

# The Freudian Slip

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Dr. Bob Kachelski  
Assistant Psychology Prof.

## Welcome Dr. Kachelski!!!

As we are all anticipating the close of the 2005/2006 academic year, the CSB/SJU Psychology Department is already looking forward to the changes that are in place for next year. One big development within the department is the hiring of a new Assistant Professor, Dr. Bob Kachelski.

Dr. Kachelski comes to us all the way from Georgia where he has been working as an Assistant Professor of Psychology at Agnes Scott College. Dr. Bob Kachelski has a Ph.D. in Cognitive Psychology and the CSB/SJU Psychology Department is very excited to have him on board. Next fall, Dr. Kachelski will be teaching courses in Cognitive Psychology and Research Methods.

We thought that an interview in the newsletter would be a good way to introduce Dr. Kachelski to his future psychology students. So, read on to learn more about him!

### 1. *What is your educational background?*

I received my B.A. in psychology from the University of Notre Dame and my Ph.D. in cognitive psychology from the University of Wisconsin-Madison.

### 2. *When you were an undergraduate, what intrigued you about the field of psychology?*

When I first started studying psychology (in high school, actually), I was most intrigued by psychological disorders and the unusual behaviors and thought processes that accompanied these disorders. Early in my undergraduate career, my plans for the future involved pursuing a graduate degree in clinical or counseling psychology so that I could help those suffering from psychological disorders, or perhaps those struggling with less severe problems. As I learned about other areas of psy-

chology in my undergraduate classes, however, I soon became more and more interested in the factors that influence the behavior and functioning of the vast majority of individuals who are NOT diagnosed with psychological disorders. I became fascinated by the study of the mind in terms of everyday functioning, not just abnormal functioning. I also thought it was amazing how much our behaviors and thought processes are influenced by the social and situational context in which we find ourselves. So, I decided to change my graduate school plans and pursue cognitive psychology to continue to explore these topics.

### 3. *What topics within psychology interest you the most?*

I am interested in just about everything, but my research within cognitive psychology has dealt with aspects of attention, memory, spatial abilities and reading. I am also interested in social cognition, individual differences in cognition, and applying the research findings in cognitive psychology to education.

### 4. *What attracted you to CSB/SJU?*

There were many attractive elements, but in my mind I think that what set CSB/SJU apart from many other institutions was the explicit goal of helping students develop as whole individuals, including intellectual, emotional, spiritual and social growth, rather than just focusing on intellectual development. This broader approach can be seen at both the institutional level and within the psychology department, and it matches my own teaching philosophy. After coming to campus for an interview and meeting everyone, it just seemed like an excellent fit! I also have lots of family, including my parents, living in Wisconsin, so being

closer to them is a bonus.

### 5. *Which psychology topics do you enjoy teaching, and why?*

In addition to Cognitive Psychology, my area of specialization, I especially enjoy teaching Introduction to Psychology and Research Methods. I love teaching Intro because there is just so much that fascinates me in the broad topics covered in this course, and it's fun to expose students to the classic research for the first time, as well as to areas of psychology that they never knew existed. I enjoy teaching Research Methods because students are able to apply what they are learning to their own research projects, which enhances the learning experience and allows them to understand the concepts at a deeper level. I also enjoy teaching senior-level courses because it's great to see how students have developed, both intellectually and personally, over their college years.

### 6. *What excites you the most about working at CSB/SJU?*

I'd say it's the people - everyone I met on my interview was so nice! I'm excited to be working with a great group of faculty in the department, and I'm looking forward to meeting the students and getting to know them. I'm also excited about having a larger pool of potential participants for my research, and one that includes men (I'm currently teaching at a women's college with an enrollment of only 900 students).

### 7. *Do you have any fun summer plans?*

My big plans involve moving to St. Cloud, where I am buying a house. It will be fun to get set up in my new place and explore the area. I like to hike, so I'm looking forward to summer in Minnesota.

Written and Interviewed by  
Collette Fisher



## Sleep Deprivation

By, Emily Trapp

*“Additionally, REM sleep helps in the memory process, and with deprivation of this part of the sleep cycle memory of what a person has learned a particular day is reduced.”*

Everyone knows that this time of year can become really stressful and sleep gets pushed to the back of the list of things to do. But how is this lack of sleep actually going to affect you? Sleep deprivation actually affects about 15% of American adults and is simply defined as a lack in the necessary amount of sleep for an individual. Generally sleep deprivation is caused by lifestyle choices, medications, sleep disorders, or medical conditions. One night of sleep deprivation generally leads to the person feeling sleepy, a decrease in energy levels, being in a bad mood, and poor vigilance, which is selective attention. This indicates that one of the first activities affected by sleep deprivation is driving, in fact 16 – 60% of traffic accidents are a result of a sleep deficiency. As the lack of sleep continues for 2-3 days, a person will begin to have micro sleeps, where he or she will fall asleep for two or three seconds and then immediately wake up. At this time creativity will decrease as well, however cognition, motor ability, and strength will continue to function.

