



Social & Behavioral Sciences Today

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David J. Bredehoft Editor

Dr. Samuel Lotegeluaki Joins the SBS Faculty



The Social and Behavioral Sciences Department is pleased to announce the addition of a new faculty member: Dr. Samuel Lotegeluaki. Originally from Tanzania, East Africa, Dr. Lotegeluaki was most recently an Associate Professor of Psychology at Concordia University Wisconsin where he taught a variety of graduate and undergraduate courses in psychology and sociology. We are excited to have him as part of the Social and Behavioral Science family at CU!

Bransford - Service Learning Published

For a number of years Dr. Kris Bransford has been vigorously promoting service learning in her classes. One recent fruit of her effort is the service learning component from her Adolescent Psychology class which was published in the appendix of *Civic Service: Service-Learning with State and Local Government Partners* (<http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0470373741.html>) by Charlotte Ridg. Congratulations Dr. Bransford!

Dr. Madson Delivers 1st Hmong Studies Lecture

The first Hmong studies lecture was a huge success. "It was the best-Concordia University student and staff attended Hmong Studies event we've ever had" says Dr. Paul Hillmer. Dr. Madson and alumnus Mai Neng Vang's (Sociology Major, 2004) lecture was titled **AN INVESTIGATION OF RELIGIOUS BELIEFS AND PRACTICES OF HMONG AMERICAN YOUNG ADULTS.**



The adult children of immigrants live their lives in two major cultures, the culture from which their parents (and sometimes they) emigrated and the culture of their new country of residence. The study focused on the extent to which religious beliefs and practices are affected by these dual cultural settings.

The researchers, with the help of several Concordia University students, conducted interviews of fifty Hmong American adults between the ages of 18 and 30. Non-probability sampling techniques were used, and the respondents were divided almost equally between those who indicated their religious beliefs and practices to be traditional Hmong and those who indicated their beliefs and practices to be Christian. Initial data analysis found considerable cross-over and "borrowing" from each of the two religious traditions.

SBS Internship Sites for 2008-2009

The internship is an integral component of our students' education. A graduate recently wrote "I think that having to do an internship for this major was really helpful. It made me see if I wanted to get into this field." This experience is one of many that set our students apart from graduates from other institutions. Sixteen students completed internships during this academic school year. A complete list of Psychology, Sociology, Criminal Justice, and Family Life Education interns for the 2008-2009 school year follow.

- **Ashley Barfknecht**, (Psychology Major), Spring 2009, Park Avenue & Job Corps. (Dr. Bransford academic supervisor).
- **Melissa Bergdall**, (Psychology Major), Spring 2009, El Centro de La Nina Trabajadora, Quito, Ecuador, South America. (Dr. Bransford academic supervisor).

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- **Amanda Elazab**, (Criminal Justice Major, Political Science Minor), Spring 2009, Hansen Law Office (Prof. Zapor academic supervisor).
- **Shaun Evans**, (Criminal Justice Major), Summer 2009, Braza Home Inc. (Prof. Zapor academic supervisor).
- **Elizabeth Glynn**, (Sociology Major), Spring 2009, The Garage (Prof. Zapor academic supervisor).
- **Rachel Gress**, (Psychology Major), Fall, 2008, Simon Property Group Inc., Human Resources (Dr. Bransford academic supervisor).
- **Nicole Hertel**, (Criminal Justice Major, Political Science Minor), Spring 2009, <MN House of Representatives – Representative John Lesch (Prof. Zapor academic supervisor).
- **Roxanne Konkell**, (Family Life Education Major), Summer 2009, Bush Memorial Children's Center (Dr. Walcheski academic supervisor).
- **JoAnna Lane**, (Psychology Major), Spring 2009, Bush Memorial Children's Center (Dr. Bransford academic supervisor).
- **Sarah Nies**, (Psychology Major), Spring 2009, Freeport West, Inc. (Dr. Bransford academic supervisor).
- **Timothy Oachs**, (Criminal Justice Major), Spring 2009, South Metro Fire Department (Prof. Zapor academic supervisor).
- **Henry Padelford**, (Criminal Justice Major), Spring 2009, St. Paul Police Department (Prof. Zapor academic supervisor).
- **Megan Sartor**, (Psychology Major), Spring 2009, Bush Memorial Children's Center (Dr. Bredehoft academic supervisor).
- **Jacob Schmidt**, (Criminal Justice Major), Spring 2009, St. Paul Police Department (Prof. Zapor academic supervisor).
- **Choua Vang**, (Sociology Major, Criminal Justice Minor), Spring 2009, Chrysalis (Dr. Bransford academic supervisor).
- **Samantha Voeller**, (Psychology Major, Criminal Justice Minor, Spanish Minor), Summer 2009, Park

