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Managing a Chapter Online

Donna Stuber-McEwen, Ph.D. & Michael McEwen
PSI BETA DISTRIBUTION CENTER, WICHITA, KANSAS

GOALS OF WEB SITE

- to bring students closer to Psi Beta
- to reduce work load of faculty advisors
- to process data more accurately and efficiently
- to address suggestions made by advisors

WEB SITES

- **PSIBETA.ORG**
public view of Psi Beta
- **ADVISOR.PSIBETA.ORG**
maintaining chapter & advisor information, inductions
- **MEMBER.PSIBETA.ORG**
geared toward students; maintain profile information
- **STORE.PSIBETA.ORG**
online merchandise and certificate orders

WWW.PSIBETA.ORG

- Public web site
- Jumping off point for advisors & members
- Recruitment for potential new chapters
- National & local contact information
- Handbook and other materials for chapters
- Newsletters

ADVISOR.PSIBETA.ORG

- Update chapter information
- Update advisor information
- Inductions
- Merchandise orders

OPENING AN INDUCTION

- Open an induction. Advisor "Opens" an Induction Date online
- Receive "Invitation Code"
- Give code to invited students to enter their own registration card information by a certain deadline
- Students enter site with code and enter data

ADDING NEW MEMBERS

- Advisor adds member registration data, if student invited to membership does not register self

- If advisor needs to add additional names after closing an induction, then must open a new induction to receive a new code.

EDITING NEW MEMBERS

- Advisor checks the names for members invited to membership, deleting unwanted ones and adding any missing ones, corrects spelling then closes the list before closing the induction

CLOSING AN INDUCTION

- Memberships and certificates are processed, after the induction is closed
- Advisor will receive a confirmation email when induction is closed
- Advisor will receive a confirmation email when induction materials are mailed

MEMBER.PSIBETA.ORG

- Update personal Information
- Order merchandise

STORE.PSIBETA.ORG

- Merchandise orders

SAMPLE INDUCTION CEREMONY INVITATION

Psi Beta

*The National Honor Society in Psychology
for Community and Junior Colleges*

cordially invites you

to the Induction Ceremony

of

(name of school)

Psi Beta Chapter Candidates

(date and time)

(place)

Please R.S.V.P. by (date)

(phone number)

Adapted from printed invitation

submitted by

Dr. Shirley Pritchett Clay

Psi Beta Faculty Advisor

Northeast Texas Community College

CANDLELIGHT CEREMONY FOR INDUCTING MEMBERS

-"Honor is the reward of merit." – Cicero

A keynote speaker may precede the ceremony. College president, dean, faculty, Psi Chi or Psi Beta advisors, Psi Beta council members, psychologists, administrators and Psi Beta alumni have been popular choices.

Items needed:

- Candles with holder for each inductee, implement for lighting candles
- Psi Beta honor cord, medallion, stole and/or tassel for each inductee (*Induction and graduation items available from the Psi Beta national office.*)
- Certificates of membership, membership cards and gold or silver plated pins
- Registration book and pen
- Psi Beta banner (*from national office*) or sign in royal blue and gold
- Certificate of appreciation for keynote speaker and Installation Officer (*optional, available from the Psi Beta national office*)
- Yellow flowers with blue ribbons: arrangement on stage, small corsages on inductees before the ceremony begins (*optional*)

Advisor(s), faculty members of Psi Beta, president, vice-president, secretary, treasurer, and induction officer are to be lined up behind head table for ceremony.

Lights in room are either turned off or dimmed.

Inductees are called by name either singly or in a group to the front.

CEREMONY

INDUCTION OFFICER: Inductee (*full name*), come forward to receive the congratulations of your peers. (*Psi Beta pins and honor cords, medallions or tassels can be given together by the faculty advisor and officers with the membership certificate and card at this time. The faculty advisor lights the candles, which are passed to each inductee.*) Inductees, please repeat after me:

INDUCTEES IN UNISON: I, (*stating full name*), attest that I possess all the requirements for active membership in Psi Beta National Honor Society in Psychology for Community and Junior Colleges. In accepting membership in Psi Beta, I understand and accept the responsibilities which membership entails. On my honor I pledge to maintain the ideals for which Psi Beta stands to the best of my ability. I further pledge as a member of Psi Beta to actively cooperate in activities and support Psi Beta with my time and resources as may be required.

INDUCTION OFFICER: Honor is the reward of merit. Because of your merit, you have earned the reward of honor. May this candle light your pathway as you seek your goal of academic excellence. Congratulations and welcome to Psi Beta.

New members may sign the registration book.

END OF CEREMONY

Refreshments or dinner for Psi Beta members and guests usually follow the ceremony.

Adapted from ceremony submitted in 1986 Prince George's Community College Chapter (MD).
Enhanced with the Psi Beta Oath submitted in 1999 by the Baltimore City Community College Chapter (MD).

REASONS FOR PSI BETA ON TRANSCRIPTS AND HONOR CORDS/MEDALLIONS/TASSELS DURING GRADUATION CEREMONY

Below are some reasons for including Psi Beta on student transcripts, (which can also apply to seeking permission to allow honor students to be recognized in the program and on stage by wearing a Psi Beta honor cord, medallion and/or cap tassel during the graduation ceremony). If you are requesting that Psi Beta be on student transcripts (or that students be recognized as Psi Beta honor students during graduation), you may use this information to seek permission from the college president or registrar.

Psi Beta recognizes outstanding psychology students and promotes excellence in scholarship, leadership, research and community service. Once a student has earned the honor and been inducted, membership is for life. When a student is committed to excellence and hard work, and the Psi Beta faculty advisor has devoted valuable time to motivate the student, having the accomplishments acknowledged at graduation and on the student's transcript rewards both.

The Association of College Honor Societies (ACHS) regulates eligibility requirements for establishing college chapters and for admitting student members. In 1994 Psi Beta was the first community college honor society accepted for membership in the ACHS. Because of the ACHS membership, a student's Psi Beta membership has the unique benefit of meeting one of the requirements for entrance at the GS-7 level (usually two levels higher than otherwise qualified) in numerous occupations in the Federal Service. Also, since higher educational institutions and future employers request transcripts, the college and the student are held in higher esteem when Psi Beta (and any other campus honor society memberships) are noted on the transcript.