So does this mean that that cramming and staying up all night studying for an exam will actually benefit a person? Well, the constant reviewing and going over notes will definitely help a person to learn the material. However when it gets to the morning and the time of the exam, a person's brain has already been so taxed from studying all night, and not getting any sleep that concentration becomes dramatically effected. So though a person actually knows the answers to the questions a person's brain has great difficulty concentrating enough to retrieve them. Additionally REM sleep (rapid eye movement) helps in the memory process, and with deprivation of this part of the sleep cycle memory of what a person has learned a particular day is reduced

Obviously the amount of sleep someone needs is person-specific, and will shift according to age. Doctors recommend that people ages 16-65 get six to nine hours of sleep a night, but in stressful time that can be extremely difficult for students, not just because of the work load, but also because he or she

cannot stop thinking about everything that needs to be done. There are several suggestions as to how to make the most of the amount of sleep that a person can get. The first is going to bed and waking up at the same time, even if a person is not getting as much sleep as they should, their body can actually adjust much better if their body is on the same schedule. Exercise can also relieve stress and make it easier to fall asleep; however it is important not to exercise within five hours of when a person is going to asleep. Additionally people should avoid taking in any form of caffeine within six hours of bedtime, and actually though alcohol is a sedative, once a person falls a sleep their sleep patterns may be disrupted and irregular. The last suggestion is to actually relax for a little while before even getting into bed, such as watching TV or reading. Overall to have the best performance on exams, a person needs enough sleep to be able to concentrate, so that they can demonstrate the knowledge they really do know!

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## Flip Flop Fun

By Amy Vannurden

The last few weeks have brought the end to winter and a beautiful start to spring. That means that its time to dig out your flip flops and shorts that have been hiding in the bottom of your closet all winter. As you get on the Link the first day you crack out your summer clothes, you think everyone must notice how great you look, but nobody even says anything. So, you wonder if there is something wrong. Do your flip flops not match? Nope, they are fine... Did you spill toothpaste on your shirt? It looks clean to you... You could have sworn you felt many eyes on you, but nobody said anything about your summery look.

Well, I'm sorry to say that people might not have said anything because they just didn't really notice. What you just experienced is known as “the spotlight effect” (Myers, 40). Unless you

wear something entirely outlandish, there is no telling if someone will actually notice. The spotlight effect says that people often think that others are looking at them and noticing everything they do (Myers, 40), but it turns out that people are really just caught up in what they are doing themselves. Obviously you could flaunt your new found glory that is the summer look, but unless you do that, people might not remember your great shirt or cool sandals.

There is, of course, an upside to all of this- if you happen to fall while wearing these flip flops, because you haven't worn them in months, you will be fine! It's unlikely that anyone will even notice that big grass stain on your shorts. Though it is advisable not to get grass stains on purpose, at least there is some good in knowing that even if you do, you proba-

bly won't get made fun of. So, go ahead and grab those flip flops and shorts and head outside to enjoy the weather, because even if nobody else notices that you are an amazing dresser, at least you do!



# Easter Bunny: Friendly Figure, or Threatening Faux?

By Nate Dick

Although the Easter Bunny has been around for a long time, some say it is time to get rid of the fuzzy creature. Why, you may ask? Well it is definitely no new idea that Santa Claus and the Easter Bunny were created to make the holidays livelier for children, but have we taken the characters too far? Are we forgetting the true Christian meaning of Easter, and for that matter, Christmas? It seems as though a huge reason we keep the two guys around is because they rake in millions of consumer dollars each year. This also means that people are more concerned with making money than worrying about the effect of these characters on society's young people. There are more and more generations growing up in the U.S. that do not have fundamental Christian beliefs in these essential holidays. Sure, a fluffy white bunny hopping around giving out candy never hurt anyone, but maybe we should be teaching children the true meaning of Easter. Instead, many families seem to celebrate the bunny more than their savior. The Bible teaches that Easter is a time to reflect on the sacrifice that Jesus made for us

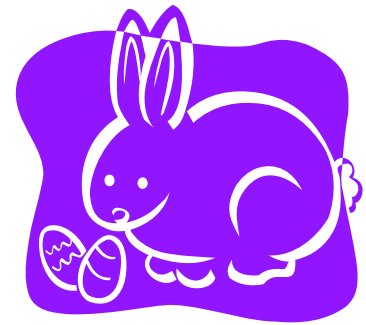
by dying on a cross for our sins and rising from the dead three days later.

According to an Australian newspaper, retail stores are stocking shelves with chocolate bunnies and hot cross buns in January, which is obviously around 3 months before the actual holiday. This seems a little twisted if you ask me. The research the newspaper has done further supports the theory that people are too focused on the rituals, and characters of the holiday, and not on the true meaning. Clearly the stores are taking advantage more and more of people's demand for these items, but they are partially contributing to the lack of respect to the true meaning of Easter. By having Easter products on shelves in January people tend to buy them earlier, where as if they were not out yet people would hold off buying them until around the real holiday and could hopefully keep people focused on the real meaning, at least for a little longer. Likewise, state legislatures could impose a law that prohibits stores from selling anything that resembles Easter bunnies, eggs, or hot cross buns. We need to do something

to refocus people to fact that Easter is Jesus' holiday, not the bunnies.

