

# The Freudian Slip

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Price: Free for you cheap for them

If you have anything you'd like to share with the readers of the Newsletter, contact the Psychology Department Student Worker, Staff Writers : Amy Nordstrand, Dylan Thomson, Xena Johnson, Andrea Wise, and Matt Ruebendale or Editor: Xena Johnson or Department Coordinator Kori Fitschen

## CURRENT RESERCH BY YOUR NEIGHBORHOOD PSYCHOLOGY PROFESSORS

By Amy Nordstrand

One may think that teaching classes and whipping minds into shape is enough work for one person. However, the dedicated professors in the CSB/SJU Psychology department are taking on research projects in addition to teaching Psychology. Some of the professors we are speaking of are Dr. Pamela Bacon, Dr. Stephan Stelzner, and Dr. Richard Wielkiewicz.

Dr. Bacon, through surveys, lab studies and longitudinal studies, is currently studying the effects of self-concept on motivation, behavior and emotion, focusing on how individuals use their self-concept in relationships. Her motivation in doing research on this topic is shown in her interest of sex differences in behavior. "It seems likely to me that men and women might think about themselves in different ways, and those differences might affect behavior, emotion, and motivation" summing up Dr. Bacon's reason for conducting studies on this topic. She wishes to go further than just classifying sex differences, rather to explain why those differences may occur.

Dr. Stelzner is working with Dr. Wielkiewicz, are writing scholarly articles reviewing leadership research and how to move toward leadership study in a different way. In addition, they are working on writing a book entitled "Leaders Don't Matter, Leadership Does: An Ecological Model of Leadership", which focuses on the practice of leadership. Dr. Stelzner teaches Organizational Psychology, Industrial Psychology, and Community Psychology, to name a few, that potentially would incorporate leadership in their curriculum.

In addition to contributing to the book with Dr. Stelzner, Dr. Wielkiewicz is conducting survey research to develop a scale, measuring students' attitudes and behaviors related to learning. "Specifically, the scale is intended to measure the tendency of students to see learning as a life-long endeavor" states Dr. Wielkiewicz. This research has been going on for the last couple of years.

A question was added to this interview in order to spice it up a bit and that question was "what is your favorite animal"? Both Dr. Wielkiewicz and Dr. Stelzner favored their dogs (Dr. Stelzner's being his Beagle, and Dr. Wielkiewicz chose his Jack Russell terrier, Jazz). Dr. Bacon, however, had quite a different response: "Personally, my favorite animal is the cat. However, as a parent, I find that any animal that can (a) stay in its cage, (b) survive in less than ideal conditions, and (c) survive bouts of intense attention from a 6-year-old child, is my favorite. Currently, the list would include spiders, woolly bear caterpillars, and aquatic frogs". Now that you know what some of our professors are working on aside from teaching, you can talk to them about their current research, and about their favorite animals.





# Psychology In The News

How is psychology affecting our world?

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## Don't Let Your Parents Find Out About This!

By Xena Kaiser Johnson

The New York Times recently (8/31/04) ran an article on food memories entitled “But Sweetie You Love Lima Beans.” The startling findings of this article were that it is surprisingly easy to tamper with the early childhood food memories of their participants, thereby influencing their future food choices. A staunch despiser of Lima beans myself I found this information unsettling.

In their study they attempted to influence how the participants felt about pickles and hardboiled eggs by inserting a fake episode in which they got sick after eating those foods into a file that including real food memories they'd supplied a week earlier in a questionnaire. After reading the file 40% of the 336 participants “recalled” the incident when they discussed it with the experimenter. Due to taste aversion the group as a whole was much more likely to indicate on a subsequent questionnaire that they would avoid eating those foods in the future, than the control group was. The experimenters were also able to get the participants to respond much more favorably to eating asparagus (than the control group) after being told that they had loved it as children.

This information will have many practical implications for dieters, people struggling with food addictions, and parents trying to teach children healthy eating habits. However, this author certainly hopes never to be convinced that she likes lima beans.

