

Politico Consultants, Inc.

The Language and Culture of Psychology

Submitted by

Sarah Wise

April 28, 2002

TABLE OF CONTENTS

I.	Executive Summary.....	3
II.	The Report: The Culture and Language of Psychology.....	4
III.	Works Cited.....	10
IV.	Appendix.....	10
	A. Document Analysis.....	10
	B. Interview Transcript.....	16
	C. <i>Document 1</i> : “Interpersonal Influence and Disordered Eating:...”	
	D. <i>Document 2</i> : “Treatments of Eating Disorders in Women”	

I. EXECUTIVE SUMMARY

“The Culture and Language of Psychology” is a report about the different methods used in psychology and different aspects about the field. It includes discussions on barriers in the field, differences in language within the sub-disciplines of the field and across the United States, and it critiques the writings in two documents. The report answers questions about the hot topics in the field and how even this may be changing at the moment, how to become an insider, and ways to get ahead in the field. Upon becoming an insider, the report tells of the great benefits and power that is gained.

The report concludes by announcing the field of psychology as one of great interest. It has a distinct and colorful culture and language that must be understood to become an insider of the field. The report also concludes that the first document in the appendix is more likely to be a typical journal article seen in the discipline.

II. THE CULTURE AND LANGUAGE OF PSYCHOLOGY

Introduction

The language and culture of psychology is very vast and open for change. There are many disciplines within the field, which leads to making psychology one of the broader areas of study. However, within the broad field itself, a change in methods has occurred, there are sub disciplines that are on the rise and some are in a slump, and some of this is due to the attacks on September 11, 2001. Also, there is a different language that accompanies the different methods for the different fields and a different language can be seen across the regions of the United States. The language of the field is supposed to be standardized across the sub disciplines. There are barriers in the field that could possibly lead to discrimination against women, people in other fields, and people who use different methods than what is the norm at the time. There are also certain ways to get ahead in the field and different ways of networking yourself. Hidden rules exist in any field, especially in psychology. Knowing and understanding the rules and how they are made can help you to advance quicker in the field. There are two documents, which were very helpful throughout this research, and they will be discussed, as well. The documents and the writing contained in them, is a good example of what to expect in the discipline of psychology. These topics are very interesting and important to review when wanting to begin a career in psychology.

A Change in the Methods

Quantitative to Qualitative

According to Dr. Marie Nix, there has been a change in the way research is being conducted in the last few years. She stated, in her interview, research methods were changing from being quantitative to qualitative. This can be seen in Document 1, or "Interpersonal Influence and Disordered Eating..." The methods employed here lean a little towards the qualitative side. However, the end results were found quantitatively. Qualitatively, participants were asked numerous questions and were asked opinions, which must be measured qualitatively. This is just one example of where the trend to move towards qualitative research methods.

The APA as an Example

Another example, again according to Dr. Nix, is the fact that the American Psychological Association (APA) is accepting and publishing more qualitative studies. They have added, for example, *Cultural Psychology* and *Historical Psychology* to the list of those journals considered professional (Dr. Nix). Also, the APA manual has changed. The APA just recently came out with its' fifth edition, and in this edition there are more references on how to handle qualitative situations.

Clemson University as an Example

Clemson University is unfortunately not following the trend of changing the focus of methods to qualitative from quantitative. As a student, quantitative methods are taught more in depth and usually student projects are conducted in a quantitative method. Here at Clemson a student can expect to take at least one introductory methods course, Psychology 310. Dr. Nix stated she believed it was a good class; however, the reason more qualitative methods are not taught is due to the fact that the professors themselves are not using qualitative methods. If the professors are not using the methods and they do not understand them, then how can they be expected to teach it to students? This is a major problem because, according to Dr. Nix, methods are the most important language in the field.

Hot and Cold Topics in the Field of Psychology

Hot Topics in the Field

Today the hot topics of psychology include the fields of child development and cognitive psychology (Dr. Nix). The study of child development is always going to be a hot topic. Dr. Nix believes that there will always be something interesting to study about children, and I agree. Studying child development can help us learn to be better adults. Cognitive psychology is the newest addition to the disciplines. It started to be studied deeply around the 1950's. The reason it is the hot topic at the moment is because it is so new and it is so broad. Even in the first document, "Interpersonal Influence and Disordered Eating..." cognitive questions can arise. The questions asked within the document cover why a young person would start eating in a disordered manner. This deals with cognitive psychology directly in that it is asking the question, "Why does the brain start thinking and behaving in a certain manner?" This just shows that cognitive is so broad that it can be applied and help answers questions in other fields as well as its' own. There is still a lot to be studied and learned in the field, whereas in other fields, questions that arise have been exhausted. I predict this will be the hot field of psychology for years to come. Cognitive is a very broad and interesting topic and much can be learned about the way humans function from its' studies.

