



Sigmund Freud

CSB/SJU PSYCHOLOGY DEPARTMENT PRESENTS

# THE FREUDIAN SLIP

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## CONQUERING AMERICA'S GREATEST FEAR TIPS FOR FINALS WEEK PRESENTATIONS

BY: MEGAN TRUDELL

In less than one month we will be done with the fall semester and will be enjoying our winter breaks! But before every break come exams, papers, and the most dreaded, presentations. There is nothing scarier than getting up in front of your classmates and reciting what you thought was a well-rehearsed presentation. Many people think public speaking is just the unwanted opportunity to embarrass yourself in front of your classmates, and even

though public speaking is a great and necessary skill to have, many people feel negatively about it.

According to The Wall Street Journal, public speaking is the number one fear in America. Preston Ni, author of the book *How to Communicate Effectively*, gives some helpful tips in Psychology Today on how to overcome and conquer these anxious feelings about presenting:

### Don't Expect Perfection from Yourself

Speaking in front of your peers is a difficult task. Your professors know how mentally and physically challenging this is for some. If they are willing to cut you some slack, you should be able to, too!

### Avoid Equating Public Speaking to Your Self-Worth

One presentation while you are here does not determine your self-worth. The bigger picture is that Saint Ben's and Saint John's are great places to go to school, and you should already feel accomplished just knowing that you go here! Public speaking is something you can always learn more about, and these



schools are here to help you improve.

### Avoid Reading Word for Word

Reading word for word from a piece of paper is not interesting to your audience. Reading off of a script is not giving the professor or your classmates the presentation they were looking for. Eye contact, hand motions, and interesting visuals are all better ways to help you remember your speech and keep your audience engaged!

### Avoid Trying to Memorize Every Word

Nobody expects you to memorize two pages of a report so that you can present it to the class. If you try to memorize every word and you mess up, it will only continue to mix up your word sequence. Make a quick note card with some main points, and then practice how you are going to continue with that subject.

Remember that everyone else is in the same boat. You are not the only one presenting, and you are definitely not the only one nervous! Hopefully these tips will help your final presentations go smoothly. Good luck!

**Reference:** Ni, Preston (2013). "5 Tips to Reduce the Fear of Public Speaking." *Psychology Today*.

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# THE TRUTH ABOUT HOLIDAY CRAVINGS

BY: ANNAMARIE RAEKER



'Tis the season to be jolly — a magical time filled with family love, cooler weather, oversized sweaters, Caribou Campfire Mochas, and a crockpot of Grandma's 900 calorie Swedish meatballs. It is quite inevitable to indulge in food around the holidays, and the vision of freshly baked, perfectly cracked, gingerbread cookies on the kitchen stove as you and your weary brain make it back home from finals week is *completely* plausible. So, why do we have these cravings? And why does it seem that these cravings are intensified around Christmas time?

For starters, we all know that certain "comfort foods" make us feel happy—what person wouldn't slobber over the sensational taste of a buttery sugar cookie or immediately smile at the sight of an unnecessarily large slice of German chocolate cake waiting to be devoured? The variable positive feelings and memories attached to familial traditional holiday foods along with the positive sensory pleasure of comfort foods are what make us feel good. Therefore, we tend to seek out those oh-so-unbelievably-tasty com-

fort foods when we want to feel restored. *Real* comfort, however, comes from our brains, not our taste buds. To get down to biochemical business, the brain doesn't care whether you're eating that piece of holiday German chocolate cake or generic brown rice—either way, the carbohydrates in both will be digested into glucose, causing your brain to produce an amount of serotonin. Serotonin, often called the "feel good hormone", regulates our mood, making us feel happy. Serotonin is released from our brain by eating foods rich in carbohydrates. Foods higher in fat (typically most holiday comfort foods) slow the rate at which the brain can produce serotonin, therefore causing us to likely consume excess amounts of fatty foods while we wait for our bodies to digest the food until we receive that "feel good" sensation.

