Edlund, Rochester Institute of Technology; Debi Brannan, https://orcid.org/0000-0001-8636-7097, Western Oregon University; Kelly Cuccolo, https://orcid.org/0000-0002-0358-7113, University of North Dakota; Jon E. Grahe, https://orcid.org/0000-0001-6970-0863, Pacific Lutheran University; Shannon McGillivray, Weber State University; Jordan R. Wagge, Avila University; Kaitlyn M. Werner, Carleton University; Martha S. Zlokovich, https://orcid.org/0000-0002-6362-8175, Psi Chi.

The authors of this article wish to note the following details of affiliation. All current authors are affiliated with Psi Chi, the International Honor Society in Psychology, and maintain various leadership roles within the organization. Further, many of the authors have been paid by Psi Chi for their expertise and services to the organization through salary, stipends, or travel funding.

Correspondence concerning this article should be addressed to John E. Edlund at john.edlund@rit.edu

Psi Chi Journal of Psychological Research: Reviewers for Volume 23

We sincerely appreciate the hard work on the part of the following individuals who each completed at least one review in 2018. Without the assistance of such dedicated professionals, *Psi Chi Journal* would not be able to function.—Debi Brannan (Editor)

Leslie D. Cramblet Alvarez
Adams State University

Kathryn B. Anderson
Our Lady of the Lake University

Robin A. Anderson
St. Ambrose University

Glena Lynne Andrews
George Fox University

Lara K. Ault
Saint Leo University

Ruth L. Ault
Davidson College

Erin Ayala
St. Mary's University of Minnesota

Mario Baldassari
St. Mary's University

Angela Banitt Duncan
Washburn University

Jonathan F. Bassett
Lander University

Daniel W. Barrett
Western Connecticut State University

Mark E. Basham
Regis University

Jonathan F. Bassett
Lander University

Susan E. Becker
Colorado Mesa University

Barbara Blatchley
Agnes Scott College

Kosha D. Bramesfeld
Humber College

Scott R. Brandhorst
Southeast Missouri State University

Sheila Brownlow
Catawba College

Brittany Canfield
California Southern University

Mary Jo Carnot
Chadron State College

Bradley James Caskey
Birmingham–Southern College

Shawn R. Charlton
University of Central Arkansas

Erin Colbert-White
University of Puget Sound

Kimberley Cox
Walden University

Sarah Cronin
Bemidji State University

Grace Deason
University of Wisconsin - La Crosse

Teddi S. Deka
Missouri Western State University

Fabiana DesRosiers
Dominican College

Kristen Ann Diliberto-Macaluso
Berry College

Martin J. Downing
Public Health Solutions

Gregory S. Drury
Stephen F. Austin State University

Leslie G. Eaton
State University of New York at Cortland

Jorie H. Edwards
Southwestern Oklahoma State University

Shlomit Flaisher-Grinberg
Saint Francis University

Tifani Fletcher
West Liberty University

Azenett A. Garza Caballero
Weber State University

Rebecca Gilbertson
University of Minnesota Duluth

Rupa Gordon
Augustana College

Allyson S. Graf
Elmira College

Heather A. Haas
University of Montana Western

Jonathan J. Hammersley
Western Illinois University

Georgina S. Hammock
Georgia Regents University

Thomas Fredrick Harlow
Tusculum College

Elizabeth A. Harwood
Rivier University

Karen Yvette Holmes
Norfolk State University

Marya T. Howell-Carter
Farmingdale State College

Robert Hymes
University of Michigan-Dearborn

Fanli Jia
Seton Hall University

Nancy Davis Johnson
Queens University of Charlotte

Marla Johnston
Farmingdale State College

Nancy J. Karlin
University of Northern Colorado

Jennifer Katz
State University of New York at Geneseo

Emily Keener
Slippery Rock University

Allen Hayward Keniston
University of Wisconsin–Eau Claire

Jackie Kibler
Northwest Missouri State University

Camille Tessitore King
Stetson University

Casey Knifsend
California State University, Sacramento

Laura B. Koenig
Kutztown University

Penny Koontz
Marshall University

David S. Kreiner
University of Central Missouri

Stella G. Lopez
University of Texas at San Antonio

Charles A. Lyons
Eastern Oregon University

Pam Marek
Kennesaw State University

Maureen Ann McCarthy
Kennesaw State University

Tammy McClain
West Liberty University

Julie Guay McIntyre
Russell Sage College

Albee Therese Ongsuco Mendoza
Wesley College

Tara Mitchell
Lock Haven University

Michiko Nohrara-LeClair
Lindenwood University

