



Sigmund Freud

THE CSB/SJU PSYCHOLOGY DEPARTMENT PRESENTS

THE FREUDIAN SLIP

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NEXT STEP: GRADUATE SCHOOL

BY MEGAN TRUDELL

What will your reaction be when you receive your diploma for CSB/SJU? Will you feel accomplished? Overwhelmed? Happy it's all over? Sad it's all over? Or maybe you will feel like this isn't it for you. Graduate school is a great way to continue your education and get one step closer to your dream job in psychology. Getting an advanced degree from graduate school can open up a lot of doors for your future in psychology! There are great options for psychology majors who do not go on to graduate school, but if you do decide to take that next step in psychology, here are some things to consider:

Preparing at CSB/SJU

Preparation for graduate school is key! There are things you can be doing to help prepare yourself as early as sophomore year. Starting sophomore year you can become involved with the department and join the psychology club,

attend grad school info sessions, and start thinking about research you might be interested in! During your junior year you should get involved with a research project and start thinking about the GRE. The summer before your senior year you will want to begin looking at schools and gathering information. Your senior year will be hectic, but it will definitely pay off! Speaking of "paying off," during your senior year you will need to take into account the cost of the graduate school programs. The two general things you need to take care of during the fall of your senior year are taking the GRE and applying!

Taking the GRE

The Graduate Record Exam (GRE) is a standardized test required for acceptance into graduate school. The test does not focus on one field but instead concentrates on verbal reasoning, quantitative reasoning, and ana-

lytical writing. Some programs may require you to take the Psychology Subject Exam in addition to the General exam, so make sure to check the requirements for each school. Most students take the GRE between the spring of their junior year and the fall of their senior year. The CSB/SJU Psychology Department offers a yearly GRE Prep Course exclusively for psychology majors. Take advantage of the opportunity to get as much preparation as possible!

Selecting a Graduate Program

Before applying to graduate schools, you need to figure out what field you're interested in and which programs you'd like to pursue. This will narrow the schools down for you. The Psychology Department often posts information about different grad schools around the departments on each campus specifically for your eyes!

(continued on page 2)

Congratulations to the following Psychology majors who were elected to Phi Beta Kappa!

Marce Gangl
Rose Gangl
Beth Peichel
Taylor Ramler
Lydia Ricard

Phi Beta Kappa is an honor society for the liberal arts and sciences and is considered one of the most prestigious honor societies.

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GRADUATE SCHOOL (CONTINUED)

Tips for Applying for Grad School

- ◆ Request your transcripts early from the Registrar's Office
- ◆ Request your letter of recommendations early
- ◆ Ask a professor you know well for a letter of recommendation
- ◆ In your personal statement/essay, make sure admissions knows why you are the best choice for their program
- ◆ Keep your resume updated and ready
- ◆ Keep deadlines in mind

As much as CSB/SJU will miss you, the Psychology Department will have prepared you well for your next step, whether or not you plan to attend graduate school! Good luck!

For more information on applying and attending graduate school, check out these links:

[Psychology Department's Graduate School Page](#)

[Career Services Graduate School Page](#)

[Guide to Graduate School in the Mental Health Field](#)

STUDENT IN THE SPOTLIGHT

LYDIA RICARD RESEARCHES MICROAGGRESSIONS

BY HANNAH STEVENS

Lydia Ricard is a senior Psychology major at CSB/SJU. She is one of five Psychology seniors elected to Phi Beta Kappa, a prestigious national honor society. She will be attending University of Wisconsin Stout in the fall to complete her master's degree in Clinical Mental Health Counseling. Lydia took the time to answer some questions about her Honors Thesis and her research experience at CSB/SJU.

What are you researching?

I'm researching racial microaggressions. Microaggressions are subtle and

commonplace environmental, verbal, and behavioral indignities that convey negative, hostile, or derogative slights towards people of color. More specifically, I'm looking at whether or not people can recognize racial microaggressions. I'm looking to see if people would a) Find microaggressions to be offensive and b) Would label them as racism. I'm also looking at what other factors, such as White privilege awareness or empathy, might be related to being able to recognize microaggressions. To do this, I showed my participants one of three different video clips: one video was a control where no racism was present, another contained a discrete racial microaggression, and the third contained an overt racist statement. After they watched the video, I asked my participants to fill out several surveys about the video, and I also asked them to complete other surveys that measured White privilege awareness, empathy, and people's attitudes toward diversity.

What have you found?

My results did not always support my hypotheses; however, the results do indicate that the people in my sample did recognize that the microaggression was offensive, but they did not (significantly) label it as racism. Interestingly, participants who watched the overt racist statement video didn't find the statement as offensive as those who viewed the microaggression video found the microaggression to be. I think this might be because it is easier to identify overt racism and "dismiss" it, and participants found it to be less offensive because they had already identified it as racism and already "dismissed" it to some extent, whereas those who viewed the microaggression found it very offensive but perhaps didn't know why it was offensive. This lines up with current research which indicates that microaggressions are harmful precisely because they are ambiguous and leave victims feeling unsure if they have experienced racism or not.