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Avenue & Job Corps. (Dr. Bransford academic supervisor).

- **Va Xiong**, (Criminal Justice Major), Spring 2009, City Academy High School (Prof. Zapor academic supervisor).

Graduate and Professional Schools Accept Social and Behavioral Science Graduates

As in past years, many behavioral science students have been accepted into graduate and/or professional school. Congratulations! We are proud of your accomplishments!

- **KarliAnn Chandler**. (Psychology Major, 2008). North Dakota State University, Community Counseling, MS.
- **JoAnna Winter Lane**. (Psychology Major, 2009). Washington University (St. Louis), Brown school of Social Work, MSW.
- **Soua Lee**. (Psychology Major, 2004), University of Minnesota – Twin Cities, MSW.
- **Christopher Hulme-Lowe**. (Psychology Major, 2008; Math Major, 2009). University of Minnesota – Twin Cities, Department of Psychometrics and Quantitative Methods, Ph.D. in Psychometrics & MS Statistics.
- **Ann Piatt**. (Psychology Major; Sociology Major; Family Studies Minor, 2001). Accepted at Argosy and St. Mary's University. Ann will begin a MA in Marriage and Family Therapy at St. Mary's in the fall.
- **Anna Stone**. (Psychology Major, 2007). Accepted at University of Wisconsin – Stout, Marriage and Family Therapy, MS; Chicago School of Professional Psychology's Psy.D focusing on child and adolescent development. Anna will attend University of Wisconsin- Stout in the fall.
- **Phil Zastrow**. (Criminal Justice Major, 2009). Concordia Seminary - St. Louis, M.Div.

2008-2009 Social and Behavioral Science Students of the Year

Three Social and Behavioral Science students were selected by the SBS faculty to receive student of the year awards. **Nicole Hertel** was named Criminal Justice Student of the Year, **Julie Watson** was named Sociology Student of the Year, and **Melissa Bergdall** was named Psychology Student of the Year. These students were selected because of their outstanding scholarship and achievements in their respective disciplines. Congratulations to all!

Samantha Voeller and JoAnna Winter Lane Receive Bredehoft Family Scholarship

Congratulations to **Samantha Voeller (Psychology Major, 2009)**, and **JoAnna Winter Lane (Psychology Major, 2009)**, who received the 2008-2009 Bredehoft Family Endowment Scholarship of \$1,500. These students were selected from a field of more than 120 students. *"My hope is that the kindness of this scholarship will help you on this part of your journey. Further, I know that someday in the future you will meet someone who has a great need. It is also my hope and dream that you will pay my kindness forward and help this person in need."* Congratulations to each of these excellent scholars on their accomplishments this far in their career, and those to come in the future!

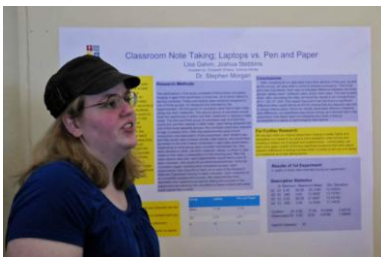
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Lisa Galvin and Samantha Voeller Present at 44th Annual MUPC

Congratulations to Lisa Galvin (Psychology Major, 2010) and Samantha Voeller (Psychology Major, 2009). Lisa and Samantha presented their original research at the longest running undergraduate psychology conference in the nation. The 44th annual MUPC (Minnesota Undergraduate Psychology Conference) was held Saturday April 18, 2009 on the campus of the College of Saint Benedict, St. Joseph, MN.