The policy for most campuses that include honor societies on the transcript is to include all the honor societies on campus. Some colleges enter Psi Beta on the transcripts by computer, while others use a rubber stamp or seal. Community college honor societies that are members of ACHS are Alpha Beta Gamma, Phi Theta Kappa and Psi Beta. These societies are held accountable to high, regulated standards of excellence.

HONORARY MEMBER CRITERIA

Honorary Member of Psi Beta Chapter

- nominated by chapters
- candidate's name, credentials, and qualifications must be submitted with the nomination to the National Council
- approved by the National Council, majority vote
- known as a scholar or is an earnestly interested supporter of psychology and the Psi Beta chapter
- not open to students
- not open to Psi Beta active or alumni members
- chapter must pay membership fee
- honorary member will receive a special honorary member certificate
- inducted by the chapter in a special candlelight ceremony
- may wear the Psi Beta insignia

Honorary Member of National Psi Beta

- nominated by chapters or the National Council
- candidate's name, credentials, and qualifications must be submitted with the nomination to the National Council
- approved by the National Council, majority vote
- known nationally or internationally as an outstanding psychologist who has contributed to psychology and Psi Beta
- not open to active or alumni members of Psi Beta
- no membership fee
- honorary member will receive a special honorary member certificate
- inducted by the national president presenting the certificate at a national convention
- may wear the Psi Beta insignia

CANDLELIGHT CEREMONY FOR INDUCTING HONORARY CHAPTER MEMBER

“Candlelight Ceremony”

To be performed immediately before or after induction ceremony for student and faculty members

1. Items needed:
 - Candle with holder for honorary inductee
 - Psi Beta pin
 - Certificate of honorary membership
 - Pen and registration book
2. Faculty advisor, officers, faculty members of Psi Beta, and induction officer are to be lined up behind head table or on stage for ceremony.
3. Lights in room are either turned off or dimmed.
4. Honorary member is called by name to the head table or stage by the faculty advisor, president, or induction officer.

CEREMONY

1. Induction Officer reads biography of honorary member candidate.
2. “*(Name of honorary member), please come forward to receive recognition from (Name of College) Psi Beta members for your outstanding contributions and devotion to the field of psychology and Psi Beta.*”
3. “*Honor is the reward of merit.*” *(Light candle and pass it through the hands of Psi Beta members present at head table.)*
4. “*Because of your dedication to the field of psychology and Psi Beta, you have been granted the title of Honorary Member of the (Name of College) Psi Beta Chapter. May this candle light your pathway as you continue to dedicate your life to psychology and education.*” *(Hand candle to Honorary Member.)*
5. “*Congratulations and welcome to Psi Beta. As an honorary member, you may wear the Psi Beta insignia.*” *(Pin can be given together with the membership certificate at this time. The induction officer reads certificate before presenting it.)* “*(And you may vote at our Psi Beta chapter meetings!) Please sign the Psi Beta Book of Membership.*”

END OF CEREMONY

A SAMPLE CEREMONY—MAY BE ADAPTED TO FIT NEEDS OF CHAPTER.

ALUMNI CHAPTERS

The purpose of an alumni chapter is to support the local Psi Beta chapter in its activities and to nurture fellowship.

Psi Beta alumni chapters may be formed by Psi Beta alumni and be officially recognized by registering with the national office. Registration information should include the date organized, officers, and the name, address and telephone number of the liaison with the national office. The chapter will be named after its local chapter(s). To be officially recognized as an active alumni chapter, which includes receiving chapter mailings, a fee of \$25 must be paid to the national office annually to receive the annual mailings. The national office will award a certificate of recognition for the alumni chapter in the charter year.

Below is a checklist of information to include in the registration of a Psi Beta alumni chapter. Information may be updated anytime by fax 316-722-0648 or email psibeta@psibeta.org. Submissions for the newsletter are welcome and may be submitted on the Web site under electronic forms. www.psibeta.org

- Psi Beta Chapter affiliation

- Date for Charter Registration

- Name of President/Organizer, date of induction and Psi Beta chapter

- Alumni chapter contact person information
 - • Name
 - • Telephone Number
 - • Email Address
 - • Mailing address for Alumni Chapter mailings

- Names of Offices and Officers

- Names of all members of the Alumni Chapter (for newsletter count)

- URL for Alumni Chapter Web Site

- Check for annual registration fee made out to Psi Beta, Inc in the amount of \$25

For additional information call 1-888-PSI-BETA

michael@psibeta.org

All information and check should be mailed to the

***Psi Beta National Office
8918 West 21st Street North
Wichita, Kansas 67205***

COMMUNITY SERVICE PROJECT HEATHER'S TEDDY BEAR DRIVE

In honor of the memory of Heather Hemenway, daughter of Psi Beta Alumna Arleen Wood

The National Council supported the Presidents' Summit for America's Future through a three-year commitment, 1997-2000, to "help create conditions for the success of American youth." The council encourages chapters to continue to participate in this community service project, or their own versions, which places thousands of new teddy bears into the arms of traumatized children. (One chapter collected baseball caps for children undergoing chemotherapy.)

The purpose of the project is

- to express love, hope, kindness, compassion and tenderness symbolized by teddy bears distributed to traumatically ill children of ages up to 18 years old in emergency situations,
- to encourage all Psi Beta members to participate by contributing their unique talents and
- to encourage the terminally ill or traumatically injured children to communicate with their families and caretakers about their feelings and the psychodynamics of trauma, death and dying through the use of an object, the teddy bear.

HOW TO IMPLEMENT THE PROJECT

- Psi Beta chapter members and faculty advisor vote to approve participation, then select dates and drop-off locations for holding the drive. Follow college procedure for receiving administrative approval.
- Contact public relations of nonprofit facilities/services dealing in emergency traumatic situations with children of ages up to 18 years old to enthruse and arrange the approval, the number of teddy bears wanted and a procedure for the delivery and distribution of the new teddy bears.
- Set a goal for the number of new teddy bears the chapter aims to collect or purchase from cash contributions in the drive, based on the numbers suggested by the facilities/services accepting the donations.
- Send news releases and arrange special publicity with local, college and hospital newspapers and television and radio stations. Send flyers for display to businesses, organizations, schools and associations.
- Involve the entire Psi Beta campus by publicizing, displaying exhibits about teddy bears and inviting other student organizations to participate.
- Schedule students to regularly collect, count and store or deliver the new teddy bears. These students report to one member responsible for keeping the total count.
- Deliver the new bears to designated facilities as prearranged. Arrange publicity for this event. Please send photographs of chapter members collecting and delivering bears to Psi Beta for a scrapbook and to publish in the newsletter.
- Report the tally of bears collected and distributed in the annual report to the Psi Beta National Office.

