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Dr. Janet Tilstra begins her first year at CSB/SJU

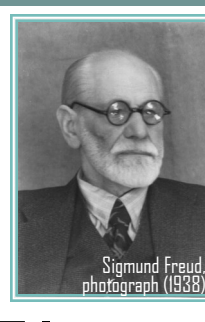
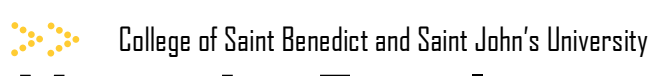
Faculty Trivia

- 1) Which Professor received his/her undergraduate degree from the University of Hawaii?
- 2) Which Professor's childhood dream was to be a police officer & have a green squad car?
- 3) Which Professor is currently learning to play piano?

The mystery faculty members will be revealed in the next issue of the Freudian Slip.

The Freudian Slip

CSB/SJU Psychology Department Newsletter



Sigmund Freud, photograph (1898)

Meet the Faculty: Dr. Janet Tilstra

by: Chelsie Roberge
—Contributing Writer

Roberge: *What do you like the most about CSB/SJU?*

Tilstra: "I have always attended bigger schools, so I enjoy the small campus atmosphere here at CSB/SJU. I love how friendly the staff and students are. The strong relationships between the students and staff are another important aspect that I like about CSB/SJU."

What classes do you teach at CSB/SJU?

"During the fall I teach Abnormal Psychology and Developmental Psychology. In the Spring... I will teach Introduction to Psychology as well as Developmental Psychology."

What do you like most about the field of Psychology?

"The aspects about Psychology that I like the most are how diverse the field is and how it brushes or touches on many other subjects. My primary interests relate to learning, cognition, and the development of children. More specific

interests of development include language, reading, and expression of individual differences. I like to study individuals' mental health as well as disabilities that an individual may have."

What made you interested in the field of Psychology?

"I never really considered Psychology to be my choice of interest because of all the stereotypes that Psychology has (such as [being limited to being a therapist] when entering the field of psychology)."

"I like... how diverse [Psychology] is and how it brushes or touches on many other subjects."

-Dr. Janet Tilstra

"However, after my grandfather had a stroke when I was in eighth grade, I became fascinated by the way his brain, behavior, and language skills changed. I never knew until further schooling that this type of work was considered psychology, but eventually fell into studying various types of language development and mental disabilities."

What kind of work have you done previous to working here at CSB/SJU?

"I have worked a lot with speech and language pathology. I study voice disorders in adults such as stuttering. I have worked with children who have language and learning problems such as autism. I have worked with children and adults alike that have family members who have been affected by mental disorders and disabilities. Eventually I went to earn my PhD in educational psychology in 2007 and since then have been teaching off and on mostly in areas of language and cognitive development."

What are some hobbies or activities that you like to do in your free time?

"In my free time I enjoy cooking and preparing food/wine. I like to attend theatre and musical events. I also enjoy recreational biking. As an adult I learned to play tennis. During the winter, cross country skiing is a favorite hobby of mine."

"I like to read great stories with well developed characters, as well as [to think] about the intersection between faith and reason."

Upcoming Event:
Career Exploration Series: What Can I do with a Psychology Major?
October 20, 7pm, Gorecki 204, CSB

Study habits fail to make grade

by: Jeff Lesmeister
—Editor

Whether you are a first year just becoming fully aware of how much homework you will have this year or a returning veteran remembering how to make a regular day of just twenty-four hours into a college day, which requires a minimum of twenty-six, efficient study skills are key to success.

Although, you already knew that; you already have a set study pattern that works for you and gets the job done; yours is the best technique for you, no doubt about it. Right?

Maybe. While there is definitely value to having your own usual way of learning, research on this very subject suggests mixing your strategies from time to time is also beneficial.

One experiment done by psychologists Linda Annis of Ball State University and J. Kent Davis of Purdue University tested, among other things, students' performance on exams after using preferred or non-preferred study techniques.

They identified the most common techniques as reading, reading and underlining, and

reading and note-taking.

After determining the students' preferred study types, some were asked to study for the exam using a method different than their preference.

Contrary to their hypothesis, those using a non-preferred study method did significantly better (average score 5.18) than those using a preferred method (average score 3.77).

Said Annis and Davis in the article, "This unexpected result might be due to the increased concentration and attention to the learning material required for the use of an unfamiliar study technique."

The study also found that students assigned to review the material before the exam (which took place a week after the initial study period) did better than those who were not allowed to review.

Establishing solid study habits is imperative for a successful college career, but try to vary your technique from time to time for optimal results.

Annis L., & Davis J.K. (1978). Study techniques and cognitive style: their effect on recall and recognition. *Journal of Educational Research*, 71(3), 175-178.

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Student Research Spotlight: Annemieke Lagerwaard

by: Anna Sandquist
—Contributing Writer

Annemieke (Mieke) Lagerwaard, a St. Ben's senior, worked with both Dr. Pamela Bacon and Dr. Robert Kachelski and participated in two summer research opportunities offered at CSB/SJU.

Lagerwaard said she was interested in the summer research opportunity after taking Kachelski's Cognitive Psychology course and Bacon's Social Psychology course. She also possesses a newly founded interest in psychological research. "I was excited to be involved with any [hands-on] research opportunity."

"The work of a researcher is never quite done."

-Annemieke Lagerwaard

Lagerwaard's summer included many aspects of research. Said Lagerwaard, "[I] revised previously conducted studies, ran unfinished statistical analyses and coded incomplete data, conducted literature reviews for future projects, and researched and designed my senior honors thesis."

Lagerwaard will hold fond memories of this summer for years to come. "[I enjoyed] the simple, yet extensive, meetings with my faculty supervisors," said Lagerwaard.

"I had an extremely positive experience working with both of my faculty supervisors and remain thankful that they awarded me the opportunity to develop myself further as both a student and a researcher."

"Some of the projects I worked on yielded more conclusive results than others," said Lagerwaard. "[The] fundamental lesson I learned about conducting psychological research: the work of researcher is never quite done."

Lagerwaard offered much advice to students who are interested in participating in a research opportunity next summer.

Students must be responsible, be efficient with their time, and enjoy working independently.

Anyone interested in a summer research opportunity should apply in the spring and start the application process early, as these positions are extremely competitive.