

# Psychology Department Student Handbook



**2015-2016**

# **CONTENTS**

## **2015-2016**

<b>Department Directory</b>	<b>1</b>
<b>Major requirements</b>	<b>2</b>
<b>Study Plan</b>	<b>5</b>
<b>Minor Requirements</b>	<b>7</b>
<b>Psychology Advisement</b>	<b>8</b>
<b>Course Descriptions</b>	<b>10</b>
<b>Financial Aid</b>	<b>14</b>
<b>Involvement-Clubs and Organizations</b>	<b>15</b>
<b>Graduate Programs</b>	<b>17</b>
<b>Looking Ahead - Suggested Reading</b>	<b>18</b>
<b>Faculty Listing</b>	<b>19</b>
<b>Department Learning Outcomes</b>	<b>24</b>
<b>Student Responsibility Code</b>	<b>25</b>

For official rules and regulations see the University Catalog.

## **DEPARTMENT DIRECTORY:**

<b>Department Office</b>	H-830M	657) 278-3514	
Linda Pabon		657) 278-3845	<a href="mailto:lpabon@fullerton.edu">lpabon@fullerton.edu</a>
Leiana Swadish	H-830L	657) 278-3515	<a href="mailto:lswadish@fullerton.edu">lswadish@fullerton.edu</a>
<b>Graduate Office</b>	H-835N		
Amanda Hayes Carey		657) 278-3589	<a href="mailto:ahayes@fullerton.edu">ahayes@fullerton.edu</a>
<b>Department Administrative Analyst</b>	H-835O		
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Dr. Eriko Self		657) 278-3514	<a href="mailto:eself@fullerton.edu">eself@fullerton.edu</a>
<b>Information Technology Consultant</b>	H-613K		
Terry Jones		657) 278-3562	<a href="mailto:tjones@fullerton.edu">tjones@fullerton.edu</a>
<b>Undergraduate Psychology Advisement</b>	H-830J	657) 278-3102	
<b>Peer Mentors</b>	H-525B	657) 278-7538	
<b>Psychology Computer Lab</b>	H-607	657) 278-3386	
<b>Psychology Student Conference Room And Study Area</b>	H-525		

## **DEPARTMENT WEBSITE:**

<http://psychology.fullerton.edu>

The Department website has department forms and information about:

Contacting faculty/staff	Major/minor requirements	Internship sites
Graduate programs	Student organizations	Department handouts
Financial aid	Faculty office hours	Professional organizations
And much more!		

## **DEPARTMENT ADDRESS:**

### **Main Campus:**

Psychology Department  
P.O. Box 6846  
Fullerton, CA 92834-6846

### **Street and Shipping Address:**

Psychology Department  
800 N. State College Blvd.  
Fullerton, CA 92831-6846

### **Irvine Campus**

3 Banting  
Irvine, CA 92618  
Telephone: (657) 278-1600  
[www.fullerton.edu/irvinecampus](http://www.fullerton.edu/irvinecampus)

# **MAJOR REQUIREMENTS** (Students with Catalog Year Fall 2013 and Later)

Each course to be counted toward the major must be completed with a “C” or better. To earn a B.A. you must complete 120 total units. The psychology major requires a total of 41 units from the following classes:

## **Lower Division Requirements (9 units)**

PSYC 101 Introductory Psychology (3 units)  
PSYC 201 Introduction to Statistics in Psychology (3 units)  
PSYC 202 Research Methods in Psychology (3 units)

## **Upper Division Requirements (32 units)**

PSYC 300 Intermediate Research Methods and Statistics (3 units)  
PSYC 495 Field Placement in Psychology (3 units)

## **Two of the following experimental psychology lecture courses (6 units):**

PSYC 302 Learning and Memory  
PSYC 303 Sensation and Perception  
PSYC 304 Comparative Animal Behavior  
PSYC 305 Cognitive Psychology  
PSYC 306 Biopsychology

## **One of the experimental psychology laboratory courses (2 units)**

PSYC 302L Lab in Learning and Memory  
PSYC 303L Lab in Sensation and Perception  
PSYC 304L Lab in Comparative Animal Behavior  
PSYC 305L Lab in Cognitive Psychology  
PSYC 306L Lab in Biopsychology

## **Two of the following courses (6 units):**

PSYC 331 Psychology of Personality  
PSYC 341 Abnormal Psychology  
PSYC 351 Social Psychology  
PSYC 361 Developmental Psychology

## **One of the following courses (3 units):**

PSYC 311 Educational Psychology  
PSYC 317 Legal Psychology  
PSYC 362 Psychology of Aging  
PSYC 391 Industrial/Organizational Psychology

## **Elective 300- and 400-level courses (9 units):**

Two 300- or 400-level electives in Psychology (6 units)  
One 400-level elective, excluding PSYC 495 and 494 (3 units)

#### PLEASE NOTE:

- No more than a total of three units of PSYC 499 (Independent Research) may be used to meet the requirements of the major.
- No more than three units of PSYC 495 (Field Placement) may be used to meet the requirements of the major.
- No more than six units of PSYC 495 may count toward graduation from the University.
- PSYC 494 (Teaching of Psychology) may not be used as an upper-division psychology elective, but 3 units may count toward units to graduate from the university.