HOW TO ATTEND A CONVENTION

Convention Registration. Psi Beta students can join psychological associations at a special rate and pre-register for their regional or national conventions. Members benefit by receiving newsletters and paying less for registration. Soon after arriving at the convention, go to the registration desk to pick up your identification badge and convention packet. The badge allows you to attend all activities, visit the exhibit hall, and ride the convention shuttle if one is provided.

Convention Program. The program lists and briefly describes every activity. It is organized into several sections. The opening section includes announcements and special events, hosts, and convention policies among other information. The body of the program lists the events by day, hour, and location. Each entry contains the title of the activity and presentation, plus the name and affiliation of the presenters. The appendix contains an alphabetical listing of every presenter and a listing of programs by subject. Programs usually contain a summary chart of presentations as well as a map of the convention floor(s).

Invited Addresses. Prominent psychologists are “invited” to present papers on the latest research findings and theoretical ideas. You, however, do not have to be invited to attend the address.

Poster Session. Numerous presenters display the highlights of their research studies, including charts and tables, mounted on bulletin boards arranged in rows. Presenters stand by their posters as attendees stroll along the rows, reading the posters and discussing them with the authors. These researchers will have copies of their papers available.

Invited Symposia. Several authorities in a research area of psychological interest present a brief paper or short lecture. After the presentations, they discuss the issues involved by commenting and critically evaluating each other’s papers. The chair invites comments and questions from the audience. This can be a lively session.

Paper Reading Session. A chairperson introduces several presenters who present short lectures covering their research. Following the presentations, the audience may ask questions. Most of the material is technical and assumes some knowledge of the subject matter.

Exhibitors. A large hall is set aside for publishers and equipment vendors to display their books and supplies. You can place orders and sometimes purchase the products on the last day of the exhibit.

Film Festival. Videos dealing with topics of interest to psychologists are presented in a special viewing room.

Special Events. Special events and social hours are held by various divisions and other professional groups in conjunction with the convention. These are listed in the convention program.

Dress. There is no formal dress code; however, it is expected that everyone will dress in professionally appropriate clothing. Comfortable shoes will make the day more enjoyable!

Planning a Personal Schedule. Go through the convention program and highlight the presentations you are interested in attending. Then make a day-by-day schedule of the times and rooms of these presentations. Do not hesitate to mark several simultaneous presentations. If you cannot make up your mind, list all of them. Then, if you are dissatisfied with your first choice, you may leave the session and go to your next choice. You are free to enter or leave any session at any time, but as unobtrusively as possible.

Copied from the *Spring 1998 Psi Beta Newsletter*, Volume 18, Number 2, page 6.

HOW TO MAINTAIN A VITAL CHAPTER

Occasionally chapters lose officers, interest, and even records. But a few determined leaders can revitalize the chapter by gaining support of the psychology faculty and finding new, active members. Officers committed to making a difference need to work together early to set goals and a calendar, preferably before the beginning of the semester/year. Increasing membership to form a chapter takes priority.

- ***How can you find new members? Increase visibility and publicize membership benefits.*** Posters, bulletin board, campus newspaper, mailings with invitations to eligible students. Wear Psi Beta sweatshirts, tee-shirts, buttons, pins, ribbons. Talk to psychology classes, mentor psychology students, sponsor campus-wide programs, host booths at campus-wide functions, insert bookmarks with Psi Beta membership information into psychology texts in the bookstore (with permission, of course), hold a get-acquainted reception or pizza party. Develop a Psi Beta Web site.

- ***Instill pride in honor society membership.*** Talk about the benefits and prestige, plan a special induction ceremony, provide pins or medallions to new inductees, request Psi Beta membership on transcripts and graduation programs, wear honor cords/medallions at graduations.

- ***Build Psychology faculty support.*** Invite faculty to attend Psi Beta functions, to present their research as chapter programs and to talk about Psi Beta in their classes. Show appreciation to faculty.

- ***Schedule and publicize regular meetings and special programs.*** Plan activities in conjunction with the Psychology Club or nearby Psi Beta and Psi Chi chapters. Offer “How to” workshops on APA format for research papers, submitting and presenting posters at conferences, attending conferences, or transferring to four-year colleges. Schedule speakers and films on various fields and careers in psychology.

- ***Fundraisers.*** Raise funds to support goals and events, including induction ceremonies, attending conferences, and field trips. Funds can also purchase Psi Beta supplies, establish scholarships, and be contributed to community projects.

- ***Continuity.*** Elect new officers a semester before taking office, hold a retreat, mentor, hand over and explain the chapter’ calendar, records, files, and archival materials. Involve all interested members in tasks and add chapter officers to share responsibilities.

Copied from the *Fall 1997 Psi Beta Newsletter*, Volume 17, Number 3, page 4.

HOW TO PREPARE FOR THE ALLYN & BACON RESEARCH PAPER COMPETITION

Advice for Students and Psi Beta Sponsors was presented by Psi Beta Southeastern Vice-President LaurieAnn Drogin during the 1996 Southeastern Psychological Association meeting in Norfolk, Virginia.