It is not that unrealistic to impose this law. Recently states have created laws that prohibit trade on Sundays to that people can go to church and be with their families. Along the same lines, advertising to kids below a certain age could also be outlawed. This would help parents and kids be less focused on the good tastes and characters of Easter, and more focused on the resurrection of Jesus. For example, in New Zealand, it is against the law to advertise junk food to children, at all. In many Scandinavian countries it is illegal to advertise anything to children under a certain age.

I suppose all afore mentioned ideas are my opinion, but everyone should at least develop an opinion. This is a subject that will just keep getting worse (from my perspective) if nothing is done. Especially if you agree with me speak up, because we may need to get a larger voice to preach it around the country. The topic goes along with many things in this country that are viewed incorrectly by society. To reiterate, Jesus deserves the praise, the bunny, although cute, does not.



*"This means that people are more concerned with making money than worrying about the effect of these character's on society's young people."*

## ***Other interesting facts about Dr. Kachelski:***

I come from a large family (7 sisters and 1 brother) and grew up in Beaver Dam, Wisconsin (not far from Madison).

I love music of almost all varieties and especially enjoy seeing live music performed in small venues.

My other hobbies include playing tennis, basketball, poker, and trivia games.

My favorite Easter candy is Speckled Chocolate Malted Easter Eggs.

## **CSB/SJU Psychology Department**

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Bacon, Pam  
Helfritz, Laura  
Livingston, Michael  
Narloch, Rodger  
Seibennbruner, Jessica  
Tennison, Linda

# Congratulations, Seniors!!!



As graduation quickly approaches, the Psychology Department would like to extend their congratulations to all our seniors. Here are just a few of our seniors' plans for after graduation:

**Katrina N Samlaska** will be attending Forest Institute of Professional Psychology pursuing her PsyD in clinical psychology with an emphasis in forensics.

**Kevin Koenig** will be working for an emergency response team in St. Louis, MO through Americorps.

**Nicole Fritz** will be attending law school at St. Thomas pursuing a career in family law.

**Theresa Matlon** will be delaying Criminal Justice grad. school and working in the field of retail loss prevention/shortage reduction for a year or two.

**Jenna Wendorff** will be attending the University of Wisconsin, Eau Claire for their school psychology program.

**Erin Oberon** will be working for the next year in marketing and sales for Win-Craft, Inc in Winona, MN.

**Lindsey Wolf** will be looking for employment (Human Resources) in the cities and researching graduate degrees

**Amy Orecchia** will be taking a year off, then grad. school for counseling.

**John Wilder** will be working in a lab and attending graduate school at Rutgers University in cognitive psychology. He will also be getting married next Spring.

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## Psychology Department Coordinator 2006-07

Every year, the psychology department hires a new Department Coordinator. This is a one-year term position that is typically given to a recent CSB/SJU psychology graduate. The psychology department is pleased to announce that Evan Creed has accepted the Department Coordinator position for the 2006-2007 school year. Read on to learn a little bit more about Evan.

### 1. *Where are you from?*

I'm originally from Cold Spring, MN.

### 2. *What was your major(s) and/or minor(s) here at CSB/SJU?*

I was a Psychology major with a minor in Philosophy.

### 3. *Why did you want to become the Psychology Department Coordinator for 2006-07?*

One of the biggest draws to this position for me was to be able to get a look at academic life from the "other side." I think that my future career will include teaching at a college level, so anything that I can do to give me more insight on what this would be like is very important for me right now as I discern what I will be doing for the rest of my life. Another important factor was just the fact that I'd be able to spend another year in this community and to further get to know and spend time with many of the

people I have met over the last four years.

### 4. *What are you most looking forward to about being the Department Coordinator?*

I'm really looking forward to getting to know the younger students in the Psychology program better and being able to interact with them through advising. The other thing I'm really looking forward to is co-teaching the Teaching Practicum; it was a lot of fun to take as a student, and I think it'll be just as fun to be able to co-teach other students as they go through this experience!

### 5. *What is your favorite memory as a CSB/SJU undergraduate student?*

It's very difficult to pick a singular favorite memory, as I've had such varied and diverse experiences as an undergrad. Some of my favorite times, though, have been going on trips through the school and getting to know and becoming friends with people I hadn't met before. I've been lucky enough to get to go such places as El Salvador, Arizona, North Carolina, Miami, and New York City--all of which were simply amazing!

### 6. *What is your most meaningful possession?*

As far as possessions go, I'd have to say that the most meaningful for me are my musical instruments. Some of my best

memories from my life have been playing music with friends. They always provide me with a constant challenge to improve and the time I spend practicing and playing is very rewarding.

### 7. *What do you plan to do after you finish as the Department Coordinator?*

I plan to apply to graduate schools for a doctorate program in Behavioral Neuroscience so that I can eventually work in an academic setting as a college professor. Also, I'll be getting married in the summer of 2007.