See a Psychology Advisor (H-830J) to make sure that your class choices fulfill the graduation requirements and match your career goals.

## **MAJOR RECOMMENDATIONS**

Some courses have prerequisite requirements which need to be satisfied prior to enrolling. As a general guide the following sequences are recommended.

- PSYC 201 and 202 should be taken as soon and as close together as possible. Elementary Statistics (PSYC 201) must be taken before Research Methods (PSYC 202).
- Take PSYC 300 Intermediate Research Methods and Statistics as soon as possible after you have completed both PSYC 201 and 202. This course is required for the lab courses PSYC 302L, 303L, 304L, 305L and 306L.
- Take both the lecture (PSYC 302, 303, 304, 305 or 306) and its corresponding lab (PSYC 302L, 303L, 304L, 305L or 306L) from the same instructor and during the same semester if possible.
- Take senior-level Psychology courses (400-level) later in your major, including the field placement course PSYC 495.

## **UNDERGRADUATE FIELD PLACEMENT (PSYC 495)**

The Psychology Department requires majors to complete a three-credit undergraduate internship. Fieldwork can be performed in settings that emphasize Clinical Psychology, Industrial/Organizational Psychology, Educational Psychology, and General Psychology. Fieldwork allows students to apply theory from the classroom to a work setting, to gain insight into a career in psychology, and to obtain valuable work experience. In certain cases, fieldwork has developed into full-time or part-time paid positions.

For more information contact:

- Your Psyc 495 instructor,
- Psychology Department Advisement Office in H-830J or 657) 278-3102.
- CSUF internship office (CICE): <http://www.fullerton.edu/cice/>

Once you have completed nine units (3 courses) of upper-division psychology coursework at CSUF, with at least a 2.0 GPA, you may register for this course. Once the internship begins, expect to do some of the following:

- Work 8-10 hours per week on site for a semester
- Keep a weekly journal of your site activities
- Meet with your class on a regular basis and complete class readings
- Obtain evaluations about your performance from your site supervisor
- Write a final paper about your field placement that integrates theory and practice

Find previously used internship sites at: [http://psychology.fullerton.edu/students/sites\\_forms.asp](http://psychology.fullerton.edu/students/sites_forms.asp)

## INDEPENDENT RESEARCH

Independent research includes empirical research or library investigation under PSYC 499 (Independent Research). It is a good way to get first-hand experience in an area of psychology and to work closely with a faculty member. Later these faculty members often write letters of recommendation for graduate school or jobs. If you want to enroll in an independent study course you should:

1. Read over a description of faculty research interests and on-going faculty research projects that are kept in a notebook in the Psychology Department Office (H-830M) and listed on: [http://psychology.fullerton.edu/faculty/fac\\_research.asp](http://psychology.fullerton.edu/faculty/fac_research.asp). Most of the faculty have ongoing research projects.
2. Contact the faculty member with whom you desire to work.
3. Obtain permission from the instructor several weeks in advance of registration.
4. Fill out the required form and turn it in to the department office before the end of the second week of the semester. This form must be filled out and signed by both the student and the faculty member. The form is available for pick up in the department office or online at: [http://psychology.fullerton.edu/resources/dept\\_forms.asp](http://psychology.fullerton.edu/resources/dept_forms.asp)

## TRANSFER STUDENTS- COMMUNITY COLLEGE

A maximum of nine units of psychology credit may be transferred from a community college toward the major in psychology. These **lower division** units must fit the requirements of PSYC 101, 201 and 202 as described in the university catalog. If you are in doubt as to whether the courses you have taken will meet the requirements, please contact one of the CSUF Psychology Faculty Advisors or look up your course on [www.assist.org](http://www.assist.org). Any additional lower division psychology units that are approved by the university may be applied toward the required 120 units for graduation. None of these additional community college units may be used to meet any of the 32 upper division required units in psychology.

## FOUR YEAR COLLEGE/UNIVERSITY

A limited number of upper division units in psychology may be accepted toward the psychology major from another four-year college or university, keeping in mind that a **minimum of 21 major units must be completed at CSUF**. All such transfer courses must be accepted by CSUF and also must be approved by a Psychology Faculty Advisor. To get approval bring in a copy of your unofficial transcripts and **catalog descriptions** from your prior school so the advisor can assess the equivalence to CSUF classes.