**"Real comfort comes from our brains, not our taste buds."**

Now, don't go thinking that eating holiday comfort food is entirely taboo. In fact, it can be healthy once in a while to indulge—so go ahead, treat yourself to the roof of that gingerbread house covered in frosting! The only thing is that our brains can easily get locked in on a certain equation: *Feel Bad + Comfort Food = Feel Better*. If a person repetitively pairs their negative feelings with food, they will continue to strengthen this connection in their brain leading to intense and addictive cravings for comfort foods. Since the foods we typically desire around the holidays or whenever our

moods need improvement are empty of everything but taste, calories, fat, salt, and sugar, this neurological connection can be evidently dangerous. Fortunately, there are ways to battle this enticing pattern. With the help of 5 simple tips this holiday season, you will be able to have your cake and eat it too—the healthy way!

**Eat regularly:** a meal or a snack every 4-6 hours will help maintain a good balance in blood sugar.

**Get enough fiber:** try shooting for 35-45 grams for women, and 40-50 grams for men. Fiber helps stabilize glucose levels and helps you feel fuller longer.

**Eating real, whole foods:** packaged foods have added sugars, salt, chemicals, and high-fructose corn syrup. As much as possible, try eating organic foods, from the ground, in their full form.

**Spice it up:** Studies have shown that cinnamon has the ability to balance blood sugar levels. (Tea and oatmeal tend to taste a little better with some cinnamon!)

**Getting enough sleep:** The holy grail of total body health. Try hitting the sheets before midnight to ensure your 6-8 hours each night.

**Happy Holidays!**

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# HOW MUSIC CAN GET YOU THROUGH FINALS

BY: NATALIE VASILJ



Ever heard a friend say, “I can’t study without my music”? Music is obviously a huge part of our culture and sometimes seems to be the only thing keeping us sane during those late nights in the library. Although our mothers tell us to turn our Spotify playlists off in order to better concentrate, many feel that humming along to their favorite song while hitting the books is an absolute necessity. With the holiday season coming up and finals right around the corner, the possibility of these late nights will become more and more frequent. But by keeping the tunes rolling, are we helping or hindering our academic performance?

The answer is satisfying for all the music lovers out there. Research shows that listening to the right music can help to optimize one’s mindset and boost focus. The first step is to ask yourself a series of questions in order to gauge your emotions. These questions include: “How do I feel?” “Am I anxious, relaxed, lethargic?” “Am I feeling distracted or am I mentally charged?” After answering these, you now have the information to help you create a musical playlist that will optimize your focus and performance during finals week. By gauging whether you need your energy to go up or down, you should search for music that allows you to do just that. If you are very anxious, instead of listening to an upbeat song from Ke\$ha, try a slower-paced song by Bon Iver. If you are feeling lethargic, pump up your mood and increase your motivation by listening to “Eye of the Tiger” by Survivor. A way to tell if certain songs will boost energy or calm nerves is through the use of BPM, or beats per minute. Usually a song with 130+ BPM will be quite upbeat and keep you energized, while a song with a BPM of less than 100 will help you relax. Along with music’s power to alter our moods, meditation is another helpful way to boost energy to push through finals

week. In order to meditate, begin by playing some relaxing instrumental music. Consider the work you have ahead of you and ask yourself, “Which way do I have to go to optimize my mindset? How will I achieve my goals?” By visualizing yourself succeeding through meditation, the likelihood that you will find inner strength to push through and flourish will increase. When feeling anxious about a certain situation such as your final, imagine the scene in which you will be taking the exam. Fill the room with your favorite song and visualize the room with a calming color lens such as green or blue. These simple visual and auditory techniques can help keep the anxiety at bay these next few weeks and keep you motivated to do your very best this year! Below is a list of songs that may be beneficial to you in the upcoming weeks; but remember, the helpful effect of music is stronger and lasts longer with songs *you* like – so go through your iTunes and create the playlist that is right for you!

