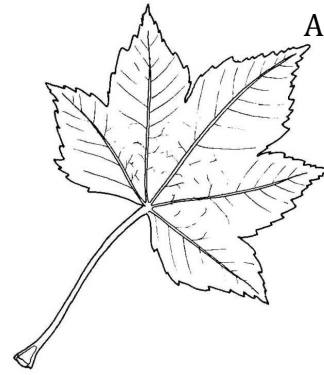


Psychobabble

Autumn 2011

A Publication of the Psychology peer Advisors



Fall Seminar: Careers in Psychology

Not sure what career path you want to take in psychology? Well, the Psychology Peer Advisors will be holding a seminar **Tuesday November 8 at 5:30pm in Straub 142** to answer any questions you have about the field of psychology and where to go next. A panel of psychology graduates with an assortment of educational backgrounds and working in various careers will be presenting information as well as answering specific questions you have for them!

Educational backgrounds include:

Masters of Social Work, Marriage and Family Therapy, Psy. D, Ph.D

Come meet the people working in your field of interest! Free Snacks and Drinks!!

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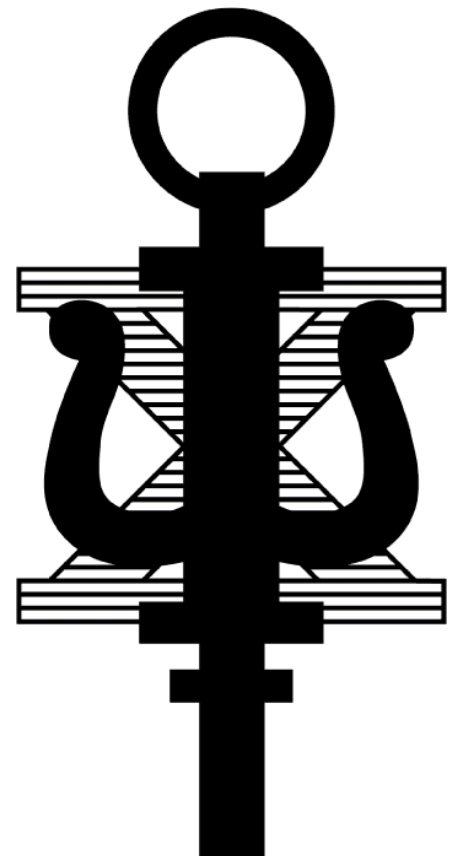
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PSI CHI 2011-2012

Are you a sophomore with a 3.25 GPA, a junior with a 3.28 GPA, or a senior with a 3.37 GPA? Consider joining Psi Chi! Applications are available online at uoregon.edu/psichi and can be turned directly into the peer advising office in room 141 of Straub. Applications are due by week five of fall and we will be accepting members through week seven.

Psi Chi is the international honors society in psychology, and our chapter here at the University of Oregon is extremely active. Our purpose is to encourage, stimulate, and maintain excellence in scholarship of the individual members in all

fields, particularly in psychology, and to advance the science of psychology. Being a part of Psi Chi is also a great way to get more involved and join other student leaders in the psychology major. Internationally, Psi Chi was founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Becoming a member of Psi Chi is a rewarding and beneficial experience—Psi Chi does several annual events and fundraisers that provide students with opportunities to be involved leaders. For more info about Psi Chi, come into the peer advising office in 141 Straub!



In My Opinion...

By: Tawnya Severe

The obvious reason for attending college is to get an education for use in obtaining a job upon graduation. However, I feel an equally important part of a college education lies in realizing your own ideals of who you are and what you represent. Dictionary.com* tells us that a professor is “a person who professes his [or her] opinions, beliefs, etc.” I think it’s important to remember that those are the opinions and beliefs of somebody else, they may not be yours. Just because a professor claims something to be their opinion doesn’t mean it’s necessarily *your* opinion. While responsibility for learning the subject matter in a class lies with the students, it’s important to always retain your core standards and beliefs. I have yet to have a professor that graded on how well I blindly accepted his/her beliefs as my own!