Valerie Perez
Wesley College

Marilyn Petro
Nebraska Wesleyan University

Lindsay A. Phillips
Albright College

Dee Posey
Washington State University

Tracy M. Powell
Western Oregon University

Jessica D. Rhodes
Westminster College

Aaron S. Richmond
Metropolitan State University of Denver

Lisa Rosen
Texas Woman's University

Steven V. Rouse
Pepperdine University

Michael Kieth Russell
Washburn University

David A. Saarnio
Arkansas State University

Nicholas Salter
Ramapo College of New Jersey

Donald Saucier
Kansas State University

Lauren Fruh VanSickle Scharff
U. S. Air Force Academy

Pamela Schuetze
Buffalo State College

Carl W. Scott
University of St. Thomas

Elizabeth E. Seebach
Saint Mary's University of Minnesota

Katharine S. Shaffer
University of Baltimore

Connie Shears
Chapman University

Paul C. Smith
Alverno College

Fernanda Sofio Woolcott
Princeton University

Tammy L. Sonnentag
Xavier University

Debra C. Steckler
University of Mary Washington

Crystal N. Steltenpohl
University of Southern Indiana

Rebecca M. Stoddart
Saint Mary's College

Maggie L. Syme
San Diego State University

Kimberli R.H. Treadwell
University of Connecticut

Dunja Trunk
Bloomfield College

Mary Utley
Drury University

Jennifer Van Reet
Providence College

Scott VanderStoep
Hope College

Allison A. Vaughn
San Diego State University

Wayne Wilkinson
Arkansas State University

J. Austin Williamson
Augustana College

William D. Woody
University of Northern Colorado

Bill Wozniak
University of Nebraska at Kearney

Robert R. Wright
Brigham Young University–Idaho

Xiaomeng (Mona) Xu
Idaho State University

Evan L. Zucker
Loyola University New Orleans

COPYRIGHT 2019 BY PSI CHI, THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY (VOL. 24, NO. 1/ISSN 2325-7342)

ADVERTISEMENT

BALL STATE
UNIVERSITY

Teachers College
Department of Educational Psychology

Find your **career.**

Eight graduate degree programs and four certificates in **Educational Psychology**

PhD in Educational Psychology
Engage in the science of learning. Prepare for a career where you can use your knowledge of human learning and development to help shape the school environment and public policy. Core program areas include learning, motivation, and research design.

MS or MA in Educational Psychology*
Broaden your ability to apply psychological principles to a variety of professional contexts or prepare for your future doctorate in social science.

MS in Quantitative Psychology*
Do you like numbers, statistics, and social science? Prepare for a career in research, assessment, and data analysis. Develop proficiency in advanced statistical techniques, measurement theory, and data analytics.

PhD in School Psychology (five-year program)
Prepare for a career as a licensed psychologist. Gain competencies in health service psychology to work in schools, private practice, or hospital settings. Accredited by the American Psychological Association (APA)** and approved by the National Association of School Psychologists (NASP). Scientist-practitioner model with advocacy elements. Specializations available.

MA/EdS in School Psychology (three-year program)
Be immersed in community engaged, real-world field experiences and intervention opportunities in our scientist-practitioner-advocate program. Leads to licensure as a school psychologist. Approved by NASP and the National Council for Accreditation of Teacher Education (NCATE).

MA in School Counseling (two-year program)
Be a leader and advocate for educational equity for all students in PK–12 schools. Leads to licensure as a school counselor. Accredited by the Council for

Accreditation of Counseling and Related Educational Programs (CACREP) and nationally recognized by The Education Trust as a Transforming School Counseling program.

Certificates
High Ability/Gifted Studies,* Human Development and Learning,* Identity and Leadership Development for Counselors,* Neuropsychology*

Graduate assistantships and tuition waivers are available.

bsu.edu/edpsy

*Online programs are available.
**Questions related to the PhD in school psychology's accreditation status should be directed to the Office of Program Consultation and Accreditation, American Psychological Association, 750 First St. NE, Washington, D.C. 20002; (202) 336-5979; apaaccred@apa.org; or apa.org/ed/accreditation.

Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community. Ball State wants its programs and services to be accessible to all people. For information about access and accommodations, please call the Office of Disability Services at 765-285-5293; go through Relay Indiana for deaf or hard-of-hearing individuals (relayindiana.com or 877-446-8772); or visit bsu.edu/disabilityservices. 582418-18 mc

 COPYRIGHT 2019 BY PSI CHI, THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY (VOL. 24, NO. 1/ISSN 2325-7342)

ADVERTISEMENT

CENTRAL CONNECTICUT STATE UNIVERSITY

Master of Arts in Psychology

A Master's degree in psychology can lead to a new or more rewarding career in health & human services or a doctorate.

Featuring flexible program scheduling, CCSU's MA in Psychology offers three tracks

General Psychology
Highly flexible and tailored to students' particular interests, the graduate program in General Psychology prepares graduates for careers in human services or further graduate study.

Community Psychology
The program in Community Psychology prepares students to be active practitioners in prevention and community-based research. You can take the lead in developing and implementing interventions against the onset of substance abuse, interpersonal violence, and depression.

Health Psychology
The only program of its kind in New England, the program in Health Psychology enables students to deeply understand biological, behavioral, and social factors in health and illness and to develop interventions fostering health.

Graduate Studies at Central Connecticut State University

Affordable, Accessible, Excellent

To learn more and apply: www.ccsu.edu/grad

WE ARE ALSO EXCITED TO ANNOUNCE A NEW GRADUATE CERTIFICATE PROGRAM IN GERONTOLOGY!

ADVERTISEMENT

p(si) + c(hi) = April 8–12, 2019

UNDERGRADUATE RESEARCH WEEK

Can't Get Enough Research Experience?

This year, we are excited to announce Psi Chi's second annual Undergraduate Research Week. Mark April 8–12 on your calendar, and tell other students and faculty members to do the same.

All week long, this year's event will feature webinars, resources to help you conduct quality research, and opportunities to share your professional presentation experiences. The full program will be available soon at **https://www.psichi.org/blogpost/987366/318897/**

COPYRIGHT 2019 BY PSI CHI, THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY (VOL. 24, NO. 1/ISSN 2325-7342)

ADVERTISEMENT

Gain Valuable Research Experience With Psi Chi!

Students and faculty are invited to visit Psi Chi's free Conducting Research online resource at **www.psichi.org/page/ConductingResearch**. Here are three ways to get involved:

Join a Collaborative Research Project
www.psichi.org/page/Res_Opps

With Psi Chi's Network for International Collaborative Exchange (NICE), you can join the CROWD and answer a common research question with researchers internationally. You can also CONNECT with a network of researchers open to collaboration.

Recruit Online Participants for Your Studies
www.psichi.org/page/study_links

Psi Chi is dedicated to helping members find participants to their online research studies. Submit a title and a brief description of your online studies to our Post a Study Tool. We regularly encourage our members to participate in all listed studies.

Explore Our Research Measures Database
www.psichi.org/page/researchlinksdesc

This database links to various websites featuring research measures, tools, and instruments. You can search for relevant materials by category or keyword. If you know of additional resources that could be added, please contact research.director@psichi.org

ADVERTISEMENT

Become a Journal Reviewer!

Doctoral-level faculty in psychology and related fields, are you ***passionate about educating others*** on conducting and reporting quality empirical research? If so, we invite you to become a reviewer for *Psi Chi Journal of Psychological Research*.
Our editorial team is uniquely dedicated to mentorship and promoting professional development of our authors—***Please join us!***

To become a reviewer, contact
Debi.Brannan@psichi.org

Already a reviewer? Consider inviting other faculty at your institution to join our outstanding reviewer team.

PSI CHI INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY

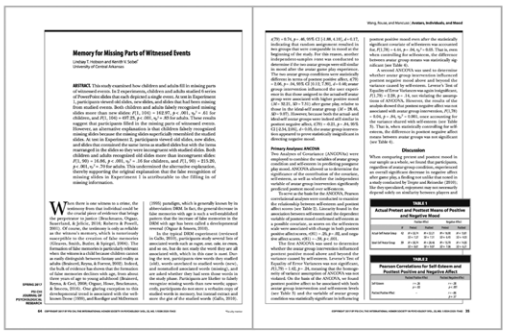
 COPYRIGHT 2019 BY PSI CHI, THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY (VOL. 24, NO. 1/ISSN 2325-7342)

