



# Social & Behavioral Sciences Today

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David J. Bredehoft Editor

## SBS Grad Puts his Psychology Major to Work in Africa

Following graduation, Jason Krier (Psychology Major 2004) put his Psychology Major to work as a residential counselor at [Bush Memorial Children's Center](#) in St. Paul. In



the last year however, he got engaged, married, and moved to Africa. He and his wife Tricia now live in Mahalapye, Botswana where she works for the Peace Corps at an Orphan Care Center. Jason volunteers at the center. You can learn more about Jason and Tricia's life and work in Botswana by visiting their blog at: <http://kriers.blogspot.com> or email him at [allenjarts@gmail.com](mailto:allenjarts@gmail.com).

## Psychology Major Co-authors Paper



Chelsae Armao (Psychology Major 2008) recently co-authored a paper with Dr. Bredehoft titled "What

Teachers Can Do When Overindulged Children Come to School". It will be published in the April/May Vol. 142.1 issue of [Lutheran Education](#). Download and read a prepublication copy from <http://www.overindulgence.info/Documents/What%20Teachers%20Can%20Do.pdf>



## SBS Grad Teaches English at University in Korea

Jessa Walters (Psychology Major, 1999) moved last September to South Korea to teach English for



a year at Yeungnam University. Following graduation from Concordia, Jessa attended the California Institute of Integral Studies in San Francisco, where she graduated with a M.A. in Philosophy and Religion (emphasis in Women's Spirituality). You can find out more about Jessa's life, work, travels, and adventures in Korea by visiting her blog at: [www.bodhisattvapath.blogspot.com](http://www.bodhisattvapath.blogspot.com).

## SBS Internship Sites for 2007-2008

The internship is an integral component of our students' education. The internship allows students to connect theory with practice while developing valuable vocational skills. This experience is one of many that set our students apart from graduates from other institutions. Twenty-four students completed internships during this academic school year. A complete list of Psychology, Sociology, Criminal Justice, and Family Life Education interns for the 2007-2008 school year follow.

- **Chelsae Armao**, (Psychology Major), Fall 2007, Hosterman Education Center, school psychology (Dr. Bransford academic supervisor).
- **Kathryn Bennett**, (Psychology Major), Spring 2008, The Wealth Enhancement Group (Dr. Bransford academic supervisor).
- **Shannon Bitzan**, (Psychology Major), Spring 2008, Fraser Child and Family Center (Dr. Morgan academic supervisor).
- **Jared Brynildson**, (Psychology Major), Fall 2007, Ramsey Nursing Home (Dr. Bredehoft academic supervisor).
- **Elizabeth Caulkins**, (Psychology Major), Summer 2008, Friendship Ventures (Dr. Morgan academic supervisor).
- **KarliAnn Chandler**, (Psychology Major), Summer 2007, Bush Memorial Children's Center (Dr. Bransford academic supervisor).
- **Eric Clinton**, (Criminal Justice Major), Spring 2008, Powderhorn Partners (Prof. Zapor academic supervisor).

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- **Kadi Connelly**, (Psychology Major), Spring 2008, Presbyterian Homes (Dr. Bransford academic supervisor).
- **Zachary Daigle**, (Sociology Major), Fall 2007, M. Sue Wilson Law Offices (Prof. Zapor academic supervisor).
- **Kristofor Enlund**, (Psychology and Criminal Justice Majors), Spring 2008, Fraser Child and Family Center (Dr. Bransford academic supervisor).
- **Lance Fenton**, (Psychology Major), Fall 2008, Atlas Talent Acquisition and Solutions (Dr. Morgan academic supervisor).
- **Charlie Johnston**, (Psychology Major), Spring 2008, Bush Memorial Children's Center (Dr. Bredehoft academic supervisor).
- **Royce Kelly Lund**, (Criminal Justice Major), Spring & Summer 2008, Roseville Police Department (Prof. Zapor academic supervisor).
- **Paul McKenzie**, (Psychology Major), Fall 2007, Bush Memorial Children's Center (Dr. Bransford academic supervisor).
- **Kiley Merritt**, (Psychology and Criminal Justice Majors), Summer 2008, Ramsey County Government Center – Adult Probation Reporting Center (Prof. Zapor academic supervisor).
- **Charles Miesbauer**, (Psychology and Kinesiology Majors), Fall 2007, The Family Place (Dr. Bredehoft academic supervisor).
- **Hannah Schmitz**, (Psychology and Criminal Justice Majors), Spring 2008, Minnesota Bureau of Criminal Apprehension Crime Alert Unit (Dr. Bransford academic supervisor).
- **Amy Schumacher**, (Psychology Major), Spring 2008, City Life Center (Dr. Bredehoft academic supervisor).
- **Kaitlin Schupp**, (Psychology Major), Spring 2008, Wilder Foundation – Holcomb House (Dr. Bredehoft academic supervisor).
- **Phil Sigafus**, (Psychology Major), Summer 2008, Anoka county Human Services (Dr. Bredehoft academic supervisor).
- **Leah Timberlake**, (Psychology Major), Fall 2007, Bush Memorial