If you believe in something, stand up for it. If you have a friend that doesn’t believe in it, that’s their right, just as it’s your right to believe in what you believe. I think we can encourage people to be individuals while not necessarily believing exactly as everyone else does. As we educate ourselves to the experiences of others we remain open to allow room for growth within ourselves. This gives us a chance to try new things and see if they’re right for us. Then we can decide if we want to incorporate this new perspective into our belief standard or not. By having a solid understanding of what you believe in, what your morals and values are, you’ll be less likely to fall for someone else’s ideas. So it’s up to you to present to others who you are and what you believe in. Enjoy your college days and strive to become the very best *you* there is to be. There’s only one.

Prof. Profile: Elliot Berkman



Elliot Berkman, an assistant professor in the psychology department, just arrived at U of O last Fall. Coming from UCLA, Berkman moved to Oregon because of our strong social-personality program, great neuroimaging facility, and excellent young core people in the social neuroscience team.

When talking about what attracted him to psychology, he said what interested him the most is that psychology is “all about people,” and it allows us to think in a scientific way about

our daily lives. This strong interest in psychology inspired Berkman to start his journey in psychology very early from his undergraduate studies at Stanford University.

Along with his exploration in psychology field, Berkman has long been involved in research. In 2001, he conducted his honor thesis on the topic of the 9/11 attacks in New York. In this work, he looked at “how people use humor to cope with the aftermath of terrorist attacks.” Right now, Berkman is researching the psychology of goal pursuit. Instead of limiting research in the laboratory, Berkman intends to “study real things that people do” in their real lives. For example, one of his ongoing research projects looks at people’s daily goals such as trying to quit smoking

and eating healthier. Interestingly, along with lab interviews and questionnaires, his team tracks its participants via text messaging to see how they are pursuing their goals.

At the U of O, he taught social psychology last Fall term; now he mainly teaches graduate courses such as graduate statistics and fMRI. As a teacher, Berkman values students’ engagement with the material as one important lesson that he hopes his students can take away from his class. Taking social psychology as an example, Berkman hopes that after taking his class, students can “look at the world like social psychologists,” instead of just remembering the terms and concepts from the lectures.

Berkman spends a lot of time

working and teaching; in his spare time, he loves running and playing tennis. He plays tennis twice a week at U of O tennis center. “The indoor courts are nice when it’s raining,” he said with a laugh. However, Berkman is soon going to become busy and changing his “hobby” into fatherhood: his first baby is due the end of this quarter.

At the end of the interview, he strongly suggested that psychology students get involved in research. Research experiences not only are essential to getting into graduate school, but also benefit students who want to do clinical work in the future as well as those who are not planning to pursue higher education in psychology.

Shining Sun : Featured Peer



"I don't want to see people suffering - I want to help them." This small statement speaks boldly to the ambitions of peer adviser, Shining (or "Xining") Sun. Her desire to help others is evidenced both in her character and in her active involvement with the psychology department. Majoring in psychology and minoring in Special Education, this senior keeps busy. Along with her rigorous academic load,

Shining works as a Psi Chi officer and recruits new members to the honor society. Her most recent, extracurricular endeavor involved becoming a peer adviser this fall. For Shining, this move was a no-brainer. "I've been helped by peer advisers the last two years, and [now] I want to help new Psychology majors," she observed in a moment of gratitude.

Shining ventured far from home to attend the University of Oregon. She is originally from the Chinese province of Anhui, an eastern territory known for its physical beauty and world-class cuisine. Without hesitation, Shining noted that it was "the food" she missed most about her country. Her interest in psychology was what brought her to the states. As a field, psychology is still developing in China, and Shining felt that the U.S. would be a more suitable place to explore her interest in 'the science of the soul'.

For Shining, working and playing hard go hand-in-hand. Amid her busy, academic life, she has uncovered her newest passion - that of playing badminton. An active member on the UO team, Shining has played at a number of competitions in the Pacific Northwest. At her most recent game, she made second place in the women's double at OSU. The admittance of

such achievement took some digging, being the modest woman that Shining is.

Following graduation, Shining sees herself in a doctoral program in counseling psychology. "I want to work with children - being a therapist is what I dream of" she beamed. She's particularly interested in developmental psychopathology, a subfield of developmental psychology that examines atypical development across the lifespan. Working as a psychologist would give her both a broader understanding of human development, as well as provide her with a most unique opportunity - promoting others' growth.

