



## Prof. Ward Bids Farewell

Dear Stonehill Psychology and Neuroscience Students,

Some of you might have wondered what happened to Prof. Ward (and some of you might be wondering, who was Prof. Ward?). I have accepted a research faculty position in the College of Veterinary Medicine at the University of Florida. As some of you know, my wife was already employed at the medical school at UF and this is the first time in



three years that we have lived in the same town. I was recruited for my experience in sleep research to work with a team of researchers and physicians studying sudden infant death syndrome (SIDS). We know that when an expecting mother

smokes, this increases the likelihood of SIDS with the baby. We are hoping to discover the mechanism that is responsible for this. My role is to study the developmental changes in sleep patterns in rat pups after the dam has been exposed to nicotine during pregnancy.

Things are definitely different at UF. There are 50,000 students here (and another 16,000 at the junior college in town). (cont./Page 2)

## Search Begins For Biopsychologist

By Ashley Rogers

As many of you may already know, Professor Chris Ward has left after two years at Stonehill, and has accepted a research

position at the University of Florida in Gainesville. Professor Ward has left behind big shoes to fill in the Psychology Department. Along

with Professor Michael Tirrell of the Psychology Department and Professors Sharon Ramos-Goyette and Roger Denome (cont./Page 2)

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**Thalamus team meeting to plan December edition will be held Thursday, October 26th, 4:00 pm, Upper Commons, Large Dining Room.**

## Prof. Ward's Farewell (cont. from Page 1)

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I have to walk 0.42 miles from the faculty parking garage to my building (they have a program that calculates the distance). Gainesville is basically reclaimed swamp land. The day I moved in, a golden silk spider decided to build a web larger than me right next to our door (these are one of the largest non-tarantula spiders in America - that thing was huge!). Right next to where I park at work, there is a fenced off pond with signs warning of alligators. I haven't seen any alligators in it yet, but

I'm told they are there.

I miss teaching at Stonehill. My new position has no teaching duties. My job is what is known as a soft-money position. In other words, the university does not guarantee my salary. It must come from grant funds. If I do not have a grant of my own large enough to cover my salary within two years, I do not have a job. On the other hand, it is nice to finally live with my wife. I miss all of the faculty members in the depart-

ment and I especially miss working with the student interns at the VA hospital.

If anyone needs to contact me, my new email address is [WardC@mail.vetmed.ufl.edu](mailto:WardC@mail.vetmed.ufl.edu).

Good luck with the school year,

*Chris Ward*



## BioPsych. Search Begins (cont. from Page 1)

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of the Biology Department, Prof. Ward was instrumental in the formation of the new interdisciplinary Neuroscience major and would have played a significant role in the further development of the major.

The Psychology Department is currently searching for a candidate to fill the position vacated by Prof. Ward. I spoke with Professor Michael Tirrell, Chair of the Psychology Department. I asked Tirrell what credentials were necessary when considering a candidate for this job. He explained that a potential candidate must hold a Ph.D. in Psychology and have some formal teaching experience. The department is specifically looking for a person with a neuroscience or biopsychology specialty.

The hiring process of a

professor begins with placing advertisements for the position in hard copy form and online in order to spread the word about the opening. December 1<sup>st</sup> is the application deadline and at that time the department will narrow the applicant pool down to 3 or 4 of the best candidates. These candidates will be brought to campus for a day long or a day and a half long interview in which they will meet each member of the Psychology Department, Neuroscience faculty, a group of students, and various members of the Stonehill administration. The candidates' teaching skills will be assessed as well. Part of the interview will be a presentation of their research in front of a group of students and faculty in order to demonstrate that they have the ability to communicate at a level

students will understand. Watch for announcements early next semester about the time and place of these "job talks." It is hoped a number of students will attend and give the Psychology faculty feedback on each of the candidates. It is likely that some students will be asked to meet with each candidate, perhaps over lunch.

Once the interviews have been completed, the department will weigh the pros and cons of each candidate. The department plans to interview after winter break and are hoping a final decision will be made before spring break. Tirrell emphasized that "successful teaching experience is very important" in choosing a faculty member in the department. (See job ad, Page 3.)

