

THE INKBLOT

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FEED THE RIGHT DOG: DR. BELL'S STORY

Dr. Steven Bell is 62 years old, and married with five kids, well 4 kids and a daughter-in-law, ages 18-27. A peak experience for him was helping his wife regain her breathing pattern during the birth of their first child. He coached soccer for 8 years. Dr. Bell is Jewish—well actually, a “born again Jew” because he was Agnostic until he was re-acquainted with God when his first child contracted viral meningitis. What he didn't realize before he came to Berry (or Rome), was that Berry was 90% Christian.

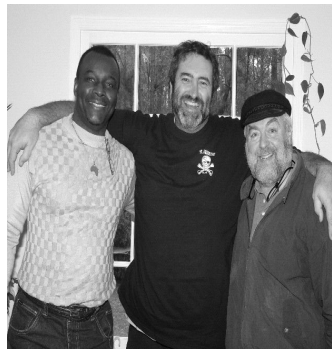
He has earned a B.A. in English, an M.A. in counseling, and a Ph.D. in School Psychology. After four years of teaching junior high science in one of the poorer and the most dangerous cities in the country (Camden, NJ), he became a counselor for the next four years at an elementary school. Camden is a Black/Latino inner city school system. Before Christmas of his first year, there were five fights (with him). He

went on to pursue his doctorate degree so that he could run the special education program in Camden.

As you know, he ended up here at Berry College, and his first position was teaching a Special Education class. Dr. Bell loves working with kids and adults with special needs because “they have so much to teach.”

Dr. Bell wanted me to pass some advice (from Rabbi Harold Kushner) onto you. “Each of us has two dogs fighting inside of us: One is good and one is evil. Which one will win? The answer is: the one you feed. The rest will fall into place, he promises! High paying job, right graduate school, and the in-crowd are not important. Just feed the right dog.” Some more existential advice from Dr. Bell—if you count your blessings at the end of each day, you will feel blessed. If you count the curses, you will feel cursed.

KELLY BEARDEN



Billy and Tony—students from the Camden school.



His son, Simon.



His wife Linda.

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PSYCHOLOGY ON OUR CAMPUS – AN INTERVIEW WITH JEANNE ELKINS

MELANI LANDERFELT

Many believe that the only areas on the Berry College campus that have any association to psychology are the Cook building and the Counseling Center. However, I would like to share another psychological connection that I found on this campus purely by chance. During the past year and a half, I have had the privilege to perform with the Berry College Dance Troupe. As a result of my participation I met Jeanne Elkins, who is the Dance Specialist here at Berry, but who is also in the process of achieving her Ph.D. in Depth Psychology. I had the opportunity to chat with her about her pursuit and her past involvement in psychology. Because of her long history in the study of dance and psychology, I was interested in how she integrated these two areas of her life.

After graduating with a bachelor's degree in Dance and Literature, Mrs. Elkins attended Texas Women's University where she received her M.A. in Dance Performance and Dance Therapy. She mainly focused on studying modern dance and dance improv and said, "I have always loved the embodiment of dance." Mrs. Elkins explained that dance therapy focuses on the psychological integration of movement and working with the body from the inside out. It is strongly based on having extensive knowledge of the body as well as a great understanding of psychological concepts. It provides awareness of movement and is used to analyze pathology on a physical level. Through her career in dance therapy, Mrs. Elkins has worked with mentally challenged children, emotionally charged adults in rehab centers, and young women struggling with such issues as sexual abuse and eating disorders. She has found that "the body houses memories and holds experiences; it is a portal into our minds." According to Mrs. Elkins, dance therapy is a helpful method for allowing patients to release some of their built up emotions, "We learn that if you get someone moving, their emotions are released and suddenly they're sobbing." Mrs. Elkins has also become a certified Somatic Movement Therapist in the last few years. Somatic Movement Therapy is different than dance therapy in that it is not as focused on the psychological aspect of movement, but concentrates entirely on the body. It is literally about guiding the participants as they move in different ways that their body may not be used to and helps them become aware of and create a connection with their body.

Mrs. Elkins is achieving her Ph.D. through Pacifica Graduate Institute in Santa Barbara, California. She travels to the school three times a quarter and completes an entire months worth of courses during a few days. She has two more years of commuting ahead of her before the completion of her program and residency. She has been searching for a doctoral program that would meet her needs since 1992. She became connected to Pacifica last September while attending a class on Dream Tending at the Atlanta Jung Society. Because of her interest in the body and analytical psychology, it was difficult for her to choose between Depth Psychology and Somatic Psychology as her area of specialization. Depth Psychology focuses on a more analytical and Freudian approach to psychology as well as dream work. Mrs. Elkins chose to study this area because she has a great interest in dream analysis. She has completed a six month course on Dream Tending with Pacifica Graduate Institute and enjoys attending workshops and conventions about dream-related topics. According to Mrs. Elkins, the concept of dream tending focuses more on the images present in dreams rather than actually analyzing their meaning. Mrs. Elkins explained that she enjoys this area of study because it provides "such a rich ground for creative imagery." She uses her knowledge of dream tending and some of the information from her own dreams to create many of the themes that are present in her dances, "the focus on imagination feeds the dance choreography for me." If you have ever attended or plan to attend the spring dance concert, you can see the aspects of Mrs. Elkin's creative and broad imagination through the movements of the dancers.

