

The Thalamus

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Dangerous Method By: Lindsay Castonguay

Director David Cronenberg has embarked on a bold mission in the creation of his new film, one that will attract psychologists and psychology majors across the country. *A Dangerous Method* explores the foundations of psychoanalysis and how Carl Jung (played by Michael Fassbender) and Sigmund Freud (played by Viggo Mortenson) have earned their reputations for being two of the greatest minds to influence the field of psychology. As the trailer unfolds on the screen, viewers are immediately dragged into the world of psychoanalysis during the first years of the 1900s. The first scene is one in which Carl Jung is performing a word association test, a method used to reveal unconscious thoughts through measuring slow reaction times and increased physiological responses. Anyone in Professor Perkins's Theories of Personality course should know that this method allowed Jung to take a step away from hypnosis

and to work with patients using a "talking cure" by allowing them to talk about and discuss their repressed or conflicted emotions and thoughts. The trailer develops as the viewers meet one of Jung's patients, Sabina Spielrein (played by Keira Knightley), a Russian woman who is clearly unbalanced and being physically affected by the repressed memories of her father beating her as a child. A doctor-patient relationship develops, but after Spielrein experiences dramatic improvement in her neuroses, Jung takes Spielrein as his mistress. The fundamental rules in counseling of transference and counter-transference have clearly been violated. At this point in the trailer, Jung questions, "Why should one put so much effort into suppressing our most basic, natural instincts?" Even though Jung appears to be married, he is pondering the power of the id, the libido, and the sexual drive that he uses to experience pleas-

ure and reduce anxiety. It appears that he pursues pleasure by carrying out his affair with Spielrein. As the trailer comes to a close, one has to wonder if the film is going to turn away from discussing psychoanalysis to simply being about a forbidden love story.

Continued on page 2.



Volunteering in Psychology By: Kayla Pirri

When imagining a day of volunteering, many typically envision a scenario that includes stocking shelves at food pantries or serving dinner at soup kitchens. Although volunteering in such positions does help out the community and is greatly appreciated, it may not necessarily interest or inspire students. However, many do not realize that there are volunteer positions within the community that can be related to their fields of

interest that are both directly and indirectly related to the field of psychology, and are fun and enlightening. Specifically, many positions can be found in the neighboring areas. There are a variety of different ways that individuals can get involved and do something directly related to psychology and potential psychology careers. For example, places such as the Brockton VA Hospital, Taunton State Hospital, and the Brockton

Multi-Service Center house patients with various mental illnesses. Volunteers will usually run recreational activities, such as arts and crafts or bingo, with the patients. This is a great way to get first hand experience working with those suffering from mental illnesses and to observe the way in which that illness manifests itself. Sometimes, long term volunteers will also be able to sit in on group therapy sessions with the patients. Continued on page 2.



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www.stonehill.edu/x10621.xml

Dangerous Method

Continued from page 1...

One should also wonder how historically accurate this movie will actually be. As a psychology major, I was beyond excited when I first saw this trailer. However, I hoped the actual plot would focus on the facts and would portray Freud and Jung in an accurate manner. These questions can be answered on November 23, 2011 when *A Dangerous Method* is released in limited theaters in the United States.

My Opinions After Seeing the Film:

Without giving any of the plot details away, I was very pleased with *A Dangerous Method* after I was able to view it. The dialogue was full of references to psychoanalysis, theories about the psyche, and thoughts about the libido and sexual instincts. I thought that Freud was accurately cast as an oversexual, pessimistic man who attempts to force his theories on anyone who will listen to him. Jung was cast as having less extreme beliefs, but it was clear that he believed in bringing religion into psychoanalysis, and some of the conversations showed what direction his theories would take. Knightley's portrayal of a mentally unstable individual demonstrates her impressive acting abilities. She was able to contort her body and produce spasms in her face as she

struggled to speak, which to make things harder, she had to do so in a Russian accent. I was most impressed with her character in this film. I was pleasantly surprised that even though this film did focus on Jung and Spielrein's affair, it still focused on psychoanalysis and the dialogue applied the workings of the id to Jung's sexual drive towards Spielrein. I can imagine that someone without a firm knowledge of psychoanalysis might not fully understand the dialogue and might be confused when watching this film, but I enjoyed being able to apply what I have learned in Theories of Personality to this film.



Volunteering in Psychology

Continued from page 1...

Meghan O'Connor, a junior psychology major who volunteered in the lockdown psychology ward at the VA Hospital says, "The experience was very hands on and it definitely allowed me to see some of the mental illnesses I had learned about in class." Meghan's experience is a great example of the way that volunteering in the psychology field can truly bring psychology to life.

If a hospital setting is not necessarily for you, there are other ways to incorporate counseling in your volunteer placement. In the Massachusetts area, there are numerous domestic violence shelters that allow volunteers to assist in day-to-day operations of the shelters, to support and advocate for the women and children, and even to become a crisis hotline advocate. In these positions, individuals have many opportunities to use their counseling skills. New Hope, Womansplace, and South Shore Woman's Resource Center are all examples of agencies that help in advocating for and supporting those who have been affected by domestic violence.

Similarly, many may want to participate by volunteering in other types of treatment programs. Lindencroft, for example, is a group home treatment program that allows

volunteers to become mentors to adolescent females who are currently undergoing counseling and behavioral treatment for a variety of issues. The Stoughton Youth Commission, another great opportunity, is a mental health center offering counseling services and programs to juveniles.

Although the above are examples of direct ways to become involved focusing on therapy and counseling, there are many indirect ways to employ psychological knowledge. Opportunities can be found involving tutoring elementary school to college aged students. Additionally, volunteer positions that involve working with children, the elderly, or those with developmental and educational delays are other great ways to volunteer in positions that are slightly related to psychology. The student must choose what is right for him/her, but there certainly are a host of different options. Volunteering can certainly be used as an internship-of-sorts in that it can help students learn more about themselves and what they may want to do. For example, Meghan mentions that, "My experience at the VA Hospital taught me that working with schizophrenic patients is not for me." Meghan currently volunteers at the Family Life Center in Brockton, and has found that she would rather work with children.



Rebecca Dinerman, a junior psychology and early childhood education double major has volunteered at Hasbro Children's Hospital with young children and adolescents seeking help with eating disorders. She voices a similar experience when she says, "I learned that I liked working with the children so much more than with the adolescents. It also helped me realized that I'd prefer a school setting instead of a hospital."

There is no shortage of opportunities and there is certainly something out there for everyone. Stonehill's Into the Streets program has a list of opportunities in the neighboring community, and the list can be found on the Stonehill website. All that is left to do is to choose a place of interest and to get started!