# Job Opening in Psychology Department

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The Psychology Department at Stonehill College announces a **tenure track position** beginning Fall 2007. The position is for an Assistant Professor in **Biopsychology**. A completed Ph.D. at the time of appointment, college teaching experience, an active research program with a record of productivity and an interest in involving students in research are required. The successful candidate will be expected to teach Biopsychology, and some combination of Introductory Statistics, General Psychology and an advanced seminar in specialty areas.

In addition, the candidate will be expected to assist in the development of a recently approved neuroscience major.

Deadline for receipt of completed applications is December 1, 2006. Applications, including a curriculum vita, statement of teaching and research interest, three letters of recommendation, a sample publication and a summary of teaching evaluations should be sent to Michael Tirrell, Chairperson, Psychology Department.

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## Psychology Society Sponsors Annual Barbecue

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Prof. Tirrell grilled hamburgers and hot dogs at the barbecue sponsored by the Psychology Society. Faculty and students enjoyed food and conversation.

# What Are We All About?

By Michael Tirrell, Chair Psychology Department

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This past summer, I spent a great deal of time reflecting on the Psychology Department at Stonehill College. Because the Department is in the middle of a program review, I collected information from all sorts of sources, trying to come to a good understanding of exactly what we do and how successful we are at what we do. Let me begin by saying that the Stonehill Psych Department is an excellent department and we are finding our graduates compete very well for positions both in graduate schools and in jobs they seek right out of college.

In the course of pulling together the information, I realized that there is at least one area we can improve upon. To many students it might not seem like an important area but to me it is. Specifically, I don't think we, as a Department, clearly and succinctly communicate to you what our goals regarding educating students really are. The full-time faculty have developed, discussed and implemented a list of goals, even going so far as determining in which of our courses each goal is addressed. But have we clearly presented those goals to you? If not, it is time to do it and thus I do so here.

The Department's lengthy conversations on what we should attempt to accomplish as educators of Psychology led to the generation of a list of 12 outcomes we would like each student who completes a Psychology major to have met. Four of those outcomes are "knowledge" outcomes; the remaining eight are "ability" outcomes. When taken as a whole, the 12 nicely match what the American Psychological Association (APA) recommends as goals for an undergraduate program. The twelve are as follows:

**Knowledge Outcome 1: Comprehension of basic psychological perspectives.** These perspectives include the psychoanalytic, behavioral, cognitive, humanistic, social-cultural, neuroscientific, evolutionary, etc. It is one of our goals to make sure you have a solid foundation in the field which can only be achieved by understanding the range of viewpoints and perspectives that make the field what it is today.

**Knowledge Outcome 2: Knowledge of at least five core areas of psychology.** The reason we require each of you majoring in Psych to take five core courses is that you then will have a breadth of knowledge. Think of the core courses we offer! They include Developmental, Personality, Learning Theory, Abnormal, Social, Brain and Behavior (Biopsych) and Cognitive. These areas represent the key areas and we would be remiss if we did not provide you with an opportunity to look closely at a number of those areas. We decided that knowledge of five of them would allow you the necessary breadth as well as the important depth. Any fewer would shortchange you in terms of preparation; any more would hinder you from exploring other interesting areas or going in to greater depth in one of the core areas.

**Knowledge Outcome 3: Comprehension of statistical reasoning and research methods used in psychology.** Because Psychology is a science, it is crucial that you know how psychologists answer questions about behavior. Without knowledge of statistics and research methods, you may not have the tools necessary to critically think about behavior and might find yourself swayed by unsubstantiated claims!

**Knowledge Outcome 4: Knowledge of ethical principles that guide the professional behavior of psychologists and the ethical issues psychologists encounter in their roles as scientists and/or practitioners.** Psychology is one of the fields that has the potential to harm people through inappropriate manipulation and control. We consider it crucial that every Psych major realize the implications and consider the ethical responsibilities of one who works in the field.

Along with these four knowledge outcomes, we, as faculty, work with you as you develop some crucial abilities that will assist you regardless of your post-graduate goals. Some of these abilities are quite specific; others are more general and will be important just in being a good member of society. The eight we have outlined as most important are: (cont. on page 5)

# What Are We All About? (cont. from Page 4)



Prof. Michael Tirrell, Chair

Ability Outcome 1: the ability to perform an accurate and comprehensive library search.

Ability Outcome 2: the ability to accurately perform and interpret descriptive and inferential univariate statistics.

