Is conformity a mediating variable on increased risk-taking behavior across years of membership in the Greek system?

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Is Conformity a Mediating Variable on Increased Risk-Taking Behavior Across Years of Membership in the Greek System?

by

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Is conformity a mediating variable on increased risk taking behavior across years of membership in the Greek System?

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has been approved

at the

Graduate Department of Clinical Psychology

George Fox University

As a Dissertation for the Psy.D. degree

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Is Conformity a Mediating Variable on Increased Risk-Taking Behavior Across Years of Membership in the Greek System?

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Abstract

Conformity is the process through which people succumb to the normative behavior, attitudes or beliefs of others, in response to the influence or pressure of the group as a whole. Conformity has been evident in increasing risk taking behavior in many different groups, including college students. In the college subculture of Greek Life, members adhere to specific rules and norms in order to remain accepted, which could be indicative of conformity.

This notion raises the question: what is the role of conformity on the risk taking behaviors of alcohol usage and sexual promiscuity as well as on the academic performance across years membership in Greek life? The current study examines conformity in 31 fraternity members, cross-sectionally, using a compressed longitudinal design. The study hypothesizes that members in Greek Life develop lower levels of conformity after initiation, making them less susceptible to risk taking behaviors such as binge drinking, sexual promiscuity and decreased academic performance. Surveys were administered to the members in paper format, and results
were evaluated using a series of analysis of variance equations. The results indicated an interaction effect between peer conformity (high, low) and alcoholic beverages consumed as well as a main effects for between peer involvement (high, low) and time on college grade point average.
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Chapter 1

Introduction

Greek Life (fraternities and sororities) flourish in colleges across the United States, with some schools having up to 60 chapters on one campus. These organizations often entice young students during recruitment with promises of social events, immediate friendships, and the benefit of affiliation. This can be an exciting opportunity to incoming freshman, and thousands of new members join Greek Life each year.

At face value Greek Life has many positive qualities. However there can also be some lesser known negative effects of membership. According to Barry (2007), among college students age 18-24 there are an estimated 1,400 alcohol related deaths, 2.1 million driving under the influence, and 70,000 alcohol related sexual assaults in the United States. Barry emphasized that not all college students are equally vulnerable to these events and that certain groups with cultural standards that embrace alcohol use (such as Greek Life) are more prone to experiencing these negative consequences. The main idea is that the pressure for conformity causes the crowd to overlook the potential risks and problems associated with certain behaviors.

Conformity

Research has demonstrated that conformity decreases with age making younger people more prone to this experience (Pasupathi, 1999). Newman and Newman, 1976, suggest that for younger people, substance use, risk-taking behavior, and sexual activity may indicate efforts to
"conform to the norms of the group and to demonstrate commitment and loyalty to other group members" (p. 276). It is essential to consider the developmental stage of college students, and how this might affect their susceptibility to group think and conformity (Pasupathi, 1999). Viewing conformity as a result of developmental processes, Costanzo and Shaw’s (1966) evaluation demonstrated an increase in conformity during adolescents and a decrease as they reached adulthood. The basic premise is that compared to adults, younger college students worry more about what other people think about them, maintain a less stable value system, have an increased interest in seeking out new opportunities and acquaintances, and are less self-assured in their own knowledge base (Pasupathi, 1999). This research supports the hypothesis that conformity will decrease with time of membership in the fraternity, as the average member enters the house during adolescence and reaches adulthood by the time of graduation.

Another factor that contributes to college students’ vulnerability for conformity is the natural human desire for affiliation and a sense of belonging. “The chain of motivational, cognitive, and social processes that bind individuals to collections of others (groups) is forged early in life. Infants and young children inherently form affectionate bonds and seek closeness with those who become familiar to them” (Ainsworth, 1979 p. 933). This innate desire for interpersonal connections may make someone more susceptible to adopting a group's values that are contradictory to one's own belief system. For example, immersing an adolescent in a new environment will likely cause them to gravitate towards perceived interpersonal connection with a group, such as in Greek Life. Therefore, as a result of their need for attachment, college students involved in Greek Life are vulnerable to conformity in group situations.
Greek Life

An example of a group environment with a culture defined by specific norms is Greek Life on college campuses. This subculture is based upon unity and adherence to one's selected house. Often people choose their Greek Chapter based on perceived personality similarities to current members. Baron, Monson, and Baron, (1965) suggested that it is important to consider that Greek Life may naturally attract extroverted people who have a higher need for sensation seeking activities including partying, dating and athletic activities. They also note that within this personality type, there may be a lower motivation for learning alternative behaviors, making it easier to attach to the identity of Greek Life. So how does this identity that attracts extroverted, sensation seeking individuals who enjoy engaging in partying, dating and athletic activities manifest itself?

In research conducted by Kahler, Read, Wood, and Palfai (2006), membership in a Greek house (fraternity or a sorority) significantly increased the likelihood that students would engage in the risk taking behavior of binge drinking, with an increased occurrence of sexual promiscuity. Within this study, the greatest risk group for binge drinking was Caucasian males with a high sensation seeking status (Kahler et al., 2006).

Park, Sher, and Krull (2008) noted that alcohol use on college campuses is becoming a public health concern, as more college students show higher rates of alcohol abuse and dependency. They also found an increase in marijuana and other illegal substances being used on college campuses across the U.S. Park et al. (2008) also reported that membership in a Greek house is the highest predictor for substance abuse. They discussed national data which shows how Greek members have the highest rates of cigarette, marijuana and ecstasy use, have an
increased likelihood of being diagnosed with an alcohol-related disorder and are more likely to experience consequences related to alcohol use (Park et al., 2008).

Excess substance use has many adverse effects including negative academic performance in students who may also struggle to keep up with the rigorous academic standards of college. When the pressure and stress of college life build, alcohol can serve as a temporary relief from their problems. According to Gall (1988), poor time management, such as last minute cramming for exams and spending minimal time on homework is connected to a decrease in academic performance. Alcohol use can also be connected with poor time management when hangover effects are considered, or excessive late night partying. The sample by Cox, Zhang, Johnson, and Bender (2007) included 1,488 high school students and defined “low academic performance” as students who mostly had grades of C and below. Their research found that a majority of the students who fit into the category of low academic performance, were frequent smokers, binge drinkers and regular marijuana users. This type of at-risk behavior often continues from high school into college, and particularly in Greek houses (Cox et al., 2007).