Cold Topics in the Field

The disciplines that have been lagging behind in the past few years include social psychology and psychoanalysis, or Freudian views. Dr. Nix said she knew more unemployed social psychologists than anything else. She also said that the field of "clinical psychology is diminishing" right now. "There are too many clinical psychologists."

The Effects of Terror Attacks

The recent terror attacks many affect the jobs in psychology, but only in a minor way, and maybe even for the better. "Academia does not follow trauma. If it does it likes it" (Dr. Nix). The terror attacks have helped psychologists come up with more questions to ask and more research to conduct. It has also helped Clemson University create a new major. According to Dr. Nix, the slump clinical and social psychologists are going through might soon come to a halt. The country will need clinical psychologists for the applied aspect of psychology and to help those who went through trauma, first hand or not. Social psychologists will be needed to understand how this is going to affect our society as a whole and to understand why the horrible acts were committed in the first place.

The Different Languages Across the Different Disciplines

Differences in Language in the Two Documents

Of course there are many, many different disciplines in the field of psychology. However, they do not all speak the same language. The APA attempts to standardize the language in the field by publishing the APA manuals. Due to fact that the different fields focus on different things, different terms must be used. This can be seen in the two documents that were analyzed. The first document "Interpersonal Influence and Disordered Eating..." was aimed more towards those psychologists who conduct research and those wanting to know why people engage in disordered eating. The second document, "Treatments of Eating Disorders In Women," was written more for a clinical psychologist or a psychiatrist. The language with in this document was geared more towards a professional who would understand a lot about the diseases, the medications and other treatments available. A layman could also understand this document. All of the acronyms were defined and the reading was easier to understand than the first document. This shows that the more you go towards the biological end of psychology the more language you get that discusses, obviously, medications and diseases. The closer you get to the research end, the more statistical language you encounter.

Differences in Language According to Methods

"If you put psychology on a continuum...the closer you get to biology and neurophysiology the more quantitative you get and the further away from that the more emotional, intellectual, consciousness orientated, things that are more abstract and socially oriented, there is and attempt to make it quantitative but the more qualitative undertow you get" (Dr. Nix). She also stated that the main language difference within the fields of psychology would be the methods. The biology end is going to be more quantitative and the psychoanalysis end is going to be more qualitative.

The Language Differences Across the Regions of The United States

Again, there are definite differences in the language of psychology across the country. "You get this impression that we are a unified country, and in many ways we are and in many ways we are not...I think there is a real big East/West coast divide" (Dr. Nix). Dr. Nix also informed me of the bio medical history of the East Coast. According to her, this is due to a greater concentration of quantitative research methods and a greater concentration of clinical and applied psychological interest. The west coast, evidently, has a greater interest in psychoanalysis. This interest is due to the influence of a British psychologist and his mentees being historically concentrated on the west coast. It is because of this that the west coast uses more qualitative methods. They conduct more interviews and work on a more narrative basis. A great example that she gave would be one with Attachment Theory. It has different meanings across the country. The psychodynamic group of the west coast takes it very seriously and shatters to use the words with laymen. On the other hand, the east coast with its' bio-medical background, usually interprets the theory in a more literal sense. This makes discussing psychology with colleagues a more challenging event if they are from another part of the country. According to Dr. Nix, methods are the most influential language in the field of psychology.

Barriers Within the Field of Psychology

Barriers Against Women

When asked if there were any glass ceilings in the field of psychology, Dr. Nix was reluctant to give an answer of yes. However, once the interview was over she brought up the topic again and stated that she did believe there were minor discriminations against women in the field. She said that most of the psychologists with influential power at this time are men. They are not used to women having positions of power. She believes this is going to take time for them to get used to, but believes that things are changing for the better.

Historically psychologists have been men. Now there is a trend of more women entering the field. With more women entering the field, more men will have to learn to respect them and treat them as equally intelligent colleagues. Hopefully, this problem will be irradiated in the near future.

Barriers Against People From Other Fields of Study

Again, methods are the most influential language in psychology (Dr. Nix). Psychologists do not like when people in other fields use methods they are not used to using. The reason for this would be the unfamiliar scares professionals. If someone is a professional in a field they should be able to answer any question. When unfamiliar methods are used, the risk of looking ignorant grows. Therefore, Dr. Nix said that influential people would not allow for the studies using different methods to be published. She saw this first had. Some of her work was not published due to the methods employed. An influential

member of the APA did not allow her work to be published in a professional journal, even though her results were completely valid and the study could have greatly affected others.

These barriers also affected Dr. Nix when she first entered graduate school. Professors discriminated against her because of her anthropological background. She did not come from a psychological background, and therefore did not speak the same psychological language as the professors. “They saw me as a dissenter” (Dr. Nix). This made it difficult for her to communicate with her professors because they did not speak in the same terms. This caused her professors to offer her little help. Language can cause a barrier in so many ways. This is why it is so important for a person to understand the language, methods, and terminology of their field.