**Reference:** Cardillo, Joseph (2013) Attention Training <http://www.psychologytoday.com/blog/attention-training/201304/final-exam-time-use-music-optimize-your-mind>

## Songs to Boost Your Energy

- Mozart Sonata in D Major
- The Power, Snap
- Gonna Fly Now, Bill Corti
- Sagittarius, Nish
- Deadline, Dutch Force
- No Way Back, Foo Fighters

## Songs to Help you Relax

- Adagio for Strings, Samuel Barber
- Reflection Eternal, Nujabes
- Plejadian Harp, Gerald Jay Markoe
- Every Breath You Take, Sting
- Exogenesis Symphony Pt. 1: Overture, Muse

# TEXTING: EFFICIENT OR INEFFICIENT MULTITASKING?

BY: PATRICIA HARRIS



Imagine a world, now, without cell phones and the option to text. You could go up to most students around CSB/SJU and they'd likely tell you that they could not imagine being unable to text. Face-to-face conversations and even phone conversations are no longer as prevalent as they used to be because most people now communicate with others through texting. Reportedly, the number of text messages sent in America increased exponentially from 7.2 billion in 2005 to 75 billion in 2008. With this rise in usage, texting has become yet another potential distraction for students, and is another way for students to multitask. Everyone multitasks on a daily basis; sometimes the multitasking is beneficial and efficient, while other times it is much less efficient. The question is: Is texting while doing other tasks considered efficient or inefficient multitasking?

Multitasking can be a good way to take care of two or more task at once, and there are several motives why a person would choose to multitask. A common reason is the, "efficiency or the desire to manage multiple tasks and to optimize the process or time to complete [a] task" (David et al., 2013). Even

though multitasking can be efficient, we can only do so much at one time. If you begin to do too many tasks at once or multitask between two difficult tasks, it becomes hard to complete those tasks, stay focused, and perform well on the tasks.

Multitasking does have its benefits; it has been found that those who switch back and forth between tasks often have increased ability to task-switch and have better multisensory integration, and are less likely to be distracted (Alzahabi & Becker, 2013). Even though these findings have been well supported, there has also been much research showing that multitasking can be detrimental to one's performance. It has been found that those who multitask and switch back and forth between tasks lose accuracy in their tasks (Adler & Fich, 2012). Also, the more difficult the task is the more difficult it becomes to multitask, and the less accurate the person will be in their completion of the tasks.

You could easily walk around campus and see someone multitasking, especially while texting. Many young adults text and have vocal conversations, text and do homework, and text while in class. Multitasking with your cell phone could be an efficient way to communicate with several people at the same time, but it can also be distracting, causing you to lose focus.

Texting is now a universal way to communicate with others, and has many benefits. Texting has allowed us to be more efficient, independent and direct. When we are running late we can text someone within a few seconds and let them know. We can also hold several conversations at once and see a record of our conversations with all of our friends, things that we can't do with phone conversations.

Even though texting has many benefits, it also has a few downfalls. Texting for many is an addiction and daily distraction. According to Clayson and Haley (2012) 20% to 29% of teenagers and young adults feel addicted to cell phone usage, and they can be classified as hypertexters. People tend to choose to text at all the wrong times, like when driving, while in class, and while having face-to-face conversations with others. Texting while doing another task has also posed problems for many students. Texting while in class has been found to hinder learning and those who text in class tend to see a negative effect on their class grade (Clayson & Haley, 2012).

While there is research showing both the efficiencies and inefficiencies of multitasking, many researchers would agree that multitasking is beneficial up to a certain point. When we hit that point, we lose accuracy and our performance falters. It is important to realize that we all multitask and often our cell phones are involved, and it's also important to realize how texting while doing another task, regardless if it is driving or taking notes in class, can affect those around us. So what do you believe, is texting while doing other tasks considered efficient or inefficient multitasking?

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## PSYCHOLOGIST IN THE SPOTLIGHT: ALBERT BANDURA

BY: ANNA CARLSON



Albert Bandura was born on December 4, 1925 in Alberta, Canada, and was the youngest of six children. He received his BA in Psychology from the University of British Columbia in 1949, and then moved to the United States to attend the University of Iowa where he obtained his doctorate in 1952. The following year, he acquired a position teaching psychology at Stanford University, and is now the David Starr Jordan Professor Emer-

itus of Social Science in Psychology at Stanford.

