



Psych News

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Fall 2010

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Letter from the Editors

Robert J. Kibbee was once quoted as saying, “The quality of a university is measured more by the kind of student it turns out than the kind it takes in.” This issue of Psych News is demonstrative of students who are all at different stages of their college careers.

It is evident to anyone who knows of Hunter College, that its student body is vast and diverse. No two students at Hunter ever have, or will, share the exact same path and growth that one experiences through an undergraduate education. And that path may change directions even for the individual. It is the path itself that becomes truly important. We are lucky to have captured several students at different stages in this process in the current installment of Psych News.

This issue has a few themes that address the trials and tribulations that many students associate with the college experience. We provide you with a range of topics to read over from the roller-coaster ride of love, to stress and the ever-present challenge of trying to cope, and even a few articles that try to provide options for and make sense of the mystery that lay waiting for all after graduation. Your fellow students, and our writers, have all embraced their status as members of the college community. The Fall 2010 edition features writers from all classes, including freshmen, several returning writers, and a few experienced seniors. We are proud to provide you with their work, so that they may be heard and you may commiserate with them.

We believe that part of finding yourself in college is to develop a strong sense of conviction and become confident of your own inner-voice. Not only does Psych News provide students with a space to explore these ideas for themselves, but it may even shine a light on the journey for another.

Before we leave you to peruse the writings of your peers, we'd like to thank a few important figures. First, to our dedicated writers: without you there would be no issue. Second, to our treasurer, Sviatoslav Kendall who even features his own writing in this issue. Next to our secretary, who lends us time in her own filled schedule and a former writer, Alexandra Koenig. A special thanks to Israel Wertentheil for providing us with the tech-savvy approach and patience we need to have an outstanding issue. And most importantly, to Dr. Young, our faculty advisor, who makes this publication possible and always provides us with a little objective and guidance.

Thank you for picking up the edition, we hope that you enjoy it. And remember Ovid's wise words as finals approach, “Take rest; a field that has rested gives a bountiful crop.”

Your editors,
Kim Happich and Christina Joubert

Actions Speak Louder Than Words

by Anna Sinyavskaya

The subtlest physical expressions and the way your body moves throughout a conversation can expose much more about yourself than you realize. Throughout the duration of a conversation with your social counterparts, do not solely concentrate on the person's verbal delivery, but also observe their facial expressions, the way their hands move, their posture and their eye movements if you wish to acquire insight of their actual ideas and motivations. My goal of this composition is to help



Image taken from www.cliparttoday.com

you take advantage of this nonverbal communication so that you can decipher the person with ease and also to choose wisely the appropriate expressions and gestures when relaying your message across a particular audience. The latter advantage takes much mental training and experience, but the former advantage can be internalized and put into practice as soon as you are through with this article. That way, the next time you converse with your boss, your professor, or your friend, you will find out more about their true feelings from a 30 second scrutiny of their physical expressions than you ever could from a 3 hour telephone conversation or an

e-mail.

So, where does the term “body language” come from? And more importantly, why are we unable to control these physical expressions? Many of us are aware of the term “Freudian slip” of the tongue. It is a verbal blunder in which you mistakenly substitute one word for another in a conversation. For example, while speaking with your new romance, you accidentally address him by a wrong name, the name that belonged to your last romance. Where do these “slip

ups” come from? It rises from a place that Sigmund Freud referred to as the unconscious mind - “a reservoir of feelings, thoughts, urges, and memories that are outside of our conscious awareness. Most

of the contents of the unconscious are unacceptable or unpleasant, such as feelings of pain, anxiety, or conflict” (Cherr, 2010). According to Cherr’s (2010) account of Freud’s psychoanalytic view, there is an unrecognizable internal force (the unconscious mind) that controls the way your body talks. However, the speech that you actually produce is controlled by the conscious mind “which includes everything that we are aware of” (Cherr, 2010). In other words, we take control of our words, but we cannot take control of the gestures that accommodate them. “Many of our emotional processes are nonverbal and often nonconscious in nature, and

they can be translated into our verbal language” (Philipot, Feldman & Costs, 2003, p.4). Therefore, the best way you can get inside of one’s hidden incentives is by negating your attentiveness to the expression of one’s conscious mind and centering your focus upon the expression of the mind that is unconscious.

There are many meanings ascribed to a multiple variety of physical gestures and these meanings change as you step out of one culture and dip your foot into another. However, there is a particular form of subconscious physical communication that applies to all cultures such as the abrupt shift from one body position to another or a sudden jerk or twitch of a particular body part. This is can be as subtle as the blink of an eye or as obvious as a transition of your entire posture. Picture this: Two friends are having conversation over a dinner table in which one friend asks the other a question that makes him feel insecure. The insecure man will reach for something immediately such as a glass of water. He reaches for something *quickly* to relieve himself of the tension caused by the uncomfortable question.

Throughout that 10 second instant, the only factor that expressed his discomfort was his body language. The man cannot admit to himself or his audience that he was uncomfortable, but the way he immediately switched his position from a still attentive body to an apprehensive body reaching for a drink, indicates a sudden switch in his mood. Therefore, it is imperative that you observe the instances at which a person switches from one pose to

another or when a person demonstrates a sudden imperceptible jerk of the body.

How about during a conversation in which a person obliviously blunders a remark that to you has a hidden, personal meaning?

This person has no idea that her remark meant

anything to you.

But as she releases this statement, your leg *suddenly* begins to twitch or relocates from one place to another. This is a reaction to your momentary subconscious distress. Why do I say that your distress is subconscious?

Well, if you were asked to provide a reason as to why your leg demonstrated this particular movement, you would not know how to respond nor would you remember this “miniscule” scene.

Certain physical gestures that we absorb have a lot to do with the norms of our culture. For this reason many authors who have written surmountable amounts of material on body language believe that our gestures are socially constructed. This is true, but keep in mind that I am not attempting to isolate and define every

single gesture. What I am focusing on is the abrupt adjustment from one position to another or a sudden twitch of a particular body part. This shift in posture is the consequence of a biological *reflex* rather than an outcome of a cultural or social influence. Let’s

consider the most classic and simple case of a reflex involving your spinal cord and your *conscious* mind: You touch a hot flame and you remove your finger before your brain registers that your finger is hot. You feel a burning sensation because this reflex involves your spinal cord

(which regulated the movement of your finger away from the flame) and your conscious mind (which allows you to sense your pain after your withdraw your finger). Now what if you touch this hot flame, remove your finger but you cannot sense the pain because your

conscious mind is no longer a player in this simple reflex? You wouldn’t be able to explain why you moved your finger because your brain does not register the pain, thereby preventing you from recognizing and explaining the cause of the sudden withdrawal of your hand. This is exactly why you are not able to explain the particular transitions from one physical position to another or the jerks of your body that you exhibit at “certain instances” in a conversation. These sudden movements are not sent from nor transmitted to your conscious mind, so you have absolutely no power to control that leg twitch or the toss of your hair in a particular situation. And because you cannot control it, you cannot explain what causes these swift movements of the body or subtle physical transitions from one posture to another. Thus, the next time you engage yourself in a conversation, keep your ears open wide, but leave your eyes open wider, as these hasty movements serve as the best guideline for evaluating the person’s genuine reactions and responses towards your speech and yourself as a whole. ■

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“My goal of this composition is to help you take advantage of this non-verbal communication so that you can decipher the person with ease and also to choose wisely the appropriate expressions and gestures when relaying your message across a particular audience.”

Mood Disorders and Creativity: Why Do They Often Go Together?

by Aliona Tsydes

Numerous studies confirm that there is a relationship between creativity and mood disorders, particularly in selected populations. As early as in “pre-Grecian myths a close relationship between the creators, gods, and madness was described”.

According to Aristotle, great artists, philosophers, writers, and politicians are vulnerable to melancholy. In the nineteenth century, a “romantic myth about the relationship between genius and madness was created” inspiring multiple studies of the phenomenon

(Lauronen, *et al.*, 2004). It is known now that many outstanding writers, politicians, entrepreneurs, artists, poets and composers, with Charles Dickens, Sylvia Plath, Vincent Van Gogh, Ernest Hemingway, Beethoven, Winston Churchill, Virginia Woolf, Leo Tolstoy,

Christina Ricci, Mel Gibson, Sting, Kurt Cobain among them, indeed have suffered from mood disorders such as major depression, bipolar disorder, or cyclothymia.

Eric Maisel, Ph.D., notes in his book “The Van Gogh Blues: The Creative Person’s Path Through Depression” (2008) that the popular cliché of creativity and depression going hand-in-hand is quite true. Maisel, based on his extensive counseling psychology experience of working with creative and performing artists, argues that “creative people experience depression simply because they are caught up in a struggle to make life seem meaningful to them”. While “people for whom meaning is no problem are less likely to experience depression, for creators, losses of meaning and doubts about life’s meaningfulness are persistent problems – even the cause of their depression” (Maisel, 2008).

John Gartner, Ph.D. and a member of the Psychiatry Department at Johns Hopkins University, explored some of America’s success stories (from Christopher Columbus and John Winthrop to David O. Selznick and Craig Venter, the genome entrepreneur) in order to prove his thesis that in many individuals hypomania needs to be regarded more as a positive personality temperament than pathology (2005). Hypomania is one of the emotional extremes associated with bipolar disorder, but to a lesser degree than mania. According to the American Psychiatric Association (DSM-IV-TR), it is defined as a distinct period of persistently elevated, expansive, or irritable mood, lasting throughout at least four days, that is clearly different from the usual

“Hypomanics are full of infectious energy and irrational confidence.”

nondepressed mood. Someone with hypomania only has a bipolar disorder type II if hypomania alternates, at some point in life, with major depression (2000). Hypomanics are full of infectious energy and irrational confidence. They talk, move and make decisions very quickly, more often than not work long hours with almost no sleep, and are very intolerant of anything and anyone slowing them down. Their goals are ambitious and often seemingly impossible to accomplish. Gartner (2005) notes that “while hypomanics are not crazy, ‘normal’ is not the first word that comes to mind when describing them”. He argues that “hypomanics live on the edge, between normal and abnormal” (Gartner, 2005).

Why is it that creative individuals show a vastly disproportionate rate of mood disorders? According to Kay Jamison (1993), American clinical psychologist, writer and a famous expert on bipolar disorder, the artistic and the manic-depressive temperaments have a very similar relationship to the rhythms and cycles of the natural world. It is crucial to realize that only one end of the bipolar continuum is represented by that madness. Undoubtedly, no meaningful creative work can take place when one becomes severely impaired by a mental disease, but most people who have the illness never really become insane. “Instead, it is the interaction, tension, and transition between changing mood states, as well as the sustenance and discipline drawn from periods of health, that is critically important. These same tensions and transitions ultimately give power to



Image Taken from www.agoodson.com

the art”. Another possible explanation is that individuals who suffer from depression are more likely to ruminate and introspect and some of these individuals may turn this rumination into artistic expression (Kaufman & Baer, 2002). Thus self-reflective rumination may be a third underlying factor possibly explaining the connection between creative behavior and higher risk for mood disorders (Verhaeghen, et. al., 2005).

While the possible link between creativity and mood disorders is a fascinating area of research, it still remains one of the mysteries of the human brain. How an affliction so devastating and destructive as mental illness can be linked to something as important and valuable as creativity is a topic that researchers and lay people alike will continue to be interested in. ■

Aliona Tsypes is a transfer student from Minsk, Belarus where she used to study Intercultural Communication, Interpreting and Public Relations. Although she has traveled a lot, she still thinks that there is no better place in the world than New York City. Aliona is a junior Psychology major at Hunter College and is currently exploring the fields of Clinical and Social Psychology hoping to pursue a doctoral degree.