Lydia Ricard

STUDENT IN THE SPOTLIGHT (CONTINUED)

What advice would you give those starting a research project?

Find something that really interests you and then get excited about it. You'll need that enthusiasm as you go along: research is a long haul, not an overnight process. Hard work aside, it is worth every hour and bit of toil you put into it. When you've spent a few months or a year working towards your results, it's very satisfying to be able to look back and see what you've accomplished and what you found out. Be passionate about it and even results you didn't predict or expect will be exciting. Also, start early; research involves a lot of different steps like making a proposal and getting Institutional Review Board approval. The earlier you can

start the more smoothly the whole process will go, and you'll be very thankful for that later!

Why did you choose to complete an Honors Thesis?

I tend to be curious in general and I love learning things. I like a good search for answers and doing research is the quintessential opportunity to learn more about a topic. I'm also a very hands-on learner, so I do best when I can get involved: doing research has taught me so much more in depth than passively learning about the process. Doing a senior Honors Thesis is also something that makes you stand out in the graduate school application process. I knew early on that I wanted to continue onto graduate school, so I was looking for ways to make myself a good candidate. I'm also inter-

ested in eventually pursuing a PhD in Psychology, and research can be a fairly necessary component of employment at the PhD level. I wanted to get my feet wet and see if I even liked doing research before I made up my mind about pursuing a PhD.

Any advice for students looking into research?

If you think you might be interested in research, but don't really know, get involved with a professor's research. Each professor has unique interests and is involved in some form of research. So, find the professors who are doing things you are interested in and ask them about their research! I came into St. Ben's thinking I didn't like research and am leaving with a passion for it. *You never know unless you try!*

HONORS THESIS PRESENTATIONS

Attend these presentations to learn what our Psychology Honors Thesis students have been researching all year!

Lydia Ricard

Are We More Racist Than We Think?: Recognition of Racism and Racial Microaggressions
Monday, April 7th at 4:30pm in Main TRC Board Room

Hayley Van Gelder

Birds of a Feather: The Effects of Positively and Negatively Valenced Similarities on Compliance
Wednesday, April 16th at 4:30pm in HAB 120

Amanda Nusbaum

The Jury Process: Racial Bias, Extraversion, Moral Reasoning, Leadership, & Sex
Thursday, April 10th at 4:30pm in HAB 121

Rose Gangl

Using the World as a Stage to Benefit Refugees
Thursday, April 17th, Time TBD

Beth Peichel

The Interaction Effects of Aspects of the Self on Mental Health in College Students
Friday, April 11th at 3:20pm in HAB 107

Marce Gangl

Together Building Imagination, TBI Re-define: The Effects of Theater on People with a Mild Traumatic Brain Injury
Date/Time TBD

SCHOLARSHIP AND CREATIVITY DAY is Thursday, April 24th! Come to the poster session from 8:30am-9:30am at SJU, and listen to the oral presentations given from 8:30am-12:00pm in New Science 140!

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Questions? Comments? Want to write for the Freudian Slip?

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Special Fall 2014 Psychology Course Offerings

Looking for another psychology elective? Consider one of these courses, which are not offered every semester!

Animal Minds

Dr. Ben Faber

MWF 9:10-10:05, Quad 457

This class will attempt to look inside the minds of animals. It's an interesting, fun, and constantly changing field that is very accessible. We will explore issues focusing on Animal Cognition, Consciousness, Emotion, and Morality; constantly looking across species lines for commonalities and differences. The psychological capacities of human infants, children, and adults will be compared with widely varied species to understand not only how animals think, but also what makes us different. We will also discuss evolutionary theories and scientific methodologies used to explore varied minds.

Prerequisite: PSYC 111

Evolutionary Psychology

Dr. Aubrey Immelman

TR 2:40-4:00, HAB 101

This course examines the major areas of psychology from an evolutionary perspective. We will, for example, look at sensory systems, emotions, interpersonal relationships, and mental disorders and ask question such as the following: Why did these particular attributes (i.e., adaptations) of human nature evolve? Why do all people in all cultures share similar sensory experiences, emotions, and developmental stages?

Specific topics of study: Evolutionary psychology (EP) vs. the standard social science model (SSSM); evolution by natural selection; the genetic basis of evolution; and major topic areas of psychology from an evolutionary perspective, including sensation and perception, consciousness, motivation and emotion, cognition, learning, individual differences (intelligence and personality), health, abnormal psychology, the psychology of human mate selection, families and development, social behavior, and culture.

Prerequisite: PSYC 111

Neuropsychology

Dr. Jan Holtz

TR 9:55-11:15, BAC A104

This course explores one of the fastest growing areas of psychology. Neuropsychology is the study of brain-behavior relationships in health and disease. This course will cover assessment, diagnosis, and treatment of various difficulties from infancy through old age. Central to this will be a working understanding of the central nervous system.

Prerequisite: PSYC 111

For more psychology course descriptions, check out our [website!](#)