Ways To Get Ahead in the Field

Networking

Networking is the best way to get ahead in the field of psychology. The more people known, the more contacts and sources one has. This can help in the event that questions arise or in the event that help is needed. The best way to start networking is by going to conferences (Dr. Nix). “Go by yourself. Don’t go with friends. Sit in the front of the room. That is going to be where the people that have a lot of power sit. Don’t approach them, they will approach you” (Dr. Nix). Dr. Nix also stated that these people are looking for students that will challenge them not “cookie cutter” students. The people met at these conferences will help in networking, by allowing for introductions to other important people that could be beneficial later in life.

Finding a Good Mentor

Dr. Nix believes the most important thing, when attempting to find a good mentor, is to find someone with a good personality match. This person is to be a colleague. These people are not always located at the bigger more prominent schools. In fact, a better mentor may be found at a smaller college and therefore, the mentoring experience will be more personalized. She also says that “if you earn their respect, that is a very good way to earn insider respect and knowledge.”

Hidden Rules in Psychology

Who Is Powerful And How Do You Get Power?

Those who are powerful in the field of psychology are those people who have done important studies and are respected by the psychological community. “Whoever gets published is in a better position to decide these hidden rules” (Dr. Nix). Therefore, gaining power is accomplished through getting published by the APA and peers. Dr. Nix also said “there are status symbols.” These status symbols include tenured faculty, the institution one works for, and who backs the research one does. (Dr. Nix)

Benefits of Being Powerful and Being an Insider

Prestige is placed upon those who are insiders. Dr. Nix says, “you feel good because you belong to a group. You don’t feel helpless.” Upon becoming an insider, grants to do research may be awarded and of course, more trust and respect. Instead of having to have your research reviewed, a powerful insider does the reviewing.

The Writing Within the Two Documents

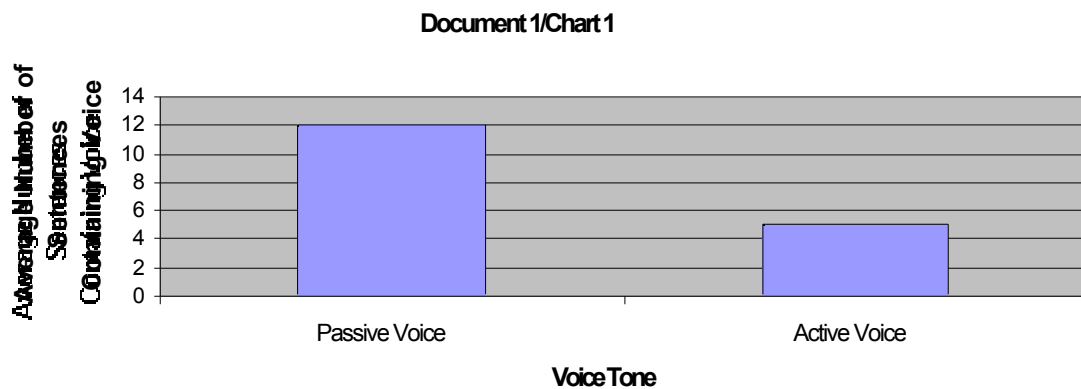
Good or Bad Writing?

The writing within the two documents, to me, was very informative, it was written well, and it could be very useful. Dr. Nix agreed by stating that both documents looked very professional. Both documents had been peer reviewed and were published in accredited journals and approved by the APA. Overall, both of the documents consisted of good writing.

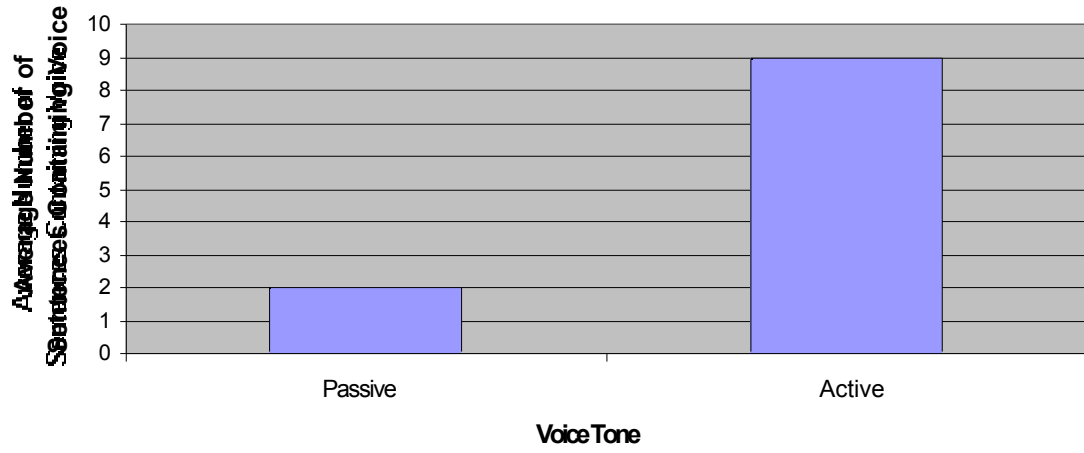
Journal Most Likely to be the Standard in Psychology