**Current Study**

The purpose of the current study is to examine the relationship between length of membership in the Greek system, conformity and risk taking behaviors as measured by poor academic performance, sexual promiscuity, and binge drinking. The study hypothesizes that conformity and risk taking behaviors will decrease with increased time of membership.
Chapter 2

Method

Participants

The study included 66 male students from fraternities at a state university in the Pacific Northwest. Although 66 of these students completed the first administration, only 31 completed both the October and May surveys. A letter was sent to Greek houses to solicit interested participants in November 2008. The letter (see Appendix A) described the study as one which was aimed at “better understanding” the Greek system, would be “anonymous,” but would require the participants to identify age, year in school, and gender. The letter was sent to both the Panhellinic and Interfraternity Councils to be read at the monthly meetings.

The initial letter only yielded the participation of one fraternity, and therefore, the researcher made contact with additional Greek houses via telephone to obtain further participation.

Instrument

The Peer Pressure Inventory (PPI) by Clasen and Brown (1985), which is a 53-question Likert scale, was used to measure peer pressure on a -3 to 3 rating system within five sub-scales including: family involvement, school involvement, peer conformity, misconduct and peer involvement. Misconduct includes behaviors such as drug and alcohol use, as well as sexual intercourse and property crimes. Peer conformity includes factors such as having the same opinion as your friends, talking and acting similarly to your friends, and being part of a certain
crowd or group. Peer involvement includes feeling encouragement from peers to attend school functions, to be “social,” and to go out on dates. Family involvement includes behaviors such as getting along with your parents, talking respectfully to adults and acting in accordance to your parent’s wishes. Lastly, school involvement includes feeling pressure to study, taking advanced classes and finishing one’s degree.

According to Clasen and Brown, “items for each scale were interspersed and counterbalanced (half had the statement representing pressure toward the domain on the left side of the page; half had it on the right side)” (p. 458). A mean score for each PPI subscale was calculated after the items were re-coded to score them all in a “positive direction” (p. 458). An average score of -3 indicates strong peer pressure against a certain construct (misconduct, peer involvement). A mean score of a 3 indicates strong conformity towards a specific area (peer, family, or school involvement). A rating of a zero suggests the rater feels no peer pressure in either the negative or positive direction. Through the original study which administered the PPI to 70 participants in both a rural and urban sample, the PPI was determined to be a reliable instrument for gauging an adolescents' view of peer pressure. Aside from the conformity scales among the urban sample, alpha coefficients were .70 and higher. The PPI also displayed internal consistency and test-retest reliability when the test was administered in weekly intervals over a six-week period with correlations ranging from .48 to .65 (Clasen & Brown, 1985). In addition, demographic information was collected on each participant (refer to Appendix A).

Design

This research explores the effect of the length of Greek membership on conformity. The dependent variables were the grade point average (GPA), alcohol use within the past week and
number of sexual partners within the past month. The independent variables were level of conformity as measured through the PPI’s five sub-scales of peer conformity, family involvement, peer involvement, school involvement and misconduct. Each of the participant’s scaled scores were rated as high or low based upon the average response of the participants using a mean split technique. A response over the average was coded as high (1) and a response lower than the average was considered a low (2).

**Procedure**

The survey was administered in person on October 4, 2010 and on May 2, 2011. For each administration, the data was collected by the principle researcher and the participant required approximately 10-15 minutes to complete the measure.

**Data Analysis**

A series of five 1-way analyses of variance (ANOVA) were used to examine the differences between students’ levels of conformity between the first data collection and the second. Then a series of repeated measures ANOVAs were conducted to examine the effect of conformity and time had on behaviors such as binge drinking, grade point average and promiscuity. A p-value of .05 or smaller was considered significant.
Chapter 3

Results

Demographic and Descriptive Statistics

The dependent variables were the GPA, alcohol use within the past week, and number of sexual partners within the past month. The total sample consisted of 66 students on the first administration, all of which were male. Only 31 students completed both administrations. The average age for the original 66 participants was 19.67 (see Table 1). The average number of sexual partners for the original 66 was .79. The average GPA on a 4-point scale was 3.65 for high school and 3.36 for college (See Table 1).

Table 1

<table>
<thead>
<tr>
<th>Fraternity Member</th>
<th>Age</th>
<th>GPA: college</th>
<th>GPA: high school</th>
<th>Sexual Partners</th>
<th>Drinks Consumed</th>
<th>Year in school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M (SD)</td>
<td>M (SD)</td>
<td>M (SD)</td>
<td>M (SD)</td>
<td>M (SD)</td>
</tr>
<tr>
<td>First Administration</td>
<td>66</td>
<td>19.7 (1.3)</td>
<td>3.4 (0.62)</td>
<td>3.6 (0.33)</td>
<td>0.79 (1.03)</td>
<td>3.4 (1.6)</td>
</tr>
<tr>
<td>Completed Both Administrations</td>
<td>31</td>
<td>19.6 (1.6)</td>
<td>3.2 (0.74)</td>
<td>3.7 (0.32)</td>
<td>0.94 (1.03)</td>
<td>3.3 (1.6)</td>
</tr>
</tbody>
</table>

Note. M = Mean, SD = Standard Deviation, Year in School: 1-4 = freshman-senior.
Statistical Analysis

Paired samples $t$-tests were used to determine if significant differences existed between the subjects' first and second administrations of the PPI. No significant differences on PPI subscale scores (high and low) were found between the two administrations for the group of 31 students who completed both administrations (see Table 2).