Ability Outcome 3: the ability to design research and conduct appropriate tests of hypotheses.

Ability Outcome 4: the ability to write a research report in APA style.

Ability Outcome 5: the ability to critically analyze psychological literature.

Ability Outcome 6: the ability to present research findings and theoretical information in an oral format.

Ability Outcome 7: the ability to **integrate** psychological principles in the development of self and service to others.

Ability Outcome 8: the ability to **apply** psychological principles in the development of self and service to others.

We are currently considering adding another ability outcome - the ability to work in collaboration with others as you plan and carry out significant tasks.

As you progress through the courses you need to complete the major, you are slowly but surely developing each of these outcomes. Progression toward some of the outcomes is very obvious, such as when we have you write a research report or give an oral presentation. Progression toward others is less obvious, as when we have you read about and discuss how psychological principles can help you in your interactions with others. One thing we would like you to know is that a great deal of careful thought has gone into deciding how we can best prepare you for the world you will face when you leave Stonehill College. As I said above, indications are that we are succeeding! Have a wonderful year. May it be one in which you find yourself growing in wisdom, knowledge and ability.

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## **REQUIREMENTS FOR THE PSYCHOLOGY MAJOR** (Minimum of 11 PC courses)

**All majors enroll in:** PC101 GENERAL PSYCHOLOGY, PC261 INTRODUCTION TO STATISTICS (Statistical Reasoning), PC271 RESEARCH METHODS IN PSYCHOLOGY, PC450-451 SENIOR CAPSTONE

### **CHOOSE AT LEAST 5 OF THE FOLLOWING:**

PC201 **OR** PC203 DEVELOPMENTAL PSYCHOLOGY I **OR** II

PC205 THEORIES OF PERSONALITY

PC207 ABNORMAL PSYCHOLOGY

PC209 SOCIAL PSYCHOLOGY

PC305 THEORIES OF LEARNING

PC415 BRAIN AND BEHAVIOR

PC419 COGNITIVE PSYCHOLOGY

And, 2 Psychology Electives

PC????, PC????

# Psychology Internship in New York City

By Allison Cloren

I spent the Spring semester of last year living, working and studying in the Bronx, New York. A fairly new program, I was the first psychology student to participate in the internship experience. I spent my time in the Bronx working for YAI/National Institute for People with Disabilities, in two different programs.

My first internship site was located at the Harry Gordon School, which was located across the street from the residence I was living in. The Harry Gordon School is an early intervention program for children from infancy to age five. I had the privilege of working in a behavioral based classroom, with three to five year old children diagnosed somewhere on the autism spectrum. The children ranged in abilities from completely non-verbal, to limited use of sign language, to very verbal. I was able to work one-on-one with the children in manding sessions. To promote language communication, there were two manding sessions completed for each child per day. The first was play oriented and the second was snack oriented. During the play oriented sessions, I would work with a child in a play area that was reinforcing to the child. The purpose of the manding session was to reinforce children each time they requested what they wanted through some form of communication. For example, with one of the more advanced children, I would begin by asking her what she wanted to play. She would perhaps tell me "I want to swing." We would go to the swing, and typically I would encourage her to count the pushes I would give her, counting up to ten. Then, again ask her what she wanted. I would introduce other ways of communicating wants, such as "Push, please, or "Ready, set, go." For less advanced students I would have to physically guide their hand to give the sign for "swing." I recorded each request the child made as spontaneous or prompted, during a fifteen-minute period, and then recorded the information on a chart in the classroom.

In the evenings I traveled by bus to a residential group home located in Riverdale, NY for severe to profoundly retarded adults, ranging in age from 20 to 76. The house was also behaviorally based, and I spent my time running programs for the clients, work-



ing with them one-on-one on their behavior plans and assisting them in basic daily living skills, such as toileting, showering, and dinner procedures. Of the ten clients in the house, nine of them were nonverbal. I was typically in charge of the orientation group at the Riverdale House. When all of the residents returned home from their day programs, one of the programs I would lead was "Who Helps Us." I had a poster with pictures of all the staff members working in the house. Each client would have a turn, and I would bring over three pictures of different employees and ask them to pick out a specific employee who I would name, and then place the picture on our "Who Helps Us" board. Each time a client participated in an activity, he/she would receive a small, edible reinforcer and verbal praise. I would also work on desensitization groups, particularly for things like wearing glasses or opening the mouth for the dentist. Each time a client engaged in a group they were rewarded for their participation with a small reinforcer and verbal praise. I also had the opportunity to create a behavior plan for one of the clients, who engaged in hand grabbing behavior in lieu of asking to play the game patty cake. I was able to work with the house psychologist on this program and it proved (cont./Page 13)