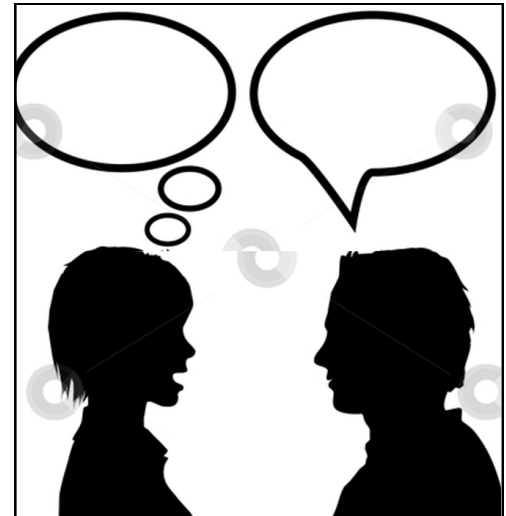
Psychology in the News

By: Georgia Winters

Deep Male Voice Enhances Female Memories

David Smith and colleagues from the University of Aberdeen in the UK explored how a women's memory can be affected by the pitch of a male voice. In the first experiment, 46 women were shown the image of an object while a voice said the name of that object. The participants heard either a male or female voice speaking in a low or high pitch. Then, the women viewed two objects resembling the initial object viewed and were asked to select which one they had seen. The results revealed that the women hearing the deep male voice had more accurate memories of the object. The authors attribute this phenomenon to evolution explaining that a male with a deep voice is a desirable mate, therefore, remembering the interactions with that person would allow the female to compare him to other potential suitors.

Smith, D. (2011). *Deep male voice helps women remember, study finds*. Retrieved from <http://www.sciencedaily.com>.



Television and Food Preferences



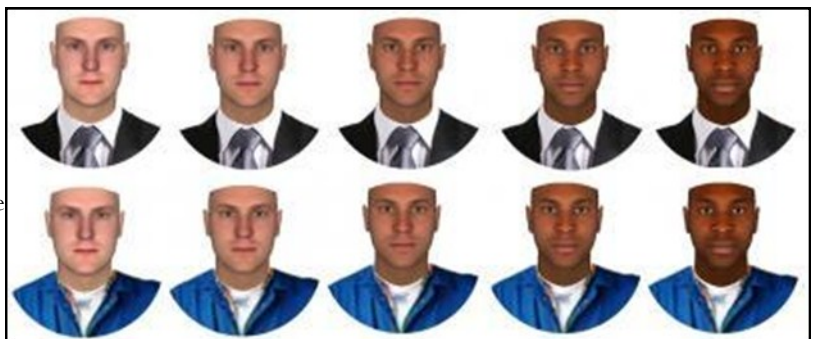
Researchers from the Institute of Psychology examined how television advertising affects a child's food preference. The experiment consisted of 281 children, aged six to 13 years old. The children watched a cartoon show and repeated this procedure again two weeks later. Before each cartoon, the children watched five minutes of commercials that either featured the control advertisement of toys or one that featured fast food and unhealthy snacks. After both of the cartoon viewings, the children were given a list of foods and asked to select those which they would like to eat. The results showed that children were more likely to choose unhealthy items if they viewed the food commercials. In addition, children who watched television for more than 21 hours a week were more likely to be influenced by the food advertisements.

Boylard, E. J., Harrold, T. C., Kirkham, T. C. (2011). *TV food advertising increases children's preference for unhealthy foods, study finds*. Retrieved from <http://www.sciencedaily.com>.

Racial Stereotypes: Perceptions from Clothing

A team of researchers from Tufts University, Stanford University and the University of California, Irvine investigated how people perceive a person's race based on cues of social status from the clothing the person is wearing. In the study, participants had to determine the race of computer manipulated faces that were either wearing a business suit or a janitor's uniform. The results indicated that people were more likely to perceive the person as white if they were in high-status attire and more likely to perceive a person as black in the low-status attire. The study used a hand-tracking technique that recorded the person's movement on the computer mouse when selecting the racial category. The participants who decided that a face in the janitor suit was white or the face in the business suit was black made mouse movements toward the race

stereotypically associated with that attire before making their final decision. The authors argue the study shows that racial stereotypes are powerful enough to affect our basic visual processing of others.



Freeman, J. B. (2011). *Changing race by changing clothes? Stereotypes and status symbols impact if a face*. Retrieved from <http://www.sciencedaily.com>.

Faculty Research

By: Katie Austin

The psychology professors do much more than teaching classes, grading, and helping students. They also conduct their own research, and in some cases, collaborate with students.



Professor Bonnie Klentz's research focuses on how juries make decisions. In her experiments, she has "mock jurors read a case and then deliberate to reach a verdict." Using the recording equipment available in the Psychology research space, she reviews "how the evidence is discussed and how a unanimous verdict is reached." She is also studying if "group members are able to judge the competency of the group. Research assessing individuals has found the least competent are the least able to detect their incompetence." With this line of research Professor Klentz is trying "to determine if members of a group, after making a decision, can detect whether the decision is correct and if they can judge how their performance compares to other groups."

Professor Lincoln Craton is "currently in the 'writing phase' of several research projects...and can't recruit any more student researchers until fall 2012". He is collaborating with Professor Lantos of the business department. They are working "on the third in a series of articles on music in advertising." The link to read the first article that was recently published is at the bottom of this paragraph. He is also in collaboration with Professor Poirier, and they are currently writing up their findings on the own-age bias in face recognition. Professor Craton is also "sitting on a pile of data from 4 experiments on the perception of harmony." He hopes to have "a manuscript submitted before the year is over".



Professor John McCoy's research focuses on "sleep and on sleep-related cognitive processes" and his training and specialization is in the area of neuroscience. In studying sleep, he employs both behavioral methods and biological methods. Professor McCoy is really interested "in the importance of sleep for optimal cognitive performance...[so his] research is aimed at clarification of the biological processes that mediate the connection between sleep disruption and impaired cognition."

Professor Chris Poirier is teaching the course Research in Developmental Psychology, where he is working with students on designing an experiment to test own-group biases in face recognition memory. The own-group bias suggests that individuals are best able to recognize faces from their own age group. He is also writing a manuscript with Professor Craton on this topic.



Professor Jane Nash is collaborating with a colleague in the economics department in the field of behavioral economics. "Behavioral economics focuses on behavior that seems to challenge or contradict behavior predicted by traditional economic theories." They "are getting ready for a second data collection" and are "not working with students on this project." However, Professor Nash will "keep psychology students posted if that changes."

Professor Erin O'Hea's research "focuses on examining causes of and how to best change health behaviors such as exercise, diet, substance use, safe sexual choices etc. [She is] particularly interested in mindfulness based interventions to help with behavior changes." She also studies "gender differences, women's health issues and issues of human diversity. At UMass Medical, she focuses on helping patients with cancer cope."



Psychology Society Adds More Variety

By: Kate Schiffman

This semester, the new officers of Psychology Society have vastly improved the educational value of the club.

"This year the officers and I wanted to revamp the club to better inform students of opportunities and options they have in the field of psychology," said Winters, a psychology and criminology double major, from Bristol, Vt.

Lindsay Castonguay, a member from Northbridge, Mass., said she thinks those in charge are doing their best to make the meetings worthwhile this year.

"I would like to see more information about psychology being given to the club so the members can try to gain as much useful information as possible," said member Corina Fusco, psychology major and sociology minor, from Bennington, Vt. "It seems like this year they are much more structured and going in that direction."