CLASSROOM NOTE TAKING: LAPTOPS VS. PEN AND PAPER

By Lisa Galvin, Dr. Morgan – Faculty Advisor



The objective of this study was to see if there was a difference in note taking attention or abilities between taking notes on a laptop and taking notes with paper and writing utensils (pen or pencil) in a classroom setting. This study was performed with college students from a university that utilizes laptops and wireless internet. The students were randomly assigned to use either laptops or paper for note taking from a video that had been preselected, simulating a classroom environment. Following the video was a quiz testing on the content, which the students were allowed to use their notes to complete. Along with the quiz was a survey gathering qualitative data regarding regular note taking experiences in class. When the average of the quiz with laptop notes and the average of the quiz with pen and paper notes was compared, there was not a significant difference, thus

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there was no difference between taking notes on a laptop versus using pen and paper. The survey results showed that an average of 35.36 minutes from a 50 minute class was focused on the lecture while the average time not focused on the lecture was 13.91 minutes. Also, the average rating of distraction from others using their laptops was 2.26 on a scale of 1-5 (5 being very distracting). Out of 36 students, 19 thought their performance would improve without their laptops. It was also noted that the top 5 applications used in class (from least to greatest) was other class work in Microsoft applications, surfing the net, e-mailing, instant messaging and Facebook.

EMOTIONAL AFFECT AMONG PRESCHOOL AGED CHILDREN

By Samantha Voeller, Dr. Morgan – Faculty Advisor

It has been proposed that there are six basic emotions which are universally recognizable; these include happiness, fear, anger, sadness, surprise, and disgust. Many believe that humans are biologically “hardwired” to recognize these emotions and interpret the meaning behind them as well. The question proposed is when does the onset of emotional recognition take place? Are we born with the immediate response to such emotional affects? This experiment examined a group of preschool-aged children to determine whether that age group demonstrates a bias for emotional stimuli, as well as if there was an emotional stimulus (happy or sad) that was favored more often. Happy, sad, and neutral faces were used to determine responses, and favored stimuli. Results:

- There is a tendency for children to select either the sad or happy affect over the neutral affect.
- The sad affect was selected more often than the happy affect.
- When there was an SOA of 0 and the stimuli appeared at the same time - the sad affect was selected 20% more than the neutral affect.
- It was concluded that preschool-aged children show a bias toward emotional faces over neutral faces.
- This suggests that preschool-aged children are hardwired with the adaptive defense mechanism where more attention is drawn to the negative affect.

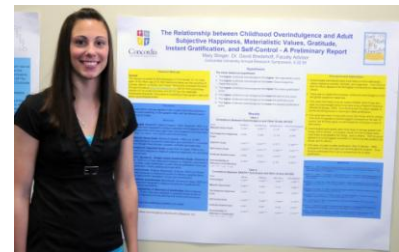
Sociology and Psychology Students Present at the 7th Annual Concordia University Research Symposium

THE RELATIONSHIP BETWEEN CHILDHOOD OVERINDULGENCE AND ADULT SUBJECTIVE HAPPINESS, MATERIALISTIC VALUES, GRATITUDE, INSTANT GRATIFICATION, AND SELF-CONTROL - A PRELIMINARY REPORT

By Mary Slinger, Dr. David Bredehoff - Faculty Advisor

This study explored the following questions: Is childhood overindulgence (COI) related to subjective adult happiness? Further, is it related to materialistic values, gratitude, instant gratification, as well as self-control? The sample consisted of 273 adults (72.9% female, 27.1% male; ages 16-83, mean age 27.6) from thirty two states and the countries of Canada, Mexico, Australia, and France. Participants entered the study by logging onto the study's web page at www.overindulgence.info Participants answered 128 questions consisting of demographic data and seven psychological scales. Findings:

- There was no relationship between COI and global subjective happiness.