Document 1 is more likely to be the standard for journal articles in psychology. Dr. Nix states, “It has an abstract and an introduction and is formatted according to APA standards.” The first document also is a report on actual research conducted by the psychologists. It has the more of a passive voice (Chart 1) than the second document (Chart 2) and it has a longer average paragraph length (Chart 3), making it more complex, yet only a little more difficult to understand. These are typical characteristics of psychological, technical writing, within the field. The second document was more of a summarization of treatments designed to aid a psychologist, rather than a publication of a true study conducted. While the summaries may be helpful, journal articles detailing studies are going to be more common in the field.

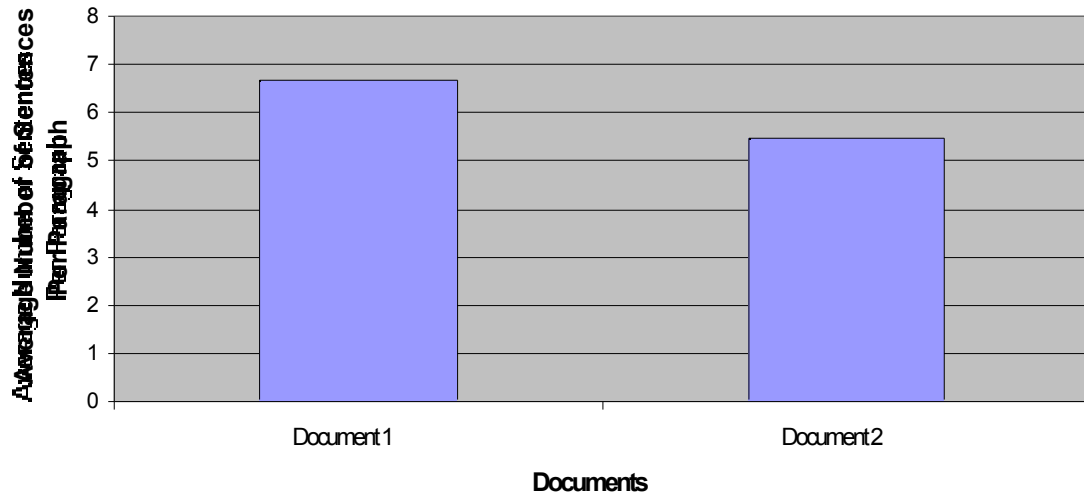
Charts



Document 2/Chart 2



Average Paragraph Lengths/Chart 3



Conclusion

The language and culture of psychology is changing. Barriers are being broken, different methods are being used by different people, and an attempt to unify all disciplines is taking place. Psychology is a relatively new field with even newer sub-disciplines. These new sub-disciplines are the hot topics at the moment; however, after the recent terror events that may be changing as new questions arise for old disciplines to answer. Across these sub-disciplines is a familiar language with minor differences in terminology and methods. The language of psychology is one of methods, research, and intelligence. With methods being the most important language in psychology, it too is changing from being quantitative to qualitative. These movements are all important to understand before one can understand the field of psychology and to become an insider it is important to understand psychology. The field itself is diverse and that is what keeps it most informative, important and interesting.

V. DOCUMENT ANALYSIS

Document 1: Lieberman, M. (2001). Interpersonal Influence and Disordered Eating Behaviors in Adolescent Girls: The Role of Peer Modeling, Social Reinforcement, and Body-Related Teasing. *Eating Behaviors*, 2, 215-236.

Document 2: Stein, R. I.; Saelens, B. E.; Douchis, J. Z.; Lewczyk, C. M.; Swenson, A. K.; Wifley, D. E. (September 2001). Treatment of Eating Disorders in Women. *The Counseling Psychologist*, Vol. 29, No. 5, 695-732.

Typical Journal Reader

Document 1: A professional psychologist who is trying to learn about or replicate a study about eating disorders and their causes. This psychologist may also be trying to see how valid the study is, whether it is internal or external. They may be trying to apply it to the real world and want to know how useful the study is going to be in preventing eating disorders.

Document 2: This article may be understood, both by a professional in the field of psychology and a layman. This article should be read by a person who wants to be informed about the different types of treatments for eating disorders. A professional psychologist would read this article to keep up with new information about treatments and a layperson or a person suffering from an eating disorder may read it so they will know what type of treatment they are receiving. A research psychologist may read this article so they will know what needs to be studied next.

