

The Student Magazine of Goldey-Beacom College

# The Bolt

Spring/Summer 2010



A major addition:  
The Bachelor of Arts in Psychology.

# Pop psychology, pop quiz

What do you know about psychology? Answers are on page 10.

## Psychology 101

1. Schizophrenia is a condition that is characterized by a person having multiple personalities.  
a) True  
b) False
2. With "virtual therapy," psychologists use video game technology to create computer-generated environments that are helpful in desensitizing clients to situations they find traumatic.  
a) True  
b) False
3. B. F. Skinner was a psychologist who gained a reputation for performing ethically questionable experiments involving Siamese cats.  
a) True  
b) False
4. If a person is depressed, you should avoid talking to that person about suicide because it might prompt the person to attempt it.  
a) True  
b) False
5. Even today, bloodletting--as originally devised by the Greek physician Hippocrates 2500 years ago--is an effective form of treating psychological imbalances.  
a) True  
b) False
6. Some psychologists argue that intelligence tests are not reliable instruments for gauging how smart people are.  
a) True  
b) False
7. Every experience that we have ever encountered in our lives is permanently recorded in our brains, and with proper stimulation we can fully recall any experience we want.  
a) True  
b) False
8. A "Freudian slip" is an experimental apparatus that Sigmund Freud used when studying the psychology of gender in Vienna, Austria at the turn of the century.  
a) True  
b) False
9. No studies in psychology have ever actually suggested a link between violence in the media and aggressive behavior in viewers.  
a) True  
b) False
10. The doctor who pioneered the use of prefrontal lobotomies--a surgical technique involving severing nerves in the brain to reduce violent and agitated behavior--was later shot by his lobotomized patient.  
a) True  
b) False

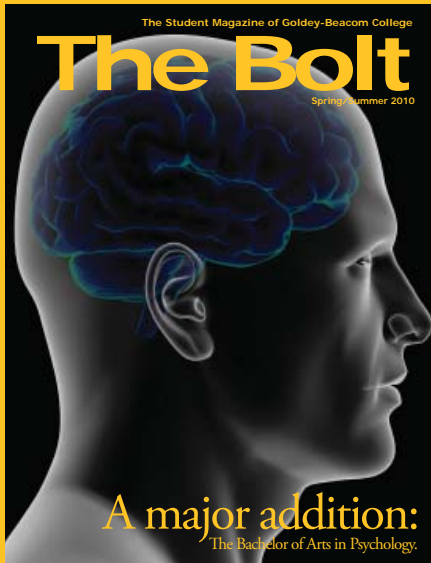


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### On the Cover:

With the new degree program in psychology, Goldey students can now begin exploring matters of the mind.

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It's an angel, it's a turtle, it's...on the back page.

Spring/Summer 2010

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We'd love to hear what you think about what you read in **The Bolt** or about campus life in general. Email us at [thebolt@gbc.edu](mailto:thebolt@gbc.edu). Better yet, join us. If you'd like to contribute to **The Bolt**, contact Dr. Kevin Hunt ([huntk@gbc.edu](mailto:huntk@gbc.edu)) or Dr. Joel Worden ([wordenj@gbc.edu](mailto:wordenj@gbc.edu)). Writers, editors, and photographers are welcome to apply.

# Keeping it real

Dr. Shaffner brings clinical experience to her classes

By KARA KUGLER '10

Although the Psychology degree at Goldey-Beacom College is new, the courses will be taught by several familiar faces. One of those faces will be that of Dr. Lisa Shaffner, who happens to be a Goldey alumna herself.

Dr. Shaffner graduated with a degree in human resources management and was actually the first student to ever receive the HR degree at Goldey. With her interest in human behavior fueled by her study of human resources, she then decided to enter the field of psychology.

"I always knew I wanted to go into the field of psychology," stated Dr. Shaffner in a recent interview. She went on to receive her master's degree from Immaculata University and her doctorate from the Intercultural Open University Foundation.

