

In Memory of Linda Mealey

By Aubrey Immelman

Linda Mealey died of colon and liver cancer on Tuesday, Nov. 5 at the age of 46. Linda was born Dec. 17, 1955, in San Diego, Calif. She began her college career in fall 1973 at Wells College in Aurora, N.Y., transferring to Cornell University in 1974. She graduated from Cornell in 1977 with a B.A. in biology, concentration in neurobiology and behavior.



Linda Mealey
Psychology Professor

After graduating from Cornell, Linda completed additional coursework at the University of Cincinnati. She graduated from the University of Texas in 1984 with a Ph.D. in psychology, concentration in behavior genetics.

Linda joined the faculty at CSB/SJU in the fall of 1985 as an assistant professor. She was promoted to associate professor with tenure in 1991, and to full professor in 2001. She regularly taught two of the foundation courses in the psychology major, namely introductory psychology and research methods and a variety of courses in her specialty areas of biopsychology, animal behavior, human ethology, psychology and the law, and human sexuality.

She will be remembered as a highly talented and much beloved mentor to scores of student researchers, many of whom went on to successful careers in psychology, medicine, law and other professional fields.

Linda enjoyed an active and productive professional life. She belonged to approximately 16 professional and scholarly societies. Linda's intellectual legacy is impressive. She was a textbook consultant for five publishers, manuscript reviewer for approximately 12 scholarly journals and contributor of approximately 50 entries for a dozen reference works and encyclopedias. During her professional career, Linda published 10 book chapters, a full-length textbook, more than 20 articles in peer-reviewed journals, more than 30 brief communications and commentaries, more than two dozen book reviews and presented more than 50 papers and posters at professional meetings and conferences.

(see *Mealy*, p. 5)

Department Newsletter

A Newsletter created by College of St. Benedict/St. John's University Psychology Department for psychology students and faculty at CSB/SJU

Psychological and biological factors motivate sniper attacks

By Gina Pustovar

Though we may be far removed physically from the sniper attacks that plagued the East coast since Oct. 2 and ended recently, many of us still feel the emotional and intellectual repercussions. With the two sniper suspects, John Allen Muhammed, 41, and John Lee Malvo, 17, in police custody, and with murder charges already pending in Louisiana, Maryland, and Virginia, many are wondering, "What motivated these men to murder?"

Much research has been performed to attempt to get into the minds of serial killers and murderers in the past; some of this research has resulted in valuable knowledge of the criminal mind, while other research has left both psychologists and scientists baffled. So what is it that led Muhammed and Malvo to begin their rampage? And what was it that kept them going?

According to Alexander E. Obolsky, a forensic psychiatrist at the Health and Law Resource in Chicago, snipers (either one or both) are probably narcissists who methodically planned out their attacks. Obolsky feels that the snipers most likely got an emotional high from planning out their attacks and reveled in the sense of control they got from, essentially, playing God.

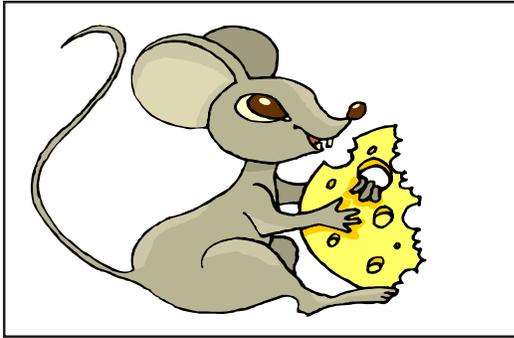
"He is looking at his target, a woman or a man, and saying 'Am I going to let you live today or will you die today?' That makes him feel good," said Obolsky.

Does this mean that either one of the snipers are crazy? Not necessarily. "The person [the sniper] is crazy only in the sense that he does not care about people the way typical people do," Obolsky said. "There is another word for it — evil."

Forensic psychologist Dr. Neal Dunsieath agrees. "The sniper might have some particular personality traits or be predisposed to strange beliefs, but I haven't seen a lot that points to a mental illness."

There may also be a biological factor involved when people commit acts of violence such as serial killings. In the 1990's, a research team based in Southern California performed brain scans on 25 convicted murderers. The results they came up with are intriguing.

(see *Sniper*, p. 5)



Approach Blocks Alzheimer's in Mice

By Shannon Rooney

Scientists discovered a novel treatment to stop Alzheimer's disease in mice that could lead to a new method for treating mental disorders in humans. Michael Mullan, director of the Roskamp Institute at the University of South Florida told the Press International that the treatment contains an antibody that blocks the action of a molecule in the brain and halted the Alzheimer's pathology.

Mullen's team injected the mice with CD40-CD40 ligand, an antibody that blocks the formation of a molecule; an approach that had not been tried as a treatment for Alzheimer's.