Main Points of the Articles

Document 1: The journal states, "The purpose of this paper was to exam cross-sectional associations between a series of indicators of peer influence and problematic eating behavior in a large adolescent sample." (Pg. 216)

The authors of the journal believe that peers have a dramatic affect on the development of eating behaviors and self-image..."since peer relations and peer pressure become increasingly salient during adolescence, it is reasonable to propose that peers can have a significant influence on the development of eating behaviors and body dissatisfaction in adolescent girls, especially in environments where weight and appearance are emphasized." (Pg 216)

Document 2: The main idea of the article is to inform people about the different types of treatments for eating disorders and the empirical research and data that back the treatments. As stated in the article, "Our goal is to offer a roadmap to the research and clinical resources available for the treatment of each eating disorder, with the majority of the review focusing on treatment modalities that have been empirically tested." (Pg. 695)

Outline of the Main Points of Each Article

Document 1:

- I. Introduction: purpose, statistics, and studies on dieting.
 - A. Peer Influence and Disordered Eating
 - 1. Social Reinforcement and Disordered Eating
 - 2. Extant Data
 - 3. Peer Teasing
 - B. Social Relationships and Disordered Eating
 - 1. Popularity
 - 2. Externalized Self-Perceptions and Negative Peer Relationships
 - C. The Current Study

- II. Methods
 - A. Participants
 - 1. 876 adolescent girls
 - 2. Grades 7-10
 - B. Measures
 - 1. Disordered Eating
 - 2. Body Esteem
 - 3. Social Reinforcement and Peer Modeling
 - 4. Self-Reported Teasing
 - 5. Peer Reported Teasing
 - 6. Average Popularity
 - 7. Relational Self-Esteem
 - 8. Body Mass Index (BMI) and Age of Menarche
 - C. Procedures

- III. Results
 - A. Dietary Restraint
 - B. Bulimic Behavior
 - C. Body Esteem

- IV. Discussion
 - A. A Relational Model of Eating Behaviors
 - 1. Biomaturational Influences
 - 2. Interpersonal Relationship Influences
 - 3. Body Related Teasing
 - 4. Peer Pressure
 - B. Limitations
 - C. Future Directions
 - D. Implications for Prevention

Document 2:

- I. Introduction
- II. Treatment of Anorexia Nervosa

- A. Family Therapy Approach
 - 1. Theory and Therapeutic Approach
 - 2. Empirical Support
 - B. Cognitive Behavioral Therapy Approaches
 - 1. Theory and Therapeutic Approach
 - 2. Empirical Support
 - C. Pharmacological Approaches
 - D. Clinical and Research Recommendations for Anorexia Treatment
- III. Treatment of Bulimia Nervosa
- A. Cognitive-Behavioral Approach
 - 1. Theory and Therapeutic Approach
 - 2. Empirical Support
 - B. Interpersonal Psychotherapy for Bulimia
 - 1. Theory and Therapeutic Approach
 - 2. Empirical Support
 - C. Stepped Care Approaches for Bulimia Nervosa
 - D. Predictors of Outcome
 - E. Clinical and Research Recommendations for Bulimia Nervosa Treatment
- IV. Treatment for Binge Eating Disorder
- A. Cognitive-Behavioral Approach
 - 1. Therapeutic and Theory Approach
 - 2. Empirical Support
 - B. Interpersonal Psychotherapy for Binge Eating Disorder
 - 1. Theory and Therapeutic Approach
 - 2. Empirical Support
 - C. Clinical and Research Recommendations for Binge Eating Disorder

What the Author Assumes You Know

Document 1:

- How to interpret empirical data, such as standard deviations, means, p-values, and the number of participants (n).
- What types of eating disorders there are and what symptoms typically go with them. For example, bulimic behavior is a term used.
- Psychology terminology. For example, social influence, modeling, externalized self-perception, multi-dimensional construct, and social reinforcement.
- The different types of measures—the “Revised Body Esteem Scale.”
- What a Body Mass Index is and how it is valid in this study.
- How to interpret empirical results, including whether a result is valid or even if it is significant.

Document 2:

- Information and exact definitions of Anorexia Nervosa, Bulimia Nervosa, and Binge Eating Disorder
- The definitions of Cognitive Behavioral Therapy and Interpersonal Psychotherapy.
- How to read, interpret, and understand empirical research results.
- The definition of Psychotherapy
- How to determine if a study was controlled or not.
- Psychological and medical language. For example, behavioral strategies, stimulus control, serotonin antagonist, Fluoxetine, and Cyproheptadine.
- The way the medications function and why they would be useful.

The People who are Cited in the Journals and How They are Cited

Document 1: The authors and researchers that are cited in this article are cited mainly because they have done research that is relevant to the research that was conducted in the article. Almost all of the works that were cited are from other published journals. They are referred to in the article by their name, the research they have done, how it is relevant to the topic at hand (Interpersonal Influence and Disordered Eating), what they suggested in their research, and finally, how that agrees or disagrees with what Lieberman, the author of this article, believes. Unfortunately I am not familiar with any of the researchers cited.

Document 2: The authors and researchers that are cited in this document too conducted empirical research that backs the authors' point about treatment of the eating disorders. The Diagnostic and Statistical Manual for Mental Disorders-IV is also cited in the references. The authors used it to inform the readers about the symptoms of the eating disorders. There are two people cited, Fairburn and Agras, five or six times in the bibliography. Again, I am not familiar with any of the authors that are cited.