## CREDIT BY EXAMINATION

Occasionally students believe they have covered material in CSUF courses in previously completed work that cannot be counted toward the CSUF major (e.g., community college Developmental Psychology that cannot count toward CSUF PSYC 361). If you believe you have covered the material, you may challenge a course at CSUF. You must register for the class and follow the procedure for credit by examination in the University Catalog.

## **STUDY PLAN - SAMPLE ELECTIVE PLANS**

The following are examples of electives that might be chosen for various areas of concentration. Your study plan should be developed with an advisor after you have familiarized yourself with the material in this handbook and the "Careers for Psychology Majors" booklet.

### **Clinical/Community/Counseling**

PSYC 305 Cognitive Psychology (and Psyc 305L)	PSYC 431 Theories of Personality
PSYC 306 Biopsychology (and Psyc 306L)	PSYC 461 Psychological Testing
PSYC 310 Psychology of Gender	PSYC 473 Sleep, Dreams & Behavior
PSYC 312 Human Sexual Behavior	PSYC 474 Health Psychology
PSYC 322 African American Psychology	PSYC 475 Psychopharmacology
PSYC 331 Psychology of Personality	PSYC 481 Survey of Clinical Psychology
PSYC 341 Abnormal Psychology	PSYC 495 Undergraduate Fieldwork (Clinical)
PSYC 346 Asian American Psychology	PSYC 499 Independent Research
PSYC 362 Psychology of Aging	

Plus selected courses (which do not count toward the psychology major) in sociology, speech communication, human services, gerontology, health science, women's studies, public administration, foreign language and sign language.

### **Developmental/Child/Family Studies**

PSYC 302 Learning and Memory (and 302L)	PSYC 408 History of Psychology
PSYC 305 Cognitive Psychology (and 305L)	PSYC 415 Cognitive Processes
PSYC 310 Psychology of Gender	PSYC 417 Psycholinguistics
PSYC 311 Educational Psychology	PSYC 464 Advanced Developmental Psychology
PSYC 341 Abnormal Psychology	PSYC 495 Undergraduate Fieldwork (General)
PSYC 361 Developmental Psychology	PSYC 499 Independent Research
PSYC 362 Psychology of Aging	

Plus selected courses (which do not count toward the psychology major) in child and adolescent studies, sociology, special education, teacher education, art, and music, among others.

### **Quantitative/Research**

PSYC 302 Learning and Memory (and 302L)	PSYC 466 Advanced Social Science Computer Applications
PSYC 303 Sensation and Perception (and 303L)	PSYC 467 Multivariate Statistics
PSYC 305 Cognitive Psychology (and 305L)	PSYC 495 Undergraduate Fieldwork
PSYC 408 History of Psychology	PSYC 499 Independent Research
PSYC 461 Psychological Testing	
PSYC 465 Advanced Psychological Statistics	

Plus selected courses (which do not count toward the psychology major) in management science, marketing, computer science, political science and/or sociology.

### **Learning and Cognition**

PSYC 302 Learning and Memory (and 302L)	PSYC 415 Cognitive Processes
PSYC 305 Cognitive Psychology (and 305L)	PSYC 417 Psycholinguistics
PSYC 311 Educational Psychology	PSYC 499 Independent Research
PSYC 408 History of Psychology	
PSYC 414 Cognitive Neuroscience	

### **Industrial/Organizational/Personnel**

PSYC 303 Sensation & Perception (and 303L)	PSYC 408 History of Psychology
PSYC 305 Cognitive Psychology (and 305L)	PSYC 465 Advanced Psychological Statistics
PSYC 317 Legal Psychology	PSYC 467 Multivariate Statistics
PSYC 331 Personality	PSYC 473 Sleep, Dreams & Behavior
PSYC 351 Social Psychology	PSYC 495 Undergraduate Fieldwork (I/O)
PSYC 391 Industrial/Organizational Psychology	PSYC 499 Independent Research

Plus selected courses (which do not count toward the psychology major) in management, political science, marketing, sociology, speech communication, communications, and foreign languages.

### **Social/Personality**

PSYC 304 Comparative Animal Behavior (and 304L)	PSYC 351 Social Psychology
PSYC 305 Cognitive Psychology (and 305L)	PSYC 408 History of Psychology
PSYC 310 Psychology of Gender	PSYC 431 Theories of Personality
PSYC 312 Human Sexual Behavior	PSYC 461 Psychological Testing
PSYC 322 African American Psychology	PSYC 499 Independent Research
PSYC 331 Personality	
PSYC 346 Asian American Psychology	

Plus selected courses (which do not count toward the psychology major) in sociology, political science, anthropology, management, American studies, marketing and/or speech communication.

