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# PSYCH MATTERS

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*The Quarterly Newsletter of Psychology at Oakland University*

## Psi Chi/Psychology Club Sponsors WHRC Book Drive

by Pat Faircloth  
and Michelle Pelker

The Psi Chi/Psychology club has initiated a benefit to aid WHRC (Whitmer Human Resource Center) in the hopes to add substantially to their library. Planning for the book drive began on November 15th, and will continue through the holidays until January 15th (Martin Luther King Day).

WHRC is an educational facility in the Pontiac area. The group of children attending WHRC are ethnically diverse consisting primarily of Hmong, Hispanic, and African American students. WHRC is open to children from Kindergarten through the 6th grade.

Children who attend WHRC are taught a full range of academics, but reading and writing are stressed the most. Many of the children attending WHRC have families that either do not speak English or are learning English along with their children. Therefore, the reinforcement of being able to take books home and practice reading skills is essential.

Monetary donations can be made through your student organization. If you are not a member of a student organization, donations can be made directly to Psi Chi Chapter at Oakland University, 111 Pryale Hall Rochester, MI 48309-4489. Donations of books for K-6th grade can be made through your student organizations or by contacting the president of Psi Chi at solace1@home.com, arrangements can be made to drop off books at your convenience.

At the time of writing this article, the Association of Black Students, the Italian Club, and the African American Celebration 2001 committee (co-facilitators of this benefit) have joined Psi Chi and the Psychology club in championing this worthy cause. Other student organizations and campus committees have been contacted and will hopefully be joining us soon. I am also happy to report that the University will be issuing a press release about this event to help get the word out.

If you, your business, or student organization are not involved in this worthy cause and would like to be, please contact either Pat Faircloth at solace1@home.com or the co-chairpersons Jackie Watters at

Dreamer168@aol.com or Tanya Adman at tanya\_adman@yahoo.com.

We also invite you to participate by coming together with us at the Martin Luther King Day celebration on January 15th, where a box will be set up in the food court of the Oakland Center for books from noon to 1:00pm, as well as a table for receiving monetary donations. On January 24th from 5:00 to 6:00pm in the Gold room in the Oakland Center, all involved parties are invited and encouraged to join with us in making an accounting of our joint efforts and presenting the Principal of WHRC with the monetary gifts and tally of the books that will have been given at that time. ♦

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### Announcement!!!

Starting next issue (March/April), *Psychmatters* will be posted online at the Psi Chi website ([www.oakland.edu/psych/psi-chi/news.html](http://www.oakland.edu/psych/psi-chi/news.html))! Remember to check it out on the web. If you would still like to receive a paper copy, e-mail us at [pmatters@oakland.edu](mailto:pmatters@oakland.edu).

## The Department Matters

The annual Faculty/Staff Appreciation luncheon was held on December 7th. The food was late and we enjoyed teasing Pat about this! Actually, the momentary lack of food gave people a greater opportunity to interact, and conversations were lively. During the luncheon Pat made a brief announcement indicating that the Psychology Club/Psi Chi had been the recipient of a rather large donation, and that they in turn were going to make a donation to the Department of Psychology. He then presented one of three lap top computers that were purchased to encourage the faculty to bring more technology to the classroom.



Prof. Stewart

Needless to say, I was impressed. In the 20 years that I have been associated with the Psychology Club and Psi Chi, I have never experienced anything quite like this. Thank you Psychology Club members, thank you Psi Chi members, thank you Pat Faircloth for your leadership to both of these groups.

So how will the machines be used? We have already begun to bring computer technology to a number of our classrooms. Over the summer months Professors Shantz, Eberly and Butzlaff explored means to revise and update what we do in our sections of Psy 100. Computer enhancements were a major part of their deliberations. One of the articles describes how Professors Ludorf and Stewart will be offering sections of Psy 100 and 225 over the web this semester. Professor Sifonis has been using her own lap top to bring demonstrations into her courses, and is going to join the Intro instructors this semester to further their efforts. In the very near future Professors Stewart, Purcell, Butzlaff, Schillace and Hansen will begin to study what we do with our methods classes (Psy 250 and 251) in an effort to enhance our use of technology here as well.