- Students, get to know your sponsors, their research interests, their goals for you. Establish a personal relationship with your sponsor so that the sponsor is personally invested in you and your success in psychology.
- *Sponsors, get to know your students—their “big questions” in life, their personal goals. Establish a personal relationship with your students so that you might appropriately guide their research and educational objectives. If your student is to be successful in research, he or she must have a personal investment in the project.*
- Students, do you have any papers lying around that might be revised into a research project? Students have done successful research on the basis of papers originally intended for Sociology, English, History, and Psychology courses.
- *Sponsors, what kind of papers are you assigning in your classes? Students often feel more comfortable delving into research on topics for which they have already begun investigation and for which they have received feedback from you.*
- Students, get to know your school librarian. This person will be a great help to you in finding resources for your introductory section and for learning APA style.
- *Sponsors, get to know your school librarian. Take your classes to the library and teach them to use systems such as PsycLit. Show them where the journals are kept, and instruct them in reading journal articles. These articles serve as a model for research layout as well as provide information to be used by your students. Teach your students the value of cooperation with library staff.*
- Students, set aside a particular time during each week to do your research. Consider this time as sacred as the time spent in classes in which attendance is mandatory. Be disciplined in your efforts.
- *Sponsors, be aware of the time your students have set aside to do research. It is helpful to the student for you to be available by telephone during this time, as first research projects can be overwhelming at times, and your guidance and experience can serve to ameliorate some of this panic. Remember, Psi Beta students are excellent students, and sometimes their self-standards are extremely high.*
- Students, do not be afraid to ask for help.
- *Sponsors, do not be afraid to point out places in which the student might benefit from more guidance.*
- Students, choose a topic about which you care. This research might turn into your senior honors thesis, so be sure that you choose a topic that will not bore you too soon.
- *Sponsors, help your students to discern their interests by reviewing their career goals and life experiences.*
- Students and Sponsors: ENJOY THE PROCESS!

Other helpful hints that apply to some:

Attend poster sessions at local and regional conventions—see what others are doing. Involve your family in the excitement of your project—especially if you have children who have homework and projects of their own to do. Call local experts (and national experts—they answer their phones, too!) and ask their advice.

Copied from the *Spring 1996 Psi Beta Newsletter*, Volume 16, Number 2, page 4.

A PSYCHOLOGY CAREER DAY MODEL

*A committee should be appointed to work closely with the Psi Beta faculty sponsor and executive committee to plan and implement the program. Tasks should be assigned with specific deadlines. Involve as many club and chapter members as possible. Make the Psychology Day as simple or as extravagant as your funds, energy, and schedule permit!**

I. Identification of Target Audience

- A. Faculty: high school, community college, four-year institutions
- B. Students: high school, community college, four-year institutions
- C. Honor societies: high school, community college, four-year institutions
- D. Administrators: president, vice-president, deans, directors, chairpersons, coordinators of honors and mentoring programs
- E. Community-at-large
- F. Local or regional invitations

II. Logistics

- A. Receive permission from the administration and reserve the date.
- B. Plan program and invite participants (See III).
- C. Schedule meeting room(s).
- D. Determine budget (See IV).
- E. Arrange for physical facilities: chairs, tables, podium, microphones, audiovisual equipment.
- F. Reserve parking area.
- G. Determine registration desk/area and supplies: badges, programs or packet of materials.
- H. Plan costs and preparations of meals/refreshments.
- I. Determine costs and deadlines for printing materials and the final program.
- J. Arrange hotel accommodations for guests, if applicable.

III. Structure/Format for the Conference

- A. Keynote address: speaker, renowned psychology scholar, if possible. Opening address or during a luncheon or dinner.
- B. Panels: faculty and student panels. May schedule one panel at a time utilizing one auditorium or schedule several panels at the same time in various locations.
 - 1. Career options in psychology—clinical as well as research emphasis
 - 2. Open discussions—allow ample time for interaction with the audience
- C. Videotape on Careers in Psychology, available from APA. Call 1-800-374-2721 for information from the APA Education Directorate or visit www.apa.org.
- D. Minority representation at all levels of presentation

IV. Budget/Funding

- A. Determine necessary expenses that must be funded by the chapter, college and/or a registration fee. Try to raise additional funds in order to improve the programming and to cover unanticipated expenses.
- B. Ask the Psi Beta/Psychology Club members to approve funds from their treasurers or to raise funds.
- C. Contact Activities Director, Department Chair and Development Office for funds and ideas.
- D. Contact publishers of psychology textbooks and tests for funding.

V. Invitations and Registrations

- A. Announcements and invitations to target audiences
 - 1. Call the high schools and colleges for names of people in charge of the target audiences. Send them the invitations.
 - 2. Follow-up with a phone call and seek permission to make a presentation to invite the target audiences.
- B. Registration information should be enclosed with invitations.
 - 1. Determine if there should be a registration fee, such as \$5.
 - 2. Determine if meeting and parking space and the food preparations require a mail in deadline for registrations.
(One college let guests register at the door and pay \$5 as they entered the auditorium. Following registration and head count, pizzas were ordered for an informal lunch.)

VI. Publicity

- A. Consult your public relations department and contact the development office.
- B. Send press releases.
- C. Contact local press, radio and television for coverage. Ask a talk show host for air time.

VII. Evaluation. Include in your registration packet evaluation materials that are geared toward all members of the target audience.

VIII. Appreciation. Send thank you notes, computerized thank you cards/flyers or certificates of appreciation to everyone who helped. Be sure to include speakers, panelists and administrators such as president, dean, public relations, student activities.

**Psi Beta thanks Ann Robinson for creating this model and Robin Hailstorks and Robbye Nesmith for modifying the model for Psi Beta chapters to use.*

MODEL FOR MINI-CONFERENCE

In 1993 the North Central Missouri College Psi Beta Chapter hosted the first psychology conference in America for two-year colleges. The conference was cosponsored with three other Psi Beta chapters in the Midwestern region. Irvine Valley College hosted the first conference of this kind for southern California. Donna Stuber, PhD, the North Central Missouri College Psi Beta faculty advisor who founded the Mid-America Psychology Conference for Community and Junior Colleges, and Jerry Rudmann, PhD, Irvine Valley College Psi Beta faculty co-advisor who initiated the Southern California Psychology Conference for Community Colleges, compiled their suggestions and resources for implementing a mini-conference in a model with samples of their posters, schedules, evaluation sheets, call for papers, invitations and instructions on how to prepare and deliver poster presentations. For a complete copy of *How to Host a Student Psychology Conference at Your College*, (1999) see the Office of Teaching Resources in Psychology (OTRP) Web site at www.lemoyne.edu/OTRP/pb-conf.html.

Below is an outline of the schedule of events for the Second Annual Southern California Psychology Conference for Community Colleges hosted by the Fullerton College Psi Beta Chapter and cosponsored by the Cerritos College, Cypress College, Irvine Valley College, and Orange Coast College Psi Beta Chapters. We thank Fullerton College Psi Beta Faculty Advisor Callista Lee, the other cosponsoring faculty advisors, and all others involved for their dedication and work that for two hundred conference attendees.

