

# The Thalamus

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**Research with Laura Domanico and Lindsey Pinkham**  
**By: Teresa McGinley**

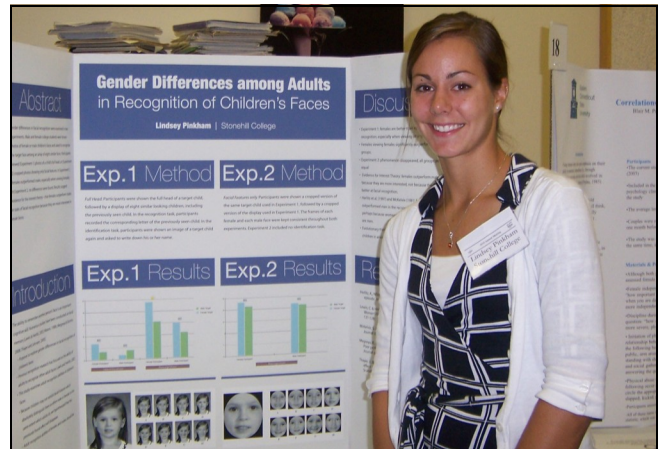
Psychology majors Laura Domanico and Lindsey Pinkham recently presented their research findings at the 50<sup>th</sup> Annual Meeting of the New England Psychological Association (NEPA), hosted by St. Michael's College in Vermont. Both students and professionals attended the NEPA conference, where papers and posters were presented.

Domanico presented her research paper to an audience of interested listeners, while Pinkham displayed her research results in poster form. The conference also featured talks from professionals in the field on a variety of different topics. As Domanico put it, "The [NEPA] conference gives psychology students and professors a chance to come together to learn about each others' studies." Pinkham adds that, "this year's talks included a Psi Chi Panel session on Autism and an informational seminar on Graduate

School, among others." Both students applied to the conference last semester and were accepted over the summer. Both had to become NEPA members, a prerequisite for acceptance into the conference. Besides conducting the research, applying to the conference required further effort. "You have to send in the

name of your experiment, a short abstract and a long abstract," Domanico explained. The short abstract serves as a summary of the entire experiment, while the long abstract gives a more in-depth look at the research conducted, including methods, results and conclusion [ Domanico said.

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Lindsey Pinkham in front of her poster presentation.

**Recognizing Outstanding Performance**  
**By: Professor Michael Tirrell**

In this time of concern about "political correctness," some people think that we should not call attention to those who have done outstanding work in an area. The reasoning is that so doing will make the ones who have not excelled feel bad about themselves. One way we see this playing out is in the business world where merit bonuses are viewed as divisive. I am not now nor have I ever been one who wants to make anyone

feel badly about himself or herself, but I think it is crucial that those who stand out in the Department and/or in the College be recognized for the natural ability, the motivation and the perseverance they have shown. Failure to recognize such accomplishments runs the risk of dooming us to mediocrity. Our mottos would slip toward "C's get degrees" and "getting by getting high is good enough."

Stonehill at large and the Psychology Department in particular do recognize outstanding students. The College itself has an honor society called Lambda Epsilon Sigma (LES) and the Psychology Department has a chapter of the Psychology National Honor Society called Psi Chi.

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## Research with Laura Domanico and Lindsey Pinkham

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"I created a proposal, which consisted of cutting down my manuscript almost tenfold. NEPA provided its own template for the proposal," Pinkham said. The conference served as a meeting place for researchers who have

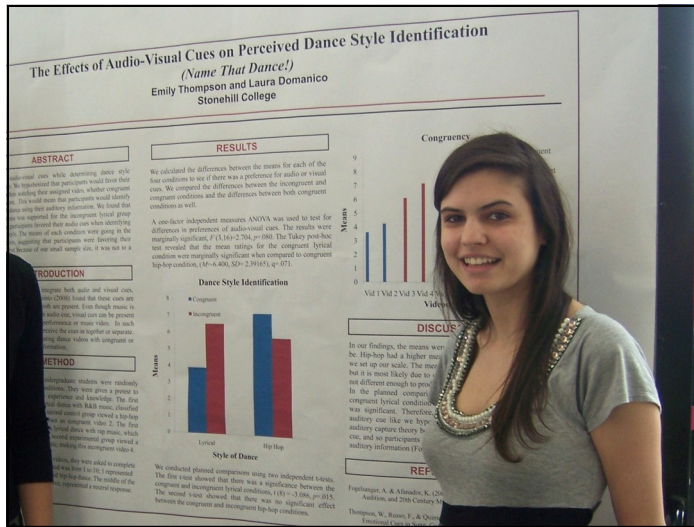
explored a broad range of topics in psychological research. "I enjoyed the conference. I thought it was a great opportunity for exposure to different types of research in a variety of topics. There were many other undergraduates there

who I had the chance to speak to about their research projects," Pinkham said.

Domanico's study was on the effects of audio-visual cues on dance style identification. "I discussed what happens when audio and visual cues are in conflict with one another," Domanico said. Where vision usually is our most dominant sense, Domanico's study showed that in some instances, audition can be the dominant sense, even when paired with vision. Such is the case in dance and music, Domanico explained. Moreover, she plans to further explore this subject. "I would like to learn more about if this experience of conflicting audio and visual cues is cognitive or perceptual, or a mixture of both," Domanico said. Domanico's plans include revising her study and running more trials with more participants.

Pinkham's study explored gender differences in facial recognition. The study measured the ability of adults (college students) in recognizing children's faces. It offered evidence that females are better in recognizing children's faces, but only those of female children, Pinkham said. Pinkham says she is not sure that she will be able to continue her research on this subject because she is not yet certain of her plans for the future. "I would love to continue with this study. I came across so many more questions while conducting my research. It has a lot of potential," Pinkham said.