PSI CHI Advertising Contract: *Psi Chi Journal*

CLIENT INFORMATION	
Advertiser	
Contact Name	
Address I Street or P.O. Box	
City I State I Zip I Country	
Phone (daytime)	E-mail
Submitted by	
Authorized Signature	

Please read our Privacy Policy at https://www.psichi.org/general/custom.asp?page=PrivacyPolicy

DIGITAL PUBLICATION			
Issue			
❑ Spring _____ (deadline Jan 31) online Feb 22	❑ Summer _____ (deadline April 15) online May 17	❑ Fall_____ (deadline Sept 3) online Sept 28	❑ Winter _____ (deadline Nov 15) online Dec 14
Size/Dimensions			
❑ Full page (no bleed) 6⅝" x 9¼"	Cost: $400 Black & White only	❑ Half page (horizontal) 6⅝" x 4½"	Cost: $275 Black & White only



OUR *JOURNAL*

Advertising in *Psi Chi Journal* allows you to connect with established psychology researchers and mentors, as well as undergraduates and graduate students striving to build a career in one of the many areas of research. People regularly visit our journal online to

- view current and past issues,
- submit their research for publication,
- learn about reviewing for *Psi Chi Journal*, and
- share invited editorials as teaching tools in the classroom.

All issues and advertisements are permanently free online to both members and nonmembers alike. During the 2017–18 fiscal year, psichi.org received almost **1.5 million page views**, ensuring that high-achieving students and professionals will see your content for years to come.

To further enhance the visibility of our journal, latest issues and calls for submissions are regularly featured in *Psi Chi Digest* e-mails (**177,000+ subscribers**) and on our four social media platforms.

- Facebook (22,500+ followers)
- Twitter (4,700+ followers)
- LinkedIn (10,200+ followers)
- Instagram (1,000+ followers)

Articles are also indexed in PsycINFO, EBSCO, and Crossref databases—essential tools that researchers use to search for millions of psychology-related articles. This makes *Psi Chi Journal* a key place to communicate your message with our Professional Organization's **three quarters of a million lifetime members** and far beyond.

AD SPECIFICATIONS

Digital format: PDF, EPS, and TIFF
Resolution : 300 dpi I B&W line art—1,200 dpi
Black & white ads (no RGB or 4-color process)
PDF settings: Press quality, embed all fonts

DEADLINE/BILLING

Payment due upon receipt of invoice.

CONTACT

Submit contract by e-mail to
Susan Iles
Advertising Sales
Psi Chi Central Office
E-mail: susan.iles@psichi.org
Phone: 423-771-9964

See past issues of *Psi Chi Journal of Psychological Research* at http://www.psichi.org/?journal_past

Stay connected with PSI CHI
www.psichi.org

All advertisements must be scholarly and professional in nature, and Psi Chi reserves the right to reject (or cancel) any ads that are not in the best interest of the Organization or consistent with the Society's mission.

ADV-JN-DG (7-2018)

PSI CHI
THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY

COPYRIGHT 2019 BY PSI CHI, THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY (VOL. 24, NO. 1/ISSN 2325-7342)

Publish Your Research in *Psi Chi Journal*

Undergraduate, graduate, and faculty submissions are welcome year round. Only the first author is required to be a Psi Chi member. All submissions are free. Reasons to submit include

- a unique, doctoral-level, peer-review process
- indexing in PsycINFO, EBSCO, and Crossref databases
- free access of all articles at psichi.org
- our efficient online submissions portal

View Submission Guidelines and submit your research at *www.psichi.org/?page=JN_Submissions*

Become a Journal Reviewer

Doctoral-level faculty in psychology and related fields who are passionate about educating others on conducting and reporting quality empirical research are invited become reviewers for *Psi Chi Journal*. Our editorial team is uniquely dedicated to mentorship and promoting professional development of our authors—Please join us!

To become a reviewer, visit *www.psichi.org/page/JN_BecomeAReviewer*

Resources for Student Research

Looking for solid examples of student manuscripts and educational editorials about conducting psychological research? Download as many free articles to share in your classrooms as you would like.

Search past issues, or articles by subject area or author at *www.psichi.org/?journal_past*

Add Our Journal to Your Library

Ask your librarian to store *Psi Chi Journal* issues in a database at your local institution. Librarians may also e-mail to request notifications when new issues are released.

Contact *PsiChiJournal@psichi.org* for more information.

Register an account:
http://pcj.msubmit.net/cgi-bin/main.plex

PSI CHI