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Procrastination: An Individual Disadvantage

by Janize Ariza

While working at the Romance Language Department at Hunter College, I had the opportunity to work with students who sought information about the different language courses (Spanish, Italian and French). They would ask for information pertaining to the diverse set of programs, since it is one of the General Education Requirements (GER). Sometimes, students would wait until the last minute to see if they could fulfill their language requirements. On various occasions students would leave the office disappointed because they knew that they could not graduate on time. I was left wondering how I could help the students realize the importance of fulfilling the language requirements early in their college course selection.

Russell's (2002) study on

ADHD found that many diagnosed adults experience school or work related problems, such as poor time management, keeping up to date with programmed coursework, carrying out obligatory readings, disorganization, and preparing written essays, more often than their undiagnosed colleagues (Russell, 2002). Ironically, these problems are commonly shared amongst people who are not diagnosed with ADHD, which leads to an unconscious individual disadvantage. Previous studies define procrastination as "the act of postponing tasks to the point of experiencing subjective discomfort" (Solomon & Rotblim, 1984, p. 503), which is linked to anxiety, fear of failure, stress and negative consequences" (Schraw & Wadkins, 2007). Whether it is at home, at work, or in an educational setting, people often choose to waste time and perform other tasks that are

more pleasurable before attempting to commence an unwanted task (like writing papers, figuring out the graduation requirements, or preparing a presentation for a work related project). Procrastination inevitably happens to anyone at any point in life.

Locus of control and anxiety are common measures utilized in current procrastination research. The Uguak, Elias, and Uli, (2007) study found that locus of control was positively related to academic achievement. Internal locus of control refers to a person who is responsible for their own behavior, whereas external locus of control refers to a person who sees other people, chance, or situations beyond their control, as reasons for their outcome (Uguak, Elias, & Uli, 2007). On the other hand, anxiety is another factor resulting in the individual disadvantage of procrastination.

In order to avoid anxiety, it is always good to ask questions to become savvy (clarify doubts at the moment you are receiving instructions, not a day before a deadline). Avoid waiting for

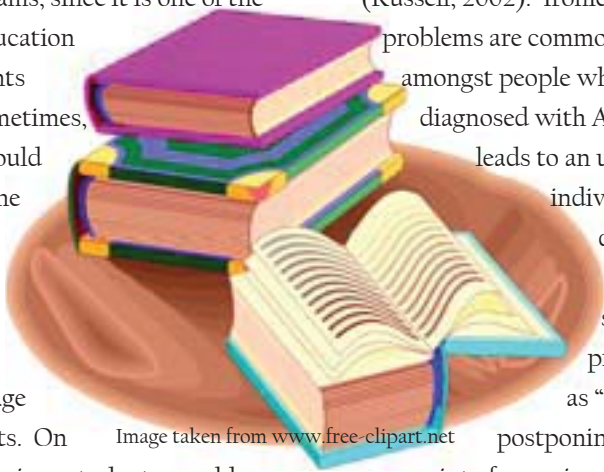


Image taken from www.free-clipart.net

the last minute to take care of business, because there may be a limitation of services. For example, students who wait, or procrastinate for three years to take care of their foreign language requirements cannot graduate on time.

Look out for yourself, because only you know how to take care of your needs. If you are in college because someone else wants you to be there, you will not succeed. In order to complete your education, you have to want to be in college to achieve maximum

“Procrastination inevitably happens to anyone at any point in life.”

success. If you need assistance, take advantage of all the services Hunter College offers. A professor or fellow classmates can help you locate additional services.

Keep in mind that the following places can help you with time management and clarification of doubts in a particular area of study. The Dolciani Math Learning Center (300 Hunter North), The Romance Language Department offers free tutoring for French, Italian and Spanish (Chaninn

Language Center Library room B-126 HW). There is nothing wrong with seeking help, and if services are available to you, then take the initiative to learn more. Your future is in your hands. The decisions you make mold your life. Choose wisely. ■

Janice Ariza was born and raised in New York City. She embarked on educational journey that lead her to accomplishing her dream of graduating from Hunter College. Janice enjoys motivating people to achieve the impossible, researching various topics, psychology, writing, and living life to the fullest.

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Psychological Research Refutes Common Study Habits

by Lindsay Brook

From the very first day we enter school we are told where, when and how to study. Teachers, parents, and peers have good intentions when teaching us the best study practices, but what if what they taught us is wrong?

Psychological research refutes many things we thought we knew about studying.

Most people have a particular spot where they go to do homework and study. It may be the library, your bedroom, or the kitchen table. It is a place where you feel comfortable and able to focus. However, this familiar place may be holding you

back from maximizing your study time. Psychological research shows that varying our location each time we study can actually improve our rate of retention. Multiple studies have shown that students who study the same material in two separate locations do far better on exams than those that only study in one location. This is because the brain makes subtle, usually subconscious, connections between the material and the environment. When we connect what we study to more than one thing, we are better able to

adapt to the new environment of the test taking location.

Many people like to listen to music while they are studying. We are

“Though music has many positive effects on the brain, research has shown that it can actually be a distraction while we study.”

often taught that some musical genres, such as classical music, are educational and can improve our ability to learn. Though music has many positive effects on the brain, research has shown

that it can actually be a distraction while we study. Having a quiet space is beneficial for staying focused on the task at hand.



Image taken from <http://hchc.edu/assets/images/clipart/Study%20Skills.gif>

We are taught, by the structure of our education system, to study one topic at a time. We usually set aside time for each topic and complete that task before moving on to the next one. Psychological research shows that this is not an effective study method, instead we should study more than one topic in one sitting. A study published in the journal "Applied Cognitive Psychology" taught groups of students how to study four types of math problems. The first group of students studied one type of problem at a time. The second group of students studied the problems in a mixed order.

The following day, they were given an exam with all four types of problems. The students who studied mixed problem sets averaged 77 percent on the exam while the other group averaged only 38 percent. The researchers concluded that, when students see the same material over and over, they only memorize the strategy, and not the concept. When we vary our learning, we remember the concept better and can analyze which strategy to use for different problems.

One somewhat useful study method we learn is not to cram. Research shows that there can positive

effects to this, but they are not long lived. When we cram, the material only stays in our brain for a very short period of time. If tested on the same material later on, we will not remember. This can prevent us from moving on to higher levels of learning. However, if we study for short amounts of time in multiple sittings, we are much more likely to retain the information at a later date. The harder it is to learn something, the harder it is to forget.

Many people, especially in college, study in groups. We are taught that this will maximize our knowledge by bringing multiple perspectives and ideas to the group. Research has shown that group study sessions can often be a distraction, as it often becomes more of a social event. The larger the group the more likely this is to happen. Studying in groups of two or three can be beneficial, however, more than that could cause the group to get off topic. It can cause some students to have to cram to make up for lost time.

Finals are quickly approaching and we all want to earn the best grades possible. We should take this advice and study often and early, in varied settings and with no more than two peers. Good Luck! ■

Lindsay Brook is a psychology major and sociology minor in her first semester at Hunter. She plans on becoming a clinical psychologist, working with at-risk children and teens.

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Monkey See, Children Do

by Zhao Liang

Chimpanzees and other monkeys have often been referred to as silly animals and unintelligent beings, hence the phrase “monkey see, monkey do.” Scientists have discovered that chimpanzees showed more intelligence in their approach to performing certain tasks than human children of the same age. In an experiment conducted at St Andrews University by Victoria Horner

and Andrew Whiten revealed that young chimpanzees were capable of utilizing both causal information and imitation in problem solving whereas human children were only capable of imitation.

The research subjects in the Horner and Whiten experiment are 12 chimpanzees from Uganda that aged from two to six and 16 human children

that aged from three to five.

The groups were presented with two boxes that contain food rewards. The first box is completely opaque, the contents within it are not visible, and the second box is clear and the contraptions within this box are visible. These boxes have two compartments in them, one on the top and one on the side, these compartments are not connected and the food reward can only be obtained by lifting the flap on the side compartment.

The researcher would demonstrate to the groups how to operate each box. The researcher performed stabbing motions into the top compartment, as if to skewer or move the contraptions in the box (this action is misleading, as stabbing the top compartment does nothing). He would then lift the flap on the side compartment to retrieve the food reward.

Chimpanzees that were given the opaque box copied the researcher’s every step; they performed the same stabbing motions to the top compartment and then opened the flap on the side to retrieve the reward. But chimpanzees that were given the clear box realized instantly that the stabbing motion was irrelevant. The chimps skipped the unnecessary steps and went straight to the side compartment for the food reward.

Children on the other hand performed the same actions to both boxes. They did not vary their actions when they were presented the clear box. They did not seem to understand that stabbing into the top compartment was unnecessary,

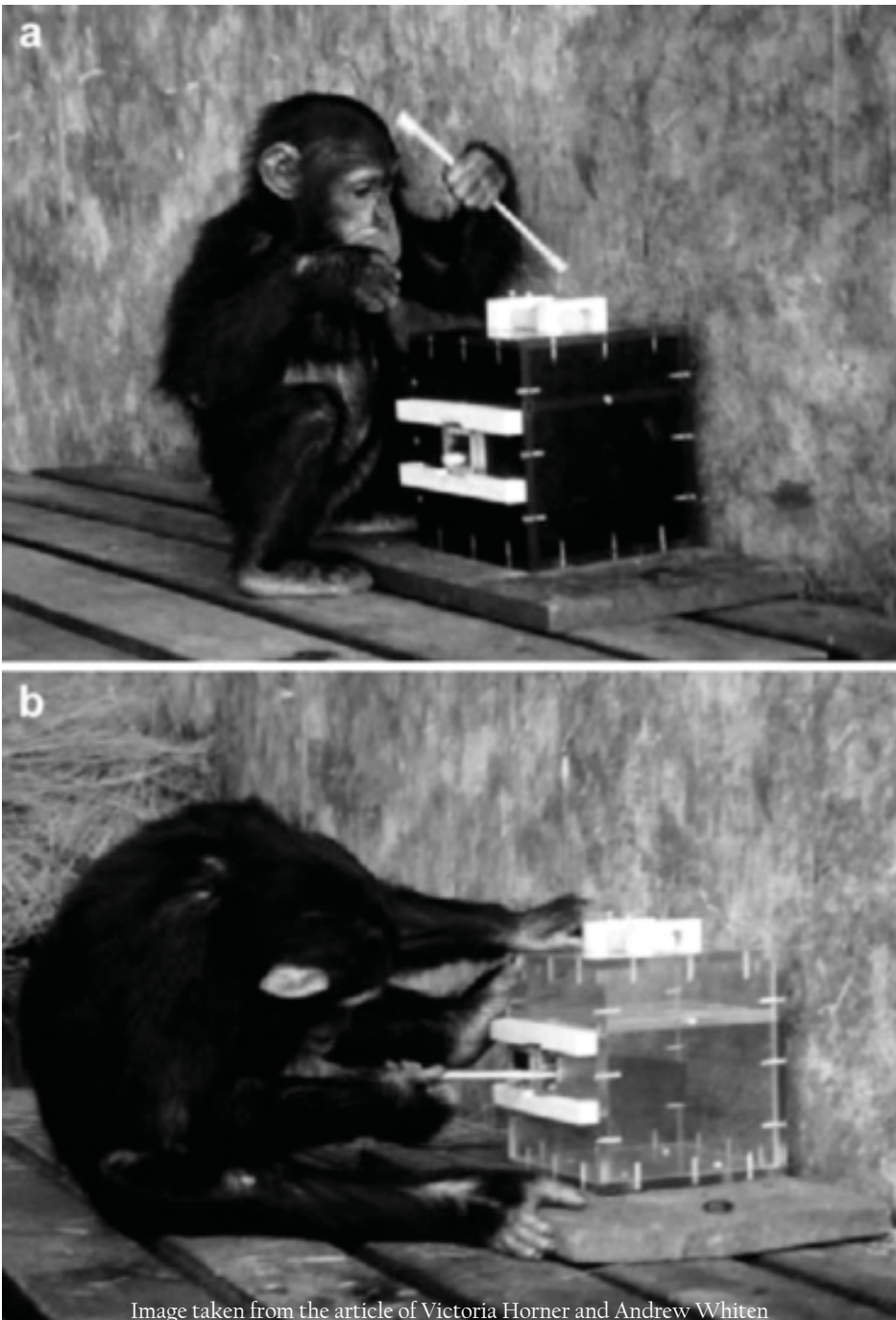


Image taken from the article of Victoria Horner and Andrew Whiten

the children continued to stab into the empty compartment before reaching for the reward in the side compartment. In the efforts of preventing the possibility that the children performed such tasks to please the researcher, the children were left alone during the experiment and filmed secretly.