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- Children's Center (Dr. Bransford academic supervisor).
- **Bethany Tweeten**, (Psychology and Studio Art Majors), Fall 2007, Wilder Foundation – Holcomb House (Dr. Luebke academic supervisor).
- **Amy Wolter**, (Sociology Major), Spring 2008, Chrysalis (Prof. Zapor academic supervisor).
- **Amanda Yurek**, (Criminal Justice Major), Spring 2008, Council on Crime and Justice (Prof. Zapor academic supervisor).

## Graduate and Professional Schools Accept Social and Behavioral Science Graduates

**A**s in past years, eight current and past social and behavioral science students have been accepted into graduate and/or professional school. Congratulations! We are proud of your accomplishments!

- **Chelsae Armao**. (Psychology Major, 2008). Chelsae was accepted into three MA programs in school psychology: Ball State University, Michigan State University, and Kent State University. Chelsae will attend Kent State beginning this summer.
- **Catie Blake**. (Criminal Justice Major, 2007). Concordia University, MA in Human Services – Criminal Justice Leadership.
- **Heather Dyslin**. (Psychology Minor, Art Major). Concordia University, MA in Organizational Management – Human Resources.
- **Amy Johnson**. (Sociology Major, 2008). William Mitchell School of Law.
- **Joshua Menk**. (Psychology Major, 2005). Clemson University, School Counseling, M.Ed.
- **Lindsey Nelson**. (Psychology Major, 2006). Colorado State University, Marriage and Family Therapy, MA.
- **Heidi Schlewitz**. (Psychology and Family Life Education Majors, 2007). St. Mary's University, Marriage and Family Therapy, MA.
- **Leah Timberlake**. (Psychology Major, 2008). University of St. Thomas, Counseling Psychology, MA.

## Armao, Bitzan, and Timberlake Receive Bredehoft Family Scholarship

**C**ongratulations to **Chelsae Armao** (Psychology Major, 2008), **Shannon Bitzan** (Psychology Major, 2008) and **Leah Timberlake** (Psychology Major, 2008), who received the **2007-2008 Bredehoft Family Endowment Scholarship** of \$1,000. These students were selected from a field of more than 120 students to receive this scholarship. Congratulations to each of these excellent scholars on their accomplishments this far in their career, and those to come in the future! Pay it forward!

## Psychology Students Present at 43<sup>rd</sup> Annual MUPC & the 6<sup>th</sup> Annual Concordia University Research Symposium

**C**ongratulations to Ashley Barfknecht, Kathryn Bennett, Melissa Bergdall, Shannon Bitzan, Elizabeth Caulkins, Debra Ehlenz, Kristofor Enlund, Catherine Evert, Kiley Merritt, and Sarah Niles. These ten Concordia University students presented at the longest running undergraduate psychology conference in the nation. The 43<sup>rd</sup> annual MUPC (Minnesota Undergraduate Psychology Conference) was held Saturday April 26th, 2008 on the campus of Hamline University in St. Paul, MN. The conference featured 40 undergraduate research talks in addition to 153 poster presentations. Over

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300 students presented their research during the conference, representing a total 25 different schools from across Minnesota.