Table 2

<table>
<thead>
<tr>
<th>Paired Samples T-Test</th>
<th>First Administration</th>
<th>First Administration Range</th>
<th>Second Administration</th>
<th>Second Administration Range</th>
<th>t</th>
<th>df</th>
<th>p = (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Involvement</td>
<td>Mean 1.48, SD .51</td>
<td>High/Low 22, 4</td>
<td>Mean 1.65, SD .49</td>
<td>High/Low 24, -1</td>
<td>-1.13</td>
<td>30</td>
<td>0.27</td>
</tr>
<tr>
<td>Peer Conformity</td>
<td>Mean 1.58, SD .50</td>
<td>High/Low 12, -4</td>
<td>Mean 1.45, SD .51</td>
<td>High/Low 17, -7</td>
<td>-0.9</td>
<td>30</td>
<td>0.38</td>
</tr>
<tr>
<td>Misconduct</td>
<td>Mean 1.48, SD .51</td>
<td>High/Low 22, -12</td>
<td>Mean 1.5, SD .51</td>
<td>High/Low 8, -15</td>
<td>1.03</td>
<td>30</td>
<td>0.31</td>
</tr>
<tr>
<td>Peer Involvement</td>
<td>Mean 1.51, SD .51</td>
<td>High/Low 27, 2</td>
<td>Mean 1.48, SD .51</td>
<td>High/Low 23, 0</td>
<td>0.34</td>
<td>30</td>
<td>0.74</td>
</tr>
<tr>
<td>Family Involvement</td>
<td>Mean 1.39, SD .50</td>
<td>High/Low 18, -3</td>
<td>Mean 1.45, SD .51</td>
<td>High/Low 21, -1</td>
<td>-1.28</td>
<td>30</td>
<td>0.21</td>
</tr>
</tbody>
</table>

Finally, a series of repeated measures ANOVAs were conducted to explore the effect of time (October, 2010-May, 2011) in the fraternity and level of PPI subscale scores (high, low) on number of sexual partners, college GPA and drinks consumed (Table 3). There was a significant interaction effect between peer conformity (high, low) and time on alcoholic beverages consumed ($F(1, 29) = 5.78, \ p = .02$; see Figure 1). Significant main effects were also found for
both peer involvement \((F(1, 26) = 7.09, p = .01)\) and time \((F(1, 26) = 24.229, p = .00)\) on college GPA (see Table 4). The remaining repeated measure ANOVAs were insignificant.

Table 3

**The Effect of PPI Subscale on Number of Sexual Partners, Drinks Consumed, and College GPA**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Sexual Partners</th>
<th>GPA-HS</th>
<th>GPA-College</th>
<th>Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misconduct</td>
<td>F(1, 64)=.056</td>
<td>*F(1, 64)=3.877</td>
<td>F(1, 64)=.018</td>
<td>F(1, 64)=.148</td>
</tr>
<tr>
<td></td>
<td>p=.813</td>
<td>p=.053</td>
<td>p=.897</td>
<td>p=.702</td>
</tr>
<tr>
<td>Peer Involvement</td>
<td>F(1, 64)=.140</td>
<td>*F(1, 64)=7.164</td>
<td>F(1, 64)=2.997</td>
<td>F(1, 64)=.128</td>
</tr>
<tr>
<td></td>
<td>p=.709</td>
<td>p=.009</td>
<td>p=.088</td>
<td>p=.722</td>
</tr>
<tr>
<td>Peer Conformity</td>
<td>F(1, 64)=.276</td>
<td>F(1, 64)=.434</td>
<td>F(1, 64)=2.657</td>
<td>F(1, 64)=.028</td>
</tr>
<tr>
<td>Family Involvement</td>
<td>F(1, 64)=.585</td>
<td>F(1, 64)=1.371</td>
<td>F(1, 64)=.120</td>
<td>F(1, 64)=.260</td>
</tr>
<tr>
<td></td>
<td>p=.447</td>
<td>p=.246</td>
<td>p=.731</td>
<td>p=.612</td>
</tr>
<tr>
<td>School Involvement</td>
<td>F(1, 64)=.856</td>
<td>F(1, 64)=.813</td>
<td>F(1, 64)=.154</td>
<td>F(1, 64)=.031</td>
</tr>
<tr>
<td></td>
<td>p=.358</td>
<td>p=.371</td>
<td>p=.696</td>
<td>p=.861</td>
</tr>
</tbody>
</table>

Table 4

**Results-Repeated Measures ANOVAS**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mean First Administration</th>
<th>Mean Second Administration</th>
<th>Standard Deviation First Administration</th>
<th>Standard Deviation Second Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Involvement</td>
<td>13.8</td>
<td>12.6</td>
<td>6.6</td>
<td>6.5</td>
</tr>
<tr>
<td>Peer Conformity</td>
<td>1.8</td>
<td>2.41</td>
<td>3.6</td>
<td>4.7</td>
</tr>
<tr>
<td>College GPA</td>
<td>3.19</td>
<td>3.16</td>
<td>0.74</td>
<td>.43</td>
</tr>
<tr>
<td>Drinks</td>
<td>3.3</td>
<td>3.8</td>
<td>1.6</td>
<td>1.4</td>
</tr>
</tbody>
</table>
Note. High refers to high peer conformity and Low refers to low peer Conformity.

*Figure 1.* Effect of peer conformity on drinks consumed.
Chapter 4

Discussion

Previous research has demonstrated the growing prevalence of the Greek System in college campuses across the United States. Often seen in a negative light, fraternities and sorority members appear more susceptible to risk-taking behaviors such as alcohol-related problems, sexual promiscuity or assault, as well as poorer academic performance than the general student body (Barry, 2007). Greek Life became known as a public health concern as one of the highest predictors for alcohol use in college (Park et al., 2008).

Although a plethora of research has evaluated the negative consequence of membership in Greek Life, the reasoning behind this problem is still unclear. Research suggests not all college students are equally vulnerable to the negative experiences of binge drinking, high risk sexual practices or poor academic performance. It has become evident that students who are part of a cultural group that endorses such behaviors become more susceptible to these effects (Barry, 2007). When combined with other factors such as younger age, a desire to affiliate and the availability of increased decision making, a Greek member is particularly at risk for these behaviors. A hypothesized explanation for high risk sexual practices, poor academic performance and binge drinking has been the influence of conformity and peer pressure on the choices of young adults.