## It's important to talk about things. Don't carry it around.

With her graduate studies, Dr. Shaffner pursued a career in counseling, and today she brings that experience to the classroom. Currently she is a counselor and clinical supervisor at the Connections Community Support Program in Delaware, an in-patient treatment center that specializes in substance abuse therapy.

Later in 2010, she plans to open her own practice. "The business knowledge from Goldey has definitely helped me start my own practice," she explained, and she recently received her Licensed Professional Counselor of Mental Health license in order to start her practice.

"I hope to be able to reach a broader range of people," she explained when discussing the reason for starting her own practice. "At Connections, we mainly treat substance abuse. I want to be able to expand and branch out and reach a whole range of different issues," she stated.

In 2003, Dr. Shaffner was recruited by Goldey-Beacom College to teach. "I never actually thought about teaching," she claimed. Now she loves to teach, having gained valuable experience in the last six years of teaching at Goldey. Dr. Shaffner teaches a wide range of classes, including Introduction to Psychology, Positive Psychology, Psychology of Money, Gender Issues, Social Changes, and The Troubled Employee.

"I like them all but I probably have the most fun teaching Social Change, Gender Issues, and The Troubled

Employee," she noted. She will teach at least two news classes in the psychology degree program, most likely Developmental Psychology and Organizational Psychology.

In addition to her interactions with students in the classroom, Dr. Shaffner has found that students frequently come to her for advice during her office hours. "The students feel very comfortable in discussing their problems with me," she said.

Although she does not provide counseling to the students, she believes that it is important that they have someone who listens to them. "It's important



**Classroom counselor:** Dr. Lisa Shaffner utilizes her experience as supervisor of an in-patient treatment center.

to talk about things. Don't carry it around," she advised.

Based on her interactions with students, she has observed some trends in the issues that students face today. Females are faced with issues of self-esteem, abuse, and eating disorders, while males tend to grapple with relationship issues. In addition, she noted that some other issues that affect college students today are social pressure, family problems, and where to go in the working world. One idea that Dr. Shaffner hopes Goldey adopts one year is the idea of a 24/7 support center.

For students who are interested in pursuing a career in psychology, Dr. Shaffner noted it is a high demand field because "people need to know that they have someone to talk to who won't judge them." However, noting that extra schooling is involved for counseling, she said, "It is not a high paying area for the degree necessary, but it is very rewarding work."

Dr. Shaffner provided this advice for any student embarking on a career in any field: "You must love what you do and remember to help yourself." ■

# Introduction to adventure

Dr. Toothman makes Introduction to Psychology an engaging experience

By JASON HUMMEL '10

No matter what your major is at Goldey-Beacom College, you can count on taking Introduction to Psychology your freshman year. And it is likely that when you take Intro to Psych, you will have Dr. Toothman as your professor.

Goldey students are very lucky to have Dr. Toothman teaching their Introduction to Psychology courses. They get an experience they would not get most places. Dr. Toothman has his own idea of what an introductory college psychology course should be—he believes it should be an adventure, with self-exploration as a key component.

“At research universities, Introduction to Psychology is a terminology course. Students just memorize the language,” he noted in a recent interview. In contrast, he emphasized that it is very important to him that his course be more than “a bunch of terms and a Scantron test.”

“You should learn about yourself and what it takes to be a healthy individual,” he explained. Based on his philosophy, students taking Dr. Toothman’s course actually examine psychological tests instead of reading about them, and they find out their own scores.

Another unique feature of Dr. Toothman’s courses is the narratives that students write to help them explore topics in psychology. The goal is to apply the ideas and principles through writing. In addition to writing about course topics, students in most of Dr. Toothman’s courses analyze and write about themselves.

They write about their personal history and challenges they have faced, and their current behaviors, habits and personality traits.

In addition to the introductory course, Dr. Toothman currently teaches several other courses, including Current Topics in Psychology, Personality Theory, and Group Dynamics. Group Dynamics is his favorite course to teach because it is

psychological terms, he wants to “attach” to the students and he wants his students to “attach to the course.”