Kayla Pirri, vice president of Psychology Society from Cranston,

R.I., who is a psychology and sociology double major, said that members thought the meetings used to be too short and they didn't get information.

"We've tried to fix that this year, though," said Pirri. "This year each meeting has a theme, and we will be presenting on and discussing different topics each meeting." Winters is the new president of Psychology Society, but she has been in the club since freshman year and was treasurer for the first semester of her sophomore year and vice president second semester.

Professor Erin O'Hea, the faculty advisor for Psychology Society, said the leaders are bringing new energy to the club. "Georgia's been doing a wonderful job brainstorming new ideas," said O'Hea. O'Hea said professors are going to present topics and so are the students.

Castonguay joined Psychology Society to learn more about psy-

chology-related opportunities on campus as well as grad school and career opportunities.

"This year will be a great one for Psych Society since there are so many great events planned for each meeting," Castonguay said. "I'm looking forward to the activities that we have lined up because there are things that Psych Society has never done before," said Katie Austin, secretary of Psychology Society, from Somers, Conn. Austin said Psychology Society will go over different subfields, research opportunities, volunteer opportunities and graduate school preparation.

Castonguay said she suggests having more meetings with other Stonehill professors so everyone can learn more about certain fields and how students can make more use of their time at Stonehill by preparing for a job or graduate school.

Christmas Psychology Studies

When dealing with receiving an unwanted gift from loved ones, women pretend the present is what they wanted all along whereas males are more likely to say what they truly think.

Around Christmas time, a focus on spending money and consumption is associated with less happiness, whereas family and religious experiences enhance happiness.

Spending money on others is associated with more happiness than when we spend money on ourselves.

The presence of home Christmas decorations make others perceive you are more sociable and more involved in the community.

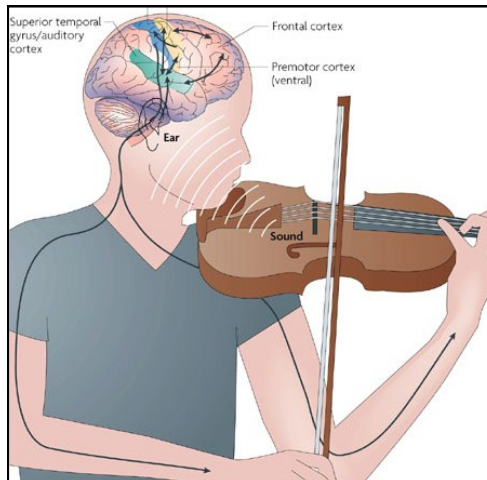
Stores use Christmas music and smells associated with the holidays to increase buying habits.

www.spring.org.uk/2009/12/the-12-psychology-studies-of-christmas.php

Psychology Science: Music

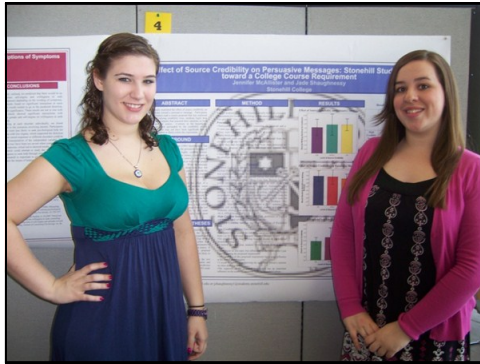
By: Sydni Camillo

Starting Spring 2012, twelve lucky freshman psychology students will now be able to participate in a new course created by Professor Craton: PSY 110, Psychology Science: Music. Craton states the course was created "to introduce students to real research earlier in the psychology curriculum, in order to better prepare them for more advanced research experiences." Craton specializes in music cognition: the way that the brain processes music. According to Craton, "students will learn how to evaluate and critique research as reported in scientific journals such as *Music Perception* and *Psychology of Music*." He further explains that "students will participate in 'hands-on' experience by conducting pilot projects related to my ongoing programs of research on the perception of harmony and musical preferences." Craton says students will be asked to participate in "...the conceptualization and design of the projects...learn to work with musical notation software (Finale) and others will learn to use stimulus presentation software (SuperLab) to prepare the stimuli." Students will also have to collect and analyze data; however, Craton makes sure to mention, "you don't need to know any statistics!" He also specifies that music training is not required to participate in this course. Researchers will produce either a research poster or a portion of a research report. Over the next few semesters, other faculty will teach the course and topics will change according to the new professor's interests. This course is a great opportunity for underclassman who will benefit from early research experience.



Research Methods Poster Presentation- Spring 2011

A sample of student research presented at the poster conference this past spring.

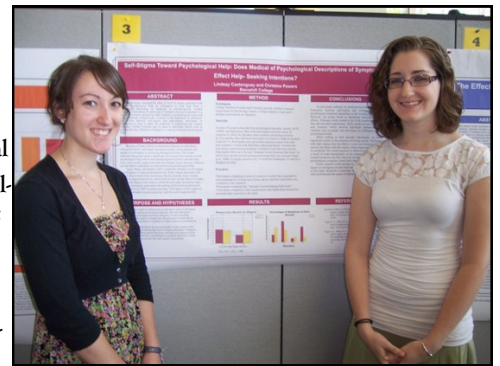


The Effect of Source Credibility on Persuasive Messages: Stonehill Students' Attitudes Towards a Writing Requirement Jennifer McAllister and Jade Shaughnessy

The present study examined the effect of source credibility on students' attitudes after reading a persuasive message. Participants (9 males, 9 females) read a course proposal that was endorsed by a source of varying credibility (low, medium, high) then completed a questionnaire that assessed their opinions on both the course and the source. Contrary to the hypothesis, participants were not differentially persuaded as a function of the credibility of the source. The results may not have been significant due to confounding variables related to the people identified as the high, medium, and low credibility source.

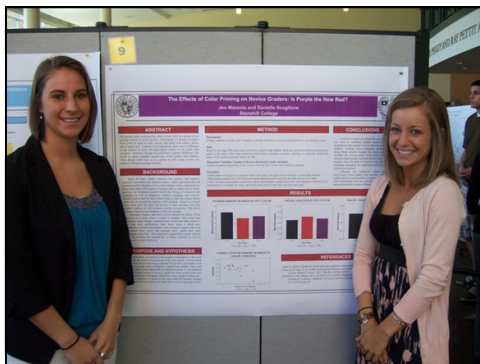
Self-Stigma Towards Psychological Help: Does Medical or Psychological Symptomology Affect Help-Seeking Intentions Lindsey Castonguay and Christine Powers

The present study examined the effect of level of stigma associated with seeking psychological help on willingness to seek help from a psychologist depending on medically or psychologically worded scenarios. Participants (9 males and 14 females) read and responded to a series of scenarios phrased in either medical or psychological terms and then completed the Self-Stigma of Seeking Help Scale (Vogel et al., 2006). Contrary to the hypothesis no difference was found between low-stigma and high-stigma individuals in willingness to seek psychological help in either the medically or psychologically worded scenarios.