The purpose of the current study was to examine the relationship between length of membership in the Greek system, conformity and risk taking behaviors as measured by poor
Conformity in the Greek System

academic performance, sexual promiscuity and binge drinking. The study hypothesized that conformity and risk taking behaviors would decrease with increased time of membership. Greek Fraternity members from a state university in the Pacific Northwest were evaluated through two separate administrations of the PPI. Thirty-one of the participants completed both administrations, while 66 completed the first administration.

The findings provide a picture contrary to the common perception of the Greek System. Although peer conformity (as measured by the PPI) did have a significant effect on the amount of alcohol consumed, it did not impact the number of sexual partners, and academic performance (GPA) when measured over time within members of the Greek System. The results indicate that the participants with high peer conformity scores reported drinking an average of 3.08 drinks on alcohol use during the first administration. On the second administration the same participants reported an average score of 4.31 drinks on alcohol use. In contrast, those scoring low on peer conformity reported an average of 3.5 drinks on the first administration and 3.39 drinks on the second administration. Alcohol use increased for those participants with higher levels of peer conformity. This finding is supported by current research which suggests that membership in a Greek house significantly increased the likelihood that students would engage in the risk taking behavior of binge drinking Kahler et al. (2006).

The results also indicated that there was a significant difference in GPA between students scoring high and low on the peer involvement subscale. Participants who had a high level of peer involvement reported an average college GPA of 3.12 on the first administration and a 3.49 on the second administration. Participants who scored low on peer involvement had an average college GPA of 3.42 on the first administration and 3.77 on the second. In addition, the average GPA for both groups increased significantly between the first and second administrations. This result differs from the current literature which suggests that peer involvement, such as “going out
with friends”, which is often related to alcohol consumption and in turn, has a negative effect on academic performance. For many college students, alcohol helps to relieve the pressure and stress of college life build, which can be connected to spending minimal time on homework, poor time management, such as last minute cramming for exams, all of which are connected to a decrease in academic performance (Gall, 1988). To the contrary, it is plausible that Greek Membership could actually provide additional means (outside of alcohol) which help to circumvent the academic pressure, leading to reduce stress levels, and potentially, increased performance. This study demonstrated that even the participants who endorsed a high level of peer involvement managed to maintain a relative high GPA, which actually increased with length of time in the house.

According to Miller and MacIntosh (1999), stressful environmental factors were positively impacted by the resilience factor of educational involvement. Many of the teenagers in their study were able to overcome a difficult upbringing when establishing a racial identity which interacted with educational achievement to promote success (Miller & MacIntosh). While the statistical analysis doesn’t establish causality, it’s possible the findings of this current study lend support to the existence of protective factors that mitigate the impact of peer pressure.

This implication extends to the policies at this particular school in which there are specific incentives in place to promote academic success, and decreased risk taking behavior. For example, there is an award each year for the Greek man who most exemplifies attributes such as scholarship, community service, and who has served as a role model within the community (http://oregonstate.edu/cfsl/greek-achievement).

There is the opportunity for Greek members on this campus to become involved in leadership on campus and within the fraternity through roles on the student government, the Greek life student counsel, as well as other positions on campus and within the fraternity. All of these leadership roles require a minimum GPA of 2.5 or above in order apply. Lastly, on this
college campus, the Greek Houses are ranked each term based on the overall house GPA. Many chapters strive to become the top house on campus through the excellent academic performance of the members.

In addition, remediation plans are created for those who are performing with a cumulative GPA below 2.5 (on a 4.0 scale). Methods such as study tables (quiet study areas), mandatory study times, and a specific executive position of a “Scholarship Chair,” all act to encourage academic success. There are also a number of rules which enforce safety and encourage positive decision making at all house events. These regulations include establishing a crowd control plan, limiting alcohol use to those who are 21-years of age and older, as well as denying alcohol to those who appear visibly intoxicated. Finally, this specific university, as well as most schools across the country, has established a policy which specifically prohibits any form of hazing of the members within the Greek system.

Areas for Future Research

Although exploring high school GPA’s impact on prosocial behaviors in college was not the focus of this study, these results may be worthy of further evaluation. Research suggests a variety of factors can contribute to success in choosing positive behaviors in college including church attendance, a positive approach to school, a value on health, parents and friends who model positive behaviors and involvement in pro-social activities (Jessor, Turbin, & Costa, 1998).

The interaction of conformity within Greek Life is one which requires a substantial amount of further research. There are many possible directions for future exploration, including a more comprehensive analysis of the differences among universities, as well as between chapters, focused on both fraternities and sororities as there are relatively few studies comparing conformity or peer pressure in fraternities and sororities. Lastly, it may be helpful to further explore the role of protective factors such as high school GPA, parental and peer behavior,
religiosity and a value on health, and their potential influence on behaviors, specifically within the Greek population of fraternities and sororities.

**Limitations**

There are a few limitations to the current study which could have contributed to the lack of more significant findings. The data was collected from a limited population at one state university within the Pacific Northwest. Although the request for participation was sent to all of the fraternities and sororities on campus, only three fraternities opted to participate. In addition, the sample consisted solely of males therefore the effects of gender, sorority membership and conformity weren't evaluated. The sample was also not collected randomly considering that it included only Greek Houses who responded to the request for participation.

Another limitation to consider is the homogeneity of the sample as there was a disproportionate number of white participants when compared to non-white participants. It may be that a more diverse sample would have yielded different results. One last limitation to consider is the use of the PPI for the purpose of measuring conformity within a college sample. The PPI has typically been utilized as a tool for measuring peer pressure among adolescents and therefore some of the questions may not apply to a college sample.