*Article on which this reflects was printed in the 9/1/04 New York Times under the title But Sweetie, You Love Lima Beans. and was written by Benedict Carey.*

## The Psychology Joke!

(Ever so appropriate for a religiously affiliated school.)

Supplied by Xena Kaiser Johnson

Why God never received a PhD

1. He had only one major publication.
2. It was in Hebrew.
3. It had no references.
4. It wasn't published in a refereed journal.
5. Some even doubt he wrote it by himself.
6. It may be true that he created the world, but what has he done since then?
7. His cooperative efforts have been quite limited.
8. The scientific community has had a hard time replicating his results.
9. He never applied to the ethics board for permission to use human subjects.
10. When one experiment went awry he tried to cover it by drowning his subjects.
11. When subjects didn't behave as predicted, he deleted them from the sample.
12. He rarely came to class, just told students to read the book.
13. Some say he had his son teach the class.
14. He expelled his first two students for learning.
15. Although there were only 10 requirements, most of his students failed his tests.
16. His office hours were infrequent and usually held on a mountain top.

## Coordinator's Corner

By Department Coordinator Kori Fitschen

Helloooo Psych Majors! Welcome home! I hope you find yourself successfully acclimating back into our cozy little world full of fun, excitement, and academics. As the new '04-'05 Psych Coordinator I have just begun the transition from "student" to "real world." Or at least that is what people tell me—I find it to be an ironic theory that one wouldn't join the "real world" until after college. Where do you spend the first 22 years of your life? Drifting in the vast unknown? Granted my knowledge base is limited to my own meager 22 years of existence, but it seems to me that life in college is as "real" as any other time might be. After all, how could "the best years of your life" not be real? I say live it each day to the fullest—each one is as real as you choose to make it. Just something to think about...

Also in transition is our own Psychology Department. Offices are currently abuzz as many changes are starting to take way. First off, please extend a warm welcome to our newest faculty member, Jess Seibenbruner, an adjunct professor teaching the night section of Developmental this semester. We would also like to welcome all of our new, hard-working, energetic office workers. There are many new faces around both offices—feel free to stop in and thank them for all they do for you! A few of their major tasks this year are writing this newsletter, restructuring the Psychology Department Website (look for drastic improvements in the coming month!), and assisting in our Program Review process. Some of you may also know that Linda Tennison is going through the tenure process this year. In addition to all of this, we are looking to hire two new Experimental Psychologists! It should prove to be an eventful and productive year for the department.

As for my own personal plug, I would like to say a little about next month's info session—*How to Make Your Major Work for You*. This session will highlight suggestions of how to utilize your psychology major for the direct benefit of your individual interests, passions, and career pursuits. It will also provide information on opportunities within the major/department ranging from PsychClub to becoming an office assistant (for which job talks will begin in spring for new hires) to research.

If you ever have any questions about the department, major, courses, or life in general (or just want to say "hi"), please feel free to stop by my office or make an appointment. I am at SJU (PENGL 133) odd mornings and even afternoons and at CSB (Richarda P34) even mornings and odd afternoons. In my opinion, working with students is the best part of my job—human interaction is always a bonus. I'm looking forward to a fun and challenging year and can't wait to meet you!

*On really romantic evenings of self, I go salsa dancing with my confusion.*

# Careers in Psychology

By Andrea Wise

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As most Psychology majors may already know, there are many careers related to Psychology and Psychiatry. There are also a number of options that an undergraduate student can choose; graduate school, a doctorate program or a baccalaureate degree. Most Psychologists work as professors at Universities across the country, while others have their own private practices. Most psychologists today work in a normal office setting, perhaps occasionally visiting schools, hospitals, private residences, government buildings and numerous workplaces. Others work in a laboratory doing research for the government or private organizations. These Psychologists are most often required to have their doctorate and specialize in one specific area (i.e. cognition, development, human sexuality, etc.). Private practices are probably what most people think of when they think of a Psychologist, but this makes only 8% of the Psychological community.

