

# PSYCHOBABBLE

December 2005

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Another Fall semester is quickly coming to a close. After returning from an entirely too short Thanksgiving break, we are now thrown into a boiling pot of papers and finals. For many of us, these pressures, added to the already stressful times of the holiday season, can be tough to handle. Inside this issue you will find several articles that can help you hold on until that much-anticipated winter break.

To help with those pesky papers and finals, we've

gathered information about several memory strategies so you can make the most of your study time. Also, counseling services here on campus are very willing to help you with any stress or other concerns you may have.

In other news, there have been some exciting psychological happenings here on campus. Dr. Gregory Sims visited us on November 28th to discuss peace and psychology. Also, Dr. Diriwächter's History of Psy-

chology class will be holding a symposium of student presentations—see page 4 for details. Take note of the new "Peer Reviews" section on page 3. This is where you can see what your peers think about issues related to psychology.

As always, you're DA's are more than willing to help as much as we can during this stressful time so you can enjoy the holidays.

- Department Assistants

## MEMORY STRATEGIES

Time to break in your favorite study chair and get ready to make countless flashcards. Finals season is creeping up fast and we have some strategies for you that will help you shock and amaze your professors — in a good way.

### Monitor Your Comprehension:

You can only remember and fully use ideas that you understand. Find ways to monitor your comprehension. Get in the habit of saying to yourself, "Do I understand this?" Always check the

logic behind the ideas. Do things happen in a way that you would predict? If you can see the logic in something, you are much more likely to be able to reconstruct that idea even if you cannot immediately recall it. Also, look out for anything that seems counter-intuitive to you; you are less likely to remember something that does not seem logical or is something with which you would not agree with. Evaluate your own comprehension by bouncing your thoughts about a course against those of other

students. Tutor another student who is having difficulty; if you teach someone else, you reinforce your own knowledge.

### Generate Your Own Examples:

Go beyond examples provided in class and in the text, and bring your general knowledge and experiences into play by relating them to academic ideas. In kinesiology, for example, relate your ability to throw a ball to the physical forces you study in class; in biology, relate photosynthesis to that poor potted plant

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"Ozy and Millie"

www.ozymillie.org

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## MENTAL HEALTH SERVICES

College is a very exciting time. There are new opportunities around every corner and hundreds of choices that have to be made. Students have to ask themselves questions like, "What clubs do I join? Should I study tonight, or party? Do I confront my roommate, or just let him leave his dirty dishes in the sink? How much time do I need to write that paper?" For the first time in their lives, students have to make all of these decisions for themselves. This kind of freedom can be exhilarating, but at the same time it can be very stressful and difficult to manage. The health and counseling center at Cal Lutheran recognizes the pressures that college students are facing and aims to help them cope.

The counseling staff sees its primary role as assisting students in their efforts to achieve their academic, personal and career goals and work with students to remove barriers that might prevent their success.

Counseling Services staff members have experience addressing the concerns of University students. All services are confi-

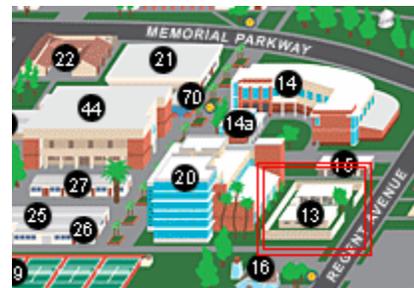
dential and free of charge to registered Cal Lutheran students. Counseling services are provided by Master's level Marriage Family Therapy (MFT) Interns working under the clinical supervision of the Director of Counseling Services. The Director, Robert Kemmerling, Ph.D. is a Licensed Psychologist (CA Psy. 11774) with 25 years of experience in college/university counseling settings. Here are some examples of problems that other students have dealt with at Counseling Services:

- Relationship problems
- Depression
- Anxiety (including test and public speaking anxiety)
- Stress
- Learning problems
- Sexual concerns
- Past emotional trauma
- Adjustments to college
- Time Management
- Suicidal thoughts
- Eating problems

- Academic concerns
- Low self-esteem
- Sexual abuse
- Self-defeating behaviors

Typically, counselors at the counseling center seek to work with students who have concerns that can be resolved in a short period of time, usually ten to twelve sessions. If a problem is determined to be more serious, then the counselor will refer the student to a local Psychologist, Social Worker, or Marriage and Family Therapist.

The health and counseling center is located at 6 Kramer Court and can be reached by dialing x3225. Appointments can be made by phone or in person.