“The idea is to get the student interested and involved,” he said. “I attempt to use the very best of communication skills to engage the student to make a connection to me as well as to the subject matter.”

Dr. Toothman hopes that after a

The idea is to get the student interested and involved. I attempt to use the very best of communication skills to engage the student.

his area of expertise. He explained that he enjoys teaching Group Dynamics because he can utilize his communication skills, empathy, and willingness to share the stage with learners.

At Goldey, Group Dynamics is offered as a one-week seminar, and one student noted that “it is one of the most unique courses one can take at Goldey.” Instead of a conventional class format, students sit in a large circle or work in smaller groups of about six, where they get a chance to talk about their feelings and life experiences. The goal, according to Dr. Toothman, is for students to learn how to relate to people with life experiences that might be different from their own.

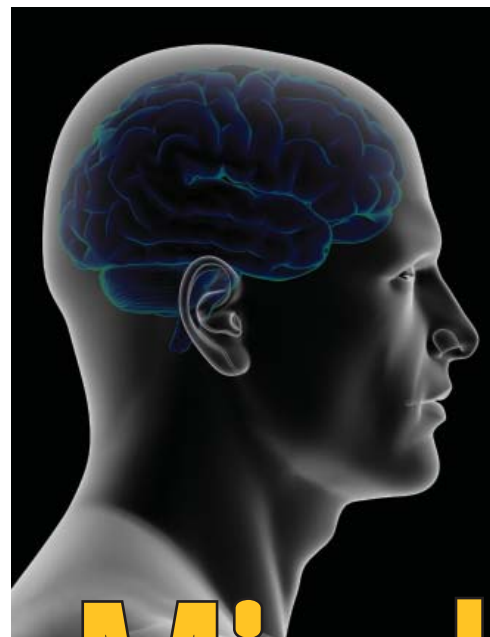
Anyone who has ever taken a course with Dr. Toothman knows that he has a unique teaching style. “I try not to lecture,” he said. “I try to be personable and conversational.”

He explained that he wants to engage his students and form a relationship. In

student has taken one of his courses, that student will understand the science of psychology as it relates to the self and understand life from a psychological perspective. He noted that for example, sometimes college students need help to understand their parents psychologically and rise above previous experiences. In addition, he hopes his courses help students to focus on what they are doing in college.

When asked about the new psychology program at Goldey, he replied, “I think it’s great. I’m all for it. I wish it started years ago.” He thinks it is good for the business students as well because they will work in a world with a lot of troubled employees.

“The new degree will give me so much personal satisfaction to see this life-enhancing major come to be a part of the Goldey-Beacom history,” he reflected. “It is truly quite an honor to be involved in such a groundbreaking event.” ■



# Studying Matters of the Mind

The new Bachelor of Arts in Psychology presents new opportunities for students

By TORIANNE DAVIES '13

Why do you do the things you do? What makes you shy, thrill-seeking, or conscientious? What does your birth order have to do with your personality? These questions are just a tiny sample of what you will explore if you venture into a career in psychology.

Maybe you have always been interested in the human mind. Perhaps you have compassion for the well being of others. Or maybe the person looking back at you in the mirror is the one you want to help, to find answers for, or to better understand.

Whatever the case may be, psychology is a major that will lead you down the path to more deeply discovering why humans feel and do the things they do. And where might you gain that psychological breakthrough? Look no further than Goldey-Beacom College.

Beginning in the fall semester of 2010, Goldey will be expanding its horizons, offering a Bachelor of Arts degree in Psychology to current and incoming students. With the addition of the new

psychology major, Goldey is opening a new page in its curriculum.