It is still not clear how the CD40 compound is involved in the development of the disease. However, the antibody injection appeared to be effective because the mice genetically inserted with Alzheimer's revealed a 60 percent decrease in the amyloid plaque deposits.

Findings suggest that blocking CD40-CD40 ligand could prevent Alzheimer's in humans and have the potential for treating humans with advanced Alzheimer's.

The study has been a relatively exciting one because of its opportunity for developing new treatments for Alzheimer's.

The senior science advisor to the Alzheimer's Association told United Press there is a need to be cautious because the study is an animal study primarily and there is still a long way to go before developing it into a treatment for humans.

Source: United Press International; October 28, 2002

ADHD affects college students

By Shannon Rooney

Every fall ADHD, a disease once considered to primarily affect children, breaks out on college campuses like an epidemic. The disorder can remain undiagnosed for a decade or more before it finally debilitates with the academic, social and work pressures following high school graduation.

Although many high schools and elementary schools are improving in detecting the symptoms of the disorder early, there still are many students who are undiagnosed before they start college.

Beth Howlett, clinical coordinator in the counseling center at Wilder University in Chester, Penn., estimates that only about one third of students she works with were diagnosed with ADHD before they began college.

The first thing that usually shows up as a problem for students with untreated ADHD is what is called the "burden of reading"—the sheer volume of mastery of the written work requirement in virtually every college course. Under the Americans with Disabilities Act, college students with ADHD qualify for a range of accommodations on campus such as therapy, assistance organizing their life, study skills, test-taking skills and securing adequate lecture notes from classes.

When diagnosed early and guided to available resources, students with ADHD will do well.

Source: Healthscout; October 26, 2002

Symptoms of ADHD as reported by Howlett

- Inability to concentrate in class or on homework
- Inability to grasp meaning of materials read
- Difficulty following professor's train of thought, paying attention or taking notes in an organized manner
- Susceptibility to distractions that don't seem to affect others
- Reliance on stimulants such as coffee, as means to focus on tasks
- Abusing substances, such as alcohol, drugs, or prescription drugs



Who said it?

"Neurosis is the suffering of a soul which has not discovered its meaning."

(Answer on page 5)

Recent Psychology Events:

Psych club sponsored a movie night from 6-8 p.m. on Nov. 4 at the Alcuin Library, Room AV2. Those in attendance watched "Momento", a movie about amnesia. CSB/SJU psychology professor Linda Tennison talked about amnesia following the event.

Christina Prom held a session about Graduate School and breaking down the application process on Monday, Oct. 28. Students who were not able to attend the presentation but are interested in getting the information can find it on the Psychology Department website.

Psychology Humor

Top 10 new IRB-required additions to consent forms

1. You might die at any moment.
2. The experimenter could be mentally undressing you.
3. By not being home to answer your phone, you could be missing a chance to win a million dollars.
4. If there is a God, s/he knows that you participated in this study.
5. Participating in this research is onerous, harmful and repugnant.
6. Because there is no free will, you cannot really consent to this study.
7. If at any time in the future you decide to withdraw from the study, the experimenter will retract all publications based on your data.
8. Being paid to do this study is not a benefit to you, because money is the root of all evil.
9. Everything the experimenter tells you is probably a lie, including this.
10. You may not participate in this study.

-Michael Bailey

Coordinator's Corner Christina Prom

Hello & Happy November!
We are quickly approaching Thanksgiving Break and I hear the murmurings of students' saying, "Where did the semester go to?"

My piece of advice to the seniors is to drop what you are doing for a small **five** minutes **every-day** to merely sit and breathe. You'll be amazed at the results when you take this tiny amount of time in a whole day for just yourself!

As for the rest of you encompassing our other three class standings... well, fill every minute, hold on & enjoy the ride – you'll be here at least one more year!

The Psychology Department is buzzing with as much activity as all of you are! One of the big things we've been working on are the courses we hope to offer next year: 2003-2004. It'll be here before you know it!

As the middle person between the faculty world and the student world, I can say your professors have been just as stressed as the lot of you lately. They worry about their classes and they worry about you students and what is happening in your lives. Some even worry about the stress their classes cause you! They too have deadlines and homework and all those "things that need to get done." And sometimes they procrastinate just like all of you sometimes tend to do! Point being, just remember the next time you see one of your professors, they are feeling the crunch of the end of the semester approaching - just like you are. Be understanding of each other as the holiday season comes near!

For all of you who came to my mini-graduate school session, thanks!! I hope it helped you, even if you only learned one thing! My outline of the session, along with the supplemental lecture information, can be found on the psychology website. I will also be teaching the annual GRE prep course this spring. It is a free course to our majors; all you'll need to buy is the book we'll be using (which is around \$30 if I remember correctly). More information about that will be forthcoming in future issues and emails!

