

We've Got Issues

Willamette University Psychology Department Quarterly Newsletter

From The Chair...

Well, we're into the second semester already. Time sure flies. There will be some interesting events taking place inside and outside the psych department this term, so I'll give you a little preview of some of these. Psi Chi, under the leadership of Jessica Anderson, is in the process of organizing some events. They have discussed the possibility of bringing former Willamette psych grads to campus so that they can talk about opportunities for psychology students once they've graduated. If you aren't familiar with Psi Chi, the National Psychology Honor Society, please talk with Jessica or obtain some in-

formation from the psych department website (see the Psi Chi column in this issue).

April 10th is the second annual Student Scholarship Recognition Day on campus. It is a day where Willamette celebrates the scholarly accomplishments of our students. We will have some representatives from the psych department present their research so plan on attending their sessions and those of other students.

The psych senior Honors presentations will be April 23rd at 6:00 pm in Smullin 222. While all psych seniors are asked to attend,

these presentations are open to everyone; and we hope that other psych majors will chose to attend as well. All Honors students will give a 15 minute presentation of their Honors project followed by a 15 minute defense of their project. The names of our Honors students and the titles of their projects will be announced in the next issue of the newsletter.

Included in this issue is a tentative listing of the psychology classes that will be offered during the fall 2002 semester. To help you plan which course you may want
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Mark Your Calendars

Mark your calendars for these upcoming events...

February

Black History Month - check the campus calendar for special events during the month.

Thursday, February 14th

Valentine's Day!

Friday, February 15th

Evans and Kaestner Awards ballots due. Please return to Smullin 253 or Smullin 321.

Week of March 18th—22nd

SPRING BREAK!!!

March 25—April 5th

Academic Advising for Fall 2002

Tuesday, April 2nd

Senior Assessments
(Required for all Psych Seniors) 6:00 pm in Smullin 222

Monday, April 8th, Wednesday, April 10th and Monday, April 15th

Online pre-registration for Fall 2002 courses

Wednesday, April 10th

Student Scholarship Recognition Day—NO CLASSES!!

Tuesday, April 23rd

Psychology Honors Presentations, 6:00 pm in Smullin 222.



Happy
Valentines
Day!

Anticipated Psychology Schedule for Fall 2001

FALL 2002

PSYC 209 – Cross-cultural Communication

Psych 210 – Intro to Psychology

Psych 252 + lab – Research Methods & Analysis I

Psych 253 + lab – Research Methods & Analysis II

Psych 330 – Developmental Psych: Infancy & Childhood

Psych 335 – Clinical/Abnormal Psych

Psych 336 – Social Psychology

Psych 340 – Psychology of Learning

Psych 345 – Biopsychology

Psych 394 – Internship

Psych 430/1 – TBA

Psych 430/2 – Memory

Psych 490 – Thesis



Is Adolescence a Distinct Stage of Life? *By Larry McBride*

There exists considerable controversy. Social historians are skeptical, noting that “adolescence” exists only in modern times due to industrialization and the extensions of formal schooling. For example, children on the Oregon Trail grew up very quickly. Also, there are records of 14 year old or so aged boys serving as go-betweens for rival Shogun armies in Feudal Japan.

What about psychologists? Piagetians believe that formal operations (adolescence) is quite different from prior concrete operations (childhood). Thus, adolescents have abilities for abstract reasoning and an appreciation for the logic of math and science which

is more similar to adulthood. However, information processing theorists argue for domain specificity—that stages are not “pure” and that teens may be more “logical” in some parts of their lives than others.

Social cognition theorists try to bridge Piagetian and social learning perspectives. Some maintain that there are two stages of adolescence itself—a youthful idealism centered around an imaginary audience (“everyone is watching me!!”) which seems almost like a return to the egocentricism of prior childhood, and a personal fable in which young people see themselves as unique and invulnerable. This passes by the end of adoles-

cence, although females seem to take longer in making the transition. At an impressionistic level, the author sees a vast “youth culture” with similar lifestyles beginning almost in preschool and stretching at least through the college years. I see lots of backpacks, early dating, use of cell phones, computer literacy, etc. which simply did not exist in my youth.

In summary, there are probably better stage data for cognitive differences than for socialization, however, the evidence for domain specificity is growing, and stage advocates have been historically unconcerned with individual differences within “stages.”