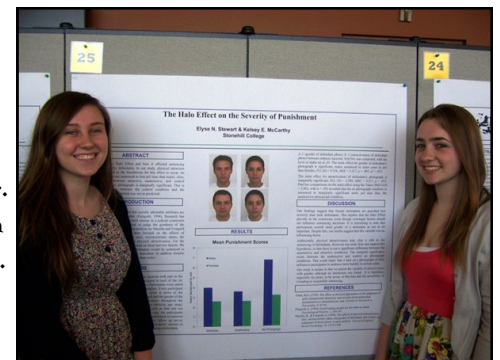
The Priming Effects of Pen Color on Novice Graders: Is Purple the New Red? Jen Mazzola and Danielle Scaglione

The present study examined the effect of pen color as a prime on the grading methods of novice graders. Participants (15 females, 6 males) were given an essay to correct and grade with either a black, red, or purple pen. Contrary to the hypothesis, there was no difference in the number of errors the participants marked or the grade they assigned as a function of pen color. However, though not predicted, a gender difference was found as males awarded significantly lower grades than females. Though pen color has acted as a prime in previous research, it did not influence grading in this study.

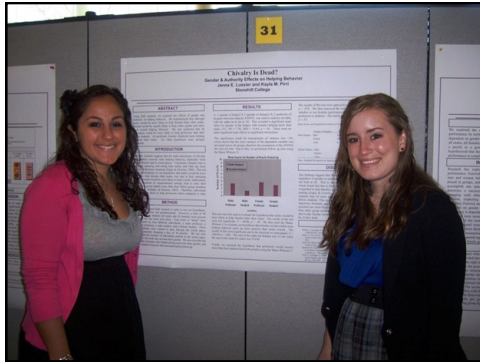


The Halo Effect on the Severity of Punishment Elyse N. Stewart & Kelsey E. McCarthy

We explored the Halo Effect and how it affected sentencing decisions for guilty defendants. In our study, physical attraction and gender served as the foundations for this effect to occur. As predicted, females are sentenced to less jail time than males. Also, the difference between attractive, unattractive, and control defendants with no photograph is marginally significant. This is due to differences between the control condition and the unattractive condition, which was not as predicted.



Research Methods Poster Presentation– Spring 2011, cont.



Chivalry Is Dead? Gender & Authority Effects on Helping Behavior

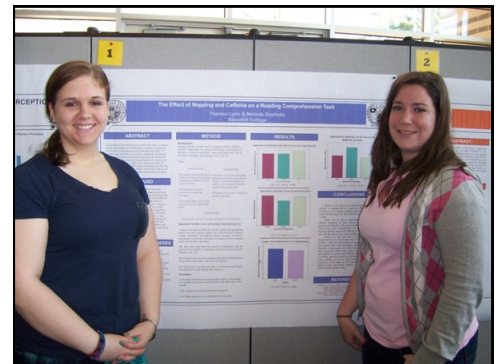
Jenna E. Lussier and Kayla M. Pirri

Using field research, we explored the effects of gender and authority on helping behavior. We hypothesized that although males would be more likely to help females than other males, females would be equally likely to help either gender and show more overall helping behavior. We also predicted that all individuals would be more likely to help professors than their fellow students. As predicted, females displayed more helping behavior than males. No other hypotheses were strongly supported.

The Effect of Napping and Caffeine on Performance on a Reading Comprehension Task

Theresa Lynn and Melanie Ouellette

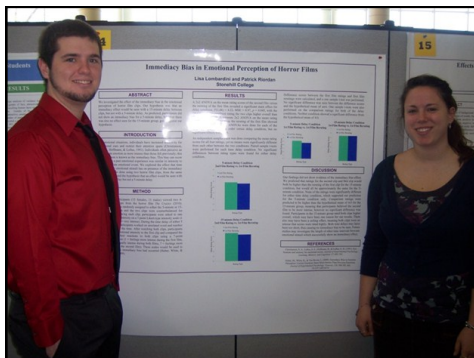
The purpose of this study was to examine the effect of caffeine intake and napping on a cognitive performance. Participants (6 males, 12 females) ingested 200 mg of caffeine, napped for 20 minutes, or completed word search puzzles and mazes for 20 minutes (control) before completing a reading comprehension test. Contrary to the hypothesis, neither napping nor ingesting caffeine resulted in a significant difference on cognitive performance compared to the control condition. The results suggest that ingesting caffeine and taking a nap are not detrimental or beneficial on cognitive performance of college students.



Immediacy Bias in Emotional Perception of Horror Films

Lisa Lombardini and Patrick Riordan

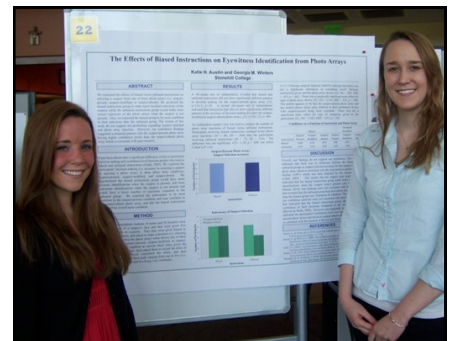
We investigated the effect of the immediacy bias in the emotional perception of horror film clips. Our hypothesis was that an immediacy effect would be seen with a 15-minute delay between clips, but not with a 5-minute delay. As predicted, participants did not show an immediacy bias for a 5-minute delay, however there was also no effect seen for the 15-minute group, going against our hypothesis.



The Effects of Biased Instructions on Eyewitness Identification from Photo Arrays

Katie H. Austin and Georgia M. Winters

We examined the effects of biased versus unbiased instructions on selecting a suspect from one of three photo arrays (i.e. suspect-present, suspect-modified, or suspect-absent). We predicted the biased instructions group to make more incorrect selections of the suspect, while the unbiased instructions group would make more correct rejections of the photo arrays when the suspect is not present. Also, we expected the biased group to be more confident in their selections than the unbiased group. The results of this study do not support our predictions regarding suspect selection and photo array rejection. However, our confidence findings suggested a potential pattern with the suspect-present photo array having higher confidence levels than the suspect-absent photo array which is consistent with past research.



Looking to the Past to Pave the Way for the Future: Stonehill Psychology Alumni By: Alison Patev

Every year, countless psychology majors graduate from Stonehill and have to decide: what's the next step? Many go on to receive a Masters degree or a PhD, and many go straight into the workforce, either in the field of psychology or elsewhere.

Regardless of their post-graduate paths, it's always amazing to see where these alumni have gone and the plethora of their accomplishments. Recently I caught up with three Stonehill psychology alums and had a chance to peek into their lives, ask them about their work, and receive valuable advice for current Stonehill students.

Jennifer Higgins, a 1999 graduate of Stonehill, said she always knew she wanted to pursue Speech-Language Pathology during her time at Stonehill. A psychology and elementary education double major, Higgins went on to earn her Masters degree in Speech-Language Pathology from Northeastern University in 2001. Today, Mrs. Higgins owns her own private practice, Small Talk Therapy. The goal of her practice is to make speech and language aid available to children in their own homes.