# How Career Services Can Help You Plan For Graduate School

By Amanda Breden

As Psychology Majors, many of you will be attending Graduate School. Whether this may be for Law, Business, Social Work, or continuing on in Psychology, Career Services in the Kruse Center (Cushing Martin Building) can be a valuable resource in all parts of the application process.

Career Services offers many programs and events during each school year that will help you find a program. During the fall semester, the Center sponsors a General Information Session for Graduate School. This is for all majors, and usually has speakers from graduate schools' Admissions Departments, alumni, and faculty. Career Services recently organized a Graduate School Fair in which representatives from regional programs were on campus to answer questions. Many of the schools in attendance have Psychology graduate programs. Career Services also has resources on hand to aid in your search such as the American Psychological Association's *Guide to Psychology Graduate Programs* and study guides for all of the tests needed to apply to different programs.

Administrators in Career Services will assist you in preparing the materials that most schools require, such as resumes and personal statements. You can make an appointment to have these items critiqued in order to give the best impression of yourself through your application. They are also available to discuss basic questions and information. However, they suggest that the best source for this kind of information is the faculty of the Psychology Department.

Heather Heerman and Mary Ann Joyce, from Career Services, gave some suggestions about the graduate school application process. They believe that it is best to start researching programs by early junior year. This will give you time to decide what program and degree is right for you. They also suggest having a final list of schools by early senior year. They recommend participating in opportunities such as internships, research, and directed studies because these are the things that will set you apart from other applicants. Also, when you are asking for recommendations from professors, allow faculty

about three-four weeks to write them. Faculty are busy and are receiving requests for letters from other students. If you ask in advance you will probably get a better recommendation.

Career Services has so much to offer students who want to attend graduate school. This includes helping you build experience in your field by helping you find an internship site and critiquing resumes and personal statements. The Career Services staff members are always willing to help, and it is extremely easy to make an appointment. If graduate school is in your future, you should definitely stop by Career Services.

## Looking for an internship for next semester?

Apply to be a Career Planning Intern!

You will interview first year students and interpret their Strong Interest Inventories as well as perform various other duties.

Must be enthusiastic, a strong communicator, reliable, a self-starter, able to work regular hours each week, and have a sincere interest in helping others

Minimum 3.0 GPA required

Can arrange for academic credit for Psych majors (PC475).

Call Mary Ann Joyce in the Kruse Center at ext. 1325 or Joyce Bonville in the Counseling and Testing Center at ext. 1331 for more information.

# We SURE Had a Great Summer

By Emily Hayden ('07) and Adrienne Schur ('07)

Ever wonder what your psychology professors do during the summer? Are they sitting by the pool sipping margaritas while you're working hard to earn your tuition money? This summer, we were introduced to what some professors *really* do during the summer months while participating in the Stonehill Undergraduate Research Experience (SURE). We worked with Professor Lincoln Craton and Professor Christopher Poirier on their research dealing with musical preferences and age estimation, respectively. Eight weeks of delving into research taught us a lot about our professors, the field of psychology, and our own interests.

The first thing we learned about Stonehill professors is no, they're not sitting by the pool all summer imbibing cocktails; they are throwing themselves into their specific interests through extensive reading, book writing, and experimentation. We got an eight-week glimpse into Professor Craton's and Poirier's psychology research that gave us a whole new respect for the passion that professors have for their discipline. It was amazing watching them strive to master complex ideas like  $D'$  and signal detection theory as they pushed themselves to learn more about their specialty. Our participation and input in their discussions about research articles and applying psychological theories gave us a little taste of what graduate school is all about.

You might be reading this thinking, "Well I would never survive SURE. What the heck is  $D'$  and signal detection theory?" No worries. We had no idea what this meant at the beginning of the summer either, but by working day in and day out with our professors,

**Ever wonder what your psychology professors do during the summer?**

we slowly learned about these concepts and even the dreaded SPSS. While we learned the basics of SPSS in Statistics and learned the theory and simple application of re-

search methods through the required class, it wasn't until conducting this summer's research that we more fully understood these parts of psychology.