“Professor Andrew Whiten, head of the Scottish Primate Research Group at St Andrews, which carried out the study, said this was clear evidence that chimps adopted a more intelligent approach to solving puzzles, even though they might not have the capacity of humans for other skills such as speech.” [Sunday Times]

Scientists have concluded that chimpanzees have developed the ability to utilize and understand causal information (stabbing motion into the top compartment does nothing, and lifting of side lid reveals food reward) at a much younger age than human

children. Chimpanzees will rely on causal information for problem solving when it is available (clear box, visible contraptions) but will revert to imitation when there is no causal information or when it is difficult to infer. Whereas human children were prone to copying everything, “All the children blindly copied everything I did, perhaps because as humans we’re predisposed to copy adults.” [Vicky Horner, Sunday Times]

The ability to understand causal information at a young age is important for chimpanzees because it is necessary for their social learning, chimpanzees learn from their parents mostly through observation, they obtain most of their skills and tool use knowledge from watching their parents without explanation. Human children on the other hand learn from their parents through interactions and

focuses on the actions and intentions of the demonstrators. It is more important for children to be able to replicate the demonstrator’s actions than to be able to understand them. Children trust that the intentions of the demonstrators are for their own good, and it is in the children’s interest to copy everything the demonstrators do. (This explains the copying of the futile stabbing of the top compartment)

Whereas we believe monkeys are the ones who mindlessly “ape,” this research proves the opposite. Monkeys are the ones who take a more logical approach to solving the task and human children merely copied everything they saw, which is the less intelligent approach. We should consider changing our views and beliefs of monkey intelligence. ■

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Adolescents and Psychological Trauma:

Redefining a Diagnosis, Considering Treatments and Mapping the Future

by Grace Akinrinade

Stress is a normal part of the teenage experience. Transitioning from childhood to adulthood is fraught with confusing experiences such as dating, friendships beginning and ending, puberty, and testing the tension with parents. But too much stress, or stress handled in the wrong way, is not normal. Psychological trauma is what happens as a result of experienced stress. Teens experience many of the same traumatic experiences as adults but their responses tend to differ (Shaw, 2000). The adolescent is still

growing and acquiring many of the skills necessary to self-manage and successfully navigate the world on their own. This article will address adolescents and psychological trauma, including the many forms of trauma that teenagers can experience, how clinicians are treating it, risk factors and protective factors that can increase or decrease the likelihood of experience a psychologically traumatic experience.

Trauma specific to adolescents comes in a variety of forms. The National Child Traumatic Stress

network website states that community or school violence can include attacks on a person such as beatings, rapings, knife stabbings and shootings (2010). It can involve disputes between people who are familiar with each other, or people who are not. It also addresses fights occurring at school. Trauma can occur when one witnesses such actions. Complex trauma usually involves more than one form of trauma, or trauma occurring over a long or extended period of time. Domestic violence for teens can happen within intimate relationships as well (Creative

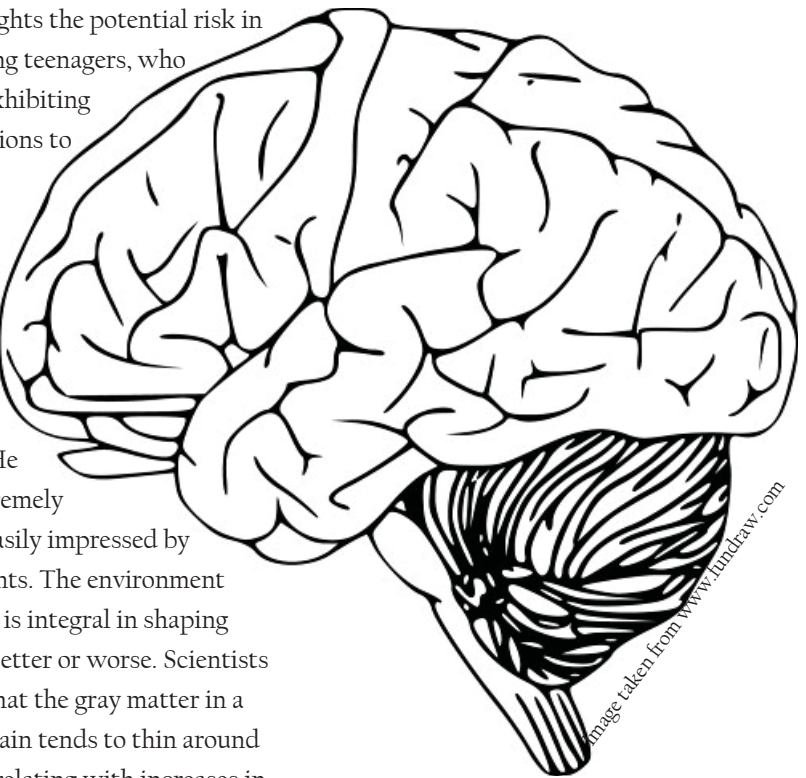
Communications Group, 2009). Issues such as parental abuse, being a male victim of abuse and belonging to typically stigmatized groups can contribute to these types of trauma, as well. Early childhood trauma can carry long-term effects on the psychosocial development of the child. Even if the child receives intervention, he or she can still become a violent teenager, and possibly engage in juvenile delinquency that can last into adulthood. Traumatic events, such as natural disasters and wars, still occur in some parts of the world. Finally, traumatic grief includes the loss of close ones or of lost relationships.

Sometimes teenagers who have gone through stressful and life-altering experiences may be diagnosed with post-traumatic stress disorder. Post-traumatic stress disorder, or PTSD, is classified by the DSM-IV as an anxiety disorder involving (1) exposure to a traumatic event, (2) persistent re-experiencing, (3) persistent avoidance and emotional numbing, (4) persistent symptoms of increased arousal not present before, and (5) all symptoms had to have lasted for more than a month (APA, 1994). All of the symptoms have to significantly impair normal functioning. The problem with the label PTSD is that it has been generally applied to multiple situations, populations, and behaviors—that is,

it lacks a specific etiology. It has been noted that its etiology can arise from events that are arguably less than “life-threatening events” (Rosen, Spitzer & McHugh, 2008). For teenagers, this might cover events such as divorce. Conversely, previous studies revealed that those with depression often exhibited symptoms resembling that of PTSD. The overextension of the PTSD

model highlights the potential risk in misdiagnosing teenagers, who are simply exhibiting normal reactions to life events.

A teenager is acquiring increases in cognitive, emotional capacities. He or she is extremely fragile and easily impressed by stressful events. The environment of a teenager is integral in shaping him for the better or worse. Scientists discovered that the gray matter in a teenager’s brain tends to thin around puberty, correlating with increases in cognitive abilities. They hypothesize that it may be the result of an increase in myelinated connections within the brain, leading to an increase in messages sent around the brain (Society for Neuroscience, 2010). These connections within the brain dealing with cognition and emotion are still in development. This might explain why their lives may be jolted by an extremely negative change. As a teenager matures, brain activity shifts from the back of the brain to the prefrontal cortex, where important cognitive decisions are made



“With their still-developing minds, teens’ brains might not be fully equipped to face new and unusual difficulties that may arise.”

(Gourdarzi, 2006). The way a teenager thinks and perceives changes as he gets older. With their still-developing minds, teens’ brains might not be fully equipped to face new and unusual difficulties that may arise.

This might explain why a teenager who faces the same difficulties an adult does might react more negatively than the latter.

Protective factors literally

“protect” a teenager from pain that could result from bad experiences. Protective factors can include, but are not limited to, a good support system such as family, friends, a good caseworker, or a therapist. Keeping occupied with extracurricular activities and/or having a job can also help a teenager who has experienced trauma. It can act as a distraction for those experiencing such things (Udwin, Boyle, Yule, Bolton, & O’Ryan, 2003).

It is important to keep in mind that some teenagers might be more prone to experiencing trauma than others. Teens who are more prone to the effects of trauma include those who have anxiety disorders and/or depression. Family members who have similar conditions place them at higher risk for feeling the effects of trauma. Certain types of trauma are in fact gendered: Boys are more likely to experience or witness stabbings and shootings, whereas girls outnumber their male counterparts in sexual assaults and attacks (Shaw, 2000).

The most important thing to

remember is that trauma is a matter of perspective. In the future, the diagnosing criteria for trauma might change. The

DSM-V, which is to be published in 2012, will have refined definitions and diagnoses for patients affected by

trauma (Spitzer, First, & Wakefield, 2007). How this will affect teenagers in treatment has yet to be seen. ■

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A Multicultural Competent Perspective for All

by Jennifer Rios

Adolescence is considered to be a crucial period for the development of mental illnesses due to the numerous biological, interpersonal, cognitive, environmental changes, and increasing numbers of stressful life events that occur during this period (Sheffield, Fiorenza, & Sofronoff, 2004). According to research, twenty percent or more of children and adolescents in this country will experience mental health issues such as depression, self-injurious behaviors, substance abuse, anxiety, and a plethora of other concerns (Kaffenberger & Seligman, 2007; National Assembly on School-Based Health Care, 2009). Also, approximately ten percent of this

population will experience serious emotional disturbances (Teich, Buck, Graver, Schroeder, & Zheng, 2003). More specifically, twenty-four percent of adolescents were found, in a community sample, to report a diagnosable disorder (Romano, Tremblay, Vitaro, Zoccolillo, & Pagani, 2001). In order to improve diagnosis of culturally diverse adolescents, it is imperative to consider multicultural training. Therefore, it is important to analyze the relationship between mental health professionals

and multicultural counseling in order to provide effective and efficient treatment.

Multicultural counseling is important because it affects assessment and treatment for the client. Although

“Multicultural courses help lessen, or even eliminate, the preexisting assumptions that influence how culturally diverse adolescents are portrayed.”

the mental health issues of adolescents are ever changing and there are various factors to take into consideration when diagnosing adolescents, such as poverty,

violence, transience, child abuse, learning disabilities, and other mental health issues (Holcomb-McCoy, 2007; McAuliffe, Danner, Grothaus, & Doyle,

2008), mental health professionals can provide efficient and effective services that can improve the mental health issues through proper multicultural training. Merluzzi and Merluzzi (1978) found that 73.3% of the counselors used in their study felt incompetent when counseling minorities because their programs did not train them to do so. These findings emphasize the need of multicultural counseling training (Merluzzi & Merluzzi, 1978). As a result, multicultural awareness and sensitivity are important when attempting to understand the problems that are found amongst culturally diverse populations (Spencer & Oatts, 1999).