Another type of Psychological career is working directly with people in crisis. A Crisis Intervention Director is someone who is on call to help victims of rape or domestic violence. They visit the hospitals or facilities where victims are being held and talk with them and help them get through trauma.

Other Psychologists work with people indirectly by researching human behavior, and studying the human mind. An example of this would be a Developmental researcher. This is someone who studies children and adults throughout different stages of their lives and learns about human behavior at certain stages of development. This helps society to better understand the human mind at different times in one's life. All Psychologists help people and animals directly or indirectly by learning about their behaviors and habits, or by talking and listening with their patients, and helping them through difficult times in their lives. To learn more about the many careers in Psychology, log on to the APA website and [www.apa.org](http://www.apa.org), or visit one of the on-campus libraries.

## Dates to Remember

- **September 20, 2004**  
**LAST DAY TO DROP A COURSE**
- **September 21, 2004**  
**CAREERS IN SOCIAL AND HUMAN SERVICES**  
7:00 PM @ THE ALUMNI LOUNGE, CSB
- **September 27, 2004**  
**ON-CAMPUS INTERVIEWS BEGIN**
- **October 2, 2004**  
**MN NEWSPAPER/INTERNSHIP FAIR**  
8:30 AM-3:00 PM RADISSON METRODOME, MPLS
- **October 5, 2004**  
**HOW TO MAKE YOUR MAJOR WORK FOR YOU**  
NEWS CENTER 146 7PM
- **October 6, 2004**  
**TRI-COLLEGE CAREER FAIR**  
ATWOOD CENTER, SCSU
- **October 8-9, 2004**  
**FAMILY WEEKEND**
- **October 13, 2004**  
**GRADUATE/PROFESSIONAL SCHOOL DAY**  
COFFMAN UNION, U OF M
- **October 14-15, 2004**  
**LONG WEEKEND**

~Amy Nordstrand

# The Freudian Slip

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## *The Inside Track*

The GRE's. The make you or break you test of your college career, especially if you are a psychology major. I do not mean to scare any of our new freshmen, or our seniors for that matter. Truth be told the GRE is just a test. There are multiple avenues by which to prepare for it and not doing well on it does not mean the end of your life. While there are many different versions of the GRE, each for different disciplines, we will be focusing on the psychology version for obvious reasons.

The Psychology GRE consists of three sections; the first having to do with the experimental or natural science aspects of psychology. This section makes up about 40% of the questions. The second section pertains to the social and social science aspects of psychology. This section makes up about 43% of the questions. The last 17% of the questions come from the general field including the history of psychology, research designs, statistics, etc. There are usually 210 questions overall. The questions concentrate on information that should have been gained through an accredited institution's psychology program. There are numerous books and programs that will help students prepare for the GRE. One book that is suggested is "The Princeton Review, Cracking the GRE." A copy should be available to look at in both Psychology offices. Also our own psychology department will be offering a preparation course later this year.

The most important thing to remember is that it is a test, and like all tests studying and preparing are the best way to do well. Best of luck to all of you seniors.

-Matt Reubendale

*If you have anything you are just too lazy to look up, send us an email at [Psychstud@csbsju.edu](mailto:Psychstud@csbsju.edu) and we'll do it for you. Comments are also great, as long as they're about how awesome this article was..*

**GRE Deadlines:** Sign up for the Psychology GRE by October 8th if you are graduating this year. The general test is held everyday and is on the computer, but it is best to take it by November if you want your scores back in time to apply for graduate school this winter! Sign up soon Seniors!