We recognize that new technology should not be employed simply because it is available, but we also recognize that teachers, in a very broad sense of the word, have an obligation to model the types of behaviors they believe are necessary to enhance the success of our students.

Some of you may recall some former classmates

approaching graduation with the assumption that they were "finished with school". I have never understood this way of thinking, perhaps because there always seemed to be something new to learn. When I saw my first PowerPoint presentation my thought was "what a neat way to organize and liven up things". So I got a copy of the program and learned how to use it. When the web appeared, my thoughts turned to learning and using the "html" language, not to surfing sites (though I do this from time to time as well). For me technology is a means to an end, a tool that may be employed to make my life easier. If we never see anyone using the tools then we never have the opportunity to think about applying those tools to our own needs.

So how will be machines be used? To teach.

**Robby**

### New Officers Needed!!!

Many of the current officers (listed on p. 3) are graduating this term. Becoming an officer for Psi Chi/Pshychology club not only looks great on a resume, but is a fun way to get involved and meet new people who hold similiar interests! If you are interested in becoming an officer, please contact Pat Faircloth, Psi Chi President, or anyone listed on p. 3, as soon as possible. Officers and their e-mails are also listed on the Psi Chi web-site ([www.oakland.edu/psych/psi-chi/](http://www.oakland.edu/psych/psi-chi/)). New officers will be chosen by the Club/Chapter in Feburary. Therefore, it will be great to contact an officer now, so you can start to job shadow!

PSYCHMATTERS  
The Department of Psychology  
Oakland University - 111 Pryale Hall  
Rochester, MI 48309-4489

or  
e-mail: [pmatters@oakland.edu](mailto:pmatters@oakland.edu)

# PSI CHI MATTERS

by  
Patrick Faircloth, Psi Chi President

**G**reetings to all! I hope everyone had a wonderful break and welcome back! When we began this year, there were three main goals we hoped to reach, plus our annual community service projects. At this time, I have a partial report on our progress.

Our membership in the Chapter/Club is excellent! We continued to see between 35 and 50 members at each meeting! 47 people showed up to the faculty appreciation luncheon. I was told it was the best turnout in recent memory, perhaps ever. I would also add here a donation was made from the Chapter/Club to the Department of three new lap top computers.

Our Chapter/Club visibility is on the rise with many of you wearing our hats, jackets, shirts, and pullovers. Remember that a lot of stock is on hand in the Psi-Chi office and available for purchase.

As I write this letter to you, there are two educational luncheons being planned in January, open to every student on campus, facilitated by your Chapter/Club to attempt to increase attendance at M.O.M. (Meeting of Minds). This will address our goal of increased research.

Our efforts for the book drive for WHRC are also under way as you can tell by reading the lead story.

We are currently looking for Class Liaisons for this term. Some of the classes are taken care of but we hope to have 100% coverage this time. Last term proved that the program is working and will continued to be an asset to both students and faculty alike.

Finally, remember that the officer elections for the Chapter/Club are in February, the installation of officers and second induction for the year in Psi-Chi will be the end of March and the new officers assume their responsibilities in April. Now is the time to contact me if you are interested in becoming an officer. Many of your current officers are graduating and if we can establish a list of persons interested in running for the various positions, we could start some job shadowing now. If you are interested in being the President, you especially need to contact me!