Alumni News

Jennifer Bellone and **Chantel Mittel** are both attending the WU MAT program and both hope to teach at the elementary school level.

Rachel Pribyl is attending Pacific University and studying in the Masters in Counseling Psychology program. She hopes to finish graduate school, work toward licensure and work in a counseling center.

Amelia Rowland is working for the “*I Have a Dream Foundation*” under AmeriCorps. She tutors and mentors 6th graders. In the future she hopes to attend grad school and get her MAT certificate and possibly travel a bit.

From The Chair... (continued from Page 1)

to take, you should notice that there is at least one course in each of our four foundation categories: Biopsychology will be offered in the Biological/Psychophysical Processes category; Psychology of Learning will be offered in the Learning and Cognitive Processes category; Clinical/Abnormal Psychology will be offered in the Clinical and Applied Psychology category; and Developmental Psych: Infancy and Childhood and Social Psychology will be offered in the Social/Developmental/Personality Psychology category. There will also be two seminars offered, one of which will be a Memory seminar (the other is yet to be determined); and, as always, both Research Methods and

Analysis I and II are in the schedule. Also, don't overlook Cross-cultural Communication, a .25 credit psychology course which is especially useful if you have plans to study abroad or if you've recent returned from one. Again, this schedule is tentative right now and may change slightly before registration.

I hope everyone's semester is off to a good start. I wanted to let everyone know that I'm winding down my tenure as Chair of the psych department this term (we rotate every 3 years). If in the next few months, you have any suggestions for improvements to the department, please let me know. After

that time, you will need to discuss departmental issues with the new Chair. I'm happy to announce that starting next fall, the new department Chair will be none other than our very own Jim Friedrich (okay, Jim, now it's in writing!). Please make Jim feel welcome in this new role.

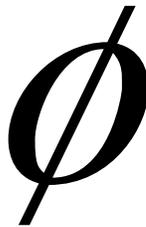
Until next issue,

Meredy Goldberg Edelson
Associate Professor and Chair

And Now a Word from Psi Chi ...

As a national honor society dedicated to "encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology", Psi Chi (<http://www.psiichi.org>) recognizes the value of undergraduate research involvement.

To support members in their scholarly pursuits, Psi Chi organizes research poster sessions at regional and national conferences. Our own Jessica Anderson, current Psi Chi president, has had her senior Carson Grant research



accepted for presentation at both the Western Psychological Association and the American Psychological Association 2002 conventions. Jessica is one of four undergraduates from across the country this year selected to receive a Psi Chi National Convention Research award to present her research at the APA meeting in Chicago.

Congratulations to Jessica for embracing these Psi Chi goals and for bringing her work to a national audience!

Internships & Opportunities

SPEECH THERAPY ASSISTANTS NEEDED: Speech Therapy Assistants are needed to work with a 4 year old girl with speech delay. Must be willing to learn and administer play therapy for a 1 to 2 hour session in a 1 on 1 environment with the child. Flexible schedule with ability to work 2 to 6 hours per week. Interest in child psychology, child development, and language acquisition. If you are interested, please contact Maria Blanco

(mblanco@willamette.edu or 503/838-0931).

ARC OF WASHINGTON TRUST FUND: The Arc of Washington Trust Fund is a fifty year old trust which provides funding to researchers in the field of mental retardation and closely related areas. The Arc Trust Fund is conducting a program of stipends of up to \$5,000 each, which will be awarded in installments during the course of 2002-2003

(beginning July 2002) to upper division or graduate students in schools in the states of Washington, Oregon, Idaho, and Alaska, who have demonstrated interest in the field of mental retardation. Applications are available in Smullin 321 and must be received by the Arc Trust Fund no later than February 28, 2002. For more information, please contact Neal Lessenger at 206.363.2206 or via email at arcwatrustsec@qwest.net.

**Willamette University
Psychology Department
Quarterly Newsletter**

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Please Deliver To:

Topics which will be covered in next fall's Memory seminar.

www.willamette.edu/cla/psych

Psychology Department Faculty (Spring 2002)

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*Internship, **STUDY LEAVE***

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SPRING 2002***

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Theories of Personality, Psychological Theories of Dreams, Internship/Thesis Orientation