One of the best things about participating in SURE was discovering what we like about research and, on the other hand... what we don't like. Actually applying the theory we learned in classes throughout the years was gratifying and beneficial. We really had



**Emily Hayden (left) and Adrienne Schur presented their projects at the SURE poster session.**

a lot of fun meeting a wide range of experiment participants throughout the summer as we conducted our research everywhere from a public high school to a local senior center. Every day we did something a little different, which made it a very enjoyable experience. Our particular interests lie in working directly with people and our work this summer helped us realize that research is a necessary step in serving people competently.

If you'd like to experience this valuable program Stonehill has to offer, complete with decent pay, free weekly luncheons, and occasional fieldtrips, start thinking about with whom you'd like to work. Do you have a class that you love going to? Is there a professor whose work intrigues you? Go ahead and approach him or her about participating in SURE for next summer. Professors are flattered by the inquiry. All we did was ask Professor Craton and Poirier if they'd like some research assistants, filled out a relatively simple statement of intent regarding our research in mid-December, and waited for the SURE committee's decision in January. This past summer about thirty students from various disciplines participated and it was fun meeting and living with new people.

So even if SPSS makes you break out in a cold sweat, think about participating next summer. You will learn a great deal about psychology, form a close relationship with a professor, and gain a better understanding of psychology.

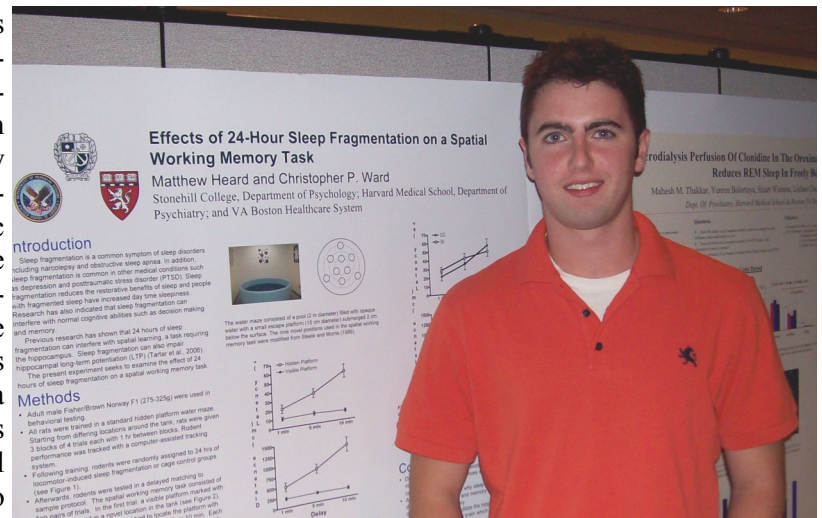
# S.U.R.E., Neuroscience: Effects of Sleep Fragmentation

By Matthew Heard ('07)

Why do we sleep? The intuitive answer is that we become tired. But why? There are two basic approaches to this question. Evolutionary psychologists suggest that our ancestors evolved in such a way that we would “stay out of trouble” by sleeping through the precarious nighttime. Alternatively, empirical studies from a neuroscientific perspective suggest that sleep has a restorative function for the brain, i.e. it needs to rest, consolidate memories, etc. With this in mind, suppose you had a disorder in which your sleep cycle was constantly interrupted and you could never get a normal night’s sleep. The research I conducted this summer as part of the S.U.R.E. program (Stonehill Undergraduate Research Experience) was meant to investigate the memory impairments that may occur because of sleep disorders that result in this type of sleep fragmentation.

With Professor Chris Ward as my primary advisor, I worked alongside Harvard Medical School fellows at the Brockton VA laboratory for neuroscience. The lab primarily concerns itself with sleep apnea research using rodent models to mimic the conditions of the disorder. There are multiple projects taking place at any given time at the lab, including both behavioral studies and those that are more histological related.

Under Ward’s tutelage, I researched the effects of sleep fragmentation on spatial working memory. We developed a novel protocol for the Morris Water Maze task to test our hypothesis that if we fragmented the sleep of rodents, they wouldn’t perform as well on a task that requires spatial working memory. Using 24-hour



**Matt Heard presenting his research at the SURE poster session in October.**

sleep fragmentation, we didn’t find significant results, but we expect that if the sleep fragmentation were to occur over a greater length of time, there would be support for our hypothesis. This is something I may investigate as part of my Senior Thesis.