More information on the NEPA conference or future events can be found at NEPA's website: [www.nepa.info.org](http://www.nepa.info.org).



Laura Domanico in front of her poster presentation.

## Psychology Society By: Kathleen Kelly

Psych Society is a student run organization for psychology majors, minors and all those interested in psychology. Much of what we do in Psych Society revolves around psychology at Stonehill. For instance, on October 25<sup>th</sup> we had our pre-registration night. Professor Tirrell came to talk to the students about required classes, the registration process and answered any questions. Students also had a chance to ask the officers their opinions on which classes to take. Another event that we have put on this semester was our Grad School Night. Professor O'Hea, our faculty advisor, was kind enough to put together a presentation on the process of applying to Grad School. The Grad School process can be very daunting, and Professor O'Hea had some wonderfully helpful tips for students. In the upcoming spring semester, we are looking forward to having a faculty dinner, where students will get the opportunity



Psych Society—December 2010

to know one of their professors on a more personal level. We are also planning on having a career night in which we have alumni, who are currently working in the field, come and discuss where their undergraduate degree in psy-

chology has taken them. We are always looking for new members to join Psych Society. We meet every other Monday at 7 pm in Duffy 101. Our next meeting will be after winter break. Hope to see you all there!

**Recognizing Outstanding Performance**



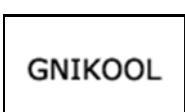
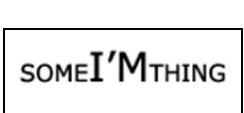
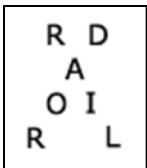

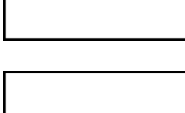
**Continued from page 1...**

Though the nomination criteria and acceptance policies differ somewhat, each society aims to showcase those students who demonstrate a thirst for knowledge which results in outstanding performance. Lambda Epsilon Sigma invites all Juniors and Seniors who have completed at least 10 courses at Stonehill College and have maintained at least a 3.50 GPA to apply for consideration. Each student's application includes a 1 - 2 page essay describing how his or her work so far represents outstanding work, a letter from a faculty member outside his or her first major and a list of the extracurricular activities in which he or she has been engaged. The LES Selection Committee, made up of 3 faculty members (one from Liberal Arts, one from Business and one from Science) and the three student officers of LES, also gathers the student's transcript and an evaluation of the student from their First major Department Chair. We carefully examine each applicant's material, trying to determine whether the student not only shows a thirst for knowledge that goes beyond the classroom and an ability to communicate effectively but also a willingness to assist others in their pursuit of academic excellence. Those we accept are ones we feel quite certain will graduate with at least a 3.50 and are likely to be life-long learners who enrich and assist the academic community at large. I should stress that the Selection Committee considers the student's essay to be one of the most important factors. While essays that are creatively written and grammatically correct will boost an applicant's chances of acceptance, a poorly written, bland essay will very likely result in a decision not to admit the applicant. It is always disheartening to see a student who has a 3.65+ G.P.A. submit a hastily drafted essay which obviously has not been proofread. The Committee usually assumes that the student is not of the caliber we want to tout as a Stonehill honor student. Our reputation as a college would be on the line if a student who cannot communicate well presents himself or herself as one of Stonehill's best. All this is to say that if you are invited to apply in the future, be sure to put significant time into your essay! Finally, in terms of LES, I think it important to note that not all extracurricular activities are weighted equally. Because we are not a 'Who's Who,' we are more interested in those activities that are of an intellectual or academic nature (e.g. departmental societies,

guest lecture attendance, internship activity, volunteer activity that dovetails with the major, etc.) We even consider a positive factor to be work experience that expands academic knowledge. Lambda Epsilon Sigma is the College's Honor Society. The Psychology Department also has its own honor society. "Psi Chi is the National Honor Society in Psychology and is a member of the Association of College Honor Societies. Psi Chi was founded on September 4, 1929 at the ninth International Congress of Psychology which was, that year, at Yale University in New Haven, Connecticut. In 1983, Stonehill College became one of the over 735 colleges and universities in the United States with a chapter of the honor society. The purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology. In order to be eligible for membership in Psi Chi, a student must be either a Junior Psychology major or a Senior Psychology major or minor who has completed four psychology courses and maintained a 3.5 GPA in the Psychology courses. Furthermore, the student's overall GPA must place him/her in the upper 30% of the class." (The quoted words in the last two paragraphs are taken from the Academic Assembly program.) Students who meet the above criteria are notified during the first semester of their Junior and/or Senior year and asked if they would like to become a member. There is no essay to write or recommendations to request. However, because our chapter is part of a national organization, each student must pay a one-time fee of \$45. That fee covers the certificate, a small pin and, for those who want to pick one up in my office, a copy of Eye on Psi Chi, a newsletter published quarterly. There you have it! Two different ways that outstanding Psych majors or minors might be recognized. They are two opportunities to shoot for, even if just to include on your resume! I hope that those who are eligible will apply and that those who are not eligible will not be offended that we recognize those who excel. I believe that because Stonehill has accepted you as a member of the Stonehill community, you are capable of being one who is recognized. Make it a goal of yours! Set your goals high. Follow what the old phrase challenges us to do - let your "reach exceed your grasp!"

**Dingbats  
Answers at the bottom**

Try to guess the popular saying that can be derived from the picture.

- 1. 
- 2. 
- 3. 
- 4. 
- 5. 
- 6. 
- 7. 

- 1. You're under arrest
  - 2. Once upon a time
  - 3. Looking backward
  - 4. I'm in the middle of something
  - 5. Railroad crossing
  - 6. Open and shut case
  - 7. Taking from the rich and giving to the poor
- http://  
www.youramazingbrain.org.uk/  
teachers/dingbats.htm

**Babysitting Volunteer Program**

Stonehill professors are looking to start a volunteer babysitting program for students willing to provide emergency child care on campus in the Science Building playroom.