The Analysis of the Title

Document 1: The title, "Interpersonal Influence and Disordered Eating Behaviors in Adolescent Girls: The Role of Peer Modeling, Social Reinforcement, and Body Related Teasing," implies that the article will cover the research that has been conducted on how peers influence our eating behaviors. It also tells that there will be three areas covered, peer modeling, social reinforcement, and body related teasing. I believe this title is fitting for the article and tells enough about its' contents.

Document 2: The title, "Treatment of Eating Disorders in Women," implies that different treatment strategies for eating disorders will be discussed. This is exactly what the article covers.

Illustrations Within the Documents

Document 1: There are no illustrations within the document. However, there are tables that are referred to in the results section. They are used to demonstrate the results and give you exact numbers for the standard deviations, correlations and p-values. The tables allow you to see the raw results without them being interpreted.

Document 2: There are no illustrations in the document at all.

Technical Terminology and Acronyms

Document 1: There aren't too many acronyms in this document. The only one found was BMI, which is defined as Body Mass Index; however, it does not explain how to get a BMI. As far as technical terminology, this document is full of it and most is not defined, for example, cross-sectional design. I understand this because I have been taught what it means, but a layperson probably wouldn't understand it. Also, the statistics that are mentioned in the results section are obviously very technical. Without knowing how to interpret the tables and the numbers given, they do not mean very much. Little would a layperson know, but they are the most important part.

Document 2: All of the acronyms, such as AN (Anorexia Nervosa), are defined. However, there is medical terminology that is not. The list of medications given for treatment of AN are not defined and the terminology that briefly explains how they work is not defined. For example, serotonin antagonist, electrolyte imbalance, and Cisapride are not defined.

The Primary Point of View

Document 1: The main point of view for the article is third person. For example, "Stice (1998) defines social reinforcement as..."(pg. 216).

Document 2: The main point of view for this article is also third person. The authors consistently cite other researchers and the words "we" or "you" are never mentioned.

The Voice of the Documents

Document 1: The main voice of the document is passive. There is a 12:5 ratio, passive to active voice, on page 220.

Document 2: The main voice of this document is active. There is a 9:2 ratio, active to passive voice, on page 713.

Average Sentence Length

Document 1: The average sentence length for this document is 27 words per sentence. This was calculated by randomly sampling a sentence from each page of the document, counting the words, adding up the total, and then dividing by the number of sentences/pages. The actual results were, 970 words divided by 36 sentences/pages. These results put out the number 26.9, which was then rounded to 27 as the average sentence length.

Document 2: The average sentence length was 28 words per sentence. This average was found using the same technique as the average found before. The raw data was as follows: 595 words total, divided by, 21 sentences, equaled 28.33, which was then rounded to 28.

Average Paragraph Length for the Documents

Document 1: The average paragraph length, or sentences in a paragraph, was 7. This average was made, again, by randomly selecting 1 paragraph from each page and totaling the amount of sentences counted from each page, then dividing by the total number of paragraphs counted. The raw data that was collected: 115 sentences, divided by 18 paragraphs, yields 6.68 as an average, which was then rounded to 7.

Document 2: The average paragraph length for his document was 5. It was found using the same technique as the latter. The raw data was: 115 sentences, divided by 21 paragraphs, gives an average of 5.476, which was rounded to 5.

The Documents' Sentence Types

Document 1: The main sentence type throughout the document is complex.

Document 2: The main sentence type in this document is complex, as well.

VI. INTERVIEW Q&A TRANSCRIPT

The interview was conducted with Dr. Marie Nix. She is the Assistant Director of Student Advising in the College of Business and Behavioral Science at Clemson University. She is also the professor of Psychology 415, Systems and Theories, which deals directly with the language of Psychology.

Q: How does the technical language in psychology help you to gain knowledge about the field and how does it, eventually, help you to become an “insider”? Any examples?

A: Well, Psych has a particular language it doesn't matter whether of academic discipline or non-academic discipline. Specific to the areas is an 'insider language.' It's a language specific to the types of problems that are addressed by that discipline. For example, in psychology the ways insider language is taught is through the APA manual, the manual of style, it is also taught in the standard of language that's used in publications of journals through the APA, it is also taught in a language of methods. The practitioners of that discipline consider methods quote 'the backbone' of science, and for psychology the research methods form and shape a lot of the technical language that happens inside the discipline.