Schedule of Events

- 8:45 am** **Registration**
- 9:15 am** **Welcome and Announcements**
- 9:20 am** **Concurrent Sessions:**
- (A) Careers in Psychology
- (B) Video Previews
Born to Rebel: Birth Order and the Revolutionary Personality
The Myth of Multiple Personality and the Three Faces of Psychiatry
- (C) Computer Demonstrations
- 10:30 am** **Keynote Address:** Ty Colbert, PhD
Broken Brains or Wounded Hearts
What Causes Mental Illness?
- Noon** **Lunch** provided by Psi Beta chapters
Group Juggling, other noncompetitive games
- 1:00 pm** **Concurrent Sessions:**
- (A) Psychademics Competition
Topic: Theories of Development
- (B) View Posters
- (C) Computer Demonstrations
- 2:00 pm** **Concurrent Sessions:**
- (A) Poster Judging
- (B) Psychology Spelling Bee
- (C) Video Previews
For Whom the Bell Curve Tolls
Sexual Harassment: Building Awareness on Campus
- (D) Psych Follies: Psychology makes fun of itself
- 3:00 pm** **Psi Beta Chapter Exchange**
- 3:45 pm** **Awards Presentations**

Copied from the *Spring 1997 Psi Beta Newsletter*, Volume 17, Number 2, page 3.

WEB PAGE CREATION MADE EASY

Tonja L. Ringgold, *Psi Beta Eastern Regional Vice-President, President-Elect and former Chair of the Psi Beta Web Page Committee*

Welcome to the 21st century and the new informational system, which includes such technologies as multimedia, interactive presentations, hypertext, LAN, Internet, and user groups. These are just some of the high tech developmental tools used for education. Information technology not only affects the lives of students, but instructors as well. We are now living in times where computer use in the classroom is poised to permanently alter the method of pedagogy.

If your higher education institution is like my own at Baltimore City Community College, there is a computer literacy requirement for students. This requirement mandates that students be computer literate before they graduate. Essentially, this means that the student must pass either an introductory computer literacy course, another course which is equivalent to the computer literacy course, or pass the computer literacy test. To prepare students for this feat, my department chair began four years ago requiring that we incorporate the use of computer technology in all our courses. For the most part, this meant creating computer lab assignments for our students, which could include anything from Internet lookups to sophisticated statistical procedures using SPSS. Also, we were to create an instructors' Web page to include course syllabi, assignments, and special links. Even though I had no knowledge of Web page creation, I welcomed this challenge. I saw it as my responsibility to become more computer literate since we (the institution) were requiring the same of our students. After all, we must practice what we preach.

Now, some four years later, I have created many Web sites, and even have my own students create Web sites that are quick and easy. Back in those days, Web page creation required some knowledge of computer languages like HTML (Hypertext Markup Language - The coding language used to create Hypertext documents for use on the World Wide Web). Today there are many options available for creating a Web page that do not require such knowledge. Most ISPs (Internet Service Provider - An institution that provides access to the Internet in some form) like AOL offer free space for members to create Web pages. Membership, however, is fee based and space is limited to 2 MB. Other options are software packages that can be purchased like Microsoft FrontPage or even the new versions of Microsoft Word that allow you to work in WYSWG (What You See Is What You Get). You simply work as if you were operating within a word processing program. FrontPage is a wonderful package to work with, however, many sites do not accept FrontPage extensions, which causes problems in uploading and viewing pages. Thus, you must find a publishing site that supports FrontPage extensions for a monthly fee. The newer version of Microsoft Word allows you to save work in HTML format so that pages can be uploaded easily to the World Wide Web.

Still, there are other Web page creation options that are simpler, user friendly, quick, easy, and FREE! One such site is Homestead. This is an online Web page creation site that is easy to use because you simply just drag and drop the features that you want on your Web site. Homestead gives members 12 MB of Web space and also allows you to add such features as photos, guest books, chat rooms, counters, etc. No software is required since everything is "live" online. Your site can be as creative as your imagination will allow. Once you become a Homestead member, you can begin building your site. Homestead membership is free because the company earns its money through advertisements, partnerships, premium services, and licensing deals. Try it for yourself at <http://www.homestead.com>. Send me an email and let me know how you progress in your Web page creation project. Have a great time building your new site!

**Editor's note: See page www.psibeta.org for a list of Psi Beta chapter Web pages.
Copied/edited from the *Winter 2000 Psi Beta Newsletter*, Volume 20, Number 1, page 1.**

Why Research?

**Kenneth Gray, PhD, Psi Beta Midwestern Vice-President
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If you intend to get a PhD (or even a Masters) in Psychology or a related field, there is something I think you should know. You should be doing research. Now, I believe that research is the most important academic experience community college students generally neglect. I can convince many students that research would be fun, interesting, and useful; but most cannot fit it into their busy schedules. What students do not realize is that research is very nearly necessary if they want to attend graduate school in psychology.

How important is research? APA's book, *Getting in: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology*, estimates that research is the second most important non-objective criterion, behind letters of recommendation. I contend that research is even more important than that, however. First of all, I can think of no better way to get a fantastic letter of recommendation than to do research with a faculty member. Second, research is particularly useful for discriminating (in the positive sense of the word) between students. I oversimplify a bit, but roughly, everyone who has a serious shot at graduate school has a great GPA and strong GRE scores. The people who have the best chance of getting in have gone the extra mile and done research. Now, just suppose for a moment that you are attending community college because you do not test well; in short, the SAT or ACT did not reflect your high ability. Sadly, the GRE is looming, ready to pronounce "predicted failure" again. These students especially need to be outstanding in all other respects in order to compensate for a possible weakness on the standardized test. Again, research is key.

Approximately 6% of students who earn a Bachelor's degree in Psychology go on to earn a PhD, even though over 30% of beginning students believe that they will do so. We should offer research as an opportunity to beginning students for at least two reasons. First, and most obviously, a strong research record will help a student become one of the 6%. Second, it gives students an early taste of what graduate school might be like; maybe they would be happier as one of the 94%!