For any students that are interested in being a babysitter for the program, email Frances Foote at [ffoote@stonehill.edu](mailto:ffoote@stonehill.edu).



## Internships with Professor Ellie Stein By: Kelly Doherty

We all know that employment rates have dropped significantly in the last couple of years, but what does that mean for college students? It means that experience is essential to our success. Having a college degree is not enough anymore! You have to show that you have experience; that you are capable of applying the knowledge you have gained. Very few employers or universities will be willing to hire or to accept you if you do not have some experience in the field. So, how does one typically go about gaining such experience?

As most probably know, finding an internship is the best way to gain real life experience, but what should you know before you start looking for one? First of all, it is important to note that an internship is different from a job because it should be a learning experience. When you first start a new job, of course you will have new tasks to learn. Overtime, you may realize that those tasks are repetitive, perhaps even similar to 'grunt' work. In an internship you should be constantly learning new things and gaining new experiences.

While it is significant that an internship offers this benefit, you should realize that a large majority of Psychology internships are

not paid for this reason. On the plus side, if you were being paid, you would most likely be doing a lot of grunt work, and not gaining much from the experience. This being said, it is still possible to end up in an internship that has you doing a lot of paperwork, and you may be wondering how to avoid this. At Stonehill, you can easily avoid this by talking to the director of the Psychology internship program: Ellie Stein. Professor Stein insures that all of the Psychology internships are rewarding experiences that do not involve tedious amounts of paperwork. To accomplish this task, Professor Stein has made contact with the supervisors of every internship site available. To get one of these Psychology internships through Stonehill College, all you have to do is set up an appointment with Professor Stein. She does this to ensure that you are prepared for an internship and to make sure that you are matched with a mutually rewarding internship site. Professor Stein knows which organizations will talk to you even if you are a sophomore or a junior, and she knows what each site is looking for in an intern. She keeps track of the positions listed on Career Connection, and she knows of many additional sites.

Moreover, if she does not know of a site that will meet your needs, she will help you find one. Professor Stein makes it very easy for Psychology students to find internships; all you have to do is talk to her!

All right, so suppose you found an internship by yourself, but you want course credit for it. Well, you still have to talk to Professor Stein. She is the one who signs off on it, and she will also be your advisor while you are working. Furthermore, if you want credit for the internship, you have to keep a weekly journal, meet with Professor Stein once a week, and attend an informal meeting about once every other week. While most psychology students complete internships -and I would strongly advise you to do so as well - an internship is not required to graduate with a degree in Psychology. Even so, Professor Stein encourages students to do two internships if it will fit in their schedules. She emphasizes the importance of internships for graduate school applications, for job applications, and for personal benefit. By doing an internship, not only will you gain more experience for your resume, you will also narrow down your potential career options.

### Psychology Humor



## Psychology in the News

By: Georgia Winters

### Blinded by Jealousy?

Steven Most and Jean-Philippe Laurenceau, psychology professors at the University of Delaware, conducted an experiment investigating whether a female's jealousy can be blinding. Most and Laurenceau sat romantic couples next to each other at computers in a lab. The women were told to detect target images in a rapid stream of pictures while ignoring emotionally unpleasant pictures. The target images consisted of a variety of landscape pictures while the unpleasant images were gruesome or graphic. The men were rating the attractiveness of landscapes

that appeared on their screens. Halfway through the test, the experimenter informed the couples that the men would now be judging the attractiveness of single women. At the conclusion of the experiment, the women were asked how uncomfortable they felt about their partner rating other women on level of attractiveness. The experimenters found that the more jealous the woman felt, the more she was distracted by gruesome pictures and couldn't detect the targeted images. The women only showed this emotional blindness during the trial in which

their partner was rating other women. In the future, the researchers plan to test what occurs when the roles are reversed and the men must undergo the jealousy factor. This might reveal whether men or women are more blinded by jealousy.

Most, S. & Laurenceau, J.P (2010, April 14). *Blinded by jealousy?* ScienceDaily. Retrieved October 16, 2010, from <http://www.sciencedaily.com/releases/2010/04/100413160859.htm>

### Can a Victoria's Secret shopping bag make you feel glamorous?

Deborah Roedder John and Ji Kyung Park of University of Minnesota proposed the question "when consumers use a brand with an appealing personality, does that brand's personality rub off on them?" To examine this question, the researchers conducted a study testing whether different brands can affect the way consumers view themselves. In the first study, female shoppers were asked to carry a shopping bag around a mall for an hour. Some women carried a Victoria's Secret bag and others had a plain pink shopping bag. After the hour, the shoppers rated themselves on a list of personality traits, including traits associated with the Victoria's Secret brand. The study found that females

who carried the Victoria's Secret bag rated themselves more feminine, glamorous, and good-looking than the shoppers who were holding plain pink bags. Furthermore, the researchers found that women who believe that they cannot improve their personal qualities were more affected by the brand name bag. The researchers believe this is because they try to find ways to enhance their positive qualities through means such as material items with brand names instead of self-improvement. The women who didn't rate their personalities in regards to the bag they carried believe their personal qualities are flexible and they are capable of improving themselves. The study was also con-

ducted to test the effect of people carrying a pen with the MIT logo and it was discovered that they felt more intelligent and saw themselves as leaders. These studies lead to the conclusion that brand name items may indeed be related to how people view their personalities.