Featured Practicum:

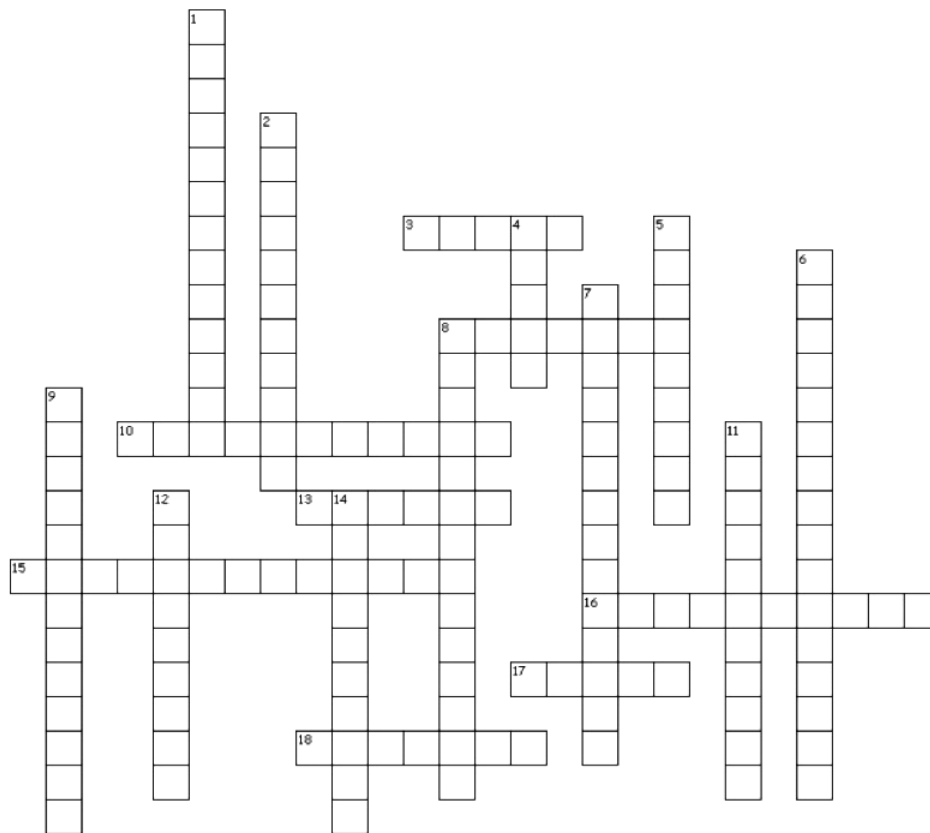
Oregon Social Learning Center (OSLC)



Oregon Social
Learning Center

OSLC is a large organization that is funded by National Institute of Mental Health. It is located in downtown Eugene, and it includes two different buildings that locate a block away from each other. All the projects in OSLC are children-focused, and many projects are going on at once. Therefore, if one of your main interest is children development, OSLC is a good place to start. Based on your interest and the available projects, you can choose between many projects. More importantly, based on the researchers, different job responsibilities are also available. Some examples are transcribing, coding, and interviewing. It is possible to participate in more than one project in OSLC. Through the practicum site, you can definitely gain new skills and experiences! Many researchers are available for interviews, and they will be able to provide you with good advices for graduate school and possible research projects.

Psychology Crossword Puzzle



Across

3. the father of experimental psychology.
8. An inactive substance or preparation used as a control in an experiment or test to determine the effectiveness of a medicinal drug
10. personality traits will show _____ over time.
13. _____ discovered classical conditioning while looking at the digestive process of dogs.
15. neurological process in which newly acquired knowledge is firmed up in the brain
16. This disease strikes 3% of all the worlds population by the age of 75
17. An aroused state that occurs because of a physiological need.
18. Jonathan takes _____ because it helps control mood swings that are symptomatic of his bipolar disorder.

Down

1. When sleep deprived, there's difficulty in performing tasks that require this
2. This is the body's tendency to maintain a steady state.
4. gradual weakening of information used in long term memory
5. This form of consciousness requires minimal attention and does not interfere with other ongoing activities
6. Acetylcholine and Serotonin are both _____.
7. This heuristic involved making a decision based on how well something matches a prototype
8. Freud was a proponent of the _____ theory of personality.
9. The sympathetic nervous system is involved in the body's arousal being responsible for quick responses to a stressor, this is sometimes called the _____ response.
11. The _____ bias is the tendency to perceive one's self favorably.
12. This type of interference is the disruptive effect of prior learning on the recall of new information.
14. A person with _____ personality disorder is not likely to have a conscience