Why start now? Many, if not most, community colleges do not even teach research methods. Isn't it good enough to wait until you transfer? I don't think so. Think about the timing. You show up at your transfer school, planning to earn a degree within two years. You don't have two years, though. You will be applying to graduate schools during the fall of your senior year. Upon arrival, your first job is to meet faculty members and get to know them and their work well enough to approach them with a research idea. All this while you are trying to get used to a very different academic setting. I would be surprised if anyone could establish a relationship with a faculty member and begin a project before winter semester, January at the earliest. This gives you at most nine months to complete a project (four months to design your study and collect your data before your subject pool leaves for the summer). If you think that sounds like enough time, it isn't (at least for most people). Remember, your classes will be harder, and you may be taking very full course loads unless your transfer school is very generous about accepting your community college work. Also, what if the project doesn't work? Most projects do not work on the first try. What if you don't like it and would like to try something else? You do not get a second chance. Wouldn't it be better to get your first taste of research now? You can begin the process now and put yourself solidly on the road to establishing a strong undergraduate research record.

I hope I have motivated you to think about doing research while in community college. In the winter newsletter, I will offer some advice about HOW to get started doing research.

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How to Do Research

**Kenneth Gray, PhD, Psi Beta Midwestern Vice-President
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Last fall, I offered reasons why you should do research at community college. Now, I will tackle the more challenging problem of suggesting how to do research. I should state at the outset that it is extremely difficult to conduct research without an institutional infrastructure to support it. You must be extremely committed and willing to put forth a great effort. Here, then, are a few key pieces of advice.

Coming up with an idea: KISS

(Keep It Simple, Student)

Many beginning researchers choose a too-ambitious project, one designed to answer all of the questions on a given topic. You need to have realistic expectations. All research is constrained by the paramount practical issue: can you reasonably accomplish it? You simply cannot do a longitudinal study of the environmental and genetic influences on alcoholism while you are a community college student. You must scale your idea down to something manageable. By the way, this is the way research is done in general. Individual research projects are typically not designed to answer grand questions. Scientific progress occurs in small steps. Think of it as the "divide and conquer" strategy. Solve one piece of the problem today; leave other pieces to another day or another researcher. The total research literature on a topic provides the answers to the big questions. Your job is to identify an interesting topic and generate a research proposal that is a modest advance of some previous research. If you cannot accept that this is reasonable and useful scientific progress, you will never be satisfied doing research.

Learn how to collaborate

Many honors students prefer working alone. They may even eschew assistance from faculty members in the belief that they are expected to know and do everything independently. You are a novice researcher, however. Research skills develop best under the apprenticeship system of learning. Consequently, you should hope to receive assistance from experienced researchers. Even as your expertise increases, you will often work with and learn from peers and advisors. Examine some journal articles. Many of them have Author's Notes acknowledging the contributions of others (many of the articles themselves are co-authored, clearly demonstrating that they were collaborative). Research is a creative enterprise. It is a myth that creative work usually emerges from the mind of a solitary creative genius. Rather, creativity typically results from embedding oneself in a collaborative, creative environment.

But realize that this is your responsibility

By now you know how important research is. It will be a tremendous boon to your academic record for you to complete an original research project as an undergraduate. So, although you should learn to work with and count on others, you must realize that the primary responsibility for the project is yours. There will be no one to assign homework to help structure the work. Any deadlines will have to be self-imposed. If you take a month break from doing the research, NOTHING gets done. All of this seems obvious now, but it is striking how quickly people overlook the long-term benefit of research when class deadlines and work responsibilities loom.

Look for other support for your efforts

It takes extraordinary vision and discipline to see the value of research and to commit to completing a project. Again, you need not rely solely on your own resources. Look for resources at your college that will support your efforts. For example, if your school offers Research Methods, take the course, even if it will not transfer. Perhaps you can complete your project as an Independent Study course. This will allow you to schedule regular time to complete the work, and might even reward your faculty advisor with a stipend for supervising your project. Devote some of your Psi Beta meetings to research. Members can brainstorm, discuss their ideas, and begin collaborative relationships. Invite professors from nearby 4-year colleges/universities to present their research at your campus (or attend talks at their campus). Finally, set a goal for yourself. For example, plan to enter your research project in the Allyn and Bacon/Psi Beta Research competition or to present it at a regional conference.

I wish you the best in starting and completing your research projects. I know it will be difficult, but don't give up; it will be worth the effort.

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HOW TO ORGANIZE REGIONAL POSTER SESSIONS

Jaye Van Kirk, M.A.

Psi Beta Vice-President Western/Rocky Mt. Region

ORGANIZING POSTER SESSIONS:

1. Getting opportunities to have community colleges involved in regional conventions:
 2. The western region is very fortunate to have faculty who are actively involved with other aspects of regional convention programming. Their familiarity with contacts (e.g. regional president, executive director, etc.) is critical in establishing a link between community colleges and universities. Our region has extensive collaboration with [PT@CC](#), Psi Beta, the Community College Working Group and the Council of Representatives. Presence within each of these groups allows community college interests to be heard. Support of colleagues from universities is critical in how “welcome” and included community college students and faculty are in the convention programming.
 3. Contact regional executive director to discuss opportunities for programming time. For the western region of Psi Beta, sessions include: Innovative Teaching sessions for faculty (90 min), Psi Beta social hour and chapter exchange (90 min), Psi Beta poster session (2-3 hours), DP2KB (4 hours), invited speaker (60 min). Psi Beta poster sessions are often provided times & dates within the regular convention time. Sometimes they are combined with Psi Chi poster sessions. Be aware that the “prime times” are usually dedicated to the major invited speakers, poster sessions, workshops etc..
4. Recruiting poster presenters:
 5. An easy introduction to poster presentation is to have chapters put together a poster highlighting their most successful activities. It allows several members to work collaboratively and provides them with the experience of putting something together and presenting it. The increase in research at regional community colleges has enabled our poster sessions at WPA to now emphasize primarily research based poster presentations.
 6. Identify colleges that offer Introduction to Research Methods courses and encourage faculty to have their students present. It also encourages them to become members or to charter new chapters.
 7. If colleges don’t have chapters or research courses, invite them to attend so that the faculty can begin exposing students to conferences. Invite them to attend Psi Beta sessions to learn about what chapters do. This is also a useful recruitment tool since they can meet and speak with members and faculty advisors.
 8. Mail out notices to advisors & chapters within the region announcing opportunities to present posters with details about deadlines, specific requirements, forms. etc..
1. Organizing applications, deadlines, etc.:
 2. We have had 2 approaches for abstract submissions & deadline setting:
 3. Deadlines:
 4. Coordinate with regional convention executive director what deadline can be suitable to have poster presenter’s names included as an addendum in the convention program. The poster titles and authors are

included separate from regular programming. This deadline provides students with longer time to complete their research and posters (typically 3-4 months after the regular convention deadline). In this situation, it is important to determine what is necessary to make the addendum printing deadline.