Roedder, D., Kyung Park, John & Kyung Park, Ji (2010, June 22). *Can a Victoria's Secret shopping bag make you feel glamorous?* ScienceDaily. Retrieved October 17, 2010, from <http://www.sciencedaily.com/releases/2010/06/100621151129.htm>

### The Psychology of Food Cravings

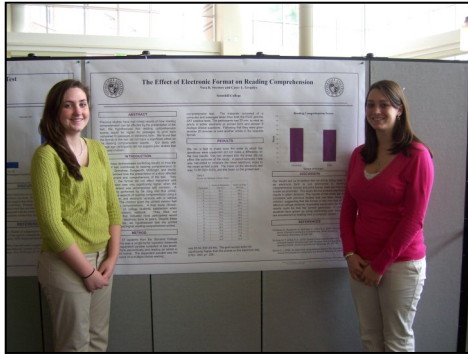
Eva Kemps and Marika Tiggemann of Flinders University conducted research on food cravings and how they may be controlled. Food cravings differ from hunger because they are specific, rather than the mere desire to consume any food item. Food cravings may cause obesity and eating disorders since they often elicit binge-eating episodes. In addition to the physical problems, food cravings may be followed by feelings of guilt and shame after consumption. Research studies have shown that when people crave a specific food, they form vivid images of that item. These mental images consume brain power, which can have an effect on a person's ability to complete cognitive tasks. One experiment compared people who were

craving chocolate to people who were not. They tested the participants' ability to remember words and solve math problems and found that people craving chocolate recalled fewer words and took longer on math problems. The link between food craving and mental imagery can help explain why cravings consume our mind and may often disrupt our ability to complete cognitive tasks. Further research has suggested that the cognitive task may work to reduce food cravings. In one experiment, participants who were craving food watched a screen displaying flickering black and white dots. The pattern worked to decrease the vividness of the images formed from food cravings which in turn reduced the food craving altogether.

Kemps and Tiggemann suggest the possibility for using these visual distraction techniques in everyday life—for example, in computer and phone programs—which could help reduce food cravings. Additionally, the authors suggest that these findings on cravings could be researched further to expand these approaches to drug and alcohol cravings.

Kemps, E & Tiggemann, M (2010, May 18). *The psychology of food cravings.* ScienceDaily. Retrieved October 17, 2010, from <http://www.sciencedaily.com/releases/2010/05/100517172300.htm>

## Research Methods Poster Presentation– Spring 2010



### The Effect of Electronic Format on Reading Comprehension

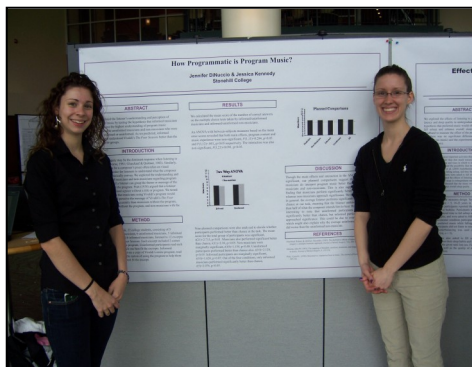
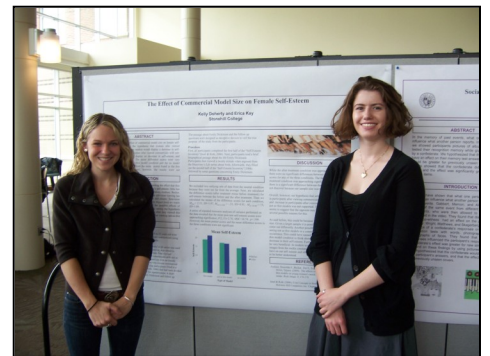
by Nora B. Sweeney and Casey L. Gregoire

Previous studies have had mixed results of how reading comprehension can be affected by the presentation of the text. We hypothesized that reading comprehension scores would be higher for passages in print form compared to passages in electronic form. We found that the format of the text did not have a significant effect on the reading comprehension scores. Our study with college age participants did not support prior studies that had used children.

### The Effect of Commercial Model Size on Female Self-Esteem

by Kelly Doherty and Erica Kay

We explored the effect of commercial model size on female self-esteem by testing the hypothesis that women who viewed commercials with thin models would display a decrease in self-esteem levels, while women who viewed commercials with not-so-thin models would display no decrease in self-esteem, and possibly an increase. The mean difference scores were very similar for the not-so-thin model condition and the no model condition, but differed from the mean scores found in the thin model condition. Overall, however, the results were not significant.



### How Programmatic is Program Music?

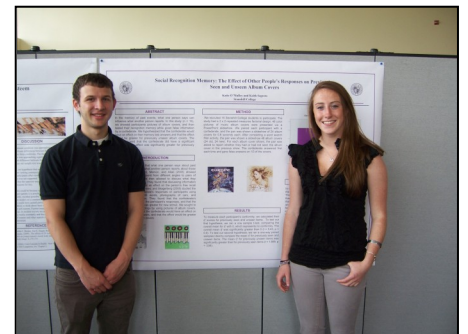
by Jennifer DiNuccio & Jessica Kennedy

We explored the listener's understanding and perception of program music by testing the hypothesis that informed musicians would have the highest understanding of program music compared to uninformed musicians and non-musicians who were either informed or uninformed. As we predicted, informed musicians understood Vivaldi's *The Four Seasons* better than the other three groups.

### Social Recognition Memory: The Effect of Other People's Responses on Previously Seen and Unseen Album Covers

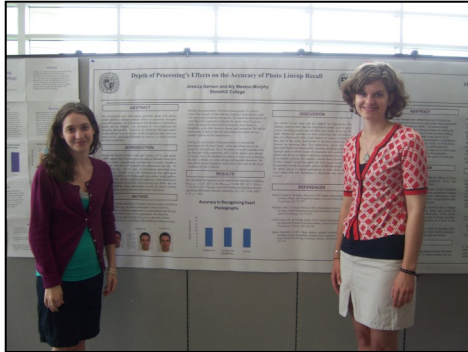
by Katie O'Malley and Keith Segreto

In the memory of past events, what one person says can influence what another person reports. In this study ( $n = 15$ ), we showed participants pictures of album covers, and then tested their recognition memory while given false information by a confederate. We hypothesized that the confederate would have an effect on their memory test answers and that the effect would be greater for previously unseen album covers. The results showed that the confederate did have a significant effect, and the effect was significantly greater for previously unseen items.