With all the new opportunities that the program fosters, it is difficult not to join in the excitement. Both students and faculty are pumped up for the program that is the beginning of a long journey toward a greater diversity of course offerings at Goldey. Dr. Gary Wirt, Vice-President of External Affairs and a psychology professor himself, talked about how excited he is about this program and the ways that it will enrich the school: "Since psychology has been my field—and my career before coming to GBC—it's always exciting to see students grow in that discipline. I always see such positive reactions from our students when they are exposed to psychology coursework as they learn to understand themselves and others better."

In addition to enthusiasm expressed by the administration, one student in particular talked about his excitement. As the first student to get on board the psychology train at Goldey, Clint Rees is the perfect example of a student eager for something new. He was first

attracted to Goldey by the staff that is always willing to help, the convenient location, and the flexibility of scheduling classes around work. Not only does he go to school full-time, but he also works full time in the field of business and IT. So what drove him beyond the realm of business and his initial major of business administration?

Although he was always interested in human cognition, his interest in psychology was ignited after taking Dr. Wirt's Introduction to Psychology course. From then on, he was hooked. In an e-mail interview, Rees stated, "[The new program] greatly appeals to my scientific curiosity on a multitude of levels. The mind is a fascinating, albeit very fragile, thing. I hold it in the same regard as deep space or the bottom of the oceans—the stuff of dreams and inspiration."

Expecting challenges along the road, Rees is looking forward to attaining his bachelor's degree in psychology, with aspirations to eventually earn his PhD. Because of his wide range of interests, he is not sure of the field—only sure of the fact that he will "approach heated topics with a degree of tact, care, and

understanding.” What better qualities could you ask for in a future psychology professional?

With the addition of psychology, Goldey-Beacom faculty and administration hope to attract a new pool of students to the school while simultaneously capturing the attention of current students interested in a change of major. The trailblazers of the program—both current and incoming students—will begin in fall 2010. Freshman Angelina Myers, one of the first new psychology students here at Goldey, expressed her “interest in learning about the human mind,” and she hopes to work in the field of social work upon graduation. Her ambitions do not stop there; like many other students are, she is interested in pursuing further education, eventually earning her master’s in psychology.

New psychology students can look forward to a solid education that will prepare them for a variety of career options and further graduate education. Psychology, in many ways, is similar to business. Both majors open up many doors to those students who are willing to put the required time and devotion into their coursework.

According to Dr. Wirt, graduates with a bachelor’s degree in psychology can look forward to positions in counseling and human services. Dr. John Toothman, another professor of psychology at Goldey, noted that careers in counseling within the corporate world will be readily available, as there is a dire need for help with troubled employees dealing with stress and anxiety.

For those who want to continue their education, they can be confident in the fact that their education at Goldey will prepare them well for graduate school. Dr. Wirt noted that the psychology program is designed to lay a great foundation for those wanting to continue their studies. He emphasized its strong foundation, stating that “It’s such a backbone for other fields: education, business, marketing, sports, and so forth.”

So, we know that getting an education in psychology will open up many doors for the future, but who exactly is turning the knob to open those doors? In addition to Dr. Wirt and Dr. Toothman, the brains behind the psychology degree currently also include Dr. Bruce DiMattia and Dr. Lisa Shaffner. Dr. Wirt noted, “We all bring very different skills into the classroom, [which will] make for a strong program.”

Dr. Wirt came to Goldey with an abundance of experience, and the new psychology students will have the opportunity to learn from the breadth of his knowledge. He has served as the Executive Director of the Mental Health Association in Delaware. Currently he serves both the mental health and academic communities in many capacities. He is a member of the Governor’s Advisory Council for Substance Abuse and Mental Health, and he is a member of the State Mental Health Planning Council.

Another essential member of Goldey-Beacom faculty, Dr. Toothman offers current and incoming students an education that is as colorful and well-rounded as his own background. After earning his PhD from Alliant International University in San Diego, Dr. Toothman dove into a promising career in psychology. Dr. Toothman stated, “I was motivated [to pursue psychology] by self-interest, and a desire to help others and myself.”