In summary, there were some positive insights gained from the current study. At least with this sample, level of conformity (as measured by the PPI) does not appear to impact the frequency of the high risk taking behaviors of sexual promiscuity and decreased GPA. High school GPA also emerged as a protective factor which could be in promoting requiring higher academic standards for entrance into the Greek system. Additionally, university administrators may be interested in increasing admission GPA requirements in an effort to decrease the frequency of misconduct on college campuses.
It is also worth noting that there may be a misunderstanding of the prevalence of negative behaviors such as, sexual promiscuity and academic performance within the Greek System. Considering the pop culture representation of Greek life, movies such as Animal House portray an out of control, animalistic group of men, motivated only by sex and alcohol. In a more recent publication, the novel *Pledged* provides an insider's view on the “dark side” of sorority life, including both hazing and sisterhood bonding. Outside of extreme examples though, there is a lack of insight into the culture of Greek Life, especially, into the benefits of membership. Future research focused on providing a more balanced view on both the benefits and drawbacks of Greek membership could help to illustrate the place and purpose of the Greek Organizations as a part of university life.

The current study found that these cultural stereotypes may not accurately reflect all Greek experiences. An alternative perspective of Greek Life that promotes academic success, leadership, and service also exists. Awards such as “Greek Man of the Year”, reward students with recognition and scholarship money for being an outstanding Greek member, contributing scholastically, with exemplary leadership and community service. Overall, participants endorsed relatively moderate levels of drinking, consuming about three drinks per week. On average, sexual partners were at less than one within the past month. Participants also endorsed an average GPA in high school of a 3.65, and a college GPA averaging a 3.3. This differing perspective is evidence of more moderate engagement in negative activities within Greek Life, rather than the wild and out of control culture, often misrepresented by society.


Appendix A

Instruments and Consent Letters
October 22, 2008

Dear members of Greek Life,

My name is Chloe Lee, and I am currently a doctoral student in clinical psychology at George Fox University. As an alumna of both Oregon State University and the Greek System, I have decided to return to the Greek System this year to work on my doctoral dissertation. I will be conducting my dissertation on the Greek System and how it relates to group dynamic and involvement. My study will involve randomly and anonymously surveying members of both fraternities and sororities regarding their different experiences as members of Greek Life.

It is important for me to clarify that this study will IN NO WAY implicate any member or any house, and that all of this information will be collected without any identifying information, (other than whether it was from a sorority or fraternity, year in school and the year in the house and current age).

I am writing this letter to request your house’s participation in my study. This study would benefit greatly if I could sample a large, representative number of the Greek system at various universities across the United States. The survey will consist of two parts, one in September and one in May. It will only require 10-15 minutes to complete each survey. It will be a paper survey that I will drop off at the house. I would greatly appreciate your involvement in my study, and I hope that by doing this project, I will be able to increase our understanding of Greek life.

Thank you,

Sincerely-

Chloë Elizabeth Lee

My contact information is leec07@georgefox.edu

503-839-7765

If your house would be interested in participating in this study, please let me know by September 24th.
Conformity in the Greek System

Peer Pressure Inventory

B. Bradford Brown  
Univ of WI-Madison

Donna Rae Clasen  
Univ of WI-Whitewater

Here are some PAIRS of STATEMENTS describing PEER PRESSURE -- which is when your friends encourage you to do something or to not do something else. For each pair, READ both statements and decide whether friends mostly encourage you to do the one on the LEFT or the one on the RIGHT. Then, MARK AN ‘X’ in one of the boxes on the side toward the statement you choose, depending on HOW MUCH your friends encourage you to do that (“A Little,” “Somewhat” or “A Lot”). If you think there’s pressure from friends to do either statement, mark the middle (“No Pressure”) box. Remember, mark just ONE “X” for each pair of statements.

<table>
<thead>
<tr>
<th>HOW STRONG is the pressure from your FRIENDS to:</th>
<th>LOT</th>
<th>SOMEWHAT</th>
<th>LITTLE</th>
<th>NO PRESSURE</th>
<th>LITTLE</th>
<th>SOMEWHAT</th>
<th>LOT</th>
<th>Or to: ..........</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study hard, do your homework, etc.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>S-38</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT study or do homework.</td>
</tr>
<tr>
<td>Take DIFFERENT classes than your friends take</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>C-23</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Take the SAME classes that your friends take.</td>
</tr>
<tr>
<td>Smoke marijuana</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>M59</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT smoke marijuana.</td>
</tr>
<tr>
<td>Be social, do things with other people</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>P-39</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT be social, do things by yourself.</td>
</tr>
<tr>
<td>NOT try to be “tough,” stay out of fights, etc.</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>M42</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Try to be “tough,” pick fights, etc.</td>
</tr>
<tr>
<td>Be part of any “crowd” at school that you want to</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>Try to get into certain “crowds” and not others.</td>
</tr>
<tr>
<td>Try to do what your parents want you to do</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>F-52</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>Go against your parents’ wishes.</td>
</tr>
<tr>
<td>Have a steady boyfriend or girlfriend (opposite sex)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td></td>
<td>NOT just go out with one guy or girl.</td>
</tr>
<tr>
<td>Drink beer or liquor</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>M65</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT drink beer or liquor.</td>
</tr>
<tr>
<td>NOT do many things with your family</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>F-41</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>DO lots of things with your family.</td>
</tr>
<tr>
<td>NOT go to school dances or mixers</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>P-21</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Go to school dances or mixers.</td>
</tr>
<tr>
<td>Be part of one (or more) of the “crowds” at school</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>C-35</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT be part of any of the “crowds” at school.</td>
</tr>
<tr>
<td>NOT have a part-time job</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>Have a part-time job.</td>
</tr>
<tr>
<td>Get home by the time your parents say you should be</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>F-47</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>Stay out past the curfew time your parents set.</td>
</tr>
</tbody>
</table>
### Conformity in the Greek System