Chelsae Armao along with the ten previously mentioned psychology students also presented research posters at the 6<sup>th</sup> Annual Concordia University Research Symposium on April 23. Abstracts follow:

#### Laptops in the Classroom: Do They Help or Do They Hurt?

By Kate Bennett and Elizabeth Caulkins; Dr. Morgan Faculty Advisor

Technology has changed how humans date, are entertained, communicate, and how we learn. Laptops in the classrooms is a very controversial issue because some educators see them as a new and vital tool to improve education, while others see them as a nuisance and a distraction. This study asks the question; are laptops good or bad for education? Our research examines whether students' note-taking and subsequent knowledge of classroom lectures are influenced by the medium in which notes are taken. Participants listened to a 15-minute lecture and took notes either on their laptop computer or with pen and paper. Time off task and grades were compared.

#### Attention to Emotional Faces in Kindergarten-Aged Children

By Melissa Bergdall, Shannon Bitzan, Debra Ehlenz, & Kristofer Enlund; Dr. Morgan Faculty Advisor

Previous research indicates that an attentional predisposition for the recognition of schematic faces has been found in adults. Additionally, this bias shows attentional benefits for negative emotionality as compared to positive. Fecica and Stolz (2008) explored facial expressions and their affect on judgment of temporal order among college-age-students. These researchers presented emotional or neutral faces, either at the same time or at slightly stimulus onset asynchronies (SOA) and asked

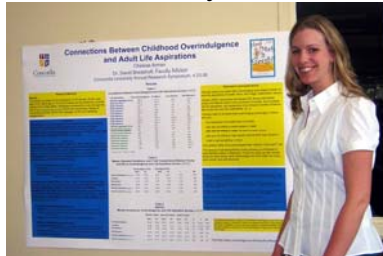
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subjects to report the temporal order of the display. The study concluded that subjects tended to report the emotional face as appearing first, despite the actual onset time, when faced with a shorter SOA. The present study seeks to expand on these findings and addresses whether these effects can be seen in kindergarten age children. The data shows that more correct answers were given to the sad faces; that when an error was made, subjects preferred an emotional option more than a neutral option as the error; and when the temporal presentation of the stimuli was simultaneous, but the subjects chose the negative emotion more times than the others. Therefore, the results supported the hypothesis that not only is more attention given to emotive faces over neutral faces, but that attentional preference was given to the negative emotion when judgment of temporal order was difficult in pre-school age children.

#### Connections Between Childhood Overindulgence and Adult Life Aspirations

By Chelsae Armao; Dr. Bredehoff Faculty Advisor

Overindulgence and its negative effects upon children have been researched in the areas of personality development, self-concept, and health well-being, and relationship development. Further, childhood overindulgence and its link to problems with dysfunctional thinking, self-concept, parenting styles, and parenting skills have also been documented. This study focuses on the connections between childhood overindulgence



and life goals of wealth, fame, appearance, personal growth, relationships, and community. The sample consisted of 272 participants (79.4% female, 20.6% male; ages 14-81; Mean age 31.07) from 36 states and ten additional countries outside of the United States. Participants accessed the study through the web at [www.overindulgence.info](http://www.overindulgence.info) (55.9% from psychology classes at Concordia University, 29.4% from webpage, 14.8% referred from speaking engagements). Statistical significance was found between childhood overindulgence and extrinsic aspirations of wealth, fame, and image. Younger participants were significantly more overindulged compared to older participants, as well as those that grew up in households with a lot more money.

#### Communication in an Electronic Age: The Medium Matters

By Ashley Barfknecht, Catherine Evert, Kiley Merritt, & Sarah Nies; Dr. Morgan Faculty Advisor



This experiment examined communication styles in today's electronic age. Investigators asked whether individuals' communication differs depending on the style of communication used: electronic media or standard pen and paper media. Participants were presented scenarios involving personal interactions with friends and queried how they would respond to delicate and self-revealing situations. Of interest was whether the respondents answered on paper or via email. Responses were collected anonymously and content analysis was used to examine differences in *response content* e.g., swear words, violence, and self-disclosure. Also examined were differences in *response structure* e.g., length of response and whether responses were produced in full sentences.

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### 2007-2008 Social and Behavioral Science Students of the Year

Four Social and Behavioral Science students were selected by the SBS faculty to receive student of the year awards. **Hannah Schmitz** was named Criminal Justice Student of the Year, **Choua Vang** was named Sociology Student of the Year, **Chelsae Armao & Shannon Bitzan** were named Psychology Students of the Year, and **Amanda Kuchenbecker**. These students were selected because of their outstanding scholarship and achievements in their respective disciplines.