I think it helps you to become an insider in that you start sharing the language, it teaches values, because as I start to adopt a language that my co-practitioners use then I become more fluent in the kinds of verbal shortcuts I can use. For example, verbal shortcuts to indicate your place in the field---When I first became a grad student in psychology I came from an anthropology and primatology background. I went into my first methods class and they were talking about IV's and DV's. Well, the only context for IV and DV for me was intravenous injection and the DMV (Division of Motor Vehicles) and so this language was being tossed around the classroom and I was completely excluded. I didn't have a clue what they were talking about and I had to raise my hand and say...'Uh...What does that mean?' It was a language I had never been taught but the people already in the field used these shortcuts. It took me about a year and a half to get out of my old model of language and adopt a new one. I started speaking it and then I became very sensitive to language, which was powerful for people being either in or out of the discipline. Now as a teacher I see students coming through and how I actually say a few things that I try not to.

Q: Have you come across and glass ceilings or other barriers when trying to become an “insider” to the field of psychology or to reach a higher position within the field?

A: The glass ceiling is tied to the language in that, in particular, and I'll go back to methods, in the fields of psychology the language that has been adopted of the field recently (last 10 years) is one of quantitative method and I came in having a stronger vocabulary in qualitative method. This shaped some of the assumptions I made about the way reality was and the way you could approach problem solving. When I voiced my

opinions or gave an opinion in class or to a professor, mostly in grad school, I really felt like an outsider. I felt like no one understood what I was saying and too, I didn't understand what they were saying either. That caused a barrier because they automatically gave me a separate identity. We didn't share an identity. They saw me as a dissenter and I really wasn't dissenting, I was simply speaking from my perspective. It's kind of harsh to say this but in my department, the people didn't want to hear that. They felt challenged by that. I will say that changed over time. I think they realized I was more interested in trying to find a common language and that I had a world view that...I brought up a lot of questions because I questioned a lot of assumptions people made about appropriate ways to define psychological phenomena.

Back to your question about glass ceilings...I think it did hurt me because there were individuals who didn't think I should have been using that language. I shouldn't have been talking about qualitative method. They (psychologists) were trying to get away from that touchy-feely type of psychology. This impacted me in that I couldn't get enough money for research and different kinds of grants were not available to me. Once I could speak the language it helped me.

Later in the interview Dr. Nix stated that she did believe there was a glass ceiling effecting women. So many of the older professionals in the field are men they may unknowingly discriminate against women. However, with more women entering the field than men, this discrimination will soon be diminished.

Q: You said that the method of psychology is changing from being quantitative to qualitative, do you know why that is occurring and can you give an example?

A: You can see it in the journals being sanctioned by the APA. The APA has a set of journals that are considered professionally accepted across all of psychology. In the early 90's, *Cultural Psychology* became a 'professional journal.' This caused a lot of debate because they publish qualitative research...it can also be seen in the kinds of problems deemed acceptable to research and the works that get published. This is one of the screening processes for who gets to be heard. For example, in my field, *Child Psychology* publishes qualitative research...The change has been very recent, since 1995 or 1996, and part of this is in response to methodology being developed and emphasis being given to writing about qualitative methods and expressing explicitly what has implicitly been the norms...Another example would be how the APA manual has changed over the years.

Another question was asked about this subject... whether Clemson gave adequate instruction for the different types of methods that can be used in psychology. Dr. Nix stated that the focus here at Clemson, like at many schools, was on quantitative methods rather than qualitative. The reason she suggested for this was the fact that many of the professors are still using the quantitative methods and are not as knowledgeable about the qualitative method. It would not be good to teach a method that one is unsure about.

Q: What is the best way to communicate in psychology? Does it help you to get ahead? An example might be...did your background in philosophy or anthropology help you to become a psychological “insider”?

A: The best way to communicate in psychology would be inclusively. The best way to communicate is to communicate in a manner that best answers the question you are asking. I believe my background in philosophy did help me because it gave me more tools. I could not only state what method I was using but why I choose it and how it was beneficial to use that method of research to answer my problem.

Q: Are there differences in the technical language in different regions of the country? Ex. California? Are there differences in the language within the different fields of psychology?

A: Regionally in country absolutely there is a difference, yes. You get this impression that we are a unified country, and in many ways we are and in many ways we are not...I think there is a real big East/West coast divide. The east coast has a strong history in bio-medical research and that impacts the language that you hear here. There is more of a quantitative feel to almost every East Coast University. However, on the west coast, there are many cognitive psychologist that are very quantitative...However, the two universities I've had the most contact with are Berkley and San Diego State and Berkley was a very influential university, and what I found there was a very strong psychodynamic contingent and it seems to go up and down the coast of California...

An example would be in the kind of research and the collection of the students within the department, my own experience with the psychodynamic group was looking at attachment theory. Attachment theory has two different connections across the country. A British psychologist had students go more towards the west coast where as the clinical psychologists are more concentrated on the east coast. The students on the west coast work more on an interview bases, narrative analysis, and therefore, do not feel that qualitative research is unacceptable. It's almost as if they don't have an awareness of a place where it would be unacceptable...the language is in their culture. Some people teach Freudian psychoanalysis straight up and out.