After Merluzzi and Merluzzi's (1978) study, there was an increasing interest and concern about the lack of multicultural training and the desire to increase the amount of competent counselors. As a result, the number of publications for multicultural counseling competence has increase from 29 publications in the year 1999 to 40 publications in the year 2001 (Atkinson & Israel, 2003). According to

Constantine (2002), more multicultural counseling training related to higher levels of self-reported multicultural counseling competence. Multicultural courses help lessen, or even eliminate, the preexisting assumptions that influence how culturally diverse adolescents are portrayed. Due to the fact that mental health professionals will most likely come across many people who come from a variety of cultures, races, and socioeconomic classes, it is important to be knowledgeable of the differing backgrounds, values, and economical struggles of clients. The goal of multicultural competent counselors is to encourage empowerment that advocates personal control and self-efficacy, which is done by helping the client accomplish victories, and avoid patterns of learned helplessness (Fusick & Bordeau, 2004).

As a result of a melting pot

that only seems to grow, careful attention should be paid to culture in diagnosis and treatment determination based on varying perspectives. As a student at Hunter College, an institution that contains people from all



Image taken from www.lhsfrenchclasses.wikispaces.com

across the globe, it has been extremely easy to meet many people with differing backgrounds and values. Hunter College alone has taught me about being multiculturally competent with others but not everyone has the luxury to attend such a school. As a result, I am hoping that this approach continues to be instilled in others, as it was to me, in order to help develop a multicultural competent world. ■

The Psychology Behind Relationships

by Bak Keung Ko

Have you ever felt that you had a connection with another person you knew? This can be labeled as a relationship. But what is a relationship? According to the Webster dictionary, it is “a specific instance or a type of kinship”. As everyone may know, there are different variations including intimate relationships and social relationships. These are usually between a man and a woman, in other words opposite sexes in love. The other type of relationship is same sex in love. These types of relationships have been

seen and known throughout history.

So what is the difference between same sex or opposite sex relationships? Why do these types of intimate relationships exist? Some may say that it is pre-destined like Adam and Eve while others say that it is a result of hormones. Regardless, there are common aspects in these relationships. Many look to seek long-

term companionship while others seek pleasure through sexual intercourse.

“Why do these types of intimate relationships exist? Some may say that it is pre-destined like Adam and Eve while others say that it is a result of hormones.”

These are the usual reasons for engaging in a relationship.

Like everything else, there are risks and consequences in engaging in relationships. Young people who engage early often

result in negative impacts in their academic status. Another is the risk of

Jennifer Rios is a senior at Hunter College and her interests are centered on child and adolescent populations. She looks forward to working in a

range of settings with clients who may have a variety of concerns, such as drop-out prevention, college access, bullying, acceptance of LGBTQ populations,

and HIV and AIDS awareness in educational environments, children and family settings, and correctional facilities.

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transmitting STD's. Both of these points portray relationships in a bad direction. However, there are good benefits to a relationship. There will be someone to go to when you fall down or you can share your happy moments with him or her.

Even if all this is true, many still try to find a logical reason to understanding human relationships and human behavior. Clinical psychology is one area of science that explores this. This is an area that focuses on the understanding and improving of human

psychological, social, mental and emotional development. General trends that psychologists see in relationships are love, time and commitment (Dreyfus, n.d.). These are the main factors that primarily affect a relationship between two people. If one of these is missing, then it may be possible that the relationship will fall apart. When in context of the teenage



Image taken from www.darceldisappoints.blogspot.com

population, students are often engaging in sexual relationships as a result of peer pressure (Aerry, 2010). Many feel

that it would be a fun and cool thing to do, but in the end those consequences come back and bite you. Here at Hunter College, many researchers work to discover the reasoning behind human behavior through emotion regulation and behavioral psychology among others. Through social research, they try to understand why people behave as they do, including why they engage in

relationships.

In conclusion, relationships can be easily labeled but not as easily understood. The psychology behind relationships has still yet to be fully developed. However, we still continue to engage in them because the benefits outweigh the risks. We do what we believe makes us happy and in the end, we hope for it to be worthwhile. ■

Bak Keung Ko is an undergraduate junior at Hunter College. He is currently pursuing a Biology major with Honors and Specials Honors Curriculum (tentative) with the intent of going onto medical school. He has been writing for Psych News since his freshman year and it has continued to help develop his interests in neuroscience and public health. He has also started his own club, Exploring Culinary Health Outreach, on campus to promote these in the college setting and if you're interested, he hopes you'll join him in his quest to learn more about them!

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Humans as Pavlovian Dogs: Learning Food Preferences

by Patrycja Klimek

We always strive to improve aspects of ourselves when we become aware of flaws. One flaw that came to my attention was my eating habits; I realized I should probably be eating something other than chocolate, meat, and more chocolate. I decided to try a new routine: 5 carrots per day. It started as a conscious daily routine but emerged into an automatic habit that I did not have to think about. But the most intriguing discovery was that I naturally desired less junk food. These personal observations drove me to question: What happens psychologically that increases

propensity toward healthier foods? Is it possible to change food preferences through mere habitual formation? Although it would be interesting to explore this possibility for adults, most research has emphasized that data for this phenomenon is more reliable in explaining and impacting the early stages of our development. Two important factors, exposure and learning, are supported by research in their roles in the psychological management of children's food habits.

Zajonc devised the important principle of mere exposure, which would explain how repetition can be

extremely significant in the development of food habits in children (Gilovich, Keltner, and Nisbett, 2006). He stated that repeated exposure to a stimulus increases an individual's attraction toward it (Gilovich *et al.*, 2006). One example

of how this works is the study done through the "Food Friends: Making New Foods Fun for Kids" program. Children were repeatedly exposed to novice foods and the results showed an increase in the children's acceptance of them (Young, Anderson, Beckstrom, Bellows, & Johnson, 2003). It is encouraging however to note that the effects of repeated exposure on food preferences have also been empirically observed in adults (Capaldi, 1996). The role of repeated exposure is vital to the concept of Pavlovian conditioning, which refers to a change in behavior toward a conditioned stimulus after pairing with an unconditioned one (Eertmans, Baeyens, and Van den Bergh, 2001).

One relevant type of classical conditioning called flavor-flavor learning, serves to explain the possibility of learning new food preferences. The notion behind this, Capaldi (1996) states, is that if a familiar and liked flavor is associated with a new flavor, it will lead to the conditioned liking of

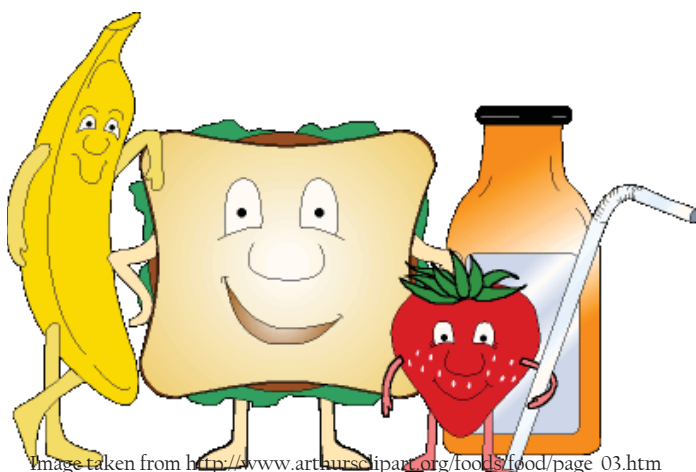


Image taken from http://www.artsourceclipart.org/foods/food/page_03.htm

the new flavor. Experiments have shown that unsweetened vegetables repeatedly paired with the sugar flavor become more liked themselves, therefore demonstrating this type of learning (Eertmans, Baeyens, and Van den Bergh, 2001). Another relevant part of teaching new habits is

“One flaw that came to my attention was my eating habits; I realized I should probably be eating something other than chocolate, meat, and more chocolate.”

social learning; observation of a social model’s reactions to foods can influence the observer’s food liking (Eertmans et al., 2001). Therefore, the importance of the social context- the people around

you- is pertinent in the formation of food preferences for children (Eertmans et al., 2001).

The significant impact of mere exposure and learning on children’s eating development makes us question why this cannot be applied to adult dietary changes.

Brunstrom (2005) stressed in his research that learning is more reliable in children because they respond to cues of hunger and satisfaction of that hunger, while adults respond to

time and the social environment. Our awareness of external factors restrains us from learning food preferences as efficiently as children. A hopeful start in healthier diet changes for adults is the evidence of the successful effect of repeated exposure. Only future research can concoct new possibilities that will make learning more reliable for changing food habits in adults. ■

Patrycja is a sophomore and plans to attend graduate school to become a psychologist with a clinical emphasis. She is most interested in various mental disorders, particularly anxiety, mood, and eating disorders. Outside of academia, she loves playing the piano and taking dance lessons.

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Now You See Me, Now You Don’t: *An Investigation Into the Origins and Studies of Subliminal Advertisement*

by Jane Selegean

Subliminal messages, also known as subliminal stimuli, are sneaky whispers in movies or commercials that tell you to buy the newest style of shoes or sneak out of the house to see your boyfriend. “Secret influences” like those also come in the forms of paper advertisements, songs and even political campaigns. Throughout the years, the psychologists have performed tremendous amount of research on its effects and if those quick flashes of popcorn during a movie really make you

want to go and buy the salty snack.

Perhaps one of the most recent controversial pieces of recent subliminal messaging took place during the 2000 presidential election campaign, when during a Bush ad, the word “RATS” flashed across the screen when talking about the prescription plan of each opposing candidate’s administration.

“Although your awakened senses may not hear it, subliminal messages register and influence your decisions unknowingly...”

It is not illegal in the United States to use subliminal messaging, however the FCC deemed to be “contrary to the public interest.” The FCC investigated the matter, but no profound action was taken (Egan, 2000).

Timeless as Disney movies are, it has been argued that subliminal messages have

been drawn in to the innocent tales to tell children a little bit about sex before their moms and dads have to. In the beloved cartoon *Aladdin*, a verbal subliminal message was noticed in the scene where Aladdin calls for Jasmine to come out and see him. If you listen very closely, he continues to say in a lower tone, “Good teenagers take off your clothes,” (DeMarco, 2000). In *The Little Mermaid*, during Ariel and Eric’s wedding, it seems that the priest has a notable erection at the beginning of the ceremony (Lav, 2002). Shocking, isn’t it? And in the king of all Disney movies, *The Lion King*, Simba lays down on Pride Rock beside a cloud of dust and grass spelling the letters “S-E-X” (Mikkelson, 1996). The point of subliminal messaging is to appeal to the subconscious, and all of these go without being noticed. Although your awakened senses may not hear it, subliminal messages register and influence your decisions unknowingly, according to scientists.

James Vickary, a market researcher of the University of Michigan, introduced and developed the phenomena of subliminal messaging. In a 1957 experiment, Vickary claimed that the sales of popcorn rose 57.5% and sales of soda improved 18.1% after flashing a picture of popcorn and soda during a movie. The test was conducted with a grand total of 45,699 unsuspecting moviegoers. What appeared on the



screen were two separate 1/60,000th of a second flashes of “Eat Popcorn” and “Drink Coca-Cola” (Rogers, 1992). Later in his life, after being badgered about the authenticity of his study, Vickary admitted to his research being “a gimmick,” and there was no profound evidence was accumulated to support the idea that there was a strong change in behavior due to subliminal stimuli (Di Meglio & Damast, 2008).