As far as her future plans go, Mrs. Elkins hopes to use her acquired Ph.D. to create a solid dance program at Berry. She wants to form a dance minor here at Berry and says that she has had an overwhelming response and interest in this option from her students. She also would like to offer a course in Somatic Movement at Berry at some point in the future.

I would like to encourage anyone who has an interest in psychology and performing arts to take one of Ms. Elkins classes or come to one of the dance concert shows which will be March 2-4. The performances are sure to provide a unique, expressive and uplifting experience!



LOVE ADVICE FROM THE EXPERTS

WRAY CLARK & MELANI LANDERFELT

DR. PYNN'S ADVICE

In light of Valentine's Day, Dr. Julie Johnson-Pynn one of our psychology professors, who instructs the popular Human Sexuality class, was asked to comment and give some advice geared towards relationships. Dr. Pynn gave some general information on what underlies a typical relationship. One main factor that is the basis of all relationships is communication. Every relationship has its ups and downs but a key component to balancing these is communication. People need to remember that relationships are bi-directional; each person in the relationship has to work and contribute towards the relationship in order for it to work. Relationships are a learning process. People will mess up and people will have doubts, but to get passed these, one needs to remember what drew them together in the first place.

Dr. McBrayer's Advice

Dr. McBrayer teaches the beloved Interpersonal Relations class which deals with all types of relationships, including romantic.

Q: What is your advice for students who may feel their relationship is in a "rut?"

A: "A relationship is a living thing that requires constant nourishment." According to Dr. McBrayer, you should always tell each other how you are feeling. Don't try to solve problems in your relationship by yourself, invite the other person the help you and solve the problem together. All relationships can get into a rut, and to get out you should collectively come up with ways change the same old routine.

Q: *Do you have any advice for students who may feel that they are "unlucky" when it comes to sustaining a healthy romantic relationship?*

Q: *What do you think are factors that underlie a sexual relationship?*

A: People who have a sexual relationship can see it as an opportunity for individuals to be open with one another and create a stronger bond. Before making the decision to begin a sexual relationship, one must first ask themselves, "do you want to give yourself in a way that you are very open and vulnerable or not?" Also, "are you willing to handle and tackle all of the emotional responsibilities that accompany that type of relationship?" Emotion plays a key role in having and trying to maintain a sexual relationship, and there is also a need to realize the responsibilities to yourself as well as the other person, as the commitment is made. Make sure



A: According to Dr. MB, if you are constantly feeling that you can't find someone who is right for you, maybe you should try analyzing the choices you have made regarding who you want to date. Maybe you're looking at the wrong criteria in a partner such as their level of popularity or "studly-ness." Instead of looking for these things in a person, create a new list of criteria that includes such characteristics as wholesomeness and integrity.

Q: *Do you have any unique Valentine's Day ideas for students?*

A: Instead of the same old dinner and a movie date, Dr. MB suggested that you let this V-day be different than the others. Make your significant other something special like dinner or a card. Go bowling, play putt-putt golf, make dinner together or eat somewhere you have never been, hike to the reservoir or buy each other "zany" little gifts from the dollar store. Basically, be creative and

decisions are thoroughly thought through before they are acted on.

Q: *Do you have any advice about dealing with a long distance relationship?*

A: Long distance relationships can be difficult at times since you can't see your girlfriend or boyfriend as much as you really want. In this kind of relationship, communication still plays a big role. Talking on the phone is nice, but writing letters or even emails are good ways to switch up communication. Be aware that written words can come across as being in a different tone than was intended. Silence is alright to have when talking on the phone; there does not always have to be something said. There will be moments that are not always happy, but these times are just ways to work at strengthening the relationship and make it better.

don't be afraid to try new things.

Q: *What are your V-day plans?*

A: Dr. McBrayer doesn't have any definite plans, he actually bought his wife's V-day gift a while ago, a new computer! He said they will probably go to dinner, either Mexican or Italian which are his wife's favorite, but he will not get her roses because that gift idea has gotten old and she already got the computer!