If you feel research is something that wouldn’t be too *soporific* (sleep-inducing) for you, I recommend looking into the S.U.R.E. program. I highly recommend it for those of you that want to augment your application for graduate school. I would say that it easily replaced my next best alternative of working in a grocery store for the summer!

## Additional Psychology Students Involved in SURE 2006

**Psychology majors participated in the SURE program this past summer working with faculty in a variety of departments.**

Melissa Carr ('07) worked with Prof. George Branigan (Education) on the project, The Girls of Providence Reform School: Abuse and Allegations.

Penelope Figuero ('07) worked with Prof. Keri Iyall Smith (Sociology) on the project, Creating a Comprehensive Dataset of the World’s Indigenous Peoples.

Nathan Regan ('07) worked with Prof. Patricia Leavy on the project, Social Research Methods and the Arts.

## Psychology Most Popular Major (and a Popular Minor) at Stonehill

<i>Major</i>	# of Students	<i>Minor</i>	# of Students
<b>Psychology</b>	<b>281</b>	Secondary Education	115
Educational Studies	182	Business Administration	75
Biology	162	Spanish	51
Communication	153	<b>Psychology</b>	<b>50</b>
English	143	Sociology	43
Criminology/Criminal Justice	119	Communication	39
Political Science	108	Economics	35
History	96	Journalism	29
Accounting	88	Health Care Administration	27
Marketing	86	Computer Info. System	24
Fine Arts	83	English	21
Management	75	Criminology	19
Finance	70	Political Science	18
Mathematics	70	Cinema Studies	17
Sociology	66	Religious Studies	17
Foreign Languages	55	Human Biology	16
Health Care Administration	55	History	15
International Studies	55	Philosophy	14
Economics	39	History of Art	11
Philosophy	30	Education	11
Biochemistry	26	French	10
Computer Science	22	Italian Studies	9
International Business	22	Mathematics	9
Religious Studies	22	Physics	8
Chemistry	17	Chemistry	6
<b>Neuroscience</b>	<b>14</b>	Theatre Arts	6
American Studies	13	Criminal Justice	5
Multidisciplinary Studies	13	Environmental Studies	5
Public Administration	9	Fine Arts	5
Gender Studies	3	Mid. East & Asian Studies	4
		Public Administration	4
Undeclared (LA)	222	Biochemistry	3
Undeclared (BU)	133	Computer Science	3
Undeclared (SC)	13	Gender Studies	3
		Irish Studies	3
Information provided by Registrar's Office (9/11/07)		German	2
		Astronomy	1

# APA Style Tips ~ Citing, Typing References, etc. . .

Compiled by Isabelle DeBarros and Kate Manberg

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## When using APA style in papers, be sure to follow these tips:

- Refer to authors by last name only.
- Use figures to express numbers 10 and above and words to express numbers below 10. (The five participants waited for 20 minutes.)
- Research reports are written in the past tense. (It was hypothesized . . .)
- Use active voice over passive voice.
- Rather than using the word *subjects*, refer to the people in your study as *participants*.
- When citing a source with three or more authors, cite all authors the first time (Constance, Smith, & Ewing, 1996). From then on, cite the first author and replace the remaining authors with “et al.” (Constance et al., 1996).
- Double-space the body of the paper as well as the references at the end of the paper. No additional blank line needs to be added between references
- Cite any idea that is not your own. The following format is used in the body of the paper:
  - When paraphrasing: (Loftus, 1986). (Author Last Name, Publication Year)
  - Or (Loftus & Miller, 1988) - with two authors
  - With a direct quote: (Loftus, 1986, p. 242). (Author Last Name, Publication Year, p. Number)

### Tips for the Reference page:

Alphabetize the list of references by the last name of the author listed first in each article/book cited.

On the reference page, the first line of each reference is aligned with the left margin of the paper (approx. 1 inch) while all proceeding lines are indented by one “tab,” or five spaces.

### Examples of References for Reference Page:

#### Journal article

Loftus, E. L. (1986). Ten years in the life of an expert witness. *Law and Human Behavior*, 10(2), 241-263.