<table>
<thead>
<tr>
<th>HOW STRONG is the pressure from your FRIENDS</th>
<th>LOT</th>
<th>SOMEWHAT</th>
<th>LITTLE</th>
<th>NO PRESSURE</th>
<th>LITTLE</th>
<th>SOMEWHAT</th>
<th>LOT</th>
<th>Or to: ..........</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excel, be really good at something (sports, grades, slamming beers, whatever)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT better than any of your friends at something</td>
<td></td>
</tr>
<tr>
<td>NOT go to parties</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>P-53</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Go to parties</td>
</tr>
<tr>
<td>Take accelerated (advanced level) classes</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>S-35</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT take accelerated (advanced level) classes</td>
</tr>
<tr>
<td>Try NOT to be friends with the popular kids</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>C-30</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Try to be friends with the “popular” kids</td>
</tr>
<tr>
<td>Wear the SAME types of clothes your friends wear</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>C-36</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>Wear styles of clothes DIFFERENT than your friends</td>
</tr>
<tr>
<td>“Make out” (kissing or petting)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT “make out” (kissing or petting)</td>
<td></td>
</tr>
<tr>
<td>Smoke cigarettes</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>M-59</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT smoke cigarettes</td>
</tr>
<tr>
<td>Try to look or act older than you are</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Try to look or act your own age</td>
<td></td>
</tr>
<tr>
<td>Finish high school</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>S-39</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>Drop out of school</td>
</tr>
<tr>
<td>Be in religious activities (church, Young Life, etc.)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT get involved with religious activities</td>
<td></td>
</tr>
<tr>
<td>Talk or act DIFFERENTLY than your friends do</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>C-41</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Talk or act the SAME way your friends do</td>
</tr>
<tr>
<td>Spend your free time alone or with your family</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>P-34</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Spend your free time with your friends</td>
</tr>
<tr>
<td>Get drunk or get “a buzz”</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>M-71</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT get drunk</td>
</tr>
<tr>
<td>NOT shoplift or steal anything</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>M-50</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Steal something (shoplift, raid a locker, etc.)</td>
</tr>
<tr>
<td>Not to be TOO much of a “brain”</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>S-32</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Be as smart as you can be</td>
</tr>
<tr>
<td>Go out with boys/girls (opposite sex)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>P-52</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT go out with boys/ girls (opposite sex)</td>
</tr>
<tr>
<td>Be liked by teachers</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>S-46</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT be liked by teachers</td>
</tr>
<tr>
<td>Wear your hair (or make-up) DIFFERENT than your friends’</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>C-43</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Wear your hair (or make-up) like your friends do</td>
</tr>
<tr>
<td>Go out for a sports team</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT go out for sports</td>
<td></td>
</tr>
<tr>
<td>Get beer or liquor before you’re 18</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>M-67</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>NOT get beer or liquor until you’re 18</td>
</tr>
</tbody>
</table>
### Conformity in the Greek System

<table>
<thead>
<tr>
<th>HOW STRONG is the pressure from your FRIENDS</th>
<th>LOT</th>
<th>SOMETHING</th>
<th>LITTLE</th>
<th>NO PRESSURE</th>
<th>LITTLE</th>
<th>SOMETHING</th>
<th>LOT</th>
<th>Or to: ..........</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT ask your friends who you should go out with</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>C-17</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Go out only with someone your friends say is okay to date</td>
</tr>
<tr>
<td>Talk back or “smart off” to adults</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>F-53</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Show respect for adults</td>
</tr>
<tr>
<td>Go to the games at school (football, basketball, etc.)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>P-26</td>
<td>-1</td>
<td>-2</td>
<td>3</td>
<td>NOT go to school games</td>
</tr>
<tr>
<td>NOT cut classes or skip school</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>S-44</td>
<td>-1</td>
<td>-2</td>
<td>3</td>
<td>Cut classes or skip school</td>
</tr>
<tr>
<td>NOT go to concerts</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>P-31</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Go to concerts</td>
</tr>
<tr>
<td>Ignore what your parents tell you to do</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>F-62</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Do what your parents tell you to do</td>
</tr>
<tr>
<td>Have the SAME opinion about things as your friends do</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>C-33</td>
<td>-1</td>
<td>-2</td>
<td>3</td>
<td>Have DIFFERENT opinions than your friends do</td>
</tr>
<tr>
<td>Try to get good grades</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>S-59</td>
<td>-1</td>
<td>-2</td>
<td>3</td>
<td>NOT try for good grades</td>
</tr>
<tr>
<td>NOT “trash” things or vandalize property</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>M51</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>“Trash” or vandalize things (write on walls, break windows, etc.)</td>
</tr>
<tr>
<td>Try to be thin</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-1</td>
<td>-1</td>
<td>-2</td>
<td>3</td>
<td>Try to be fat</td>
</tr>
<tr>
<td>NOT let your parents know where you go, what you do</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>F-50</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Tell your parents where you go and what you do</td>
</tr>
<tr>
<td>Listen to the music, groups your friends think are good</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>C-36</td>
<td>-1</td>
<td>-2</td>
<td>3</td>
<td>Listen to music and groups that no one else likes</td>
</tr>
<tr>
<td>NOT go “all the way” (not have sexual intercourse)</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>M52</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Have sexual intercourse (go “all the way”)</td>
</tr>
<tr>
<td>Get along well with your parents</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>F-53</td>
<td>-1</td>
<td>-2</td>
<td>3</td>
<td>“Hassele” your parents</td>
</tr>
<tr>
<td>“Party” (be rowdy)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>P-47</td>
<td>M52</td>
<td>-1</td>
<td>-2</td>
<td>3</td>
</tr>
<tr>
<td>Go out with friends on weekends</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>P-61</td>
<td>-1</td>
<td>-2</td>
<td>3</td>
<td>Stay home on weekends</td>
</tr>
<tr>
<td>NOT do any hard drugs</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>M55</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Do hard drugs</td>
</tr>
<tr>
<td>Do things to impress members of the opposite sex</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>P-46</td>
<td>-1</td>
<td>-2</td>
<td>3</td>
<td>Try NOT to impress members of the opposite sex</td>
</tr>
<tr>
<td>Give teachers a hard time</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>S-42</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Be nice to teachers</td>
</tr>
</tbody>
</table>
Demographic Information

Last four digits of student ID:

1) Number of drinks consumed within the last week, on a scale of 0-7 and above.
   0-1   2-3   4-5   6-7   more than seven

2) Number of sexual partners in the last month: (sexual partner is defined as someone who you have intercourse with, whether anal, oral or vaginal intercourse.)