### Major Field Test Results

Major Field test examinations in the Fall 2007-2008 demonstrate that Concordia students majoring in Social and Behavioral Studies scored in line with the nationwide average scores, and our Psychology majors scored six points above the national average.

### Concordia Sociology Students Make a Difference in the Twin Cities Community

During the 2007-2008 academic year, one of the major accomplishments within the Sociology Major was establishing a connection with Project Legos, a community partner off campus. Project Legos is a non-profit agency that provides education about diversity, social justice and social change to the youth groups and schools within K-12 system in the Twin Cities area.

In the Fall of 2007, SOC 358 Minority Group class has produced a short documentary about the intersection of the Holocaust and the issues of race, ethnicity and gender in contemporary America. The video and discussion questions were successfully added to the activity library of Project Legos.

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In the spring 2008 students of SOC 357 Class and Community course collaborated with Project Legos on developing a variety of hands-on games and activities. Our students

have produced a total of sixteen projects that are already changing the lives of K-12 students of the Twin Cities by helping them understand such important issues as poverty, social mobility, social class and social capital. Most of the activities have already been used on multiple occasions in classrooms throughout the area.

Working with Project Legos this year provided our students with a unique opportunity to serve the Twin Cities community by using their creativity and knowledge of the subject to educate others. In addition, working closely with Project Legos has made a great addition to the internship opportunities available to Concordia students majoring in Sociology. Project Legos has invited our students to intern as group facilitators, project leaders and curriculum developers. Feel free to apply at [www.projectlegos.org](http://www.projectlegos.org)

### Collaborative Learning Partnership Formed Between Psychology and High School Students

Dr. Bransford's Adolescent Psychology class, Volunteers of America (VOA) Alternative High School, and Achieve Minneapolis began a partnership in the spring of 2007 to provide a collaborative learning opportunity to both college and high school students. Students from both institutions partnered to create Public Service Announcements on youth issues, which were then distributed to other Minneapolis alternative schools to use in their programs. All students presented their work at the Annual Concordia Research Symposium.



### The Social and Behavioral Science Team

#### First Team

- **Dr. D. Bredehoff:** Introduction to Psychology, Introduction to Counseling, Seminar on Psychological Topics, Preparing to Enter Graduate School, Preparing to Enter the Psychology Workforce, Psychology and Family on Video, Marriage and Family, Themes in Adult Development and Aging, internships, independent research, advising, editor of Social & Behavioral Sciences Today, and department chair.
- **Dr. K. Bransford:** Introduction to Psychology, Child Psychology and Development, Adolescent Psychology, Child and Adolescent Developmental Psychology for K-12 Educators, Introduction to Personality, Social Psychology, Abnormal Psychology, internships and advising.
- **Dr. S. Morgan:** Introduction to Psychology, Child Psychology and Development, Research Methods, Seminar on Research Methods, Cognition Learning and Memory, Sensation and Perception, Physiological Psychology, Organizational Psychology, independent study, internships, and advising.
- **Dr. K. Ralston:** Introduction to Sociology, Minority Groups, Social Welfare, Sociological Theory, Class and Community, and advising.
- **Prof. L. P. Xiong:** The People and Culture of China, The People and Culture of Southeast Asia, Reading and Writing for Hmong, Reading and Writing for Hmong Intermediate.
- **Prof. C. Zapor:** Introduction to Sociology, Introduction to Criminal Justice, Minnesota Codes and Statutes, Juvenile Justice, and Police and Community, internships and advising.

#### Supporting Team

- **Dr. S. Harr:** Post Board Representative.
- **Dr. K. Madson:** Introduction to Sociology and Sociology of Law
- **Prof. L. Maly:** Educational Psychology.
- **Dr. S. Mennicke:** Introduction to Psychology.
- **Prof. J. Mosqueda:** Methods and Materials of Family Life Education.
- **Prof. A. Nippert:** Sports Psychology.
- **Dr. M. Reineck:** Family Communication.
- **Dr. M. Walcheski:** Family Systems, Introduction to Psychology, Introduction to Family Life Education.