The results of his pursuits include a career as a military psychologist and forty-two years of teaching. He expressed how it has been “wonderful to spend my life helping other people.” As Dr. Toothman can attest, not only does a career in psychology give you the opportunity for self-discovery and personal empowerment, but it gives you the power to help others at a very intimate and personal level.

Another psychology professor at Goldey is Dr. DiMattia. Having taught over a dozen different psychology courses at various universities in California, Tennessee, Pennsylvania and Delaware, at Goldey he will teach courses that address quantitative and biological approaches

to psychology. He is looking forward to being an integral part of the new program, stating, “It’s great to see the school become a full college and the psychology area expanding.”

Adding another dimension to the program is Dr. Lisa Shaffner, who currently is the clinical supervisor of a residential substance abuse program in Delaware. Having earned her bachelor’s degree at Goldey in human resources management before earning a master’s and doctorate in psychology, Dr. Shaffner brings a real world perspective to the program as a National Board Certified Counselor and a Licensed Professional Counselor of Mental Health.

So what is the reason for the addition of psychology to the offerings at Goldey? According to Dr. Wirt, not only is there a need for additional psychology programs in the area, but there is also a desire to learn psychology, as voiced by students in the area.

Dr. Wirt emphasized how the administration “looked carefully at what people asked for.” During college fairs, admissions staff would listen to students asking whether Goldey had criminal justice, nursing, and everything in between. But students most frequently inquired about psychology. Fortunately, Goldey promptly reacted to that message and is building up a program to meet this demand.

Since Goldey has added psychology, Director of Admissions Larry Eby has noticed that the students who are interested in psychology are also asking questions about student activities.

“I think we will see a much higher rate of student involvement on campus as these new students arrive, since they are drawn to a field of study that focuses on interpersonal relationships, and thus they seem to have a much greater interest in interacting with others,” he said.

“I get the sense that this new pool of applicants comes with a greater awareness of the fuller college experience,” Mr. Eby continued, “and will hopefully spark in all our students a desire to get involved and get out and explore!” ■

# Playing mind games

For players and coaches, performance is a matter of psychology

By TORIANNE DAVIES '13

We've all heard that ever popular quote, "Get your head in the game." It's no wonder why athletes have been hearing that phrase for years—without mental preparation, they're only fighting half of the battle.



**Inner vision:** Freshman Liz Williams uses visualization to improve her performance on the cross country team. (Joe Koch photo.)

Yes, they train every day. They put 110% effort into practice, shooting lay-ups, kicking soccer balls, running miles, swinging drivers, and catching ground balls. Yet despite performing these routines a million times over, there is much more to it than just sheer physical practice: psychological preparation is essential.

"We try to prepare the same way no matter who we are playing. I believe consistency and structure is very important when preparing for game day and practice," stated Men's Basketball Coach and Assistant Athletic Director Chuck Hammond. He noted that he prepares his players in practice with the same intensity each time they step on the court, whether they are preparing to face the No. 1 seed or the No. 12 seed.

Another important aspect of sports psychology is goal setting. Setting distinct goals helps many athletes to keep themselves mentally prepared and confident. These goals motivate them to be their best in each playing situation. Coach Hammond likes his players to set goals at the beginning of each year.

Throughout the year, he hopes that they will remind themselves of those goals and what it will take to reach them. "I think it is important to help the team recognize that we can accomplish these goals if we play together," he said.

The student athletes themselves reiterate the importance of goal setting. In the sport of cross country, freshman Liz Williams uses visualization as a tool to keep her motivated and goal-oriented. "When I prepare for a cross country meet, I try to picture the course and how I am going to run it. Then I begin to picture myself running across the finish line," she explained. When she keeps that

mental picture of winning in her mind, she is able to come closer to achieving it. In addition to visualizing the finish line, freshman David Zartler likes to estimate what his time will be, and he works intently at reaching that ideal time throughout the entire race.