Enjoy the new term and I will see you at the meetings! ♦

Winter Inductees 2000  
of the OU  
Psi Chi Chapter:

Christine Agar

Jennifer Anderson

Melissa L. Davis

Marisa Kudyba

Michelle Pelker

Ashley D. Smorch

**Congratulations All!!!**

2000-2001 Officers  
of the OU  
Psi Chi Chapter/  
Psychology Club:

Pres: Patrick Faircloth  
Vice Pres:

Cheryl Stayer and Jacquelyn  
Watters

Secretary: Tanya Adman  
Treasurer: Tamara Jackson

Student Editors of  
PSYCHMATTERS:

Michelle Pelker and Jessica Sharp

## Attention Alumni!!

Got something to say? Share your news or comments! Send any information you would like to share about experience in your career, graduate school, or psychology in general. This information is valuable and fun to read for current students! Also, please let us know about address changes.

Send any information to:

Att: Psi Chi  
Oakland University  
111 Pryale Hall  
Rochester, MI  
48309-4489

## Please support Psi Chi/Psych. Club!

Donations make possible activities for students such as, club meetings and student research!

\$20 \_\_\_\_\_

\$50 \_\_\_\_\_

\$100 \_\_\_\_\_

Other \_\_\_\_\_

\*Please make checks payable to Oakland University and write Department of Psychology on the memo line.

# COURSES MOVE ONLINE

by Jessica Sharp

During the Winter 2001 semester, two Psychology courses will be taught in a manner never before attempted at OU. No classroom has been assigned, and the students and professors are never scheduled to meet. Professors Mark Ludorf and Robby Stewart will be teaching PSY 100 (Foundations of Psychology, aka "Intro" and PSY 225, aka "Life-span Developmental Psychology"), respectively, over the web in an effort to present material to students in a form other than the traditional face-to-face lecture.

Reaction to the prospect of online courses has been incredibly diverse. Some have incorrectly assumed that online courses will be a modern version of the old correspondence course where the student gets a reading list, reads, and then completes a final examination. Others have assumed that the courses will be watered-down simplistic versions of the classroom experience so less motivated students will have the luxury of not coming to class. Still others have questioned how or why faculty would type their entire lectures into web pages, or why students would bother to read them.

Professor Stewart believes that his online PSY 225 will cover the same content as the face-to-face version of life-span. He also believes that the online version will create more student-faculty and student-student

interaction than typically found in the more traditional classroom. "Last winter I had a class of about 102 student meetings on Tuesday and Thursday mornings in 156 North Foundation Hall. Of these students only 10 to 12 were regularly involved in the dialogue I like to create in the lecture hall. At least the same number of students picked up the syllabus and then only attended scheduled testing dates. Many of the rest were what we would call "lurkers" on the web - those who sit back and observe without letting anyone else know that they are there. I enjoy talking with students, but the present lecture environment, at least the lecture room with over 100 students enrolled, does not encourage that. My web version of Life-span will include weekly dialogues where students are required to post an essay responding to a question I raise about course content, read the essays posted by other students, and reply to at least three of the other essays. If anyone signs up for this course thinking that it will be a blow-off, watered down version of the classroom experience, then they are in for a surprise."

OU has published a series of questions that are useful to determine if an individual student is a good candidate for an online course. These questions can be found at [http://www2.oakland.edu/webcourse/student\\_info.cfm](http://www2.oakland.edu/webcourse/student_info.cfm). Basically the issues focus on

whether the individual is an independent learner who is comfortable without the security of face-to-face meetings, whether the person is comfortable with writing out their thoughts and enjoy discussions rather than just learning the facts for a multiple-choice test, and whether the individual has the hardware and software (and the ability to use both) necessary to make the new forms of communication work.

"I am optimistic about the introduction of online courses" Stewart continues, "though I recognize that they are not for everyone, and not appropriate for every course. Going to the web provides highly motivated students the opportunity to have a seminar experience when the typical means of instruction is a large lecture hall. This is not really cost efficient, but I really enjoy the creativity of the seminar experience. Going to the web provides students who work too many hours another alternative to sitting in night classes. Going asynchronous (students and faculty do not need to be in the same place at the same time) provides a great deal of freedom. I can do my "teaching activities" between 6 and 9 am when there are far fewer interruptions and students can do their "learning" at whatever time fits their schedules. It's going to be an interesting experience for all of us involved." ♦