There is a difference in the method selection within the different fields of psychology. There are movements that impact all of psychology. If you put psychology on a continuum...the closer you get to biology and neurophysiology the more quantitative you get and the further away from that the more emotional, intellectual, consciousness orientated, things that are more abstract and socially oriented, there is and attempt to make it quantitative but the more qualitative undertow you get. There are differences in language but none too major...I would say only in schools of thought. There is someone from every school of thought in each sub discipline of psychology.

Q: Do “insider” purposefully hide important information in technical jargon to confuse those who aren’t “insiders”?

A: I would say that no one would say that it is purposefully done. I would say that it is shorthand for establishing status. Language is a very powerful indicator of your embeddedness in the field. The quicker you are in understanding terminology and know how terminology is used appropriately and the nuances of it, that is a marker of being one of the people inside the discipline. I’ll go back to the example of attachment theory; there is a literal, dictionary meaning, and a psychological meaning. People shutter to use those words with laymen.

Q: What adjustments did you have to make in the way you communicate to become an “insider”?

A: [This was touched on earlier in the interview so this answer is brief] I had to learn the language and adapt to it.

Q: What are the benefits of being an “insider” in the field?

A: You get a lot of prestige. You feel good because you belong to a group. You have specialized knowledge that you can either use to help people or to manipulate them. You must think about your ethics. There is something very joyful about knowing you have knowledge that can help people. You don’t feel helpless.

Q: Are there any invisible rules in the field that deal with the language or that I out to know in order to gain access to the inside world faster? If there are any unwritten rules, who decides what they are and how do they decide this?

A: Invisible rule...oh gosh... I think the most important invisible rule is the power of method. If you can master the language of methods, than I don’t think it matters what sub-discipline you wish to discuss, because you understand how they shaped it and created that knowledge.

Whoever gets published is in a better position to decide these rules. Also, there are status symbols. For example, there is tenured faculty, and with researchers it would depend on whom you work for and who backs your research. You have to be in the right place to where you have the power to have your voice heard, and those are the people who make the decision, and if they don’t like you all they have to do is turn your research and application over and you will not be accepted.

Like what happened to you? Yes. You need a good mentor.

Q: What is the best way to network oneself within the field and what specific field within psychology is the hot spot at the moment?

A: Mentoring, I believe, is across the board, the way to learn how to become an insider, because they teach you how to model your behavior after theirs. Going to conferences is another good way to network yourself. Go by yourself. Don't go with friends. Sit in the front of the room. It is going to be the people that have a lot of power. Usually they are older. Be nice and be willing to talk to them. Do not approach them, because students wanting to be their mentee are constantly approaching them. They will approach you. It is a very powerful presence if you just go and listen. I think watching is another powerful tool.

As a graduate student don't always look for the big schools. You don't always get a good mentor at the big schools. You want to make sure you have a good personality match. You need to be colleagues. Especially if you earn their respect, that is a very good way to earn insider respect and knowledge.

The hottest spot in psychology right now has got to be cognitive. Although, developmental is doing a lot right now, as well. In terms of jobs, I know more unemployed social psychologists than I do anything else. There are always jobs that deal with kids. There are too many clinical psychologists right now...the field is diminishing.

Q: Have you noticed any differences in the field of psychology since the dramatic events of Sept. 11? Ex. Has the recession had an effect on one's chances of getting a job in psychology?

A: Well, academia doesn't really follow trauma. If it does it likes it, because it gives us something to do. We created a new major here at Clemson. Yes we did. I will say that for clinical and social psychologists there's probably a huge boom in their opportunities. Clinical will deal with the applied components. Social psychologists will deal with the huge events and how they affect us socially. I haven't personally seen any adverse affects, but I am kind of isolated in that respect.

Q: Looking at these documents—Would they be difficult or easy for you to understand and would they be useful? Is this the type of technical documents I should always expect in psychology? Do you or the APA consider these documents to be professional publicized works and how can you tell?

A: Both of the documents would be considered professional, but the second document would probably not be considered professional by the APA but by a Canadian journal. You can tell by looking at the authors. All the authors of the second journal are Canadian. It also cites many professional journals that are professional according to the APA, which makes the journal more credible. I would consider it a professional journal...another way you can tell is by the publisher. Their reputation is riding on this

as well and they won't publish anything that is going to hurt their reputation. The people who publish in it probably all have their doctorate and/or work for an important establishment that backs them. These journals have been peer reviewed which means people who have status within the field have read them. You want to make sure journal articles have been peer reviewed.

If a journal article is really hard to read it can be because the authors are bad writers, or because they don't have anything to say... You know how it is easy to write about things you know a lot about and is interesting, well, people who do research are supposed to know a lot about what they are writing about. So, if the writing doesn't make sense, be skeptical.

The first journal could be used as a standard for the type of documents that will be seen within the field. It has an abstract and an introduction...and this is documented by the APA. APA gives a universal form for all documents and that helps to narrow the range of language that develops and the kinds of presentations given within journals. It does give shape and texture to the field.