5. This second option can be used in order to have the poster presentation titles and authors printed along with regular programming. Each regional VP has a working agreement with the executive director to determine what deadline is suitable for the Psi Beta poster presenters to be included in the regular conference program (typically 2 months after the regular convention programming deadline). The students feel enormous pride at having their names and titles of their posters included with the rest of the program. This information is also maintained as part of the permanent records of convention programming that is often accessible as a hard copy or on the web. This option also provides students with longer time to complete their research and posters.
6. Applications & forms:
 7. Faculty and regional VP role:
 8. It is important that faculty are actively involved in the submission process. The Western region only accepts posters from students who are Psi Beta members. Faculty serves to encourage poster submission and also help to ensure that the quality of research helps to maintain rigor that is expected at scientific conferences. Faculty and student(s) should sign off on forms indicating: student is a Psi Beta member, all student authors are appropriately recognized for their contributions, the research was conducted by the student and the student received appropriate faculty advising throughout the research process.
 9. The regional VP receives all Psi Beta poster application submissions and reviews them for their inclusion in the session. List of authors, titles, institutional affiliations, advisors, contact information is maintained for follow up and to send forward to Psi Beta national headquarters for certificates of participation to be made in time for convention presentation. VP communicates back to student & faculty informing them of acceptance into the convention program. VP collects checks for payment of registration and forwards it on with completed poster application forms to regional executive director.
 10. Forms:
 11. Form with author, title, institutional affiliation, faculty advisor signature, student signature, date, membership in Psi Beta.
 12. Completion of regular convention program application (e.g. author, title, institutional affiliation, abstract). Each region convention submission process will have their own requirements for poster submission.
13. Poster review:

Faculty from the region are invited to serve as judges for the student poster presentations. It is also a good idea to determine what community colleges are local to the convention site and

ask if their faculty would like to serve as judges. This is another way to recruit new chapters to Psi Beta. Some VP's prefer having a set of predetermine set of indices to comment and review for each of their judges. Judges can either assess each poster or judges can be assigned to a set number in order that all students have the opportunity to have comments on their research design, data analysis, conclusions, etc.. Generally the intent is for judges to provide positive encouragement and constructive suggestions on ways to enhance the design of the investigation. The students often find that when people express interest in their work, their efforts are validated. They often take pride in being able to answer questions pertaining to their particular area of investigation and their familiarity with the literature.

4. Traveling to convention:

Each college has their own specific regulations pertaining to student travel. Please obtain information from your own Associated Student office or Student Affairs office detailing within or out of state travel requirements. Travel arrangements often require extensive organization so plan well in advance before approaching campus organizations for their support. 2-3 month turn around time may be required for completion of forms at campus, administration and district level.

a. Funding:

Determine what sorts of funding are available from your campus to support student travel to conferences. Some sources can often include: Associated Student funding, chapter fund raising activities, sponsors and benefactors.

b. Travel:

Determine what regulations for travel are required from your individual campuses. College campuses may have a resource to obtain travel discounts.

c. Accommodations:

Students often share rooms to reduce costs. Faculty and students should look into campus regulations on travel accommodations. While accommodations are more affordable further away, the convenience of staying at the hotel where the conference is held often beneficial to getting the most out of the conference experience.

The convention experience can often serve as a critical transformative experience for a student's academic development. When community college students conduct and present research in their sophomore year, it provides them with a distinct advantage of gaining familiarity with the skills necessary to be successful in their junior and senior years as well as preparing them for possible graduate work. These students are better prepared to continue their involvement in research and thus are able to demonstrate a track record of their involvement as young scientists. With a poster presentation to add to their developing vitae, students also have an important index of their sophistication in knowledge about the field of psychology that is valuable for future opportunities in work or graduate school. We hope that you will consider providing this extraordinary learning experience and opportunity to your students.

ACHS National Project on Ethics: *A Matter of Ethics*

RATIONALE

ACHS is proposing the creation of a national project as one way to achieve a long-standing goal of the organization: to increase the visibility of both ACHS and its member societies in the higher education community. Given the limited financial resources of ACHS, the sponsorship of a national project offers an economical but potentially powerful means of uniting member societies in a common program and providing opportunities for collaboration among ACHS member societies on individual campuses. This initial topic of ethics obviously crosses all academic lines, allowing societies the freedom to promote the project as they see fit. As the membership of ACHS is composed of member societies, participation in the national project would be voluntary and would vary by honor society discipline, chapter, and size. Member societies would report activities to the ACHS Executive Director who would serve as a resource and overseer of the national project on ethics.

OBJECTIVES

1. To commit to a leadership role in increasing college and community awareness of the various facets of ethics by investigating it via multidimensional avenues.
2. To provide opportunities for quality dialogue between colleges and their respective communities about ethical issues.
3. To promote, encourage, and strengthen commitment to ethical behaviors at all levels: individually and collectively within the academic community.
4. To serve as role models of ethical behavior for members of the academic community.
5. To train and develop college leaders in the art and practice of making ethical decisions.
6. To provide the college community guidelines for resolving ethical dilemmas.
7. To increase the knowledge, appreciation, and value of professional codes of ethics in various college disciplines.

LENGTH OF PROJECT: An initial commitment of three years with the possibility of extending the project.