Vickary planted a seed into the psychology research field, and studies continue being conducted today on the possibility of subliminal influence in our world. Professor Wilson Bryan Key of the University of Western Ohio conducted studies in the 1970’s indicating that subliminal messages were heavily present in advertising. For example, he discovered that in advertisements for Johnny Walker scotch, images of skulls and screaming faces were found on the ice cubes.

The alcoholic subjects who participated in the study in fact dreamed these images. In addition, former alcoholics who claimed to be independent for alcoholic influence presently felt the urge to drink once more after having participated in the study (Frank, 1984).

Joel Cooper of Princeton University conducted another study in which a test group watched an episode of the Simpsons with twenty-four

33-millisecond frames of pictures of Coca-Cola cans and the word thirsty. A control group was also tested with twenty-four 33-millisecond frames that were blank. The research found that the test group was noticeably thirsty after watching the show. This seemed to further investigate Vickary’s original theory (2002). The University College of London published works in 2007 demonstrating that subliminal messaging in fact does subconsciously divert the attention of the brain. The study suggests that subliminal messaging does in fact leave a lasting impression on the brain. It is interesting to note that subliminal messaging is outlawed in the United Kingdom (2007).

Although research has shown us that subliminal messaging can have various effects and the results remain open, the imaginations of psychologists and scientists still make us want to know how to sell more popcorn and soda without explicitly making such a demand. ■

Jane Selegean is a freshman at Hunter College who is majoring in Psychology and minoring in English. She is a recipient of the Presidential Leadership Scholarship and was named CUNYAC Women’s Tennis 2010 Rookie of the Year. She enjoys being with family and friends and hopes to see the Great Sphinx of Giza someday.



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College Anxiety and How to Deal With It

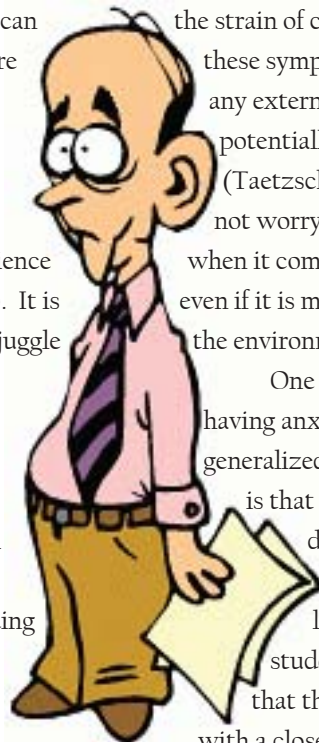
by Sarah Frantz

College is stressful- I do not think anyone would argue that. When you were in high school, all you thought about was graduating. You saw college as a sort of beacon of freedom and independence. Then you actually started college, and pretty soon you realized that freedom, adulthood, and scholarship are not exactly what you imagined. Sure, you do not have to do everything your parents say anymore- you can eat what you want, sleep when you want, and date who you want. At the same time, this new phase of life you have entered can be hard to adjust to. Your classes are more difficult, and there is more competition to succeed. You are constantly reminded, whether it is actually true or not, that how you do in college affects the rest of your life, and you are actually expected to know what you want to do with the rest of your life.

College also ushers in a new stage in your personal life. Maybe you are living on your own and have

to work to pay rent. You are now responsible for yourself and have to figure out who you are and what you want. Adjusting to this can definitely put a lot of pressure and stress on you. A 2008 Associated Press and mtvU survey reported that 80% of college students say they frequently/sometimes experience daily stress (Webster, 2008). It is normal to find it difficult to juggle everything expected of you. When the stress you have to deal with gets out of hand, anxiety kicks in.

Anxiety is a natural response to stress, and it comes in many forms, including social, test, generalized, and situational (Tartakovsky, 2008). Anxiety, in all its forms, includes symptoms like excessive worry, inability to relax, insomnia, irritability, muscle tension, and headaches (Diagnosis Dictionary,



2009). Sound familiar? Well, don't worry because in most cases it is a temporary, commonplace reaction to the strain of college life. However, if these symptoms persist without any external causes, you could potentially have an anxiety disorder (Taetzsch, 2007). But, again, do not worry- there are many options when it comes to handling anxiety, even if it is more than just a response to the environment (Miller, 2008).

One of the problems with having anxiety, whether it is a generalized disorder or situational, is that many college students do not want to ask for help. In a 2006 study, less than a quarter of students interviewed said that they would be comfortable with a close friend knowing that he or she had sought help (Tartakovsky, 2008). There is a stigma associated with having any sort of mental health issue, and many sufferers stay silent and

attempt to deal with it on their own, oft times in very unhealthy ways. The rise in anxiety and depression in college students over the past twenty years may very well correlate with the rise in alcoholism and drug addiction on college campuses throughout the nation (Tartakovsky, 2008).

Any kind of substance of abuse, such as alcohol, marijuana,

or cocaine, effects the brains production of the neurotransmitter dopamine.

Dopamine regulates feelings of happiness and also

controls motivation, reasoning, and movement. When you take a drug, excess dopamine is produced, causing that euphoria or pleasurable relaxation you feel. However, when the drug is out of your system, the neurotransmitters have been 'reset' and thus less dopamine is produced. This is what causes a user to 'come down' after a night of drinking or experimenting with substances. Less dopamine equals

less pleasurable emotions, allowing depressed or anxious feelings to take over (How Stimulants Affect the Brain and Behavior, 2010). Maybe you, like many college students, drink to relax and be able to forget about all of your stress and anxiety. This is obviously not a particularly constructive way to deal. It only serves to perpetuate the feelings you were trying to avoid in the

“One of the problems with having anxiety, whether it is a generalized disorder or situational, is that many college students do not want to ask for help.”

first place and can form habits that will last long after college graduation.

There are many healthy ways to combat anxiety.

First and foremost,

you should talk to someone. Hunter College has a great personal counseling program located in 1119 Hunter East (212-772-4931). You should make an appointment, but a counselor will see you even if you don't (Ader, 2010). If you are embarrassed to meet with a counselor, just talk about what you're going through with someone. Whether that person is a friend, a relative, or even a favorite professor, discussing

your anxieties and worries can help you see them in a different, more objective way, thus making them easier to deal with. If you do not want talk to anyone, try writing it down- just getting these issues out of your own head can be cathartic (Miller, 2008). Another important thing you can do is allocate time to do the things that make you feel happy and relaxed. Learning how to budget your time and not multitasking can help reduce stress (Misra, 2000).

Changing your lifestyle just a bit can also help. Physical exercise can take the energy you are spending freaking out about everything and expend it in a healthy way that also produces endorphins, a hormone that makes you "feel good." Nutritionally, green tea and avocados have been shown to reduce anxiety (Miller). Mushrooms, eggs, pork, whole grains and nuts contain pantothenic acid (Vitamin B5). Vitamin B5 is often used for lessening stress because it helps to regulate cortisol, a hormone which is stress-activated; when present in excess, it can lower your metabolism and prolonged symptoms of stress

I/O Psychology

by Angelica Garcia

As I went up the elevator I became increasingly nervous. I was really excited about this job but I didn't know what to expect. I met with the interviewer who looked at my resume, asked me some basic questions, but then went on to talk about this amazing person he just interviewed for the rest of my interview. I left, needless to say, disappointed and yet again all I could think about was one of the least talked about subjects in Psych 100, Industrial/Organizational Psychology. I/O, as it

is also known, is a field in psychology that deals with the human performance in the workplace. It incorporates organizational, personality, and other aspects of psychology to find solutions to problems in businesses. I/O psychologists conduct research and work with companies to train employers, coach, assess and develop employee skills, improve worker-manager relationships, as well as coworker relationships, leadership skills, motivation, and balance of work

and life issues.

Industrial/Organizational Psychology was founded in the late 19th century in order to find solutions to problems within the business areas. During this period new corporations were being developed and big cities were emerging. Psychologists wanted to measure people's motivations and the capacity of these workers to produce in the areas in which they were currently working in. To increase the level of success, companies needed

(Scott, 2008). Turkey contains tryptophan, which promotes a better mood. Also, drinking in moderation and abstaining from recreational drugs will also help regulate your emotions. Some natural 'medicines' include valerian root supplements, which help to promote relaxation and restful sleep, and kava kava extract aids in reducing tension (Miller).

Stress is caused by so many

things and can become overwhelming. The anxiety you may feel in response to the pressures of college is a natural reaction. However, feeling anxious and worried all the time is no way to spend your time in college. There are many ways to combat anxiety or just lessen stress- talking to another person, exercising, managing your time better, and changing your diet. Don't let anxiety take control of your life. Do

something about it. And even though you can never be fully free of stress, learning how to deal with it is the next best thing. ■

This is Sarah's first year at Hunter after transferring from schools in Texas and California, and she love it here! She is an upper level junior and plans on attending graduate school after she finishes her B.A. Her goal is to work as a cognitive therapist for teenagers and young adults that have experienced trauma.

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to exploit a person's potential. The research done by these pioneer I/O Psychologists has paved the way for Human Resource in all companies and the mechanics of how a company is run. SIOP, stands for the Society for Industrial- Organizational Psychology, and it is the major organization that represents I/O, also known as Division 14 of the American Psychological Association.

The job description of an I/O psychologist entails many important

aspects of everyday functioning. One of the first steps of every company is to hire personnel; I/O Psychologists train employers how to conduct proper interviews to assess the interviewee's qualities. In doing so it increases the rate of the person being hired's success in the company. Many employers do not have proper interview skills, and as what happened with myself, they might deprive someone of an honest perspective of the company. Once the right personnel are hired, psychologists

coach managers on how to handle problems and the proper way to talk to the employees about those problems. It is very important, like any relationship to have open communication. Workers are encouraged to speak up about their opinions and give input to the company; likewise managers are encouraged to take these opinions into consideration. If their workers feel they are an important asset to the company it will boost productivity as well as making them comfortable in

the environment they are in. As with an enriching classroom, offices are encourage to be decorated in a lively fashion and with objects that make staff feel at ease. I/O Psychologists provide their input on some glitches the company might have in coherence with the research that they conduct while observing the company and working with the staff.

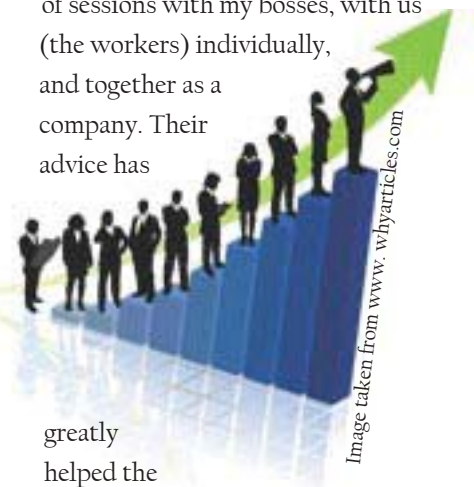
Many companies have hired Industrial/Organizational Psychologists during this rough economic time to help their companies deal with the struggle. They are hired as consultants on a need-basis period or as full time staff as part of the human resources team. Some I/O psychologists have even started their own businesses, which have been extremely successful. Companies such as IBM, Ford Motor Co., and Pepsi Co, have on staff psychologists. General Motors Corp for example, has hired I/O psychologists to help restore the company from bankruptcy. General Motors needed to motivate workers to increase production and pick up the company, these psychologists helped through the process of how to go about alleviating many problems that lead to their bankruptcy in the first place.