Last name, initials of author. (Publication year). Article title capitalizing only first word in article title and subtitle. *Title of periodical italicized and capitalized, volume italicized (issue number italicized if one exists-not all journals have issue numbers)*, page numbers.

#### Book

Skinner, B. F. (1953). *Science and human behavior*. New York: Free Press.

Last name, initials of author. (Publication year). *Book title italicized capitalizing only first word in book title and subtitle*. Location: Publisher.

The *Publication Manual of the American Psychological Association* is available at the campus bookstore!

# Working with Adults with Developmental Disabilities: An Interview with Laura Leventhal, Aging Coordinator for New England Village, Inc.

By Laurie McNeil

Developmental disabilities are chronic mental or physical impairments (or a combination of both), that are apparent before the age of twenty-two and which result in substantial functional limitations in three or more major life activities. Conditions associated with developmental disabilities include mental retardation, autism, epilepsy, and cerebral palsy. Adults with developmental disabilities may age at a faster rate than the general population as a function of organic issues (physiological, cognitive), psychosocial history (personal, family), and the environmental supports (health care, social) available.

Laura Leventhal works with adults with developmental disabilities at the New England Village, Inc. She has found that the older residents within a residential setting face some of the same issues that non-disabled older people face: fear of illness, reduced energy, fewer social contacts, loss of meaningful people, increased need of assistance, loss of purpose, loss of paycheck, and a diminished ability to manage one's life. Leventhal stated, "To be disabled and old is to experience a double dose of the negative judgment of society, which values achievement and autonomy and sees neither in people of advanced age or in people with disabilities."

According to Leventhal, "Many disabled adults have had fewer opportunities to make choices in their lives and have limited knowledge of their options. All their lives they have been told what to do, how to do it, that who they are is 'not right' and that non-disabled people are better, smarter, and know how to live life. The aging person with developmental disabilities may have struggled and worked hard to overcome various

issues and may have attained some level of competence. Now, as they age, they are beginning to lose some of their abilities; can't see or hear as well, can't respond as quickly as they have been able to...this can be a crushing blow to their self-esteem and leads frequently to depression, anger, frustration, fear, etc. Education about the aging process can help, as well as increasing the positive tone of support on the part of all those who work with the developmentally disabled."

Leventhal illustrated these issues with the example of "Ethel", a retired 52 year old who uses a walker, has severe vision problems, and is very stubborn. Ethel is used to making the coffee in her own home, but when Ethel makes the coffee in the staff kitchen, she invariably makes a mess, spilling coffee and water on the floor and counters. The more the staff attempted to redirect Ethel away from making the coffee, the more stubborn and aggressive Ethel got. However, once staff relaxed and decided that Ethel had a right to make the coffee if she so chose, the less Ethel felt she had to fight for that right and she was willing to accept help. Ethel said, "I'm an important person and I can make the coffee." Ethel had kept one thing after losing so much.

Career tracks include specializing in Geriatrics, as there is a need for psychologists and social workers to work with this population. Educational directions include taking courses such as developmental disabilities, psychology of aging, and psychology and disabilities.

## Mark Your Calendar:

### PC271 Research Methods

Poster Presentation will be held December 8th, 11:00-1:30, Upper Commons. Over 20 student research projects will be on display.



## **New York City Internship** (cont. from Page 6)

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to be very successful for the six weeks I was able to implement it.

To supplement the work I was doing at my internship sites, I took one class in Applied Behavior Analysis at Fordham University, located three blocks from the residence. It was really great for me to be able to take this class because it is a subject that I am very interested in and the material I was learning directly applied to my internship.

My experience in the Bronx was quite rewarding. It was an experience that was impossible to get on the Stonehill campus, and it was really beneficial for me to have the opportunity to apply my knowledge of psychology to a real-life working environment.

**To find out more about semester long internships in New York City visit the Kruse Center.**

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### **Pre-Registration Information:**

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#### **New Course That May Be of Interest to Psych Majors**

**SO/CJ 352: Topics in Criminology-Domestic Violence** will be taught by Prof. Danielle McGur-rin. The course will be offered Spring 2007, Saturdays from 9-4:30, on the following days: Mar 17, Mar 24, Mar 31, Apr 14, Apr 21.