3) Cumulative college GPA

4) Cumulative high school GPA

5) Age (in years)

6) Ethnicity (circle one) Caucasian African American Asian Pacific Islander Native American Other

7) Year in school

8) Year in Greek House

9) Length of time in house: (in months)
Appendix B

Curriculum Vitae
Chloë Elizabeth Lee-Zorn  
7625 SE McBride  
Milwaukie, Oregon 97222  
503-756-4944  
run4ever84@gmail.com

**Professional Interests**
My psychological orientation is approaching clients from an interpersonal, integrative perspective. I am particularly interested in personality disorders, mood disorders, self-perception, and relational and life fulfillment. I am also interested in diversity, including those from different cultures, life experiences, faith traditions, as well as those from various socioeconomic levels.

**Education**
2002-2006, Oregon State University

*Bachelors of Science in Psychology*
Graduated Cum Laude, 3.60 GPA

2007-2009, George Fox University

*Master’s of Arts Degree in Clinical Psychology, May 1, 2009*

2009-current *Pursing a doctorate degree in Clinical Psychology, May 2012*

Cumulative GPA: 3.71

**Supervised Clinical Training**
8/2011-8/2012

**Pre-Doctoral Intern**-University of Hawaii-Manoa, Counseling and Student Development Center
Honolulu, Hawaii-Hawaii
8/2011-8/2012

**Counselor in Resident (CIR)** University of Hawaii-Manoa-Honolulu, Hawaii-Hawaii
8/2010-5/2011

**Pre-Intern**
The Oregon State Hospital--Salem, Oregon
I work 16-hours a week administering neuropsychological and cognitive assessment batteries, facilitating groups, creating behavioral treatment plans, conducting individual therapy and assisting in the research needs of institutionalized men and women with pervasive mental health needs such as schizophrenia, borderline personality disorder, antisocial and narcissistic personality disorder among others.

Supervisors: James Clay, PsyD, Robert Buckler MD

6/2009 to 8/2011

Practicum II

Evergreen Clinical--Portland, Oregon

I work for Evergreen Clinical, a non-profit clinic, that offers reduced fee and pro-bono services, including therapy and assessment, to the lower income minority and homeless population of Portland, OR. This site has offered many diversity opportunities as well as a chance to develop competencies in managing a clinical site, communicating with other professionals such as those from Portland Community College and local medical clinics, outreach opportunities, such as representing the clinic at yearly Compassion Fair which informed a lower income of our services, as well as writing psychological reports. I continue to see two clients for a second year during the 2010-2011 school year in order to accommodate their long-term treatment needs.

Supervisors: Brian Goff PhD, Roger Bufford PhD, Kristina Kays PsyD, and Mark McMinn PhD

9/2008 to 6/2009

Practicum I

Oregon State University--Corvallis, Oregon

I worked at the Counseling and Psychological Services (CAPS) during the 2008-2009 school year. The CAPS at OSU is a training site with optimal supervision on activities that include individual and group therapy, and outreach services. CAPS also offered continuous education with guest speakers, didactic, and case presentations.

Supervisors: Brett Vicario PhD, Elizabeth Waslow PhD, Kimberly Miller MA, Roger Bufford PhD, and Charity Benham Psy D

1/2008 to 5/2008

Pre Practicum II

George Fox University
We had simulated clinical psychotherapy training with two undergraduate volunteers. All sessions were videotaped and reviewed by the supervisors. We acquired skills such as intake assessment, treatment planning, diagnosis, and case presentation to our clinical teams.

Supervisors: Dr. Mary Peterson, Dr. Patty Warford, Jory Smith, Psy D


**Pre Practicum I**

**George Fox University**

We had simulated clinical psychotherapy training with fellow psychology graduate students. The sessions were videotaped and reviewed by our supervisors. We became familiar with skills such as listening, empathy, tracking with our clients, and performing an intake assessment.

Supervisors: Dr. Mary Peterson, Jory Smith, Psy D

**Supplemental Training**


Wechsler's Abbreviated Intelligence Scale II-Standardization Test Administrator


**Teacher's Assistant (TA)**

**Consultation Course at George Fox University—Newberg, Oregon**

I work as a TA for a doctoral level Consultation Class. My responsibilities include meeting with teams in support of their consultation projects, presenting class lectures, facilitating online quizzes and meeting weekly with the professor.

Supervisor: Marie-Christine Goodworth, PhD


**Career Services Supplemental Practicum**

**George Fox University—Newberg, Oregon**

I work as the graduate assistant for the career counseling offices at George Fox University. The position consists of counseling students, supervision of an undergraduate international Chinese intern, administering career assessments, facilitating career services workshops, and healthcare
fairs as well as conducting psycho-educational presentations, writing newsletters, conducting phone interviews, editing student's resumes and work, consultation and interactions with other professionals.

Supervisors: Bonnie Jerke MA, William Buhrow Jr. PsyD

10/2008 to 10/2009

**Mother and Child--Portland, Oregon**

Mother and Child is an organization that serves low SES minority families and children, by providing resources and services, such as psycho-education, clothes, food and parenting skills training. My colleague and I founded a new mothers support group, and also led psycho-educational groups on topics including “Babies on a Budget” and postpartum depression. We also volunteered at the “First Saturday” open house that reaches out to low SES and minority families from the community by offering food, clothes, raffle prizes and activities for children.

Supervisor: Bill Buhrow, PsyD

**Oregon State University, Corvallis, Oregon**

April 2009

**Anxiety Management Workshop:** I co-facilitated this anxiety-management workshop with staff psychologist, Ayesha Nagra, Ph D. This workshop took place in three 1.5-hour group meetings. The members learned basic skill as (Activating event, behavior, consequence, dialogue) ABCD training, Progressive Muscle Relaxation and constructing and applying a fear hierarchy.

March 2009

**Process Observer Training**

Michelle Ribero, PhD and Kimberley Miller, MA led the practicum students in 3 hours of process of observer training. The training was based on the Yalom approach to group therapy, and included didactics, outside reading, as well as stimulated group-training experiences.