This career can be very fulfilling, seeing that a person gets to be part of a positive change in the work life of many people. In order to

become an I/O psychologist a person is required to hold a master's degree or PhD in Industrial Organization Psychology. As many psychologists do, practitioners' may concentrate in other fields of psychology and use the staff they work with as a basis for their other research. In the CUNY system, Baruch College offers an I/O program. The MS at Baruch is a 36 credits, of which 18 are required, 6 credits are given for your thesis, and 12 in a variety of possible electives. An MBA, which is a business master, is also offered. The requirements for the MBA are 72-credit program divided into 24-18-18-12 credits in the course of four years. At Baruch they also provide a PhD program which requires your Master's Thesis, Written Comprehension Examination and a Dissertation.

Industrial Organizational psychology has greatly impacted the way the companies are managed and the improved the consideration for human reinforcement in order to produce better work ethics. It has had a very positive effect at my job, which about 5 minutes after leaving that uncomfortable interview, hired me. A week later I spoke to my manager regarding my interview and suggested one I/O psychologist to be brought in for a trial. I thought it could beneficial for us as a company. She took it into

consideration, brought the specialist and the impact of that one day led her to hire the psychologist. The psychologist and her team had a couple of sessions with my bosses, with us (the workers) individually, and together as a company. Their advice has



greatly helped the way the company functions especially the way new personnel is hired. Industrial/Organizational Psychology has significantly affected the economy in a positive way. It has improved the way companies are run and opened a new horizon to psychology. It incorporates psychology into the workforce, and in my perspective it is the best combination that ends with the best results. ■

Angelica Garcia was born and raised in Queens, NY. She is very passionate about everything she does, shy at first, but very fun to be with as you get to know her. She is a Psychology major but pursuing a career in Fashion Marketing. Her interests are music, movies, and photography, among other things.

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Is Psychology a “Soft Science?”

by Sviatoslav Kendall

If you tell enough people that you are studying psychology, sooner or later you are bound to run into someone who will tell you that you are studying a “soft” science. The first time you hear this assertion, it may seem like the person calling your chosen academic discipline “soft” is insulting you (and they might be doing just that), although it is also possible that someone will present this assertion to you as an invitation to intellectual discussion. In either case, it is worth having an understanding of what this assertion means so you can be better prepared to discuss this issue.

Usually when people say that psychology, sociology, anthropology, economics, political science are “soft” sciences, they mean to say is that the rules which govern the systems and the methods used to study them are not as rigid as comparable “hard” sciences. Physics is considered to be a “hard” science because physicists are able to describe, measure and predict phenomena with a very high level of precision and accuracy. Physics is a discipline with a multitude of laws, or statements that describe phenomena with virtually complete reliability. These laws are typically expressed in mathematical language in an attempt to describe reality accurately and consistently as possible. One well known law of physics, the law of gravity, is considered to be fundamental and inarguable. Because of these characteristics, physicists are able to use the law of gravity as a foundation for further enquiry and testing which expands human understanding of the physical world (Giancoli, 2005). Subsequent discoveries which are

similarly reliable lead to new laws of physics which provide new foundations for even more enquiry. The remarkable achievements that are made possible through this process of establishing strong foundations of knowledge and understanding are truly breathtaking.

Consider space exploration; the precision and accuracy of physics allows people to build an object with a special shape and design which can then be propelled at a moving target over 33 million miles away where it will autonomously perform research on its new environment and transmit its findings all the way back to Earth (Rouff, Hinchey & Rash, 2005). To do this, physicists have to be able to measure everything involved from the weight of the rocket to the combustibility of rocket fuel to the orbital trajectory of Mars, then they have to calculate how to arrange all these measurements in just the right way to predict exactly what must be done to make the mission a success. They also have to be able to check their work as they go to eliminate any errors along the way. Without a series of reliable laws dictating how the various factors involved will affect the outcome, physicists would never be able to achieve the precision and accuracy in their measurements, calculations and resulting predictions that make space travel possible.

Now consider a clinical

psychologist tasked with diagnosing a person displaying unusual behavior; the accuracy of the resulting diagnosis is limited by the subjectivity of the psychologist, which edition of the DSM they are using as a reference as well as what symptoms and behaviors the person displays while under observation (Milin, Walker, & Duffy, 2011). Further potentially “softening” factors in such a diagnosis could include: significant but unaccounted for cultural influences, unknown structural abnormalities in the subject’s brain and conditioned responses to

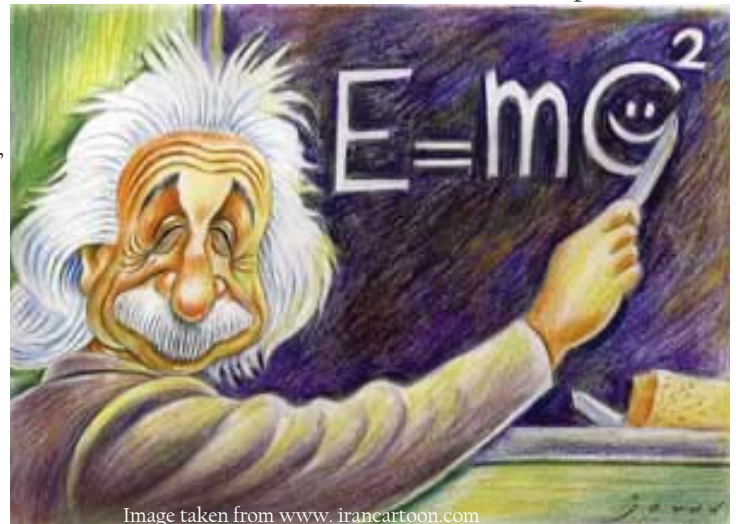


Image taken from www.irancartoon.com

seemingly innocuous stimuli within the observational environment to name a few. While some of these factors can be controlled to some degree (by ensuring a high level of multicultural awareness in the diagnosing psychologist, for example) other factors (such the structural integrity of the subject’s brain) may be impossible to measure and take into consideration (Braaten, 2011). With a myriad of factors to consider and inescapable uncertainty in their measurements, the psychologist is forced to make a diagnosis that is partly intuitive rather than relying on quantitative analysis and logic alone.

This need for subjective judgment is at the heart of what makes psychology a “soft” science.

Part of psychology’s “softness” comes from the fact that we are studying immensely complex systems. The human brain is often estimated to be made up of around 100 billion neurons (Carlson, 2010). As psychologists, we are studying how those 100 billion neurons interact with each other, with other systems in a person’s body and with all the different systems found in the environment.

Having a precise and accurate model to describe how such an immensely complex meta-system functions would make space travel seem like basic arithmetic.

“Having a precise and accurate model to describe how such an immensely complex meta-system functions would make space travel seem like basic arithmetic.”

Another major source of psychology’s “softness” is due to the fact that our ability to collect data and take measurements is limited by certain ethical and practical considerations.

Most “hard” scientists are able to study a particular system of interest

by dismantling it and studying its components or trying to put it back together. When the subject of interest is a human brain, this approach is far less readily available than when the subject of interest is a newly-discovered metal.

It is worth pointing out that “soft” sciences are still valid scientific disciplines capable of both expanding our understanding of the world and making accurate predictions

despite their limitations. The clinical psychologist from the example may not be able to predict exactly how a patient will react to a given stimulus, but they can probably make an accurate diagnosis and prescribe the most appropriate treatment available. One of the benefits of “soft” science is that it allows more flexibility in interpreting research findings and making sense of data. This can lead to profound new insights and open up exciting new lines of enquiry. In the case of clinical diagnosis, this flexibility allows the psychologist to recognize when the details of a patient’s case do not fit neatly into the criteria set out by the DSM. The extra flexibility awarded by being “soft” seems to come at the expense of the accuracy and reliability associated with “hard” science.

It is also worth pointing out that there are some aspects

Your Love is My Drug

by Rumana Miah

Singer and songwriter, Ke\$ha, says it all when she sings: “Because your love, your love, your love, is my drug” (Kesha). Love can be comparable to drug addiction. People can become addicted to other people in the same way they become addicted to drugs. Studies have been proven to show that love triggers the dopamine system in the brain, the same system which is associated with drug addiction and pleasure. In other words, the pleasure one gains from consuming drugs is similar to the feeling of falling in love and vice versa. According to a recent study conducted by researchers, Jarred Younger and Sean Mackey, from Stanford University, love not only lights up our reward systems in the brain

just like cocaine, but it also acts as a painkiller like morphine (Parker-Pope, 2010).

The behaviors involved with drug addiction and love are found to be very similar. People in love are so infatuated with their loved one, that they are deeply focused on that person and can’t stop thinking about them. A person addicted to drugs acts in the same manner.

This behavioral study investigated the relationship between feelings of romantic love, pain relief and activation of the reward centers of the brain (Younger *et al.*, 2010). The purpose of the study was to explore the neural pathways of the brain by which viewing pictures of a loved one can alleviate

pain. A better understanding of the working of these pathways may provide new methods for creating effective pain relief. Previous animal studies have shown reward centers of the brain to be critically involved in pain relief. The results of these studies propose that the activation of these reward centers (perhaps even without pharmaceutical drugs) could reduce pain in humans.

Researchers recruited 15 undergraduates (eight women and seven men from ages 19-21 years of age) for this study (Younger *et al.*, 2010). Subjects were in the initial phase of a romance (9 months or less) characterized by infatuation. Participants were chosen using the Passionate Love Scale (PLS), which was designed to measure

of psychology that are “harder” than others. Brain lesion studies have proven to be an accurate and reliable method of mapping out what functions various brain regions are responsible for (Carlson, 2010). By comparison, Sigmund Freud’s contributions to the study of dream analysis have not been tested and substantiated and thus are relatively “softer”.

“Soft” or not, psychology’s contributions to our modern world

are undeniable. Although “hard” sciences like physics or chemistry, are often capable of greater precision and accuracy in their predictions than psychology; every accurate prediction a psychologist makes is testament to the discipline’s validity. There are distinct advantages to practicing both “hard” and “soft” science; and I would argue that you can do both within the realm of psychology. As you go through your life as a student of psychology,

remember that you are a scientist and ask yourself from time to time, “How hard or soft is your science?”. ■

Sviatoslav Kendall is a senior whose pursuits in psychology include the Behavioral Neuroscience Concentration, Psi Chi membership and fulfilling the role of treasurer for Psych News. Slav, as he is known to anyone unable to pronounce his ethnic-Ukrainian first name, has aspirations of attending medical school. His non-academic interests include performance arts, geopolitics, spirituality, cooking and kung fu.

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Image taken from www.prevention.com
passionate love (Hatfield & Sprecher, 1986). The PLS was developed by researchers, Elaine Hatfield and Susan

Sprecher. It was adapted from another study and it was “specifically designed to assess the cognitive, emotional, and behavioral components of passionate love” (Hatfield & Sprecher, 1986). Each participant took the survey and described themselves as intensely in love. They were each asked to bring a photo of their lover and a familiar acquaintance of the opposite sex that was equally as attractive. The subjects were exposed to different degrees of pain (provided by a heated probe placed in one hand), while completing three separate tasks. Each task was conducted under degrees of no pain, mild pain, and high pain. At the same time, the subjects’ brains were scanned with an fMRI machine and at the end of

each task, researchers analyzed neural activity.

For the first task, participants were flashed a photo of a lover, while being exposed to different degrees of pain. For the second task, participants were flashed a photo of an attractive acquaintance, while also being exposed to different degrees of pain. During these two tasks, the subjects were asked to think intently about the person in each picture while they were being scanned by the fMRI machine. And for the final task, subjects participated in a distraction task. Previous studies have shown that distraction was also associated with pain relief. Researchers wanted to make certain that love was not merely

working as a distraction from pain. In the distraction task, participants were given a phrase and asked to make as many responses as they wanted.