Q: *What is your favorite V-day memory?*

A: Dr. McBrayer picked up his wife after work and "kidnapped" her for a secret weekend trip. While driving to their destination, Dr. McBrayer was so excited to arrive that he was pulled over for speeding! When the police officer asked where they were going, Dr. MB explained that he couldn't tell him because it was a surprise for his wife. Fortunately, the police officer let him go with only the advice to slow down.

SPOTLIGHT ON SCHOOL PSYCHOLOGY

HOLLIE MCCLINTICK

The field of school psychology is a great way to combine an interest in psychology and an interest in working with children. A school psychologist works with students and their families, teachers, and other school personnel to provide the optimal learning environment for each student. Many people confuse the profession with school counseling. Although school psychologists might provide counseling to a student, they spend a majority of their time conducting psychological assessments on students and consulting with teachers, parents, and other school personnel to provide appropriate interventions. While school counselors normally serve the entire school population, school psychologists work closely with special education students and other at-risk youth. In addition, school psychologists might help develop prevention programs for children and assess the effectiveness of current prevention programs that are already being implemented within a school

system or other related setting. Many school psychologists seek employment in a public school system, but also have the option of seeking employment in hospitals and clinical settings, private schools, community agencies, universities, or in private practice.

Becoming a certified school psychologist requires at least a master's degree and post master's degree training, often labeled as an Ed.S. (Specialist in Education) or a C.A.G.S. (Certificate of Advanced Graduate Study). These programs are normally designed to be completed in three years, where the last year is a full-time internship. In order to work in academia or to establish a private practice, a doctoral degree is usually required, which requires four to five years of graduate

study as well as the one-year full time internship.

Now is the perfect time to enter a graduate program in school psychology due to the "graying of the field." Currently, a large number of school psychologists are reaching the age of retirement, and not enough new school psychologists are being trained to fill the positions. This is good news for students interested in the field because there are currently a lot of job opportunities. In 2002, the *US News & World Report* listed school psychology as one the top ten "Hot Professions" because of the current demand for more school psychologists. So if working closely with children who are facing barriers to academic success is something that interests you, be sure to seriously consider a career in school psychology!

ANN PHILLIPS LECTURE

JOSH CASTLEBERRY

On Thursday February 9 Ann G. Phillips, a researcher in the field of social psychology presented her research examining the self and emotions. Ms. Phillips, or soon to be Dr. Phillips, is a Ph.D. candidate at the University of North Carolina at Greensboro. She received her masters in social psychology from UNC in 2003, only three years after she graduated from Berry College with a degree in psychology.

The title of her lecture was "The Imperfect Self: You Can't Always Get What You Want... Or Do What You Should." This lecture described her research involving goals and self-regulation. She tested two models of self-discrepancy theory in the literature.

The first question she exam-

ined was: are there different types of idealized selves that lead to different types of emotions? She discussed a general relationship model and a specific relationship model. Her experiments were designed to see if ideal self-discrepancies and ought self-discrepancies predicted dejection, agitation, or both. After analyzing her data she found that ideal and ought self-discrepancies predicted both agitation and dejection. The data supported the general relationship models.

The second question she examined was what determines intensity of negative emotions? Ms. Phillips designed three studies to address this question. The most influential of the three was her third study, in which she manipulated a German intelligence test by giving false feedback at the half way

point of the test and at the end of the test. She then observed the participants reaction to the false feedback, based on how well they thought they improved. This study indicated that the distance from goals would regulate whether the participant felt a positive or negative affect.

Ms. Phillips final message was that it doesn't matter if you do or don't do what you want or should do, you are still going to feel bad about yourself. What matters is how far you are from reaching your goal. Her lecture was very influential, not only because of the advancements she is making in psychological theories, but also because she is a Berry graduate making her way, and actually doing something in the world of psychology.

PSYCH SOCIETY NEWS

Once again the Psychology Department packs the house. Our showing of the movie *Kinsey*, and the following discussion led by Dr. Pynn, had the Cook 304 classroom full with approximately 35 students in attendance. Dr. Alfred Kinsey was an acclaimed zoologist at Indiana University at Bloomington. After being asked to teach a class on marriage, he became interested in human's sexual behaviors. In his thor-

ough and voracious study, he extensively examined people's sex histories and diverse sexual practices. His basic theory is that a person's sexual orientation is not exclusively at one end or the other but falls somewhere on a scale from 1 (exclusively heterosexual) to 6 (exclusive homosexual). If you want to know more about the results of his study and the sexual "histories" he collected, his books are entitled "Sexual

KELLY BEARDEN

Behavior in the Human Male" and "Sexual Behavior in the Human Female." In the discussion we talked about some shocking moments as well as the oddity of Kinsey's marriage and the family relationships of those on his research team. If you haven't seen it, it's a thought provoking and enlightening experiencing.