## **Psychologist to Know: James Braid (born 1795)**

**by Dylan Thomson**

James Braid was born in 1795 in Fife. He studied medicine at Edinburgh and settled down as a surgeon in Manchester. Braid saw a demonstration by Lafontaine in 1841. Lafontaine was similar to what we would now call a Stage Hypnotist. Soon thereafter Braid became very interested in Mesmerism. Braid began to experiment for himself and was soon doing demonstrations and lecturing while encouraging open discussion and criticism. He was mainly criticized by the famous hypnotists of that time. They believed that they possessed some magnetic power and Braid disagreed. He worked very hard on hypnosis and only two years after seeing Lafontaine's demonstration, his book *Neurypnology* was published. Braid never developed a specific theory of Hypnotism other than to say it involved processes which could either depress or enhance the activity of nerves. He coined the words "hypnotism", "hypnotize", and "hypnotist." He also used the idea of a hypnotic state. Braid never founded a school, so his authority faded after his death. The center of Hypnosis then moved to France in the later part of the nineteenth century. His book, however, continued to be prominent.

## Helpful Links for Psychology Students

By Xena Kaiser Johnson

Links to Help with the Graduate School Admission Process  
Supplied by Pam Bacon:

<http://www.hope.edu/academic/psychology/geninfo/perstate.html>

<http://www.psywww.com/careers/perstmt.htm>

<http://www.rider.edu/~suler/gradschl.html>

<http://gradschool.about.com/cs/essaywriting/a/essay.htm>

[http://www.psichi.org/pubs/articles/article\\_98.asp](http://www.psichi.org/pubs/articles/article_98.asp)

[http://www.psichi.org/pubs/articles/article\\_165.asp](http://www.psichi.org/pubs/articles/article_165.asp)

<http://64.233.167.104/search?q=cache:hnAHadrdDk8J:depts.washington.edu/psywc/handouts/pdf/personal.pdf+how+to+write+personal+statement+psychology+graduate+school&hl=en>

<http://psych.hanover.edu/handbook/applic2.html>

<http://www2.sjsu.edu/faculty/gcallaghan/graduate/winningstatement.htm>

[http://www.ncsu.edu/stud\\_orgs/frat\\_sor/psi\\_chi/gradschool/personalstatement.html](http://www.ncsu.edu/stud_orgs/frat_sor/psi_chi/gradschool/personalstatement.html)

Psych in the News Links

Supplied by Xena

[www.psychology.net](http://www.psychology.net)

[http://www.wadsworth.com/psychology\\_d/special\\_features/](http://www.wadsworth.com/psychology_d/special_features/)

[psychinthenews/](http://psychinthenews/)

<http://college.hmco.com/psychology/resources/instructors/news/>

[www.psychport.com](http://www.psychport.com)

<http://www.psychwatch.com/news.htm>

Tune in Next time for more exciting links!

The Right Foot

by Dylan Thomson

Now that we are a few weeks into the school year, it is time to begin thinking about how we can all become better scholars. There are many things that we can do to enhance our skills. First of all, let's learn from what mistakes we might have made last year. After thinking about the blunders from the past, think about these helpful study tips.

- 1) Study in a familiar place as often as possible. (Consistency)
- 2) Study at around the same time everyday. (Consistency)
- 3) Cut out all of those distractions that keep you from concentrating. (Make yourself comfortable)
- 4) Do the subjects you hate and the hardest homework first. (Make it easier on those late nights)
- 5) Schedule time for all your long term projects. (Get them done as early as possible)
- 6) Review all of your subjects regularly. (Don't wait)
- 7) Avoid doing a marathon of homework every night. (If possible)
- 8) Try and study a little bit everyday. (With or without homework)
- 9) Take notes as you read your homework. (Writing things down helps with remembrance)
- 10) Ask for help if you need it. (Don't do things you don't know how to do)
- 11) Arrange to study with your friends and classmates. (Work together to keep each other on task)
- 12) Think as positive as possible. (If you try, it can get done)
- 13) Be organized and get a planner if necessary. (Less clutter equals more pleasant study time)

If you take the time to do as many of these helpful hints as possible, you are sure to get ahead of the game. Getting ahead of the game means better grades, happier parents, and more time to have fun later on. It's as simple as taking the time and seeing the results. Good luck to all of you in your school-work and have a great year.