## Research Methods Poster Presentation– Spring 2010 continued



### Depth of Processing's Effects on the Accuracy of Photo Lineup Recall

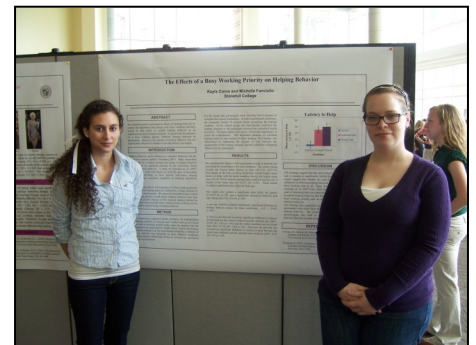
by Jessica Gerson and Aly Weston-Murphy

We investigated how information provided along with photos would influence college students' ability to accurately recognize exact photographs. We hypothesized that background information would provide students with assistance in contextualizing and encoding photographs. Therefore we predicted that participants would perform more accurately on the recognition task. However, there was no significant difference in accuracy of recall between the three conditions.

### The Effects of a Busy Working Priority on Helping Behavior

by Kayla Caron and Michelle Fanciullo

We explored egoistic motivational effects on helping behavior by testing the hypothesis that people with busy working priorities would be less likely to exhibit helping behavior in an unambiguous, non-emergent situation. As predicted, the presence of a busy working priority inhibited helping behavior in participants. However, the amount of helping behavior was not significantly affected by whether or not the priority was urgent.



### The Media's Influence on Female College Students' Eating Behavior

by Katelyn Coffey and Michelle Leroux

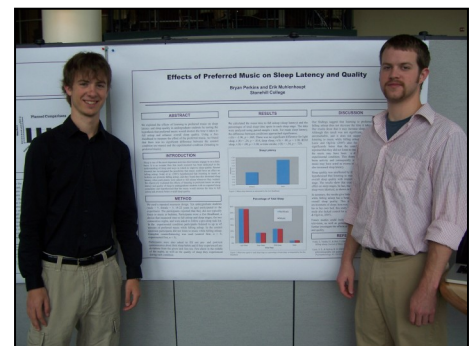
We tested the following hypotheses: participants would eat more candy while viewing an average-sized actress (in *Bridget Jones's Diary*) than while viewing a thin actress (in *Chicago*), and participants would eat more while viewing a film with the lights on rather than with the lights off. Results supported our first hypothesis; however, a confounding variable decreased the validity of this study. There were no significant findings for our second hypothesis.



### Effects of Preferred Music on Sleep Latency and Quality

by Bryan Perkins and Erik Muhlenhaupt

We explored the effects of listening to preferred music on sleep latency and sleep quality in undergraduate students by testing the hypothesis that preferred music would shorten the time it takes to fall asleep and enhance overall sleep quality. Using a Zeo Headband to measure the effect of the preferred music, we found that there was no significant difference between the control condition (no music) and the experimental condition (listening to preferred music).



## Stonehill Professor Matching

### Interesting Fact

1. Received an A in a swimming class in college even though I can't swim.
2. I am growing out three fingernails on my right hand.
3. I once worked as a meat cutter.
4. I was proposed to on my second date, and I accepted.
5. I broke my leg skating on a pond when I was in third grade.
6. I am taking music lessons to learn how to play the piano.
7. When I was 12, I met Ted Williams and he signed my baseball glove.
8. I spent a summer grant researching PMS.
9. I worked for a cable TV aerial construction contractor when I was in school.

### Stonehill Professor

- A. Jane Nash
- B. Christopher Poirier
- C. John Hurley
- D. Rose Perkins
- E. John McCoy
- F. Mike Tirrell
- G. Bonnie Klentz
- H. Erin O'Hea
- I. Lincoln Craton

### Faculty Research

By: Teresa McGinley

Student research is not the only type of contribution from Stonehill recognized in psychology conferences. Faculty and student collaborations have been presented at conferences this semester as well.

Professor Bonnie Klentz attended the NEPA (New England Psychological Association) conference to present a poster summarizing a study performed with her assistants, Christie Caneschi, Patrick Scannell, and Tyler Korona, all students of Stonehill's class of 2010. This poster explained research on groups' assessment of performance. Participants were given both a physical and cognitive task. The researchers observed participants' performance and awareness of the task. "I am interested in the ways groups make decisions. I have studied the way juries come to their decisions in deliberations. I am also interested in decision making beyond juries. I question whether or not a group is aware if they made a good decision," Klentz explained. This research is ongoing. Therefore,

many details will remain unspecified. Potential participants in these upcoming studies may be the readers of this article. Future studies will reveal the results of the studies performed by Klentz and her student researchers.

Another student-faculty collaboration representing Stonehill College has presented their research to other members of the psychology community. Students Laura Domanico, Erik Muhlenhaupt and Wyatt Donnelly-Landolt joined professors Lincoln Craton and Chris Poirier at the Northeastern Music Cognition Group Conference. This conference was held at the Berklee School of Music on October 23, 2010. The group presented their study entitled *Explicit and Implicit Knowledge of Rock Harmony in Nonmusicians*. Craton explains, "Basically, we are exploring the idea that all music listeners, including those who are not musically trained, 'know' something about harmony, and that influences how they respond to a given piece of music." Other student-faculty studies include



Psychology Department Faculty—November 2010

face perception research and a phenomenon known as the "own age bias." These studies were conducted by Stonehill students in collaboration with Lincoln Craton and Christopher Poirier. Craton states, "Basically, it turns out that people are better at

remembering faces of individuals their own age than faces of people who are older or younger than them. This work was inspired by previous research on a similar effect called the 'own race bias.'"