In addition to mental preparation in practice and goal setting, there is still more psychology behind game day preparation. For many athletes and coaches, superstitions come into play. Women's basketball is no exception to superstitions, and Coach Jennifer Carleton notes that some players have lucky socks or sports bras, or a defined routine, or a certain song that gets them ready. For example, freshman women's basketball player Akilah Sewell needs to wear a blue band on her left ankle every time she steps on the court for game time.

Coach Carleton herself needs to perform certain routines before game time, so she wears certain shoes and writes on the board in the same way at the same time every game. "To me, this is my way of stepping away from the actual X's and O's of the game and getting myself mentally prepared to make the right decisions once game time comes around."

When he competed, Goldey Athletic Director and previous collegiate and professional soccer player Chris Morgan preferred to approach his pre-game strategies in a clear-cut manner. "I would start preparing the day before competition and into the pre-game warm-up by putting myself through simple repetitive soccer activities that I would need in a game," he explained. "After I successfully completed these activities, I knew I was ready for the game. In addition, I would also visualize my game responsibilities during our warm-up."

Whatever the strategy may be—simple or complex, reasonable or irrational—every player is different. Likewise, coaches have diverse methodologies for motivating their teams. Coach Carleton emphasizes her passion for teamwork and motivation: “I am huge on team and passion and striving to really be the best we can on any given night,” she said. She also emphasizes how the team holds the game at a very personal level.

“I am not sure that there are one or two particular things that we do, but no matter what, we are always talking about how important this game means to us, not necessarily to the conference standings or to the public, but how important it is to where we stand within us,” she added. “We try to get better from each day at practice and each game so we are playing against us, not our opponent.”

For the athletes and the coaches, game day preparation is an ongoing mental and physical process, a never ending cycle of strategy. However, Coach Carleton also looks beyond the current game and focuses on the season in its entirety: “In the biggest of pictures, mentally every game is another opportunity to really showcase how far you have come and what the mindset of your team is. We play every game to win it, but more importantly, we play the game to prepare for the next one.”

**I try to get my players to control their “outer visible” emotions. You do not want your opponent to think they are winning the mental game, which can boost their confidence.**

Now we know some ways that players and coaches prepare for the big day, but what do they do to psych out their opponents during game time? Freshman softball player Erin Poffenberger projects confidence in her playing skills to psyche out her opponent. “If you play like you know what you are doing, and [you are] confident, you will win,” she explained. “I believe it intimidates your opponent.”



**Getting psyched:** Women's Basketball Coach Jennifer Carleton encourages her players to “walk into the gym and try to own it.” (Joe Koch photo.)

The women's basketball team also musters confidence to psych out the opposing team, as Coach Carleton encourages them to “walk into the gym and try to own it.” She also pushes her players to

have a “swag about [them] that no team in the country can match.” She believes that when the girls' personalities and attitudes are the focal point of the team, and winning is added to that equation, it creates a greater confidence in all of her players.

On the other hand, athletes need to be mentally aware of the fact that opposing teams may use that same strategy of

outward confidence. Tennis Coach Joe Kissel encourages his team to stay ahead in the psychological game. “I try to get my players to control their ‘outer visible’ emotions, especially when they are losing or missing some easy shots,” he noted. “You do not want your opponent to think they are winning the mental game, which can boost their confidence.”

There is one last psychological aspect of athletes that should not be forgotten: their intense competitive drive. Although psychologists might debate whether athletes are more likely to succeed in the classroom because they play a sport, there is no doubt that the competitive nature of athletes cannot be ignored.