The results indicated that both love and distraction equally relieved pain, and at a greater degree than by focusing on the photo of the attractive acquaintance. Surprisingly, the two tasks used very different neural pathways. The neural pathways used by the distraction test were mostly cognitive, using cortical parts of the brain. Love-induced pain relief, on the other hand, was more associated with the reward centers of the brain. It seems to be participating in activating deep structures that may be involved in blocking pain at a spinal level.

This study has several, compromising faults. First, this study

was conducted with a small sample size which may contribute to inaccuracy of the results. Second, there was no measure of how much attention each subject paid to a given task. Third, the researchers drew attention to

“Love not only lights up our reward systems in the brain just like cocaine, but it also acts as a painkiller like morphine.”

the fact that no one person is alike and that each has their own “considerable individual variability” in pain relief (Younger *et al.*, 2010). Finally, the participants

in this study were young college undergraduates who may have little to no experience in love. They were most likely involved in a temporary infatuation or a relatively new sexual relationship. The researchers should conduct a study on participants involved in long term relationships. If this is done, would the same results apply? What aspect of love activates the reward centers of the brain? Would

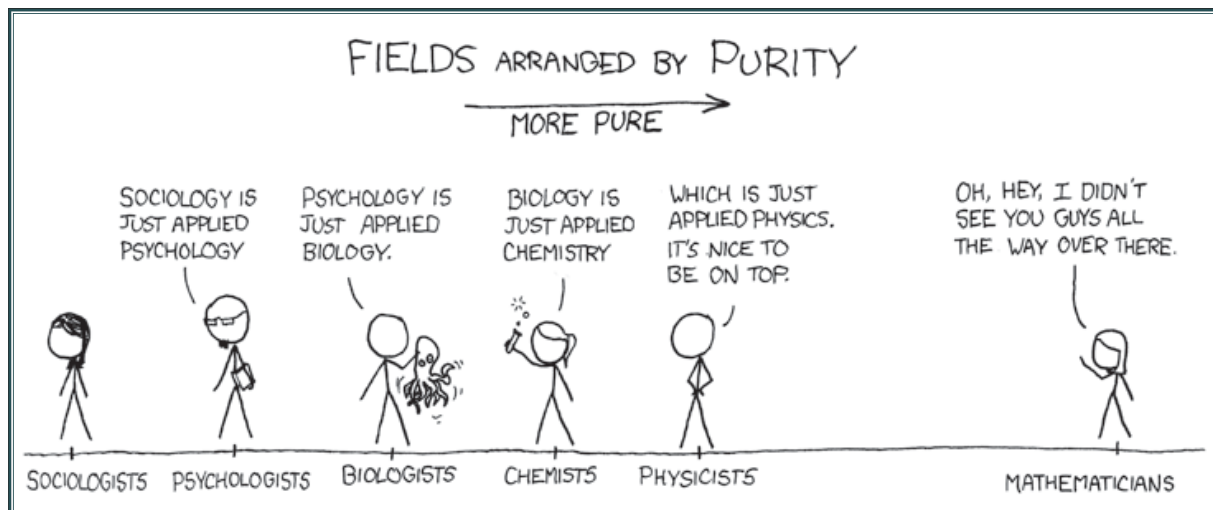
looking at a picture of a family member trigger the same effect?

The findings of this study aid researchers to a better understanding of how the brain responds to pain. This research suggests that activating our reward centers can ultimately alleviate our pain. Next time, doctors shouldn't be quick to write prescriptions for painkillers. They should pay close attention to the role that a relationship may be having on a patient suffering from pain. It's good to keep in mind that when you're in pain, it won't do you much good to sit around and fret. Fall in love. Distract yourself. Conjure up some dopamine. All these things may help alleviate your mild pain. Or you could just pop in a Tylenol. It's up to you. Sometimes, all you need is love. ■

Rumana Miah is currently a freshman working to pursue a career in medicine. She plans to major in psychology and minor in biology. She has a special interest in learning about the workings of the mind and behavior.

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What a Piece of Work is Man...

by Christina Joubert

This picture jumps out at you from advertisements all over newspapers, magazines, and the Internet. “Learn how to flirt with girls. Use your body language,” “MAKE HER WANT YOU,” “GOT MUSCLE?” and so on. Nonfictional literature has been written addressing His key ingredients and how to become desirable and envied, just like Him. But who is “He,” and is He a legitimate force to be reckoned with?

In our society, “alpha males” are portrayed as the “indispensable powerhouses” (Goldsmith, 2006) throughout history. “Alpha” is the first letter of the Greek alphabet, and as a result, indicates first in rank, or the dominating force in the language of ethnology (*Merriam-Webster Dictionary Online*). For our purposes, there is a difference between the alpha in biology and the alpha persona embodied as a gender. In fact, we are concerned with the twist and entanglement of the two terms, or the differentiation between masculinity as gender on a continuum (Friedman & Downey, 1999). From hereon, we are not discussing the male sex, but the construction of the male gender over time.

The notion of the “alpha male” has its roots in the first men

who were bold enough to rub two dry sticks together and ignite the first flames; the body building, statuesque thinkers, who eventually become governor of California. They are the stuff of Greco-Roman statues. Every man wants to be an Alpha, hitting the gym and scoring numerous women at the club. Sure, he appears to be handsome with a prime physique; can steamroll meeker men with a testosterone-powered sneer; and make a girl quiver at his rumbling, baritone words of endearment.

This kind of masculinity itself is a socially constructed notion. It began in the earliest societies, where men were actually hunter-gathering muscle machines. Traditionally, men are considered to be aggressive and forceful; if not, their survival is compromised and they are unfit for the real, wild world (Darwin, 1871). They are the hunters, the providers, the breadwinners, the invincible champions and heroic figures. Such a definition of ‘Man’ can be traced through Evolutionary Psychology, an up-and-coming approach to understanding

the human mind. It is rooted in both Charles Darwin’s own theory of survival of the fittest. It lowers a magnifying glass to the invisible instincts of humans based on environmental pressures. According to Darwin, the “struggle between the individuals of one sex, generally the males, for the

possession of the other sex” (Darwin, 1871) is what initiated this aggressive, overpowering masculinity. This coupled with the strength and brawn

“They are the hunters, the providers, the breadwinners, the invincible champions and heroic figures.”

necessary to survive in early societies bred the vision of the rugged man.

As Karl Jung predicted, this excessively masculine

archetype, or model persona, prevailed throughout history (Fordham, 2007). The general vision of powerful, strong men has been applied to the times; meaning, men’s duties have changed since the hunter-gathering era, but such ideology of what men should be always prevails. Men of the Middle Ages were masculine, chivalrous knights embarking on dangerous Crusades; men of the Age of Exploration were daring, tough seafarers; men of the Industrial Revolution were buff, machinery-operating studs. The image relates back to the culture in which men live, but the notion of raw masculinity remains constant. These conceptions are easily challenged – what about King Louis XIV, the prissy sun king; or Magellan, who couldn’t finish his journey; or the robber barons who financed the railroads but never set foot in the hot Midwestern sun? Truthfully, the exaggerated image of a man is just that – exaggerated and unrealistic, and insensitive to the fact that men can come in a variety of shapes and sizes.

In today’s Westernized, modern society, strong, hunting lads are uncommon (if existent at all). The tradition of the macho man has been passed down to our generation, though the image is hardly applicable. In fact,



Image taken from www.guardian.co.uk

outdoorsmen are quite useless in our specific cosmopolitan society, which demands a different sort of man, ever so sweetly referred to as the “beta male” (Grose, 2010). The term beta is also from the Greek, being the second letter of the alphabet and representing the “next best thing”

“Truthfully, the exaggerated image of a man is just that – exaggerated and unrealistic, and insensitive to the fact that men can come in a variety of shapes and sizes.”

(Merriam-Webster Dictionary Online). Not surprisingly, assigning the average Joe a title like “beta” promotes the ideology of the alpha male. Interestingly enough, this supposedly beta type of man is passing on his genes in higher frequencies, not only because

he comprises the majority, but also because his genetic content is more suitable to the current environment (Molnar, 2006). There is nothing “beta” about him, except the fact that he does not embody the conventions of our legendary manly man.

The idea of the alpha male is perpetuated through tradition. One theory suggests that women like the burly, protective, strong man. Evolutionarily, this can make sense; but with today’s surge of biological advancements, a woman’s mating priority is not the physical fortitude of

her man. Rather, women tend to look for men they actually *like* (Grose, 2010). Regardless, the media pushes forth and objectifies a certain look for both sexes, with the traditional alpha male typically being favored. More and more men can be found following strict diets and gym routines in effort to satisfy the demands of the media-endorsed manly man (Grose, 2010). The social pressures continue to cave in on the men in our society as long as the image is idolized. Keeping up with the prehistoric Conan the Barbarian seems to be the goal of our modern culture. ■

Christina Joubert is the Senior Editor of Psych News. She is a member of Psi Chi and plans to pursue a career in Speech Pathology, although she will always be fascinated by psychosocial trends.

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Womanizers and Maneaters: *The Psychology Behind their Inability to Establish Relationships*

by Deena Soni

In today’s different cultures and societies, men are often given more respect for having a greater number of sexual partners while women are stereotypically ostracized for doing the same. This means that women will be insulted and ridiculed by society for having slept with numerous men while men are glorified for their conquests.

Men are also known for being far less emotional than women. However, does the addition of more sexual partners, cause men to view sex casually rather than an act that is based on fidelity? According to Sidney Williams (2009), “Men with the greatest number of sexual partners tend to be star athletes, leaders in fraternities, or high profile

individuals. Athletes of large spectator sports tend to average over 100 sexual partners” (Williams, 2009). This means that about 1/3 of these men have girlfriends, but admit to not remaining faithful to them; the easy access to ‘no strings attached’ sex is too tempting for many of them. The higher the status men obtained, the more likely they were

to take advantage of casual sex. This pattern of enjoying non-committed sex works through a positive feedback loop - the more a man is exposed to this type of relationship, the more he will desire it.

As men grow in their number of relationships that focus on casual sex, they tend to care less and less about their partner's sense of being and also care less about what their partners feel about them. Once again, these men lack any sort of emotional stability. They can be aloof and stoic at one moment and then calm, caring, and loving during another instant. They thrive on this control and dominance that they are able to exert over their partners (Williams, 2009). However, sooner or later these men will stop caring about having any sort of commitment, communication, or bond with their loved ones. Men who are not womanizers, haven't been exposed to the types of environments where they can gain multiple, non-committed sexual partners tend to be the savior for most women. They tend to have fewer sexual partners, along with appreciating, and respecting their relationships far more.

In surveys conducted, 'womanizing-men' describe their feelings as consisting of such terms as 'being trapped' or 'suffocating' when they are in a committed relationship (Williams, n.d). Men see these intimate situations as dangerous and feel that they will only serve to entrap their lives. Women always tend to desire the comfort of having a stable committed relationship, this pattern remains constant regardless of the number of sexual partners a woman might have.