Continued on page 9



## Faculty Research Continued...

Many different research opportunities are available to students during the academic year. Classes in specified psychology areas—for example social psychology—offer students the opportunity to work on a study and submit their work to a conference. “Students who present research may be taking research classes or be involved in independent research. I really enjoy working with students and having them involved. Anyone who may be interested in working with me in the future should not hesitate to contact me,” Klentz said. In addition, the Stonehill Undergraduate Research Experience (SURE) provides students with the opportunity to conduct research over the summer months. This program offers full-time research positions under the guidance of an experienced faculty member. Applications for this program are due in December. Students looking to solidify and define careers in psychology research may consider participating in SURE. Craton states, “Wyatt

[Donnelly-Landolt] was a SURE student who set up and conducted music perception experiments this summer.” Klentz emphasizes the overall importance of conferences to all Psychology students, not just those who have studies to present. “I highly encourage all undergraduates to attend these conferences. Conferences have sessions targeted specifically for students. NEPA had a session this year called ‘Graduate School 101’ which provided students with valuable resources and information,” Klentz said. Students should keep in mind that the NEPA conference takes place every fall, the next conference being on October 29, 2011 at Fairfield University. Researchers interested in submitting their work must pay attention to the submission due date this upcoming May. A brief submission summarizing your study is reviewed and those accepted will be informed and invited to the conference.

## EPA Conference 2011



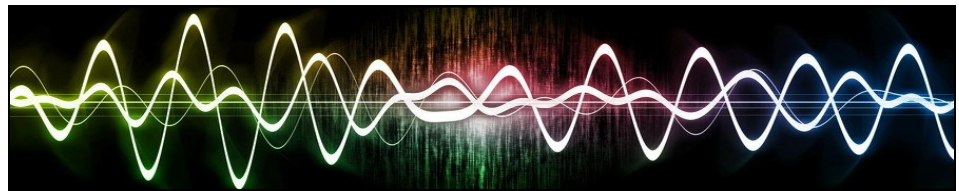
The 2011 Meeting will be held Thursday March 10-13 at the Hyatt Regency in Cambridge, MA

<http://www.easternpsychological.org/14a/pages/index.cfm?pageid=1>

## S.U.R.E. with Wyatt Donnelly-Landolt

By: Molly Little

The Stonehill Undergraduate Research Experience, otherwise known as S.U.R.E., is a program held at Stonehill College during the summer. It allows students to work, in collaboration with faculty members, as full-time research assistants in order to provide experience in a specific research field. It is an advantage in graduate school applications as well as post-college employment. Last summer, fifty Stonehill College students and thirty-three faculty members participated in SURE. Wyatt Donnelly-Landolt, class of 2011, was among these fifty students. Wyatt worked exclusively with Professor Lincoln Craton of the Psychology Department on a project titled *Harmonic Expectancies*. According to the description provided by the Stonehill College website, they worked on “determining whether college-aged listeners without musical training possess an implicit, abstract knowledge of rock harmony.” In an interview with Wyatt Donnelly-Landolt, he elaborated on his study.



### Could you describe your experiment?

*We explored different tonal systems in music to see if rock music relies on a different set of chords than common practice music (i.e. Bach and Beethoven). We had participants fill out a survey about musical training and listening preferences. They then answered questions about their subjective opinion on different musical stimuli.*

### What was your role in this experiment?

*I conceptualized the experiment and created the stimuli presented to the participants. I ran all the participants, who were mostly friends and fellow SURE students, in the psychology research lab.*

### What were your results?

*Well, we're still analyzing but the current data is showing significance. I'm doing a directed study with Professor Craton this semester in order to extend the research we conducted over the summer.*

### Are you presenting anywhere?

*Yes! There was a SURE poster presentation earlier in the semester and we just recently presented in front of the Stonehill faculty. We are also submitting to the EPA (Eastern Psychological Association) and*

*that conference will take place in the spring.*

### How did you get involved with Professor Craton?

*He was my Developmental I professor when I declared my Psychology major. He then became my advisor and I knew I wanted to do some sort of research experience because I'm applying to graduate school. He and I then collaborated to come up with a research idea.*

### How was living at Stonehill in the summer?

*It was great. It's so different living on campus in the summer than in the school year. I had to cook, clean, and do everything myself. You have a lot of free time and less stress from the constant work of the school year.*

### What advice can you give an aspiring SURE student?

*Definitely do it! Make sure you pick something that you're interested in because you will spend a lot of time working on it. Don't be afraid to ask a professor what research opportunities are available in the department. Most professors would be happy to help.*

*"Freud: If it's not one thing, it's your mother."*

Robin Williams

*"The conscious mind may be compared to a fountain playing in the sun and falling back into the great subterranean pool of subconscious from which it rises."*

Sigmund Freud

*"The purpose of psychology is to give us a completely different idea of the things we know best"*

Paul Valery

<http://thinkexist.com/quotations/psychology/>

## Character-istics

By: Professor Michael Tirrell



Not too long ago, I was contemplating a Bible verse that I find particularly intriguing. It comes from the book of (1)\_\_\_\_\_, one of the prophets of old. Specifically, it reads "The Lord has shown you what is good; and what does the Lord require of you but to act justly, to love mercy, and to walk humbly with your God?" As a psychologist, I find myself with a bit of an enigma when I contemplate these words. On the one hand, if we all lived by these words, clinicians, counselors and social workers would find themselves running out of clients. The counselors would become the ones who need to talk to someone about their anxiety as their clientele has dried up! Thus I would be disappointed if everyone followed what the verse suggested. On the other hand, how peace-filled our lives would be if we did. It would be a life without anger or hatred or jealousy or . . .