Bandura has done a lot of work on social learning throughout his career and is famous for his Social Learning Theory, which later expanded into his Social Cognitive Theory. Bandura is known for blending cognitive and behavioral psychology, and looked at how motivation and self-regulated learning influence a person's behavior. He believes that individuals acquire behavior through others, imitating what they see. In 1986, Bandura wrote *Social Foundations of Thought and Action*, which discussed his social cognitive theory and experiments.

One of Bandura's most famous experiments was dealing with Bobo dolls. Bandura showed children a video of an adult beating up a doll. He split the children up into three groups, and showed each group a different ending: the adult was either rewarded, punished, or experienced no consequence for beating up the Bobo doll. He then studied the differences between the

groups and how the video impacted the behavior of the children. The results showed that children who watched the video in which the adult was

 Photo from Bandura's Famous Bobo Doll study.

rewarded were more likely to act out, and children who watched the video in which the adult was punished were less likely to act out. Additionally, males were overall more likely than the females to imitate the behavior viewed in the video. This study is a prime example of Bandura's argument that people learn from observing others' behavior.

Bandura is a well-respected psychologist and has received many awards for his research, including the Outstanding Lifetime Contribution to Psychology Award, the Award for Distinguished Scientific Contributions, and the University of Louisville Grawemeyer Award. With all of the significant work he has done, Bandura is undoubtedly one of the most influential psychologists of our time.

[http://psychology.about.com/od/profilesofmaiorthinkers/p/bio\\_bandura.htm](http://psychology.about.com/od/profilesofmaiorthinkers/p/bio_bandura.htm)

## GET TO KNOW YOUR PROFESSORS

BY: LAUREN FAUST

Find out three of your professors' favorite fields of psychology and why they chose to become psychology professors!

### Dr. Richard Wielkiewicz:



"My favorite field is learning because the principles are very powerful and explain a lot of human behavior."

"I enjoy the variety of tasks that I do: teaching, research, consultation with students, writing, publishing, and thinking. I also like having an academic calendar."

### Dr. Ben Faber:



"I love the complex nature of the mind, so I find most, if not all domains of psychology interesting, including the ones I don't personally study."

"Two things: Psychology, because minds and brains represent one of the most complex phenomena in the universe. Professoring, because my entire job is centered around learning new things and helping other people learn as well. I truly like learning, so it makes it a rather enjoyable job."

### Dr. Aubrey Immelman:



"My favorite field is personality – or, more specifically, assessing personality, as a basis for predicting human behavior under various conditions."

"I enjoyed being a student of psychology, so I thought I could prolong that enjoyment for a lifetime by becoming a teacher of psychology."

**CSB PSYCHOLOGY DEPARTMENT**

Richard P33 ½  
Phone: (320) 363-5139

**Sju PSYCHOLOGY DEPARTMENT**

Peter Engel 123  
Phone: (320) 363-3195

**DR. RODGER NARLOCH**

Department Chair, SJU PEngel 133  
Phone: (320) 363-3135  
[rnarloch@csbsju.edu](mailto:rnarloch@csbsju.edu)

[WWW.CSBSJU.EDU/  
PSYCHOLOGY](http://WWW.CSBSJU.EDU/PSYCHOLOGY)



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

Please contact: [psychstud@csbsju.edu](mailto:psychstud@csbsju.edu)

Or stop by the Psychology Department:

CSB Richarda P33 ½

Or

SJU Peter Engel 123



**STAFF WRITERS:** MEGAN TRUDELL, ANNAMARIE RAEKER, NATALIE VASILJ, PATRICIA HARRIS, ANNA CARLSON, AND LAUREN FAUST

**EDITORS:** HANNAH STEVENS AND TAYLOR PEDERSON

**DEPARTMENT COORDINATOR:** RACHEL HEYING

## Minnesota Fun Facts

Zubaz, the returning trend, were made for body builders and were invented by Minneapolis gym owners Dan Stock and Bob Truax in 1991.

In St. Cloud it is illegal to eat hamburgers on Sundays.

Minnesota, barely three years old at the time of the Civil War, was the first State to respond to President Abraham Lincoln's request for volunteer regiments.

These famous actors are from Minnesota: Vince Vaughn, Winona Ryder, Chris Pratt, Jessica Lange and Jessica Biel.