Looking at this situation from a biological perspective, men's role in sexual selection is to spread their genes as much as possible. It would make sense that if access to multiple partners is possible, many men will take full advantage of this. The human brain can easily be de-sensitized and can become accustomed to many tasks with less emotional presence and more of a sense of normality when tasks are performed on a fairly consistent basis (Williams, 2009). Most experiences are far more emotional the first few times we experience them; generally this is true for relationships and sex as well. One interesting stigma can be seen as arising from these natural phenomena. Men that have multiple sexual partners have access to many females; these men also tend to be high-status males; overall, they will be the general portion of the male population that will maintain emotion-less relationships (Williams, 2009). This constant feedback loop can explain why women are often attracted to men that are considered to be 'womanizers' - since the vast majority of womanizers tend to be high status males.



“It suggests that if you want a stable, monogamous relationship, perhaps you should be very choosy about the person you date...”

On the other hand, there are even women who emotionally, physically, and mentally abuse men. These women are called “maneaters,” or “manizers,” by today's society. Women who are abusive toward men usually have unrealistic expectations and make unrealistic

demands of men. These women will typically experience repeated episodes of depression, anxiety, frustration and irritability, which they attribute to a man's behavior. In fact, their mental and emotional state is the result of their own insecurities, emotional problems, and trauma during childhood or perhaps withdrawal from alcohol (About Domestic Violence Against Men, 2007). They blame men for their problems instead of accepting responsibility for how they live their lives. They do not address how they make themselves miserable. They refuse to enter treatment and may even insist the man needs treatment. Instead of helping themselves, they blame a man for how they feel and believe that a man should do something to make them feel better. They will often medicate their emotions with alcohol (About Domestic Violence Against Men, 2007). When men can't make them feel better, these women become frustrated and assume that men are doing this on purpose.

What does this mean for men and women? It suggests that if you want a stable, monogamous relationship, perhaps you should be very choosy about the person you date, especially if that person has had a large number of sexual partners. Communication and understanding are key to stability in relationships. If these expectations aren't met time and time again, chances are your partner will not change. Our behaviors are often deeply dictated by our genetics, along with environmental upbringings. Unhappy relationships should be

avoided at all costs due to the mental toll it takes on those around you as well as yourself.

However, if your significant other is willing to change and wants to put the time and effort to make the relationship possible, then a great form of therapy is the Steven Hayes' philosophy of Acceptance and Commitment Therapy or (ACT). This form of therapy allows an individual to move past feelings of guilt, inequity, failure, and egocentrism. One can switch their focus from these mind-clouding thoughts and begin living life in the present. Instead of dwelling on past mistakes or tragedies, they can

begin focusing on goals and values that are important to them (Hayes, 2010). The individual is encouraged to overcome them once and for all so that they can never come back and haunt them. It is through this method that Steven Hayes encourages clients and followers of his system to use acceptance to develop compassion for one's self, something many people are lacking. Once this has been done, the person can begin building a pattern of behavior that helps them to quickly and efficiently overcome any setbacks they might experience in life. This form of therapy does not only help abusive men and women or, but it can help

post traumatic stress disorder patients, people with eating disorders, and even individuals that are battling depression (Hayes, 2010). This is a revolutionary form of therapy that is changing the world one life at a time! ■

Deena Soni was born and raised in the Bronx. She is currently a junior at Hunter College and is majoring in British Literature. she enjoys writing poetry, reading dramatic novels, shopping, and spending quality time with her friends and family. One of the most pertinent quotes that she lives by is, "The power of Imagination makes us infinite," by John Muir, because we as humans have the ability to think the most creative, inventive thoughts and allow those dreams to come true through action.

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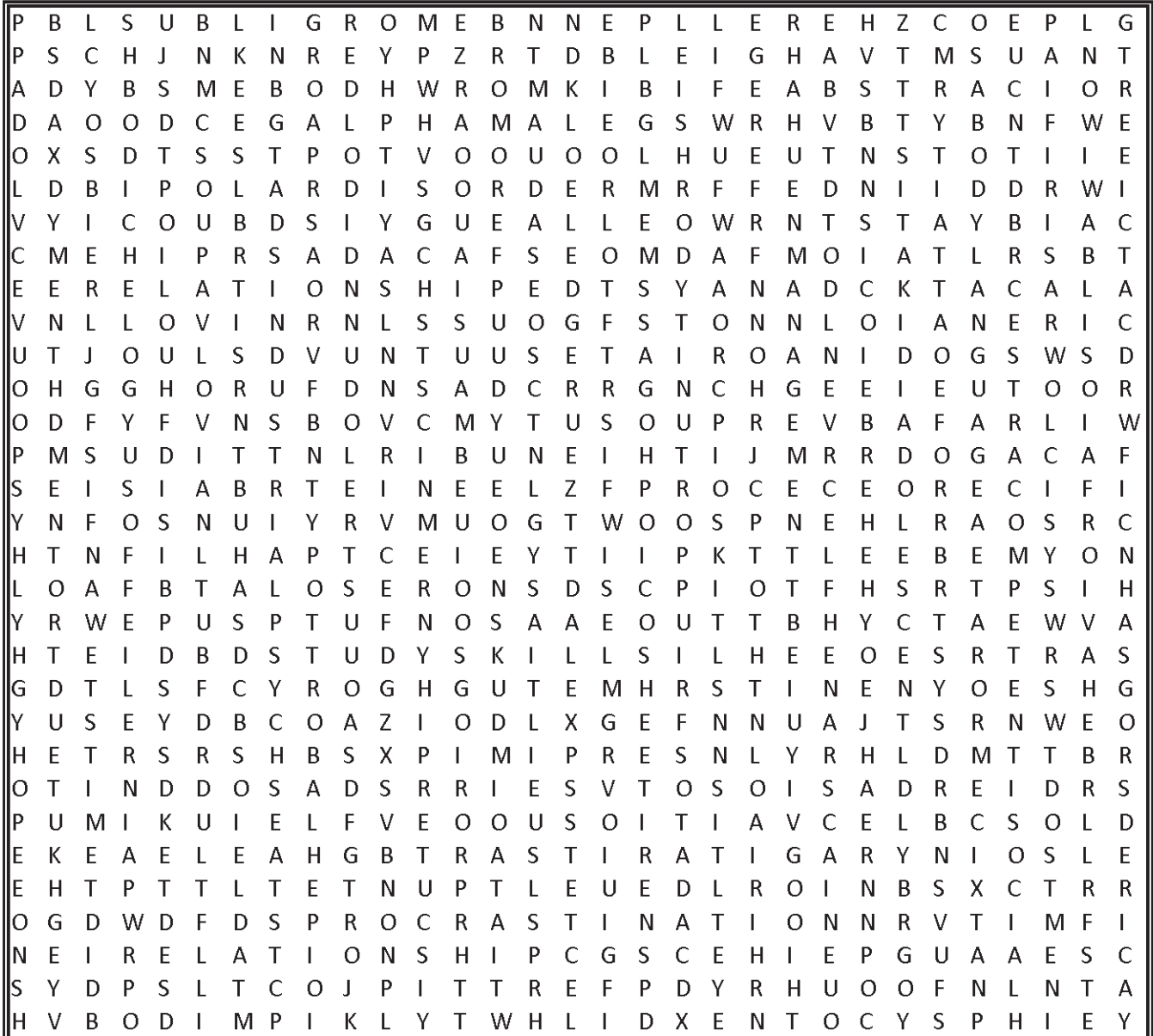
Congratulations Fall 2010 Psi Chi Inductees!

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Tracey Allen
Linzy Andre
Anton Babushkin
Terrance Barbee
Zakiya Begum
Alessandro Bosco
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Pamela Bruno
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Claudio Di Lorito
Xiao Zhu Fang
Tierney Farrell
Drew Fourquet
Wesly Gagerie
Grace Galapo
Elizabeth Garcia
Olga Gaydey

Patrycja Gerlak
Jane Haddad
Aspasia Hotzoglou
Yan Huang
Julianne Ignacio
Anna Johnson
Ashley Joseph
Shaina Joseph
Christina Joubert
Manya Jyotishi
David Kattan
Sviatoslav Kendall
Dina Kushnir
Sandy Li
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Linda Lim
Wendy Linda
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Britney Lynch
Theresa Melfi
Kristan Melo
Hirah Mir
Tanice Prince
Phaik Quah
Shari Rampersad
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The Psychology Departmental Honors Program

WHAT IT INVOLVES:

This project involves working with a faculty mentor to develop and conduct a psychology-oriented research project addressing an area of interest to the student. Students often work with a faculty member they have already taken a course from, who mentioned an area of psychology that they wanted to explore further. Students may also review the list of faculty research interests, available on the Psychology department's web site, or available from the undergraduate Psychology advisor in 611HN, to identify faculty who conduct research in an area relevant to the student's interests. Research projects must involve an empirical study involving the collection and statistical analysis of data OR a theoretical paper that involves the integration and critical evaluation of ideas. Examples of current and past projects conducted by Departmental Honors students include: Intentional vs. incidental learning, The influence of the news media on adolescents, Studying the symptoms of schizophrenia, The acquisition of temporal ordering skills in children of teenage mothers, The effect of emotion on perceptions of safer-sex advertisements, and The influence of oxy-tocin on the aggressive behaviors of rats.

The first step in planning for the Honors project is to contact full-time Psychology faculty members (via e-mail, using addresses obtained from the Psych Department's webpage at <http://maxweber.hunter.cuny.edu/psych/>) in areas of Psychology the student finds interesting, and see if they are willing to work with the student as their Honors Project advisor. Often, it

is to your advantage to select a research area close to that for which you are considering graduate school (this will allow you a first-hand opportunity to learn if this is truly the area you wish to pursue for a career.). Once you find a faculty member willing to be your sponsor, pick-up an "Independent Study" sign-up form in the Psych office (611HN)—Fill out your part in the "Psych 396" portion of this form, and bring it to your faculty sponsor and ask him/her to sign it—this represents the contract between you and your sponsor for doing the Honors project. Bring this signed form back to the Psych Office (to one of the office administrators in the back of 611HN) so that an access code can be entered allowing you to then register for Psych 396 online. This same procedure is used again to register for Psych 398—the second semester of Psych Honors..

Students who participate in the Psychology Departmental Honors program must register for Psych 396 (3 cr.) during their first semester of research and Psych 398 (3 cr.) during the second semester of research. In rare circumstances, students may be able to complete the Honors thesis in one semester, but this is worked out between them and their research mentor. Psych 396/398 requires that students attend a weekly seminar, during which tips for research and career matters are discussed, as well as brief student research presentations are made. If a student has a scheduling conflict that prevents him/her from attending the seminar, however, alternative arrangements can be made.

WHAT ARE THE BENEFITS?

Students who complete this

project will receive special mention in the Commencement bulletin when they graduate, as well as receiving an indication of "Graduated with Departmental Honors" on their permanent record and transcript. In addition, many employers and, especially, graduate programs look very favorably on students who have completed independent research projects, as this indicates a high degree of motivation, interest, and responsibility on the part of the student, (i.e., it may help give you an edge when applying to grad school).

WHO IS ELIGIBLE?

Students eligible for Psychology Departmental Honors must have a minimum overall GPA of 3.0 and a minimum GPA of 3.5 in all Psychology courses taken at Hunter College. Students must have completed Psych 248 (Statistics) and Psych 249/250 (Experimental Psychology). The Honors thesis is usually completed during the student's final 2 semesters at Hunter College, and, thus, may be started during either the Fall or the Spring semester.

NOTE: In addition to Honors research, all interested students (regardless of GPA) are eligible to conduct research for credit through Psych 395 once they have completed Psych 249/250 (Experimental Psychology).

FOR FURTHER INFORMATION

Contact Prof. Jason Young, coordinator of the Psychology Departmental Honors program, by e-mail (for fastest response) at jason.young@hunter.cuny.edu, or by phone at (212) 772-5566.