This course provides an historical and contemporary study on the topic of domestic violence, including the causes, scope, frequency, dynamics, and consequences of this pervasive social problem. Using both sociological and socio-psychological perspectives to inform research, analysis, and discussion, this class will first explore the larger topics of social dominance, the culture of violence and the role of power and inequality in understanding domestic violence. Next, the course surveys the major crime types characterized by domestic violence: non-sexual intimate partner violence; stranger, acquaintance/date, and marital rape; sexual assault and harassment in intimate relationships; incest/child molestation and abuse; and elder abuse. The final component of the course covers the role of the Battered Women's Movement in the U.S. and the subsequent social awareness and inclusion of legal sanctions that followed this historical social movement. Socio-psychological, cultural, political, economic, legal, medical, and other prevention, intervention, and remediation strategies will be included in the final section of this course.

#### **The following courses require permission of instructor:**

- PC413 Experimental Psychology (Prof. John Hurley, Duffy 282)
- PC450 Advanced Psychology Seminar (Prof. John Hurley, Duffy 282)
- PC451 Applying Psychological Principles (Prof. Michael Tirrell, Duffy 285)
- PC475 Intern in Applied Psych. I (Prof. Frank Walsh, Duffy 245)
- PC476 Intern in Applied Psych. II (Prof. Frank Walsh, Duffy 245)
- PC490 Directed Study (See faculty member with whom you wish to work.)

## Student Research Presentation Opportunity

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Why not present your Research Methods project at the Eastern Psychological Association Annual Conference?

Where: Philadelphia, PA

When: March 22 to March 25, 2007

Submission deadline: Midnight, November 15, 2006

Notification of acceptance/rejection: February



To submit a poster presentation, you will need a 75 word abstract that briefly describes the purpose, method, and conclusions of your study. This abstract will appear in the program. You will also submit a 500—1,000 word “abstract” that describes the purpose, method, results, and conclusions of your study. This is used by the program committee to decide if your submission should be accepted or rejected. Your submission must be sponsored by a member of EPA. (Rumor has it that Prof. Klentz and Prof. Craton are both members of EPA.)

AND . . .



All poster presentations first authored by a member of Psi Chi, the Psychology Honors Society, are eligible for a Psi Chi Regional Research Award consisting of a certificate and **\$300!!** This award has been bestowed upon two Stonehill students (Kristi Milligan, and Christina Bolduc, both currently enrolled in Ph.D. programs in Social Psychology and Cognitive Neuroscience, respectively).

To submit your research you will have to join the Eastern Psychological Association. For undergrads, dues are \$25.00 (includes conference registration).

For more details go to: <http://www.easternpsychological.org>. All submissions are done online.

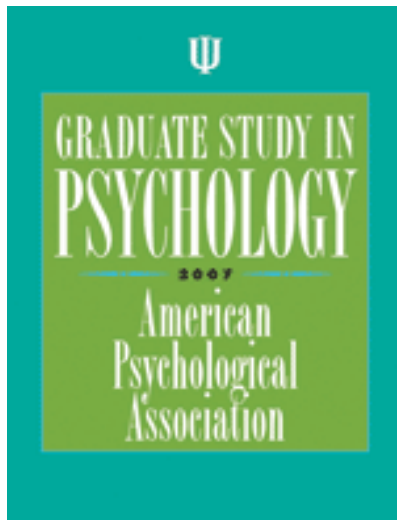
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Happy Halloween!



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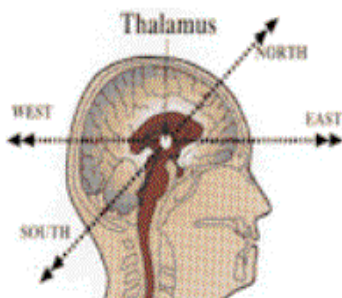
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## Thalamus Staff Member needed!!!

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Do you have some experience with Microsoft Publisher? If so, please contact Prof. Bonnie Klentz at [bklentz@stonehill.edu](mailto:bklentz@stonehill.edu).

Your help is needed!!!!



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*Letters to the Editor and suggestions for articles for future editions should be addressed to Prof. Bonnie Klentz and sent to:*

[thalamus@stonehill.edu](mailto:thalamus@stonehill.edu)

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A special thanks to Chris Ward for his farewell letter! We wish him all the best!!!!

The next edition of *The Thalamus* will be published in December!