## MEMORY STRATEGIES CONT.

that struggles in your basement; in sociology relate symbolic interaction to values that you learned from your parents. When you can generate your own examples, you demonstrate your understanding, and your memory is enhanced.

### Think in Pictures, Colors, and Shapes:

Concrete images are more memorable than abstract ideas, and that is why pictures are such important instructional aids for your instructors and text authors. Practice colorful thinking! Associate your own mental pictures to the academic content. In your class and text notes, use color to highlight headings and other key ideas. Use shapes to help you organize ideas; triangles, boxes, flow charts, circles.

### Use Mnemonics:

Mnemonics are memory training devices or ways of making associations to aid in remembering. They can be extremely powerful; at the same time, if you overuse

mnemonics, you can spend too much time on generating and learning the mnemonics and too little time on real understanding of the material. The economical use of mnemonics to study for a test can be very effective. There are many types of mnemonics and, no doubt, you will have used some of them.

- **Rhymes** can be powerful; psychology students will recognize Freud's personality theory in the little rhyme, "Id is the kid!"
- **Acronyms** collapse the beginning letters of a set of information into one or a few words; in trigonometry, you can use SOHCAHTOA for right-angled triangles; in French you can use DR and MRS VANDERTRAMPP for verbs that conjugate with être.

The *beginning letters* of a set of information can be built into a sentence; for taxonomy you might recognize Kings Play Chess On Frosted Glass Sur-

faces.

These are just a few of the many types of mnemonics that you can use. As you study for your tests, use your imagination to generate fitting mnemonics for some of the key information in your courses.

### Repetition:

The more times you go over something, the better your memory will be of that information. However, each time you go through something, try to find a different angle so that you are not just repeating exactly the same activity. By varying your approach, you will create more connections in long-term memory.

This and more information can be found at the following links.

Memory Strategies:  
[http://www.ldonline.org/ld\\_indepth/teaching\\_techniques/memo](http://www.ldonline.org/ld_indepth/teaching_techniques/memo)

[ry\\_strategies.html](#)

Memory Techniques:  
[http://www.mindtools.com/page/s/main/newMN\\_TIM.htm](http://www.mindtools.com/page/s/main/newMN_TIM.htm)

Strategies for Success:  
<http://www.accd.edu/sac/history/keller/ACCDitg/SSMT.htm>

Study Tips  
<http://www.accd.edu/sac/history/keller/ACCDitg/SSST.htm>

Memory Tricks  
[http://brain.web-us.com/memory/mnemonic\\_techniques.htm](http://brain.web-us.com/memory/mnemonic_techniques.htm)

Link with lots of good articles:  
<http://homeworktips.about.com/od/memorytipstechniques/>

**GETTING THE MOST OUT OF PSI CHI**

By now you have probably noticed the many posters around campus encouraging psychology students to sign up for Psi Chi. But what exactly is Psi Chi, and what's in it for you? This brief article will attempt to answer some of the preliminary questions you may have about the organization and direct you to where you can get more information.

Psi Chi is the national honor society of psychology. Besides getting a membership card to show off to your friends and a nifty certificate to hang on the wall, there are many opportunities included as well. The best place to start in order to learn about the many

opportunities is at [www.psichi.org](http://www.psichi.org). From there you can browse various research awards and grant to build up your vita while making money for it at the same time; Psi Chi awards \$255,000 to qualified members every year. These rewards go towards conference grants, awards for research already done, awards for proposed research, and much more. Also, if you are a member, you may log in to see what's going on here at our local chapter. Efforts are currently underway to improve our local chapter with regular meetings, special events, etc. Psi Chi also puts out a quarterly magazine called *Eye on Psi Chi*. This publication features articles from promi-

nent names in psychology and keeps members of Psi Chi up to date with upcoming events.

As with many things, Psi Chi is what you're willing to make of it. In order to get the most out of Psi Chi, you must be willing to put in the effort that the organization expects of its members. As I said, this is just a brief summary of what Psi Chi has to offer, so I encourage you to check out the website at [psichi.org](http://psichi.org); who knows, it may just lead to even more certificates on your wall.

The application deadline for Psi Chi is December 5th. See department assistants for an application.

***The Application Deadline for Psi Chi is December 5th***

**PEER REVIEWS**



*What is one of the strangest things you know about psychology?*

Dr. Kissinger.

*What's your opinion on Sigmund Freud?*

He had a beard.

Doug Scheidt  
Psychology Major  
Senior



*What is one of the strangest things you know about psychology?*

Statistics

*What's your opinion on Sigmund Freud?*

I think he's crazy, and after taking Theories of Personality I hate him.