The best part about owning her own business? It allows Higgins to create her own schedule. Because of this, she has time to spend with her clients as well as her three daughters. However, scheduling clients is also a challenge; most of Higgins' clients are currently attending school and have to fit in appointments around classes and extra-curricular activities.

Higgins isn't the only Stonehill alum to run his or her own private practice. Michael Luongo, Class of 1993, opened his own psychotherapy practice in 2007. As a psychology

major at Stonehill, Luongo says he knew from the first psychology class he took that it was the perfect field for him.

After graduating from Stonehill, Luongo took a job as an employment specialist at a mental health agency, evaluating substance abusers and the mentally ill to ensure they were fit to take a job. At the same time, Luongo attended Saint Joseph College, finishing his Masters degree in community counseling in 1998. He then worked as a clinical coordinator, assessing disordered clients for treatment, assuring the clients received the support and care they needed.

While at this job, Luongo received his state license in counseling and then worked as a therapist in two day treatment programs. In 2007, he opened his own practice: Michael Luongo, LPC, LLC. At his practice, Luongo provides individual, couples, family, and group counseling. As for future plans, Luongo says, "I still have a desire to go back to school to get my doctorate and I began looking into going back to school just recently."

Luongo's favorite part of his practice is seeing his patients make progress. He enjoys meeting with his patients and being able to offer them help and support. He also likes being his own boss, although this has its drawbacks. One disadvantage is he doesn't have the time to market his business while running it.

Although many people, such as Higgins and Luongo, knew what they wanted to do with their futures while still at Stonehill, some people weren't as certain. Melissa Gray, a 2005 graduate of Stonehill, admits that when she had to decide what she wanted to do with her degree, she "was not quite sure."

A psychology and philosophy double major, Gray applied to various graduate schools and was accepted to Northeastern's School Psychology Program. In 2006, Gray earned her Masters degree in school psychology, and continued on to get her Certificate of Advanced Graduate Studies (CAGS) from Northeastern in 2008. She then became a Nationally Certified School Psychologist.

After graduation Gray was hired by Carver Middle School as a school psychologist. As the school psychologist, she performs various cognitive and social-emotional tests with students to find out if a student has a disability. She is responsible for running team meetings, which determine what special services students might need. She also provides counseling to students and holds study-skills groups.



The best part about being a school psychologist, according to Gray, is working with the students every day. She says that they are refreshing and keep her feeling young and alive. However, working with the children can be quite discouraging at times, as some children have difficult backgrounds and heart-breaking issues.

"But knowing that you can make a difference in their lives is quite powerful," Gray reassures students.

Each alumni's advice for current Stonehill psychology students is as varied and as valuable as their individual careers. Higgins offers this: "Take your favorite areas of psychology and explore what career options are within that field." She says that psychology is a wonderful foundation to have, as you can do so many things with a psychology degree.

Luongo wants students to know that his Stonehill education prepared him well for graduate school and he will always look back fondly on his undergraduate studies. Luongo's second bit of advice relates to the people students will work with as psychology majors. He urges Stonehill psychology students to treat these people with caring and respect.

"Without a therapeutic relationship, we can do very little to help our patients," he says. "With that therapeutic relationship, positive outcomes can happen."

Melissa Gray advises students to be certain that they love what they do. She also recommends that students develop strong connections with the faculty and professors, look into various options for graduate school, and if you are going on to graduate school (or even if you aren't), do research while at Stonehill.

"Many graduate programs are looking for your experience in research. Getting a jump start on it now, while you are at Stonehill is a great idea!"



Psychology in the Courtroom

By: Samantha Strachoff



Although the Casey Anthony case came to an end on July 5th with the jurors finding Anthony not guilty, many people have not come to terms with its conclusion. Those who followed the case

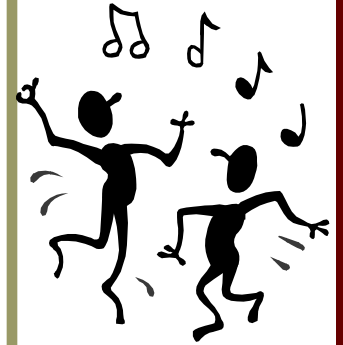
of Casey Anthony are demanding answers. They wish to know why and how Anthony could be found not guilty when it seemed as though all of the evidence was pointing straight at her.

In life we all search for answers, but it is not always that easy. Many individuals spend years in therapy seeking solutions to their problems and many times never finding them. Just as life does not provide us with simple answers, it is no easier to find a satisfying conclusion to the Casey Anthony case. In short, it is difficult to find explanations that will give closure to this case for many. The only person who can provide closure and reveal the truth would be Anthony herself. However, this does not stop hundreds, if not thousands, of people from going on social websites such as Facebook and Twitter and making comments

expressing their own personal opinions. Psychological concepts in the case of Casey Anthony have shifted the bias of viewers. Lying and deception were main themes throughout this case. This case contained countless pieces of information that did not fit into place, leading viewers naturally to want to complete the picture and fill in the gaps themselves. This can cause some to take firm stands in order to gain personal control over the uncertainty. Another issue is the emotional investment followers have in this case due to the fact that a child's life was taken. The tragic death of a poor and innocent child proves enough to enrage as well as captivate the attention of many Americans. Many times, due to circumstances and our mind wanting to make sense of all the pieces, we will fit them into a storyline, true or not. Our minds seek to fill in the gaps and make irrational behavior seem rational. The truth to this case may never be found, but our fascination with trials, such as Anthony's, will never end.



Psychology Songs



Variable reward:

Hot 'n cold,
Katy Perry

Self-improvement:

Man in the mirror,
Michael Jackson

Self-esteem:

Beautiful,
Christina Aguilera

Nature vs. Nurture:

Born this way,
Lady Gaga

Social support:

I'll be there,
Jackson 5

Attraction:

What I like about you,
The Romantics

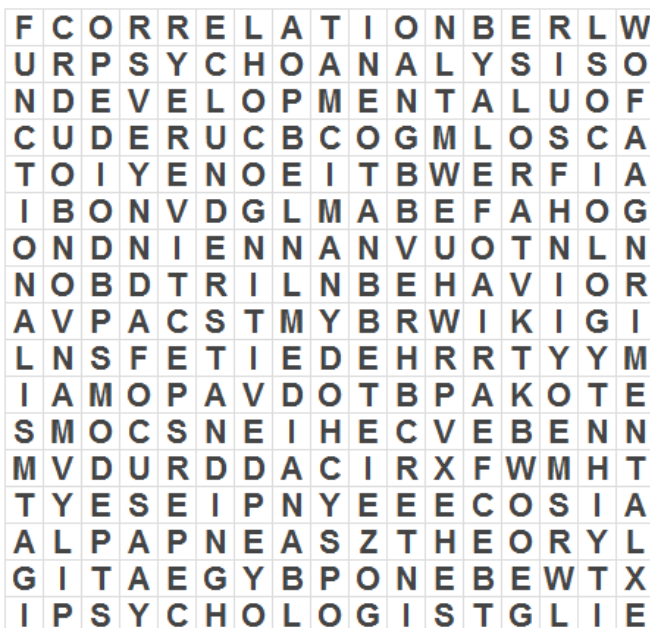
Conformity:

Another brick in the
wall,

Optimism:

Three little birds,
Bob Marley

Psychology Word Search



- Behavior
- Cognitive
- Correlation
- Developmental
- Focus
- Functionalism
- Mean
- Median
- Mental
- Mode
- Observation
- Perspective
- Psychoanalysis
- Psychodynamic
- Psychologist
- Sociology
- Theory
- Understanding

Faculty Biographies

Professor Mike Tirrell

Born in Weymouth, MA and raised a few towns over in Hanover, I have been a resident of Massachusetts for all of my life, except while I was in graduate school. After graduating from Hanover High School in 1970, I attended Stonehill College from 1970 - 1974 and earned a B.A. in Psychology. Following Stonehill, I attended the University of New Hampshire where I completed a Master of Arts in Experimental Psychology in 1977 and a Ph.D. in Experimental Psych in 1979. Though I qualified (which means I took exams in and therefore became qualified to teach) in the areas of Social, Sensation & Perception, Developmental, Personality, and Physiological Psychology, I devoted my research to the Sensation & Perception field. Specifically, I examined how people adjust to altered visual states such as those that occur when wearing prism goggles. My research somehow was discovered by the U.S. Department of Defense and I was invited to work at Fort Sills, Oklahoma training tank gunners to judge distance while looking through diffraction lenses. I declined the offer. In 1979, I was offered a one year position at Stonehill teaching General Psychology and the Preprofessional Counseling Practicum. The following year it became a tenure track position and I have been here ever since. In my years here, I have taught General, Theories of Personality, Stats and Research Methods, Intro to Statistics, Intermediate Statistics, Industrial and Personnel Psychology, Theories of Counseling, Preprofessional Counseling I and II, Applying Psychological Principles and Brain and Behavior. Though research has not been a focus of mine, I have been most interested in how personality factors are related to spirituality, the concept of death, and corporate fraud. My current position of Department chair has consumed much of my time but I still try to devote some time to examining the influence of Christian spirituality on psychological health.

Professor Rose Perkins

I think of myself as a wife and mother of three (now adult) children (two daughters and one son), and a grandmother of five (three granddaughters and two grandsons). I also think of myself as a Counseling Psychologist and Stonehill professor who is fortunate to be part of the Psychology Department (one of the nicest departments at the college). I love teaching...especially the interaction with students...who in my opinion are among the most welcoming in the country. I love New York City and take weekend trips to the city 6-7 times a year. My favorite thing to do is golf...especially with women who, like me, golf for the fun...not the score. My favorite reality shows are: Survivor, The Amazing Race, The Apprentice...and my favorite TV show was LOST and now is The Mentalist. My favorite music is Jazz and I have (in the last five years) become a fan of the Opera and going to the Metropolitan Opera in New York. I love Baseball...as a child I was a Tiger fan ("growing up in the Motor Capital of the World")...but, being married to a Mainer, I converted to a Red Sox fan and enjoy watching all the games....pitch by pitch....

Professor John McCoy

I am originally from New Jersey. I earned a B.S. in Psychobiology from Albright College in Reading, PA in 1985. Albright was the first school in the nation to offer an undergraduate degree in Psychobiology. I earned my M.S. (1988) and Ph.D. (1992) in Physiological Psychology (these days, they call it Behavioral Neuroscience) from Colorado State University. I then did a 3-year postdoctoral research fellowship in at the University of Minnesota, where I studied how certain cytokines (which are products of our immune system) affect the brain. I also did some research on nicotine in Minnesota. After completing the postdoc, I landed my first faculty position at the University of Southern Mississippi, where I taught various classes and ran a research laboratory for 13 years. Because of my developing interests in sleep, cognition, and the brain, I became affiliated with the Neuroscience/Sleep Laboratory at the nearby Brockton VA Medical Center. Through that connection, I became aware of Stonehill College. Here at Stonehill, I am an Associate Professor in the Psychology Department and the Director of the Neuroscience program. I have conducted and published research on a wide variety of topics during my career. Since about 2004 I have focused most of my research on sleep-related topics. I teach a number of classes here at Stonehill, but am probably best known for the Brain and Behavior course, as this area is my specialty.

Professor Bonnie Klentz

Before arriving at Stonehill College, I had the opportunity to live in a few different locations around the country to attend school or work. I am originally from Nebraska and decided to go all the way to Kansas for my undergraduate degree at the University of Kansas. While enrolled in a Research Methods class taught by a Social Psychologist I found I enjoyed the process of doing research, especially research related to Social. I wasn't exactly sure what I would do for a career, but I decided to continue school by entering the Ph.D. program in Social Psychology at the University of Montana. I thought it would be fun to live in the mountains for a few years and one of the Social Psychologists teaching there was doing research in the same area in which I had worked as an undergrad. Since I had never planned to stay in Montana beyond graduate school, after finishing my degree, I moved to Pensacola Florida to start a full-time teaching position at the University of West Florida. (I feel there should be a few yada, yada, yada's here - if you watched *Seinfeld* you know what I mean.) After a few years, I decided Florida was not the place for me. I actually enjoy four distinct seasons (yes, even winter) and that region of Florida is really, really humid most of the year and, in addition, quite conservative. I sent out my applications and went on some interviews and when I arrived at Stonehill, having never heard of it before, I met a group of wonderful people in the Psychology Department that made me realize Stonehill would be a great place to work. It turns out I was right, or cognitive dissonance set in, and I have really enjoyed working with my colleagues in the Psychology Department and getting to know a new group of students each year.

Professor Lincoln Craton

I am originally from Michigan. I learned how to think by taking philosophy courses at Tufts University, then saw the light, changed my focus, and earned my B.S. in psychology. After receiving my Ph.D. in Child Psychology from the Institute of Child Development at the University of Minnesota, I spent a year as a Post-doctoral Fellow at the University of Illinois Champaign-Urbana. Prior to coming to Stonehill, I held a position at Trinity University in San Antonio, Texas. I eventually decided not to raise my children as Texans and returned to the Boston area to Stonehill in 1995. I began my research career studying infant perception and cognition, but in recent years have pursued interests in evolutionary psychology and in music cognition. My current research is top-secret and if I told you any details about it I would have to shoot you.

Professor Jane Nash

I grew up in the middle of Iowa, the daughter of a professor of anthropology. From my early days, I knew I would eventually find my home in academia. I attended a small liberal arts school in Iowa (Grinnell College), where I double majored in Psychology and Spanish. This experience assured me that my home in academia would be at a small college. I made my way to Ohio University where two wonderful events occurred: I earned my Ph.D. in psychology (with a cognitive psychology focus) and I met and married my husband, a clinical psychologist with roots in Rhode Island. Next, I made my way to a post-doctoral fellowship at Carnegie Mellon University and then to a one-year teaching appointment at Quinnipiac College. After three moves in three years, I was ready to find my permanent home in academia, which became a reality at Stonehill College in 1992. I have done research in knowledge structure and knowledge change and am currently working in an interdisciplinary area between psychology and economics called behavioral economics. When I am not teaching, advising, or working on my research, I can be found trying to keep track of the comings and goings of two teenage daughters.