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- Overindulged participants were more likely to hold materialistic values (success, centrality, and happiness).
- Over-Nurture and Too Much appear to be the biggest contributors to materialistic values.
- Overindulged participants were more likely to be an Instant Gratifier while those who were not overindulged were more likely to be a Patient Postponer.
- Over-Nurture and Too Much appear to be the biggest stumbling blocks in learning to delay gratification.
- Overindulged participants were more likely to be less grateful (for things, to others). Conversely, those not overindulged were more likely to be grateful (for things, to others).
- Soft-structure appears to be the biggest contributor to becoming less grateful (for things, to others)
- Overindulged participants were less likely to have self-control (for things, to others).
- Over-Nurture appears to be the biggest contributor to the lack of control, but all three types of overindulgence contribute to lack of self-control.

OVERINDULGENCE, PARENTING STYLES, AND PARENT SENSE OF COMPETENCE WITH FATHERS - A PRELIMINARY REPORT

By Anna Bjorlin, Elizabeth Glynn, Vang Lor, Choua Vang and Julie Watson

Faculty Advisors: David J. Bredehoft & Michael J. Walcheski



The sample consisted of 95 participants (Fathers ages 22-77; Mean age 44.6) from 27 states. The majority of participants (51.6%) were from Minnesota. Participants accessed the study through the web at www.overindulgence.info (49.5% from

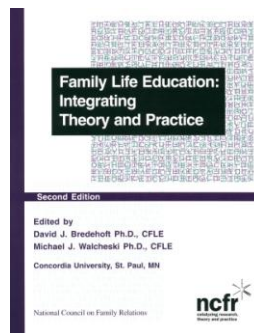
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word of mouth, 14.7% from other unlisted sources, 12.7% from speaking engagements, 10.5% from NCFR's CFLE list serves, 5.3% from a Family Information Services newsletter/communication, 4.2% from the overindulgence web page, and 3.2% from a media source). Participants answered a questionnaire consisting of demographic data and three psychological scales. OVERINDULGENCE: Parental Overindulgence Assessment Scale; a 30 item author developed likert-style inventory, and a series of normed, validated psychological inventories: the Parenting Styles and Dimension Questionnaire; and the Parenting Sense of Competence Scale. As predicted:

- Fathers who overindulge their children were also permissive parents (lacked follow-through, ignored misbehavior, and lacked self-confidence).
- Fathers who overindulge were also more likely to use authoritarian styles of verbal hostility and non-reasoning punitive strategies with their children.
- Finally, fathers who overindulge their children did not use the authoritative styles of parenting of warmth, involvement, reasoning, induction, and democratic participation.

Bredehoft and Walcheski Author 2nd Edition of Family Life Education: Integrating Theory and Practice



"One of my professors cited Walcheski and Bredehoft's FLE book as the "Bible of Family Life Education" - We used it for my Family Life Ed class and I was so proud to know you!!" (Erin Thompson, Concordia Psychology Major 2007, currently working toward her MA in Counselor Education at Western Michigan University). Drs. Bredehoft and Walcheski recently finished the 2nd edition of *Family Life Education: Integrating Theory and Practice* published by the National Council on Family Relations. *"Working with 33 different authors made the yearlong task a challenge, especially when it came to meeting deadlines, but this book is an important scholarly work that almost all academic institutions across the U.S. use in the preparation of family life educators"*, says Bredehoft.

The Social and Behavioral Science Team First Team

- **Dr. D. Bredehoft:** 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. Samuel Lotegelucki:** Introduction to Sociology, and Minority Groups.
- **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, Psychology Club advisor, internships, and advising.
- **Prof. C. Zapor:** Introduction to Sociology, Introduction to Criminal Justice, Minnesota Codes and Statutes, Juvenile Justice, and Police and Community, Criminal Justice Club advisor, internships and advising, Post Board Representative.

Supporting Team

- **Prof. Melissa Leach:** Marriage and Family
- **Dr. K. Madson:** Introduction to Sociology and Sociology of Law
- **Dr. S. Mennicke:** Introduction to Psychology.
- **Prof. J. Mosqueda:** Methods and Materials of Family Life Education.
- **Prof. A. Nippert:** Sports Psychology.
- **Dr. K. Ralston:** Class and Community.
- **Dr. M. Reineck:** Family Communication.
- **Dr. M. Walcheski:** Family Systems, Introduction to Psychology, Introduction to Family Life Education.