Perhaps you are thinking, "No way! This guy is exaggerating!" Absolutely not! If anything, I am understating my point. When you

carefully read the verse, you find that it agrees directly or indirectly with what many psychologists have espoused. Please bear with me as I free associate (2) for a few paragraphs. Maybe then my point will become more obvious. Although what I write might seem disjointed, I think it will all come together in the end.

Why do some people have an entourage of followers while others struggle to even maintain a single close friend? Might it be, in part, because we fall short in the area of acting justly, showing mercy or being humble? The three traits can be seen as descriptors in three of the 16 personality factors (3). Such traits contribute to our character; think of them as "character-istics" we all develop to some degree. Whether we are born with them or not is a matter to debate but I do know that if we act in a particular way and people praise us, we are more likely to act that way again to gain the praise, which serves as a reinforcer (4). After all, according to the Law of

Effect (5), we would quickly lose a particular behavior if it had no consequences or negative ones. We keep those behaviors that have positive consequences. Chances are we have been rewarded for acting justly and forgiving and maybe even putting others ahead of ourselves. Most parents I know would reward a child for acting in these ways.

Talking about oneself, the "self", is a funny thing. In some ways it is very fragile and in other ways, it is amazingly resilient. Almost all of us experience a need for love and belonging, something that fits between safety and security needs and self-esteem needs (6). But if we achieve our sense of being loved only because of what we do rather than who we are, then we will find ourselves chasing goals that meet others' expectations rather than our own best interests. There will be incongruity between the real self and the ideal self (7). Women's and "man's search for meaning" (8) is a life-long process but well worth the effort.

Within the text, you will find numbers in parentheses (e.g. (1)). Your mission, if you decide to accept it, is to fill in the lines at the end of the article with the names of the people who either made the statement or is associated with the concept. The first person to submit a correct answer sheet will receive a \$10 Dunkin' Donuts gift card. The second person submitting a correct answer sheet will get a \$5 DD gift card and the third person will receive a \$3 DD gift card. If no one gets them all correct, the top three will receive the prizes. Submit your response in person to Ms. Frances Foote in Room 213 of the Shields Science Center before December 17. She is in the office from 8:30 – 11:30 on Tuesday and Thursday and from 1 – 4 on Monday and Wednesday. Good luck!

The search for meaning is not something we can do in isolation. The foundations are poured when we are very young as we search for contact comfort (9). The walls are built as we struggle with identity versus role confusion (10). Throughout life, major events threaten to wear us down until we are in a state of exhaustion (11). Physical and emotional breakdowns are almost certain to occur when there are so few daily uplifts which means that the person is overwhelmed by the hassles of the day (12).

So how do we assure ourselves that we will not be those who are broken in body and in spirit? Let me return to the three behaviors mentioned in the Bible verse. By acting justly, not in a way that seeks only to avoid punishment and gain rewards but rather to serve the greater good (13), we can open doors for healthy relationships. By forgiving others, we clear

the way to being forgiven for the times we offend others while in those relationships. And by humbly accepting that the world does not revolve around us, we increase the chances that we become the center of someone else's universe. Contrary to what seems logical, giving of oneself leads not to being empty but to being fulfilled. Ask those who go on H.O.P.E. trips. Ask them of the joy that comes and the peace that they feel deep down inside. Truly, "it is better to give than to receive," as the quote goes (14).

*I hope you can find something in my free associating that can guide the development of your character-istics.*

*If nothing else, I hope this has given you some food for thought!*

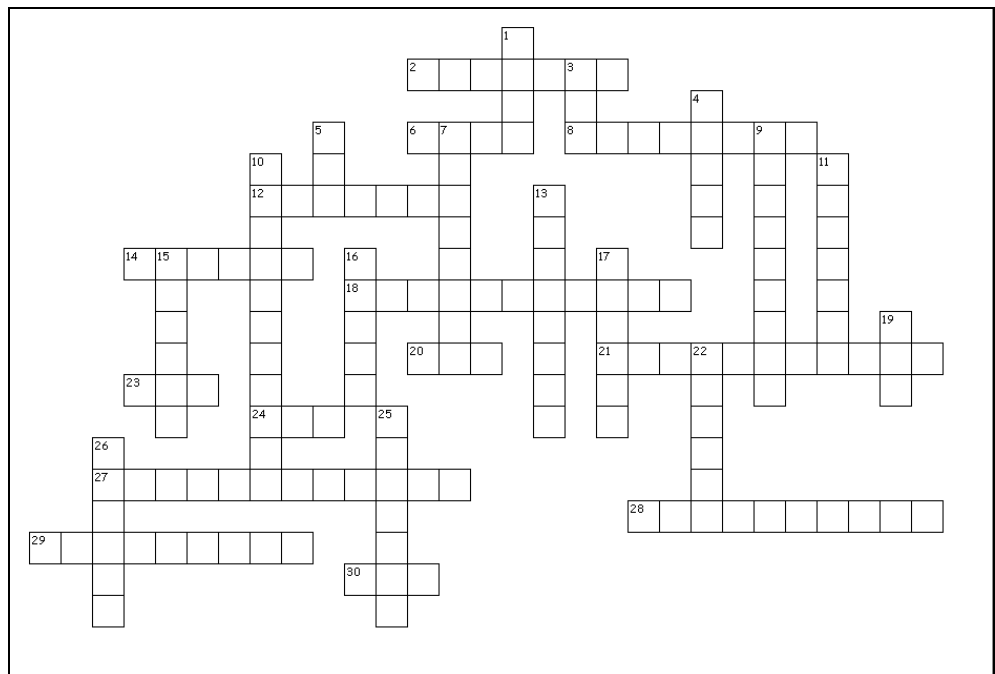
**Answers**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