“As athletes, we are naturally competitive in everything we do. At GBC, most of our student-athletes have succeeded in all aspects of their lives,” Athletic Director Morgan pointed out. “Most are very competitive, organized and disciplined, which I believe is a strong formula for success in life.” ■

# Mindprobe

A random sample of what's in our heads

	<i>The season that best describes my personality is...</i>	<i>My most successful mind game is...</i>	<i>As a kid, I always slept with...</i>	<i>If I could read minds, I would...</i>	<i>The one thing I don't understand about human behavior is...</i>
<b>Kim Narkiewicz</b> Senior, Accounting	summer.	getting answers out of people.	a teddy bear named Big Bear.	know how people honestly felt.	lying.
<b>Sandy McNeal</b> Library Assistant	winter.	getting up every morning.	a stuffed dog named Morgan who I stole from my brother.	be rich.	spouses cheating in their marriages.
<b>Deborah Leitsch</b> Professor, Accounting	spring.	the genie game.	the lights on.	be able to tell if they are paying attention to me.	laziness.
<b>Bryan Overton</b> Junior, Management	summer.	getting people to do something they think they can't do by tricking them; then they are surprised when they do it.	my Power Ranger toys.	only use it on certain people.	why we change so much.
<b>Kevin Martin</b> Director of Housing and Residence Life	fall.	silence, or the "I'm fine" game.	my blanket.	avoid it!	doing the same action [and] expecting a different outcome.
<b>Elizabeth Jones</b> Sophomore, Business Admin.	spring.	telling myself to wake up to work out.	a blanket.	tell what people are thinking.	why people are disrespectful.
<b>Mark Berry</b> Senior, Human Resources Management	spring.	I don't play mind games.	my Teenage Mutant Ninja Turtle action figures.	do nothing. Sometimes people's thoughts SHOULD NOT be read.	why people don't keep it real with others.
<b>Roni Shaner</b> Sophomore, Marketing	spring.	I pretend I understand what people are talking about.	my stuffed animal.	be happy.	why people don't get along with other people.

Compiled by Ashley Longo '12

## Pop psychology, pop quiz answers (from page 2)

**1. False.** Although schizophrenia literally means "split mind," it is a disorder characterized by disruptions in thought processes, speech, and adaptive behavior. **2. True.** Virtual therapy is a form of behavior therapy in which the client is gradually exposed to a virtual environment that mimics a traumatic situation. **3. False.** B. F. Skinner was a psychologist noted for his studies of how positive and negative reinforcements condition human behavior. **4. False.** According to the National Center for Injury Prevention and Control, talking to a depressed person about his or her thoughts of suicide will not prompt the person to attempt it. **5. False.** Although Hippocrates provided a basic foundation for some of today's psychological theories, his use of bloodletting is not currently practiced. **6. True.** Psychologists debate whether some intelligence tests contain cultural biases that affect performance on the tests. **7. False.** Current work in neurology and psychology suggests that memory is a more complex process than the mere recording of events in our brains. **8. False.** Most commonly, a Freudian slip is a mistake—made in speaking—which, according to psychoanalytic theory, reveals an unconscious wish or thought. **9. False.** Several studies have suggested a link between media violence and aggressive behavior. **10. True.** Dr. Antonio Moniz, who championed the use of the often misguided and questionable procedure, was later shot and paralyzed by one of his patients.

# Making the switch

The new psychology degree is a perfect fit for one current student

GUEST ESSAY: CLINT REES '11

It wasn't that long ago that I set my sights on completing a degree in business at Goldey-Beacom College. It made perfect sense: I already have rock-solid work experience in the business and IT arena.

"This can only bolster my chances of success," I thought to myself when I began the program. In my current job, a business degree would increase my earning potential and value as a business professional.

My pursuit, however, proved quickly to be little more than polishing brass on the sinking Titanic. As I continued my studies, I realized that something was missing – personal fulfillment and enjoyment.

Don't get me wrong. A career in business can be very enjoyable and rewarding. Indeed, my work has given me wonderful experiences, networks, contacts and friends, but it's really not who I am inside.

It wasn't until I sat in Dr. Wirt's Introduction to Psychology course that I realized I was chasing an illusory sense of satisfaction in the notion of pursuing a degree for the sake of having a degree. I realized that I had not been paying attention to what it is that I really enjoy: the study of the human mind. I began to see that I'm much better suited for work yielding measureable results in an environment that cultivates scientific interest in and exploration of human behavior.