## Advising Matters

by Prof. Mary Eberly

Welcome back to a new semester!! I would like to invite students to the upcoming Saturday seminar on "Getting in to Graduate School." If you even have a remote interest in graduate work, I strongly recommend that you attend. Several issues that will be addressed are: (1) What are the criteria for acceptance? (2) Where should I apply? (3) Are you prepared for graduate work? (4) The "ins and outs" of being a graduate student. (5) A timeline for preparing for the graduate application process. (6) What does it cost to go to graduate school? (7) What is a strategy for application? (8) The GREs (9) Preparing for the GREs, and any other questions you might have. The Graduate Workshop Seminar will take place Saturday, February 17, 2000 from 9:30 to noon. Bagels, coffee, and juice will be available for you. Should you like to join us, please sign-up with Lori in Room 130 Pryale Hall or call her at (248) 370-2300. The Psy Chi/Psychology Club will be handing out packets of information about graduate school and getting in. Hope to see you there!!

Best wishes, -- Dr. E

# Living With Tibetan Mastiffs

By Christine Hansen, Ph.D.

Six years ago, Randy and I saw a photo of a Tibetan Mastiff—large, furry dog with a huge head, floppy ears, and a mane like a lion. After much discussion with the breeder in Colorado about the qualities and requirements of TM's, followed by an in-depth interview of *our* qualifications, we arranged to have the dog shipped to us by air. The breeder said, "it will be the most beautiful dog you have ever seen." And it was. At five months old, Moose weighed 74 pounds; at five and a half years, he weighs 180.



TMs are one of the oldest known breeds of dogs, with a long and venerable history. All the large breeds probably originated from the TM. A TM accompanied Marco Polo for part of his journey through China in the thirteenth century. At one time, TMs were so prized as guardians that it was illegal to kill one unless it was attacking, and then, it could only be killed from the front. To kill a TM from the back was punishable by death. TMs can be found in small numbers throughout, the Himalayas, but the largest concentration were shot and killed by the Chinese soldiers who invaded and reclaimed Tibet for China. The first TMs arrived in the United States in the early 1970's. Worldwide, there are probably only a few thousand of them today.

TMs are described as "intelligent, independent, and aloof." Intelligent and independent means that they will do what they want to do, which is not necessarily (in fact, almost never) what you want them to do. "Aloof" means that they often act as if they couldn't care less whether you are there or not. In these respects, their "personality" can be more similar to that of a cat than a domestic dog. TMs are called the "legendary guardian of the Himalayas", which really mean that UPS will never deliver closer than thirty feet from the door, and strangers will never enter your home unless they have been escorted inside and carefully introduced to the dog. As dogs go, TMs are still very primitive, so primitive that (like wolves) the females have only a single yearly estrus. To live with TMs, you need to understand their nature and the (limited) extent to which it can be modified by nurture.

TMs have an optimal period for bonding with humans (weeks 8-9), and early socialization is critical. TM puppies need to be exposed to lots of positively reinforcing experiences with different people. If raised this way, they grow up to be quite friendly. If not, they will always remain aloof with everyone but the family. They are a working breed of flock guardians and will instinctively repel predators from the territory, but they are not attack dogs. When they are inside with their owners or away, they are calm and good-natured with everyone. But, even the most well socialized TMs never really outgrow their primitive and independent nature, which is probably one of the reasons that they continue to fascinate and challenge their owners. People who love TMs rarely have only one—we now have three. Lulu is a year and a half, and Samson arrived from Colorado last February. At eight weeks old, he is already making his bid to dominate the

pack. The day he arrived, it took him about five seconds to climb over the gate we put up to keep him in the kitchen, so we knew he was going to be a typical TM!