SOCIAL PSYCHOLOGY IN ITALY

ERIN MARKS

Junior psychology major, Victoria Dupree, recently had the opportunity to study social psychology abroad in Florence, Italy at the Lorenzo de' Medici Institute. The classes at Lorenzo De' Medici Institute met one day a week for three hours. However, these long days enabled the students to get out of the classroom and get hands on experience being social psychologists. Victoria enjoyed the chance to interact with the townspeople as

part of her learning experience. One of the many experiments that the students did while downtown was ask strangers for directions and see if the males reacted differently to females as compared to males. This was interesting and helpful to learning gender differences in other cultures because the participants were not other students, but Italians. A second focus of the class was discussing the differences of Italians and Americans with the majority of the

class being American students. Victoria recommends this experience to any student because being in a foreign situation helped her to learn about herself in the bigger scheme of things and puts psychological knowledge to good use.

Stop by the Psych Lab for more information and a complete list of internship opportunities!

ACADEMIC INTERNSHIP OPPORTUNITIES

ASHLEY KOTUN

An academic internship is a good way to gain practical experience in the field of psychology that is interesting to you, and they look really good on that resume!

There are countless internship opportunities available for students. Every spring semester, Dr. Jennings offers his Counseling Practice course. Through this course students are able to intern six hours a

week in any field of counseling they choose. Students this semester are interning all over the Rome area including: the District Attorney's Office, the Hospitality House, the Open Door Home, and the Victim Witness Program, to name just a few.

Students interested in interning can either do a three-hour or a six-hour credit. Students independently seeking an internship need to find a faculty member to agree to supervise the internship, as well as an onsite field supervisor to support the

internship. This semester, senior Hollie McClintick, is interning at Model Elementary in a high-functioning autistic class, which will aid in her preparation for a career in school psychology. I, on the other hand, am interning at the Floyd County Prison with four counselors, specializing in the treatment of prison inmates. As you can tell, there is a wide spectrum of available opportunities for interns. Although these internships are not going to bring you any extra money, they do bring you extra experience, and provide you with a better understanding of what you would like (or not like) to do in the future.

ADVISING FREQUENTLY ASKED QUESTIONS

Do I change catalogues if I change my major?

Yes. If you change your major you will be using the most current catalogue at the time of the switch in majors. This does not apply when adding a minor or to general education requirements. You always stay with the catalogue that came out when you first declared or changed your major.

When should I start getting involved in research? How do I get involved with research?

The sooner you get involved in research the more prepared you will be for graduate school and a future career in psychology, so getting involved with research as early as possible would be beneficial. Late Sophomore or early Junior year recommended. The best way to get involved with research is to tell professors that you are interested in doing research and ask them if they need help with any current research projects.

When should I start applying for an internship?

Juniors and Seniors with a minimum GPA of 2.60 are eligible to complete an academic internship, so you should begin thinking about internship options and filling out paper work during pre-registration in the spring semester of your sophomore year in order to intern during your junior year.

INKBLOT BLURBS: FOR YOUR INFORMATION

Upcoming Conferences

- GPA Annual Meeting
May 24-27
- SEPA Conference & Psi Chi Regional Convention Program, March 16-19, 2006, Atlanta Hilton Hotel, Atlanta, GA
- 18th Annual APS Convention, May 25-28, New York, New York
- 77th Annual Psi Chi National Convention August 10-13, 2006, New Orleans, Louisiana
- Student Research Symposium & Competition: Defining & Promoting Christian Mental Health March 3-4, 2006 PSI's Chattanooga Campus

- Advanced Statistical Training in Psychology July 8-16, 2006, George Washington University, Application Deadline Feb. 20, 2006

News and Events

Davidson College Summer Program for Undergraduate Students:

Davidson College sponsors an eight-week summer academic program for undergraduates, which includes an internship at Broughton Hospital in Morganton, N.C., a state psychiatric facility serving western North Carolina. The deadline for applications is April 1, 2006. Visit

<<http://www.davidson.edu/academic/psychology/broughton.htm>>.

- **Attention Graduating Seniors:** Spring Exit Exam Feb. 27 5:00pm-7:30pm Location TBA

- Check out the Psych Lab for new GRE materials, donated by senior Chris Ready, including a handbook on how to score over a 1200.

Psychology Lecture

- Dr. Allen Pope, PhD
February 23, 11-12:00,
Evans Auditorium
Cultural Events Credit

- **Psych. Lab Position Openings Fall 2006-Spring 2007** Applications due before spring break. See Dr. Diliberto-Macaluso if interested.
- Look for flyers in Psych. Lab for available summer courses.
- Berry Symposium: April 6-7, Proposals Due March 3rd!