SAMPLE PROJECTS/PROGRAMS developed by Dr. Sharon Burson of Psi Beta; Temple College
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1. Chapters of ACHS member society could sponsor a public forum on Ethics. Use panel format composed of prominent community leaders (e.g., business, industry, education, clergy, etc.).
2. ACHS member society chapters could develop a *Speakers Bureau* of community leaders who will serve as guest lecturers for individual classes. Publicize the list and distribute throughout the academic community.
3. ACHS member society selects a film that depicts ethical and/or unethical behavior. Advertise *free* film, provide childcare, popcorn, etc. Following film, divide attendees into small groups and provide discussion questions about the ethics portrayed in the film. Honor Society members, sponsors, and interested faculty serve as facilitators of groups.
4. Chapters of ACHS member societies could sponsor a campus wide forum on Ethics. Various disciplines inform attendees about their respective professional code of ethics (e.g., nursing, psychology, business, etc.).
5. Chapters of ACHS member societies could sponsor a Commitment to Ethics Day/Week on campus. Secure administrative support for all disciplines to devote all or partial class period to discussing ethics. Examples: philosophy class holds debate on ethical choices, psychology classes discuss behavioral aspects of ethical choices, history classes role play key historical figures who showed moral and ethical courage, drama classes select film (e.g., *Man for All Seasons*, *Chariots of Fire*) depicting ethical

- dilemmas, government classes identify examples of ethical and unethical political figures.
6. ACHS member societies could develop and provide a directory of web sites addressing ethical issues.
 7. ACHS member societies sponsor a panel, forum, or guest speaker emphasizing the ethical conduct of scholarly research.
 8. ACHS member societies cooperate and interface with Student Government Organization to sponsor Ethical Awareness Activities. Spearhead the adoption of an honor code for all student organizations on campus.
 9. An honor society could locate a *reformed* violator of an ethical conduct who is willing to give their *testimony*. Provides a forum for this individual to perform a community service. Possible find this individual through a probation program. If not feasible, invite local law enforcement officials, probation officers, lawyers, etc to share their perceptions.
 10. Chapters of ACHS member societies could sponsor an *Ethics Hotline* for campus inquiries.
 11. Chapters of ACHS member societies could spearhead effort for all campus organizations to develop and/or post their code of ethics on selected web pages.
 12. Honor Society develops, distributes, and analyzes a questionnaire identifying ethical issues, concerns, and solutions to faculty. Publishes results in school newspaper.
 13. Honor Society identifies a local business, professional, individual, industry, etc. that is recognized in the community for outstanding ethical behavior. Presents recognition (i.e. certificate) in an awards ceremony, at an induction ceremony, or banquet. Establish as an annual event. Provide newspaper publicity.
 14. ACHS member societies arrange to purchase inexpensive T-Shirts with *catchy* phrase touting ethical behaviors. At a predetermined date, all members wear T-Shirts to classes.
 15. Honor Society sponsors essay contest on Ethics. Recognize winner at awards program, campus newspaper, local newspaper, and professional society newsletter. If funds are available, provide scholarship for winner.
 16. Chapters of ACHS member societies could sponsor booth at Freshman Orientation programs that provide guidelines for ethical behavior on the campus and in the classroom.
 17. ACHS Member Societies could sponsor a forum during their national convention on ethics and ways to promote ethical conduct.
 18. ACHS Member Societies could publish an article on ethics in the national magazine or newsletter.
 19. ACHS could provide links to web sites of other organizations that promote ethical conduct (see samples for collaboration below)
 20. ACHS member society could include resource on ethical conduct and sample programming ideas to promote ethics in chapter fall mailing.
 21. Elementary grades. Honor Society members develop a play (e.g., puppets) illustrating ethical behavior. Provide for elementary schools in community.
 22. ACHS member societies could sponsor poster contest depicting an ethical concern for elementary children.
 23. Select several grade appropriate books that illustrate and emphasize ethical behavior for elementary age children. Volunteer as readers in the classrooms and/or school library.
 24. Honor Society sponsors poster contest depicting an ethical concern for elementary school children. Follow up with certificates, plaque, newspaper recognition, etc.
 25. Middle school. Honor Society develops an *Is It Cheating?* checklist. Make liberal use of case studies to illustrate both ethical and unethical behaviors. Distribute to teachers or volunteer to lead a class discussion.
 26. High school. Honor Society invites members of high school honor societies to roundtable discussion on ethical vs. unethical behaviors. Topics could include plagiarism, ethical vs. unethical use of net as a resource, etc.

RESOURCES:

OPPORTUNITIES FOR COLLABORATION WITH OTHER NATIONAL GROUPS

Center for Academic Integrity - Duke - (www.academicintegrity.org). The Center has a number of web resources that could be useful. ACHS is already a supporting member of the Center. Several of the ACHS member societies (e.g., ODK, ALD) have joined the Center for Academic Integrity.

Institute for College Values - www.CollegeValues.org

Indiana University=s Student Ethics Office - campuslife.indiana.edu/Ethics/

The Institute for Business, Technology, and Ethics - www.ethix.org

The Institute for Global Ethics www.globalethics.org

Online Ethics Center for Engineering and Science - www.onlineethics.org

Intersection of Ethics and the Law - www.Jegaethics.com

Business Ethics - www.business-ethics.com

Ethics Resource Center - www.ethics.org

United States Office of Government Ethics - www.usoge.gov

Maurice Young Center for Applied Ethics - FWW.ethics.ubc.ca/resources

OPPORTUNITIES FOR DIVERSITY:

Each honor society could develop its own emphasis. on this topic. For example,

Sigma Tau Delta - English - plagiarism

Kappa Delta Pi - Education - citizenship

Business honor societies - ethical conduct in business relations

EXAMPLES OF HONOR SOCIETY EFFORTS

The Spring 2003 Phi Kappa Phi Forum deals with *Professional Ethics*.

Mike Wolfe of Kappa Delta Pi - Civic Education.

The Delta Mu Delta Vision (Winter 2003) featured articles on Promoting Integrity in Business Decision Making.

The Sigma Beta Delta Aspirations (Fall 2002) featured an article, *Questions of Ethics*.

Alpha Chi's journal the Recorder (Vol. 46, No.3) has two articles on ethics. One, detailing a campus conflict that made its way into the national press, including the Chronicle of Higher Ed, has a neat angle on how honor society students were instrumental in the resignation of a college president who had altered a student athlete's grade.

RECOGNITION

Member societies will be given recognition on the ACHS Web site. A supplement to the Annual Report will include a description of the program to publicize this ACHS National Project and the participation of members.

ENDORSEMENT - The ACHS Board of Directors approved the development of this proposal by Dennis Organ and Glenda Earwood. ACHS member societies adopted this three-year national project at the 2004 Annual Meeting.