Lastly, to all you Johnnie and Bennie **Juniors**: I'm starting early with putting a bug in your ear about PSYC-399 – the Teaching Practicum. This is the course you can take Fall or Spring of your senior year where you'd actually get to **teach** the Intro to Psychology Labs. You can apply for this incredible opportunity in Spring 2003. Again, look to future issues of the newsletter, e-mails, and your mailbox for more information next semester ☺



Christina Prom

Faculty Spotlight

Anthony Sorem, Ph.D.

An interview with Anthony Sorem, conducted by Jeris Sunneberg

Q: Where did you go to undergrad and graduate school?

A: I got my bachelor's degree at the University of Minnesota, and then my Masters in Anthropology. I attended the University of Kansas, earning my doctrate in social psychology.

Q: What classes do you currently teach and what is your favorite?

A: I currently teach Introduction to Psychology, Applied Behavioral Statistics, Organizational Behavior, and Social Psychology. Social Psychology is my favorite, because it is the class where I am most truly my own self.

Q: What led you to the study of Social Psychology.

A: I was a child in the 40s, where the world was colored by World War II. I was a teen in the 50s, which were not the "Happy Days" of the Fonz, or the cheerful days of "I Love Lucy." There was segregation, execution of spies, and McCarthy's threats of anti-communist investigations. Nations were economically and emotionally recovering from the war, and thousands of people were killed by atomic bombs. Girls who had been my academic competition from elementary throughout high school "collapsed" during their senior year in order to pursue marriages and families. This all led me to ask, "Why do people do the horrible and heroic things that they do?" Social psychology was a way for me to find answers to some of these questions.

Q: Why did you decide to become a Psychology Professor?

A: Teaching is a mixture of analytical thinking and theater. I get to experience the double responsibility of doing research and presenting lectures to an audience of students.



Anthony Sorem

Q: What has been your main goal as a Professor?

A: My goal as a professor is to gain insight about why people do things that they do and then to enlighten people. The classroom gives me leverage to accomplish this. Throughout my years of teaching, my role has grown to be a parental role, providing wisdom to my students. My job extends beyond the classroom in that I provide reassurance to students through one-on-one interactions.

Q: Can you tell us about your family?

A: [In response to this question, Sorem smiled and proudly pointed out a framed picture of him and his wife, Deb. After a thoughtful pause, he began.] My family is the center of my life. My family is to me like a briar rabbit in a briar patch—it is my happy place. We love each other and are friends. I recall the cold Thanksgiving Day, on a street corner in Omaha, NE, when I convinced my wife to marry me. It was the best

decision I ever made. I'd rather share time with her company than any other person. We have two sons, Andy, who is 28, and Allen, who is 23. Both are SJU graduates, who now live "out west."

Q: What are your hobbies?

A: Many of my students are familiar with my hobby: buying, selling and rebuilding toy trains from the 40s and 50s. These were the premiere toys at Christmas time, and when I realized that grown men now play with these things, I began my hobby. [He even has business cards reading "Tony Sorem...Train Collector."]

Q: How do you see the study of psychology (or the world in general) changing in 100 years?

A: Taking into account the extreme changes that have occurred over the past century, it is impossible for me to begin to imagine the next century. Since I began studying psychology, the content and quantity of text material has dramatically advanced.

Within the next few decades, we will become increasingly founded in neuro-anatomy and brain chemistry. There will also be a wider and growing appreciation (not just tolerance) of diverse human experiences. I forsee a working (although not perfect) world society—a more united Europe that coordinates the needs, wants, and strengths of diverse people.

Q: What do you plan on doing after your retirement this year?

A: I plan on continuing my role of husband, parent and teacher. Along with various opportunities to keep myself busy, I envision a bench in my garden, where I want to sit with my pipe.

Issue #2

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Nov. '02



Lev Vygotsky

Lev Vygotsky: Psychologist to know by Julie Sanem

Lev Semenovich Vygotsky was born in 1896 in Gomel, Belarus. Vygotsky was interested in literature and literacy analysis in his youth and hoped to become a connoisseur of poetry and philosophy. Vygotsky entered the Medical School at Moscow University but eventually switched to the Law School. He was simultaneously enrolled in a private university where he studied literature, art, history and philosophy. Vygotsky earned his law degree in 1917. Vygotsky did not get formally involved in psychology until 1924 when he became a researcher at the Psychology Institute of Moscow University.

The major theme in Vygotsky's theoretical framework in psychology is the idea that social interaction plays a fundamental role in the development of cognition. "Every function in the child's cultural (See *Vygotsky*, p. 5.)