Lisa Brodigan  
Psychology Major  
Senior



*What is one of the strangest things you know about psychology?*

It's a little quirky that everybody uses rats. I hate rats.

*What's your opinion on Sigmund Freud?*

He's actually correct in a lot of his theories. He went a little overboard, but he's right.

Meggie Graves  
Psychology Major  
Senior



*What is one of the strangest things you know about psychology?*

In physio we learned that you don't really hear the low frequencies in your radio but your brain fills it in.

*What's your opinion on Sigmund Freud?*

In some circumstances he's correct, but not completely.

Christine Walderson  
Psychology Major  
Senior

## 1ST ANNUAL HISTORY OF PSYCHOLOGY SYMPOSIUM

Students from Psychology 340 (History of Psychology) will present their semester projects in Nygreen 3 on Monday December 5th, Wednesday December 7th, and Friday December 9th from 12:15-1:20. Topics of the symposium include: The great 'dinosaurs' of psychology, The history of mental illness and institutions, Evolutionary theories, Gestalt psychology and many more. This event is free and open to the public. For more information or to receive a complete program schedule please contact Dr Diriwächter at rdiriwae@clunet.edu

### Rewarding Job Opportunity in Ventura

Are you interested in child developmental psychology? Would you like to receive paid training in Applied Behavioral Analysis (ABA)? If so, this may be just the opportunity you have been looking for. Ric and Julie Sletton are looking for a team of compassionate individuals to work with their son Noah. Noah is a 3-year-old boy with high functioning autism. For more information or to set up an interview, please call Ric and Julie at (805) 648-7531.

Hours Available:

Monday–Friday: 9-12am, 2-6pm

Sat/Sun: open

2-12 hours per week (days and times listed above are divided amongst team members)

\$14 per hour

## FUN FACTS ABOUT FACULTY—RAINER DERIWÄCHTER



As you probably know, there is a new face in the psychology faculty. Dr. Diriwächter (yes it's a mouthful) from Clark University says that he became interested in CLU because of the small class sizes and the opportunity to work closely with individual students. Also, unlike many larger universities, CLU encourages freedom of teaching methods; he didn't want to be constrained by strict "text-book" curricula. Dr. Diriwächter appreciates students who have a genuine thirst for knowledge, and who do not put in extra effort just for a grade, but rather to pursue knowledge for the sake of knowledge and to challenge conventional thinking. Dr. Diriwächter believes that the one thing psychology students should know when they graduate is the philosophy and history behind psychology. In case you were wondering what you can do to avoid upsetting Dr. Diriwächter, he says that it's really too soon to tell and to check back next year. Dr. Diriwächter has quickly become a favorite faculty member amongst the students, and even if you can't understand how to say his name, it is easy to see why he is a valuable addition to the CLU community.

## OPINION

Have you ever wondered why your ex was so manipulative and seemingly cold-hearted after the break up? Or maybe how your teacher/boss shows no remorse and is a little sadistic? Did your classmate steal your ideas and use them as their own during a group project? These types of questions are the kinds that arose in my mind after reading Martha Stout's *The Sociopath Next Door*. Stout works mainly with psychological trauma survivors, some being traumatized by human or man-made disasters, but most have been controlled and psychologically devastated

by individual sociopaths. They can range from strangers, to parents, siblings, or relatives.

According to Stout, almost one in 25 people are sociopathic; essentially they lack a conscience - our "seventh" sense. It's not that these people fail to realize the difference between right and wrong, it's that when faced with a tough decision between the two, their conscience does not come into play since it's non-existent. In a nutshell, these one in 25 people can do whatever they want and not feel bad in the slightest bit.

This book gives examples of

sociopaths and the charismatic charm they exude which initially lures us with a conscience into their games, because to them their goal is to dominate and win. Stout teaches us to be aware of the flattery and the "pity play" sociopaths use to con us into thinking their sham emotions run deeper until we are deceived in the end, some psychologically wounded. After reading *The Sociopath Next Door*, as crazy as it sounds I really began to evaluate my surroundings and think of those people whom I've known that exacerbate sociopathic qualities. When you think about it, if

the statistics are true and one in every 25 people are sociopaths and most classrooms at CLU are filled with 20-25 students, take a look around one day and ask yourself, who is the sociopath you know?

-Marianne Harris

### ***Do you want to be heard?***

E-mail your own opinion article to the any of the DA's and you may see it published in the next issue!