To say that TMs are definitely not the dog for everyone is an understatement. They bark ferociously at any new or strange thing that enters their environment—probably a good trait for a flock guardian. They also bark at their own reflection. They never lick people in welcome (probably a sign of submission in dogs), and tail wagging is rare (except when they are guarding and spot a predator). And, in addition to being strong-willed and exceptionally large animals, they have incredibly strong teeth and jaws and love to chew just about anything: doors, furniture, walls, rugs...you name it, they'll chew it. They can chew their way through a chain link fence (we routinely replace sections of their fence every summer), and it takes them about one minute to remove the squeaker from a dog toy. They also have an interesting habit of moving furniture in the middle of the night. We never know where we will find the family room couch and chair when we get up in the morning (or how much will be left). The good news is that they grow out of this behavior when they mature—the bad news is they don't mature until they are around three years old. That means we have two years, three months, and 17 days to go until sanity returns to our household, but who's counting?

I'll never forget our trip to the animal behaviorist with Moose when he was about a year old. Since he didn't have another dog to play with, I guess he had decided that I was his packmate. So, when I got home from work he would jump up on the bed and try to engage me in TM play, which consists of (you guessed it) biting each other and running away. Being a novice, I mistook his play for aggression and decided to consult an animal behaviorist (i.e., a psychologist who specialized in animal behavior). After evaluating Moose for two and a half hours, the behaviorist made the pronouncement that "this dog will never bond with you. My advice is to get rid of him and get another dog." The animal behaviorist had been practicing successfully for a long time, but he just had never encountered a TM before. I'm so glad now that we didn't take his advice, because Moose turned out to be the best dog in the whole wide world.

But, TMs can be perverse. When he was younger, we were having trouble getting him to walk on a leash, so we took him to an animal trainer (as a psychologist, I have always believed in the benefits of professional help). But, after an hour and a half of fighting with him, the trainer gave up. She said he was only the second dog in twenty-five years that she could not train. So, resigned, we took him home untrained. When we got home, I decided to give it a try anyway. I put the leash on him, started to walk, and he followed right along without a second thought—as if he had walked on a leash his whole life. I just didn't understand then that if a TM doesn't want to walk on a leash, he simply won't do it, and there is nothing you can do about it except wait him out. ♦

# PSYCH MATTERS

Postage

The Quarterly Newsletter of Psychology at Oakland University

The Department of Psychology  
Oakland University  
111 Pryale Hall  
Rochester, MI 48309-4489

To:

## FINAL MATTERS: Calendar 2001

### January:

01/09: Monthly Meeting  
12:00-12:50pm  
Lake Superior Room A  
Speaker: TBA  
All Students Welcome  
Free Lunch Provided

01/23: Speaker Series  
12:00-12:50pm  
Lake Superior Room A  
Speaker: TBA

### February:

02/06: Monthly Meeting/Election  
12:00-12:50pm  
Lake Superior Room A  
Speaker: TBA  
All Students Welcome  
Free Lunch Provided

### February:

02/20: Speaker Series  
12:00-12:50  
Lake Superior Room A  
Speaker: TBA

### March:

03/06: Monthly Meeting  
12:00-12:50pm  
Lake Superior Room A  
Speaker: TBA  
All Students Welcome  
Free Lunch Provided

03/20: Speaker Series  
12:00-12:50pm  
Lake Superior Room A  
Speaker: TBA

### April:

04/03: Monthly Meeting  
12:00-12:50pm  
Lake Superior Room A  
Speaker: TBA  
All Students Welcome  
Free Lunch Provided

### Other Important Dates:

02/17: Graduate Workshop  
03/31: Psi Chi Induction  
May: Meeting of the Minds Conference

## REMINDER

The Psi Chi/Psychology  
Club meets the first  
Tuesday of every  
month from 12-1pm  
in the Oakland Center  
Free lunch provided.  
All students welcome.

Psi Chi/Psychology Club  
[www.oakland.edu/psych/psi-chi/  
pmatters@oakland.edu](http://www.oakland.edu/psych/psi-chi/pmatters@oakland.edu)

**FALL OFFICE HOURS:**  
12-1pm, Mon.-Thur.

(lower lounge of Pryale Hall)