Mealey, continued from p. 1 Linda was a committed teacher and scholar. Despite failing health, she continued to meet and communicate by electronic mail with student research collaborators and colleagues. She endured her illness with courage, grace and dignity in the face of overwhelming odds against survival. Her passing leaves a huge void in our academic community. Colleagues and associates plan to sustain Linda's intellectual legacy, possibly through the creation of a scholarship program to support faculty-student collaborative research in Linda's field of study. Memorial contributions may be made to the Linda Mealey Legacy Fund, c/o Dept. of Psychology, College of Saint Benedict, St. Joseph, MN 56374.

Sniper, continued from p. 1 "In the normal person the frontal lobe is one of the most highly active areas of the brain," said Monte Buchsbaum, the co-leader of the research team. He pointed to a bright-colored image on his computer screen and continued, "In this individual, who carried out a murder, we can see that the frontal lobe is quite inactive." The frontal lobe of the brain is associated with planning, organizing and, perhaps most important, impulse control. It appears that such an abnormality in the physical structure of the brain, combined with various other social problems ranging from schizophrenia to severe abuse as a child, could potentially result in a murder-prone individual.

In no way are either of these theories proven. The motivation behind the sniper attacks has not been confirmed in any way. Further investigation into the murders, and into the lives of the men behind them, will, with any luck, shed some light on this otherwise perplexing matter.

(Some content adapted from www.abcnews.go.com)

Vygotsky, continued from p. 4 cultural development appears twice: first on the social level, and later on the individual level. . . His theme applies equally to voluntary attention, to logical memory and to the formation of concepts. All the higher functions originate as actual relationships between individuals" (Vygotsky 57).

A second aspect of Vygotsky's framework is that potential for cognitive development is limited to a certain time span called the zone of proximal development (ZPD). The ZPD represents the gap between what is being taught to an individual and the individual's current state of development in that area. Vygotsky believed that development occurred over the entire lifestyle and that it was continual.

Vygotsky's works were not published until after his death resulting from tuberculosis in 1934. They were banned in Russia in 1936 by Josef Stalin, who suppressed most scientific and cultural freedoms during his Great Purge of the 1930s. Vygotsky's works didn't come to the West until 1958 and because of that they have been somewhat overlooked in the study of psychology.

News Flash From the Libraries

By Norma Dickau

New vendor for PsycINFO

The Joint Libraries access to PsycINFO will be through Cambridge Scientific Abstracts as of January 1, 2003. One of the features not available to you before is direct linkage to our full-text electronic journals in IDEAL, ScienceDirect and JSTOR collections. The parameters of coverage are as follows:

Dates of Coverage and extent of coverage

1872 - present

Nearly all records contain nonevaluative summaries, and all records from 1967 to the present are indexed using the Thesaurus of Psychological Index Terms.

Update Frequency

Weekly. Approximately 60,000 new records added per year

Size

Over 1,870,180 records as of September 2002

If you wish to try out this new interface go to <http://www.csa2.com/csa/support/demo.shtml>

Intriguing Journal Reads

From the *Journal of Learning Disabilities*, vol. 35, no. 4, July/August 2002

"Employment Self-Disclosure of Postsecondary Graduates with Learning Disabilities: Rates and Rationales" by Joseph W. Madaus, Teresa E. Foley, Joan M. McGuire, and Lilia M. Ruban.

From the *Journal of Psychosocial Nursing*, vol. 40, no. 10, October 2002.

"College Students and Tattoos: Influence of Image, Identity, Family, and Friends" by Myrna L. Armstrong, Donna C. Owen, Alden E Roberts, and Jerome R. Koch.

From the *Journal of Clinical Psychology*, vol. 58, no. 10, October 2002.

A special section on "Reprioritizing the Role of Science in a Realistic Version of the Scientist-Practitioner Model".

Who said it?



Answer:

Dr Carl G.
Jung

Happy Thanksgiving!



Suggested New Reads

By Norma Dickau

The Normal one: life with a difficult or damaged sibling by Jeanne Safer. BF723.S43S13 2002 at CSB. Safer gives a disturbing and persuasive examination of the considerable effect that impaired brothers and sisters have upon their "normal" siblings. *The New York Times Book Review*, Sept. 15th, 2002.

Evolving perspectives on the history of psychology. ed. by Wade Pickren and Donald Dewsbury. BF105.E87 2002 at SJU.

"Pickren and Dewsbury have organized the articles in this interesting and useful volume around seven themes, including historiography, emergence of the discipline, and psychology as a natural science and a professional practice."

Choice, May, 2002.

If you know of any news for upcoming issues of the Psychology Department Newsletter

OR

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THE PSYCHOLOGY DEPARTMENT NEWSLETTER IS AVAILABLE ON THE INTERNET, ALONG WITH OTHER AVAILABLE PSYCHOLOGY INFORMATION. GO TO: www.csbsju.edu/psychology/ for general info. To see the newsletter go to: <http://www.csbsju.edu/psychology/newsletter/default.htm>

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