**February 2009**

**Cognitive Behavioral Therapy& Mindfulness: Intervention for Depression**

I co-facilitated a psycho-education group with a licensed psychologist, Carlos Taloyo PhD. The group met for 4 sessions, with 2-4 participants each session. We practiced mindfulness interventions, as well as participated in micro-therapy sessions during each meeting.
**Clinically Relevant Experiences**

**Christy Care-Marylhurst, Oregon**

Christy Care is a residential treatment facility for children and adolescents with severe mental health diagnosis and abuse history. I worked as an on-call counselor and my responsibilities included facilitating structured activities for the children, teaching basic self-care, transporting the kids to and from their school classrooms, writing chart notes and meeting with treatment team members.

Supervisor: Linda Fanning, September 2006-April 2007

**The Old Mill Center- Corvallis, Oregon**

The Old Mill Center for Children and Families: Intern in the integrative preschool for typically functioning, autistic and behaviorally challenged children. My responsibilities included planning activities for the children, dealing with behavior problems, utilizing play therapy with attending fieldtrips with the children.

Supervisor: Bev Larson, PhD, Summer 2005

**Workshops Attended**

**George Fox University**

**2007-2008**

- Grand Rounds: Dr. Bill Buhrow’s Therapeutic Intervention for Victims of Sexual Abuse  
  January 2008

- Spring Colloquium: Dr. Nathaniel Wade’s The Psychology of Forgiveness  
  February 2008

- 2008 Annual Northwest Assessment Conference: WAIS-IV: An Overview and Assessment of ADHD in Children, Teens and Adult, George Fox University May 2008 (5 hours)

**2008-2009**

- Towards a Global Christian Psychology:  
  October 2008

- Re-considering Culture and Context Speaker: J. Derek McNeil, PhD
Conformity in the Greek System

Fall Grand Rounds: Dr. Iwogema Psy D Primary Care, Virginia Garcia Clinic
November 2008

Spring Peace and Justice Forum: Dr. David Kinsie MD, Trauma Center Director
February 2009

2009-2010

Fall Colloquium: Dr. Carlos Taloyo, Multicultural Therapy
Oregon State University Counseling and Psychology Services
September 2009

Fall Grand Rounds: Dr. John Mitchell, MD, Emergency Evaluation of the Psychiatric Patient, Newberg Hospital
November 2009

2010-2011


George Fox University Assessment Conference, Dr. Steven Hughes-Assessment of ADHD in Children and Adults, Update 2011, Newberg, Oregon

Research Publications and Presentations


Consultation: Two classmates and I worked directly with Career Services at George Fox University using the College to Career Transition as well as our own measure: "College to Career Inventory” to understand how successfully senior women are prepared to move into the workforce. This study was funded by George Fox University Career Services. The results of this study were presented to George Fox University in an open forum in April 2010.

Conformity in the Greek System


**Outreach and Leadership Opportunities**

Oregon State University, Counseling and Psychological Services

**October 2008:** Veterinary Student’s Presentation on Stress: I presented with a staff psychologist, Ayesha Nagra PhD, to the first year veterinary medicine students on ways to manage stress and cope with the anxiety of vet school.

**December 2008:** Counseling and Psychological Services, (CAPS) student outreach in the Memorial Union. This involved spending an hour sitting in the memorial union with a poster on
CAPS, and the biofeedback machine, and talking to student about the services provided by CAPS.

**February 2009:** Bloss Hall, Dorm Presentation to students on Happiness and Positive Mental Health. My colleague and I presented factors that contribute to positive mental health to 15 college students. We also had a discussion with the students, and brainstormed about how they could better care for themselves, in the effort to feel better and overall happier with life.

**May 4, 2009:** Buxton Hall, Dorm Presentation with practicum supervisor, Brett Vicario, PhD. We did a 1.25-hour presentation to 13 dorm residents on “Relationships in College”. The presentation included subjects such as the “Cultural Myth of Marriage”, “Ways to communicate in relationships”, and research on being single and in relationships. The presentation involved group discussion, role-play and an “understanding your affect” activity.

**August 2008, December 2008, September 2009:** Second Saturday-Mother and Child, 9am-12pm, Portland, OR. This is an Open House for minority children and families of Portland, which offers services such as food, clothing, social interaction and celebration.

**October 8, 2009 and Oct 9th 2010:** Beaverton Compassion Clinic, 9am to 2pm. This is an outreach fair that offers medical and community resources to the underserved minority population of the Portland and Beaverton area. It gave me an opportunity to provide psycho-education, consultation for Spanish-Speaking individuals, as well as to advertise the services provided by Evergreen Clinical.

**October 12, 2009 and October 20, 2010:** “Graduate School Emphasis Week Presentation, How to get into graduate school” George Fox University, 1 hour

**October 27, 2009:** 1 hour, Guest Lecturing for Dio Jurecska, MA-Undergraduate Introductory Psychology Class.

**February 13, 2010:** 1 hour Presentation: “Choosing Your Best Future: Pursuing What You Want in a Career” Career Services “Get Smart” workshop

**February 26, 2010:** Interview prospective student for the Graduate Department of Clinical Psychology with Dr. Nancy Thurston

**March 4, 2010:** Attending lunch with nine other students to interview and assist with the selection of our next department chair

**December 2009-May 2011:** Multicultural Committee, George Fox University. I served as a leader in the group, to facilitate meeting organization of diversity issues with clients and within
the group, paper presentation at that Multicultural Symposium 2011, and assisting in the APA accreditation campus visit.

**August 2011:** “Relationships in College” University of Hawaii-Manoa, As a CIR, I presented “Relationships in College” as a training for the Resident Advisors and Resident Directors

**Volunteer Experiences:**

**Portland, Oregon**

St. Francis Dining Hall-serve meals to the homeless: 2000-Present

Guide Dog for the Blind puppy raiser: November 2007-Present

My family and I raise guide dogs to be trained as sight for the blind. This involves a year and a half of training from when the puppy is 8 weeks to 16 months of age. Training includes activities includes socialization to people, animals and other stimuli in all settings, such as school, work and church. It also involves the attendance of training meetings, with other puppy raisers, two times a month.

**References:** Provided upon request