**Across**

2. \_\_\_disorder is also known as manic depressive
6. \_\_\_study is an in-depth, intense investigation of an individual or small group
8. Unselfish behaviors or actions
12. Nature versus \_\_\_ debate
14. Automatic, involuntary response to a stimulus
18. The degree to which independent measurements of a given behavior are consistent
20. Intense dreams occur during \_\_\_ sleep (abbrv.)
21. Dominant school of thought in the 1950s
23. Electroshock therapy (abbrv.)
24. Part of personality that provides a buffer between the id and superego
27. Study in which subjects are studied over a course of time
28. Disorder in which individuals show no regard for morals of society or rights of others
29. Refers to thought processes and mental activities
30. Pavlov tested this animal's learning behaviors

**Psychology Crossword  
Answers on back page**

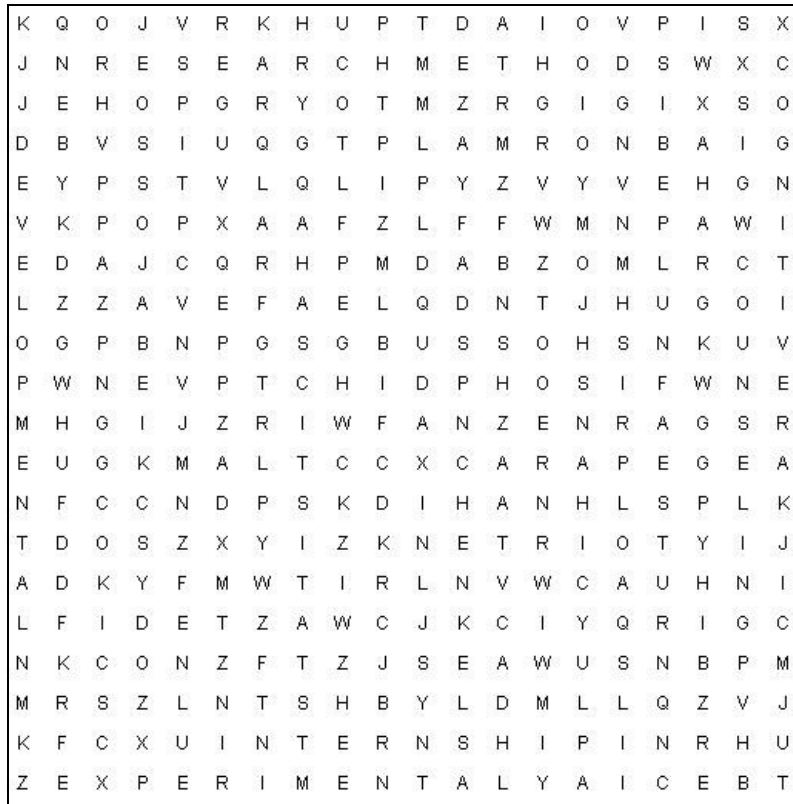


**Down**

- |  |  |   |   |
|--|--|---|---|
| <ol style="list-style-type: none"> <li>1. All-or- ___ law is the rule that neurons are either on or off</li> <li>3. A scientific and professional organization that represents psychologists in the United States. (abbrv.)</li> <li>4. Founded the first formal psychology laboratory at the University of Leipzig</li> <li>5. A response that is natural and needs no training (abbrv.)</li> </ol> | <ol style="list-style-type: none"> <li>7. ___conditioning reduces the frequency of an undesired behavior</li> <li>9. Neurotransmitter involved in sleeping, eating, mood, pain, and depression</li> <li>10. Variable the researcher manipulates</li> <li>11. Known for his work with operant conditioning</li> </ol> | <ol style="list-style-type: none"> <li>13. Degree to which a test measures what it is intended to measure</li> <li>15. Stanley Milgram's shock experiment raised questions about ___</li> <li>16. Developed the psychoanalytic theory</li> <li>17. ___system is part of the brain that controls eating, aggression, and reproduction</li> </ol> | <ol style="list-style-type: none"> <li>19. Standard abnormal psychology and psychiatry reference book in North America (abbrv.)</li> <li>22. Watson's famous Little ___ experiment</li> <li>25. Group participating in an experiment that receives no treatment</li> <li>26. Parasympathetic nervous system controls the fight or ___ response</li> </ol> |
|--|--|---|---|



## Psychology Course Word Search



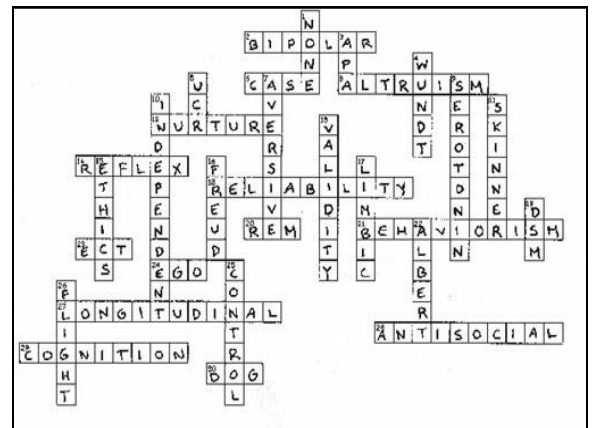
## Word Bank

General	Counseling
Developmental	Health
Personality	Experimental
Abnormal	Brain and Behavior
Social	Cognitive
Statistics	Internship
Research Methods	Capstone
Learning	

## Matching Answers

1. G, 2. I, 3. C, 4. D, 5. A, 6. H, 7. B, 8. F, 9. E

## Crossword Answers



STONEHILL  
COLLEGE



## Contributing to this Edition of The Thalamus

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