I began to worry that to really pursue my interests in the sciences and psychology, it would take far longer, given that no other school around had

a psychology program that fit my needs and schedule. I then heard the words that changed it all for me. Dr. Wirt told me, "We're offering a new program, a BA in Psychology, starting fall of '10."

Ladies and gentlemen, you've never seen a frown flip upside down faster than mine that day. Finally, a chance to explore new ideas, to challenge and build upon theories and practices in an arena of creative and intellectual freedom that matched my interests—all

**Let's hear your story.** *If you're part of the Goldey-Beacom College community, we welcome your contribution to "The Last Word." Send your personal essay of 750 words or so to [thebolt@gbc.edu](mailto:thebolt@gbc.edu).*

in one handy package! To say I jumped at the chance to change majors is an understatement.

Although the psychology program is just beginning, in my coursework thus far GBC has already provided both a challenging and rewarding academic experience. To date, one of my greatest joys is "sharpening my claws" via debate with instructors who have been there, done that, and yield a far greater experience than I currently possess.

Sure, my ideas don't always pan out, or are admittedly too short-sighted, but with each blow received, my thinking gets stronger and clearer. I see the same in my fellow students. I'm immensely pleased that I've experienced this. I look forward to continuing the same in the psychology curriculum.

Good ideas are nurtured here. A nurturing environment is essential to

growth, and in this I foresee GBC yielding some truly great psychologists and thinkers in the future. The harder we're pushed now, the sterner the stuff we'll be made of. This is a challenging world in almost every regard, and I certainly encourage all students (and everyone, really) to embrace this and prepare.

Now, where, exactly, does this all lead me? Ultimately, graduate school is the path forward. While a BA in Psychology is an excellent foundation for a career, I know I won't achieve what I want by resting on my laurels after graduating.

There are fields of study emerging that are rife with possibility—artificial and machine intelligence, animal behavior, deception detection, sleep studies, and others are ripe with possibility. In my opinion, there is no career field in the world that doesn't benefit from an understanding of psychology.

Here at GBC, I've had nothing but encouragement to dig deeper and explore my ideas, to weigh them against contemporary designs, and think critically about their impact on my life and on society. This will segue nicely into a graduate program that is composed almost entirely of critical thinking and research.

I'm elated and grateful for all of this, as the history books will be quite kind tomorrow to those who dare to be great today. ■

*A native Delawarean, Clint Rees works for a major global IT consulting firm. Previously, he lived in Kyoto, Japan, where he studied Japanese and taught conversational English. In addition, he was a club DJ in New Jersey for about 10 years and has also experienced life as a roadie, driver, tour manager and stage keyboardist.*

# What do you see?



**G**o ahead. Describe what you see. Don't worry, there are no right answers.

This is what psychologists call a projective test, one that is designed to get test takers to "project" aspects of their feelings, thinking patterns, and personalities onto the ambiguous pattern they see in front of them.

For centuries, psychologists have experimented with inkblot tests such as this one to examine a person's mental functioning. The most famous is the test developed by Hermann Rorschach in the 1920s.

The Rorschach inkblot test is designed to examine emotional

function and personality characteristics. It can also be used to determine if a subject has a thought disorder. The test is always given with a specific set of ten inkblots on white cards (but the example here is not one of the actual Rorschach cards).

When subjects are shown the cards, they are asked what they see in the inkblots. The tester also closely examines the subject throughout the test. The behavior of the subject—for example, the time it takes the subject to answer—is just as important as what the subject sees in the inkblots.

While there is controversy about the scientific value of the

test, it is still one of the more prevalent psychological tests.

Are you interested in learning about what various responses might reveal about a person? Perhaps the study of psychology is for you. Why don't you consider majoring in Psychology at Goldey-Beacom College? You might see human behavior in a different way.

If you're currently enrolled at Goldey-Beacom and you are interested in the new degree, contact your advisor.

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