Professor Erin O'Hea

I mostly grew up in New Jersey. I completed an undergraduate degree at Lafayette College. I then earned a masters degree in Health Psychology from Connecticut College and went on to finish my doctoral work in Clinical Medical Psychology from Louisiana State University. I did my pre-doctoral residency/internship year at Robert Wood Johnson Medical School/University of Medicine and Dentistry of New Jersey (UMDNJ). I also stayed on at the medical school to complete a Postdoctoral Fellowship in Addiction. From there, I took my first 'real job' as a tenure track professor at La Salle University in Philadelphia and, soon after, was hired as the Director of Behavioral Medicine at the Cooper Cancer Institute (at the time, part of UMDNJ). I held both of these positions until arriving at Stonehill College in 2009. In addition to the position I hold here at Stonehill, I am also an associate professor at the University of Massachusetts Medical School in Worcester. I am married with two wonderful kids (Aidan age 8 and Morgan age 4) and my husband is also a clinical psychologist (I know, I know... those poor kids). When I am not working or caring for my family, you can find me at the gym lifting weights or kick-boxing (shocking behavior for a health psychologist), cooking or reading gourmet food magazines because I am a frustrated chef, or deep sea fishing with my dad back in the mother-land of Jersey.

Bizarre Phobias

Ailurophobia—fear of cats.

Androphobia—fear of men.

Apiphobia—fear of bees.

Astraphobia—fear of storms.

Aviophobia—fear of flying.

Bacillobyphobia—fear of microbes.

Ballistophobia—fear of bullets.

Belonephobia—fear of sharp objects

Clinophobia—fear of beds.

Gephydrophobia—fear of crossing bridges.

Iatrophobia—fear of doctors.

Nyctophobia—fear of night.

Ombrophobia—fear of rain.

Otophobia—fear of opening one's eyes.

Peccatophobia—fear of sinning

Sitophobia—fear of food.

Taphophobia—fear of being buried alive.

Thalassophobia—fear of the ocean.

Trichophobia—fear of hair.

Vestiphobia—fear of clothing.

<http://www.useless-facts.net/Psychology.html>

Congratulations to the 2010-2011 Psychology Students of the Year!



Michelle Jaques



Wyatt Donnelly-Landolt

How smart are you?

Read this sentence:

FINISHED FILES ARE THE RESULT OF YEARS
OF SCIENTIFIC STUDY COMBINED WITH THE
EXPERIENCE OF YEARS.



Now count the F's in that sentence. Count them ONLY ONCE. Do not go back and count them again. Then see answer on back page.

<http://www.davidpbrown.co.uk/psychology/smart-test.html>

Psych in the Public Eye: Toddlers and Tiaras

By: Teresa McGinley

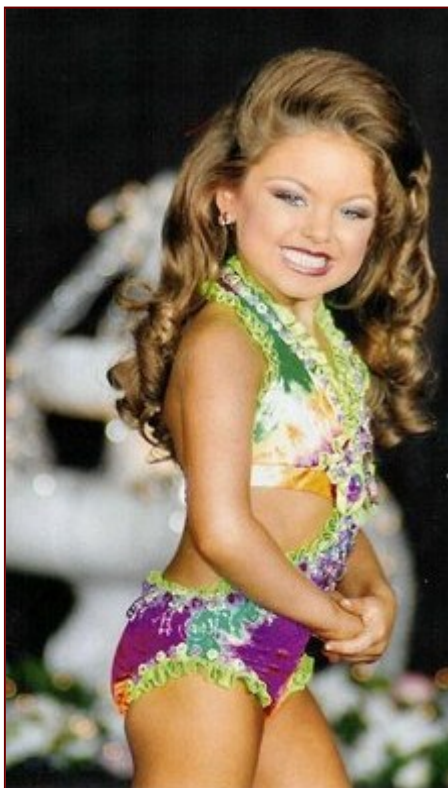
Women in our country have made strides to even the playing field and to shatter the glass ceiling once and for all. Females graduate in larger numbers from colleges countrywide, with higher GPAs than males. We see women at the highest level of government, education, sports and the arts. In the media, however, these accomplishments receive no mention. Undoubtedly, one can turn on to a popular television show daily and find examples of women whose value stems from the size of their body and the makeup caked on their face. Women in the media today have turned up the sex appeal and caught the attention and fame they so desire. Keeping up with the Kardashians? Jersey Shore? These women gain their success from their looks. These adult, mature women consciously work towards their figures to satisfy critics with ever changing criteria and harsh feedback.

Although many may argue these women do not need our concern, the media has shown there is an age group that does. *Toddlers and Tiaras* represents how quickly and deeply the importance of physical attractiveness has permeated our society. These toddlers are being



socialized with the values of their looks outweighing their other talents and aspirations. A major concern is the sexualizing of these young children. These girls receive padded bras, teeth whitening and spray tans during pageant preparation. The message being sent here: you need these things to be attractive.

Psychologically these women are working to reach an image that does not exist: an airbrushed, manufactured woman with perfect skin, straight teeth and a zero fat percentage. Being told that your value is merely physical can truly alter your confidence and level of self esteem. Teenage girls everywhere exhibit signs of eating disorders and self hate. They strive to emulate these attractive women who have made their way into the media. The toddlers in tiaras are being taught as young as age 4 that their value lies in their hair, makeup and a sexy dance. What consequences do these girls face in the future? When their children are not on display in these pageants, mothers will not go to such extremes to prepare them for the day. Will they be able to go a day at school without their wigs, fake eyelashes and sequined costumes? They will feel unattractive and unsatisfied without them. This dolled up look they achieve each pageant will become the ideal and their self esteem will be based on that manufactured picture of themselves. Regardless of the praise of the judges and support of their pageant moms, these toddlers face severe psychological detriments in their futures. Psychologists everywhere may put on this show and cringe knowing the toll these behaviors will take on these girls later in life.



Interesting Facts

Happiness peaks at age 50, according to a new study.

People generally read 25% slower from a computer screen compared to paper.

We forget 90% of what we dream.

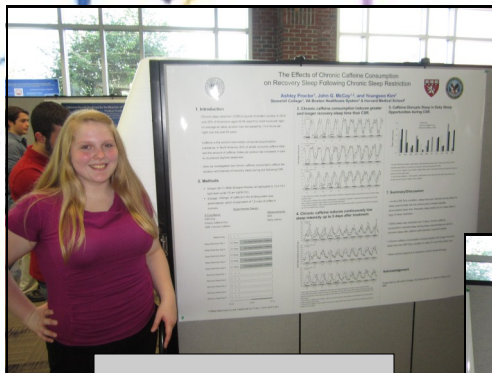
Men laugh longer, more loudly, and more often than women.

Knitting improves your mood, studies say (unlike technology, which is said to cause stress and aggression).

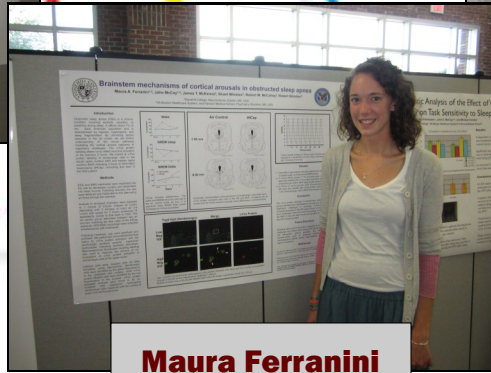
Loud talk can be ten times more distracting than the sound of a jackhammer.

The short-term memory capacity for most people is between five and nine items or digits. This is one reason that phone numbers are seven digits long.

Three of the 2011 SURE Program Poster Presentations



Ashley Proctor



Maura Ferranini



Emily Palmisano

Brick Word Puzzle

Each clue below leads to a word on the brick wall.
 Cross out each clue's answer as you find it, as no word is used more than once.
 When finished, arrange the leftover words to spell a quote by Kate Hudson.
 Answers on back page.

PYROMANIAC	BREAK	LIBRARIES	SINKER	COLD
CANDLE	INTESTINES	WILL	UNDERCOVER	SPRINT
TONIC	EMANATE	BOW TIE	HONESTY	BARSTOOL
YOU	EMBARRASS	TAXES	SEESAW	THUMBSCREW
ETIQUETTE	DOLLOP	FOODLESS	NEVER	CARAVAN

Cross out the word that...

- ... spells a type of animal if you move its first letter to the end.
- ... consists of two signs of the Zodiac overlapped.
- ... spells the name of a planet if you read only its even-positioned letters (letter #2, letter #4, etc.).
- ... contains a 7-letter name of a country that contains a 4-letter name of a country.
- ... sounds like a form of aerobic exercise if you swap its two syllables.
- ... contains each of its letters exactly twice.
- ... reads the same if you write it in lower-case letters and rotate it upside-down.
- ... leaves two types of vehicles if you delete its middle letter.
- ... has all of its letters in reverse alphabetical order.
- ... leaves a word meaning "lots" if you delete its first and last letter.
- ... consists of a present-tense verb beside its past-tense form.
- ... forms a new word if you place NEW at the beginning.
- ... spells a U.S. state if you swap its two vowels.
- ... leaves two opposites if you delete its 6th letter.
- ... spells a type of animal if you shift each of its letters three positions down the alphabet (A becomes D, B becomes E, etc.).
- ... contains five consonants in a row.
- ... forms a new word if you insert OO into its center.
- ... contains only letters appearing in the word QUIET.
- ... sounds like a word meaning "intellectual" when pronounced with a lisp.
- ... contains, consecutively, three consecutive letters of the alphabet in proper alphabetical order.

GRE Questions and Answers

What skills does the GRE revised General Test measure?

- The Verbal Reasoning section measures your ability to analyze and draw conclusions from discourse, understand multiple levels of meaning, select important points and understand the meanings of sentences and entire texts.
- The Quantitative Reasoning section measures your ability to interpret and analyze quantitative information and use mathematical skills such as arithmetic, algebra, geometry, probability and statistics to solve problems.
- The Analytical Writing section measures your ability to sustain a well-focused, coherent discussion, articulate complex ideas clearly and effectively, support your ideas with relevant examples and examine claims and accompanying evidence.



What is new about the GRE revised General Test?

- A new test-taker friendly design for the computer-based test lets you edit or change your answers and skip questions, all within a section, and use an on-screen calculator.
- New types of questions in the Verbal Reasoning and Quantitative Reasoning sections, many featuring real-life scenarios that reflect the kind of thinking you'll do in today's demanding graduate and business school programs.

How does the computer-based GRE revised General Test work?

- The Verbal Reasoning and Quantitative Reasoning sections are section-level adaptive, meaning that the first section of the Verbal Reasoning and Quantitative Reasoning measures span a range of difficulty levels, from easy to difficult. The first section is assembled such that, overall, the first section is of average difficulty. The second section of each of the measures is administered based on a test taker's overall performance on the first section.

How do I register for the computer-based GRE revised General Test?

- You can register for the computer-based GRE revised General Test online, by phone, by mail or fax.

When should I register for the test?

- Early registration is important to ensure availability at your preferred testing location.
- The deadline to register for a computer-based test online and by phone is seven days prior to the test date if seats are still available. Registrations by mail must be received at least four weeks before the requested first-choice date.

What is the price of the GRE revised General Test?

- \$160.

http://www.ets.org/gre/revised_general/faq

True or False?

Answers on back page.

- 1) Smiling can make you feel happier.
- 2) People are skilled at knowing when someone is lying rather than telling the truth.
- 3) Even brief exposure to sexist television commercials can significantly influence the behaviors of men and women.
- 4) The more money you pay people to tell a lie, the more they will come to believe it.
- 5) People cheer louder when they cheer as part of a group than when they cheer alone.
- 6) People brainstorming as a group come up with a greater number of better ideas than the same number of people working alone.
- 7) When it comes to romantic relationships, opposites attract.
- 8) People are much more likely to help someone when they're in a good mood.
- 9) Blowing off steam by engaging in safe but aggressive activities (such as sports) makes people less likely to aggress later.
- 10) The more confident an eyewitness is about an identification, the more accurate he or she is likely to be.

Kassin, S. M., Fein, S., & Markus, H. (2011). *Social psychology* (8th ed.). Belmont, CA: Cengage Wadsworth.

Want to keep up to date on what is happening in the world of psychology?



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<http://www.facebook.com/#!/AmericanPsychologicalAssociation>



**Brick Word Puzzle
Answers**

- | | | |
|---------------|----------------|----------------|
| 1. Emanate | 8. Caravan | 15. Cold |
| 2. Libraries | 9. Tonic | 16. Thumbscrew |
| 3. Embarrass | 10. Foodless | 17. Candle |
| 4. Pyromaniac | 11. Seesaw | 18. Etiquette |
| 5. Bow Tie | 12. Sprint | 19. Sinker |
| 6. Intestines | 13. Taxes | 20. Barstool |
| 7. Dollop | 14. Undercover | |

Quote Answer:

Honestly will never break

**True or False?
Answers**

- 1) True
- 2) False
- 3) True
- 4) False
- 5) False
- 6) False
- 7) False
- 8) True
- 9) False
- 10) False

**How Smart are You?
Solution**

There are 6 F's in the sentence. One of average intelligence finds 3 of them. If you spotted 4, you're above average. To see 5 is rare. If you caught 6, you are a genius.

There is no catch. Most people forget the OFs. The human brain tends to see them as Vs instead of F's.

Want to join the Thalamus team?

We welcome anyone who would like to write an article, take photographs, edit, or any other contributions you want to make!

The Thalamus is a Merit Point Club!

Contact Georgia Winters and Teresa McGinley by email at gwinthers@students.stonehill.edu or faculty advisor Frances Foote if you are interested or have any questions.

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