### **Biopsychology**

PSYC 303 Sensation & Perception (and 303L)	PSYC 408 History of Psychology
PSYC 304 Comparative Animal Behavior (and 304L)	PSYC 414 Cognitive Neuroscience
PSYC 305 Cognitive Psychology (and 305L)	PSYC 473 Sleep, Dreams and Behavior
PSYC 306 Biopsychology (and 306L)	PSYC 474 Health Psychology
PSYC 312 Human Sexual Behavior	PSYC 475 Psychopharmacology
PSYC 341 Abnormal Psychology	

Plus selected courses (which do not count toward the psychology major) in biology, speech communication, and chemistry).

### **Animal Behavior**

PSYC 302 Learning and Memory (and 302L)	PSYC 471 Parallel Lives of Dolphins & Apes
PSYC 304 Comparative Animal Behavior (and 304L)	PSYC 475 Psychopharmacology
PSYC 371 Evolutionary Psychology	PSYC 499 Independent Research
PSYC 408 History of Psychology	
PSYC 414 Cognitive Neuroscience	

Plus selected courses (which do not count toward the psychology major) in anthropology.



## **ELEMENTARY/SECONDARY TEACHING CREDENTIAL**

A psychology major is a great way to prepare for a career in teaching. Freshmen students interested in majoring in psychology and preparing for a multiple-subject/elementary school teaching credential can do both within four years by carefully choosing their courses within the Blended Teacher Education Program (BTEP). Preparation for the single-subject/secondary teaching credential may be done in five years. Please make appointments with a Psychology Undergraduate Advisor and Assistant Director Lillybeth Sasis at the Center for Careers in Teaching (CCT) at H-113, 657) 278-7130, as soon as possible. You may also visit the CCT web site at [www.fullerton.edu/cct](http://www.fullerton.edu/cct).

## **DECLARING A MINOR**

Most departments at CSUF offer a minor. A minor allows you to broaden your education by concentrating in an area beyond psychology and can also help prepare you for a range of career options. Courses taken for a minor may also be used to fulfill General Education requirements. Although a minimum of 12 units (6 of which must be upper division) in the minor must be distinct and different from those in the major, any units above this minimum may be used to meet both major and minor requirements. Please note that some minors in other fields do use psychology courses in them and these courses may thus be “double counted” in both the psychology major and your minor.

## **MINOR IN PSYCHOLOGY**

The minor allows students to receive recognition for a concentration in psychology even though they major in another discipline. Students majoring in areas quite different from psychology may find the minor useful in broadening their undergraduate education. In addition, students majoring in related disciplines (e.g., sociology, human services, criminal justice, child and adolescent studies) may find the minor useful in maximizing their career opportunities. **To be counted toward the minor each course must be completed with a grade of "C" or better.**

A total of 21 units from the following courses are required:

### **Lower Division Requirements (6 units):**

PSYC 101 Introductory Psychology (3)  
PSYC 201 Introduction to Statistics in Psychology (3)\*  
PSYC 202 Research Methods in Psychology (3)\*\*

### **Upper Division Requirements (6 units):**

#### **One of the following lecture courses:**

PSYC 302 Learning and Memory (3)  
PSYC 303 Sensation and Perception (3)  
PSYC 304 Comparative Animal Behavior (3)  
PSYC 305 Cognitive Psychology (3)  
PSYC 306 Biopsychology (3)

#### **One of the following courses:**

PSYC 331 Psychology of Personality (3)  
PSYC 341 Abnormal Psychology (3)  
PSYC 351 Social Psychology (3)  
PSYC 361 Developmental Psychology (3)

#### **Electives (6 units):**

\*Students who complete PSYC 201, or who have completed an articulated community college equivalent, take 6 units of upper-division psychology electives. Alternatively, students may substitute for Psychology 201 a similar course in their major that is approved by the Psychology Department and then take 9 units of upper-division psychology electives.

\*\*Students who complete Psych 202 or who have completed an articulated community college equivalent, take 6 units of upper-division psychology electives. Alternatively, students may substitute for Psych 202 CSUF CAS 301, Math 337, Math 338, or another course approved by the department and then take an additional 3 units of upper division electives in psychology.

## Special Requirements

No more than a total of three units of PSYC 499 may be applied toward the minor. PSYC 494 may not be used toward the minor but three units of this course may be counted toward units to graduate from the university. A minimum of 12 units counted toward the minor must have been completed in psychology at CSUF.

## PSYCHOLOGY UNDERGRADUATE ADVISORS

It is extremely important to see an advisor before registering for classes. **The Psychology Advisement Office is located in H-830J, 657) 278-3102.** University policy states that you should see an advisor during your first two semesters and at least once per year thereafter. **Psychology advisors are available most weeks on a year-round basis. Weekly sign-up sheets for appointments can be found on the bulletin board outside of this office.**

### Getting Advisement:

Prior to entering CSUF or during your first semester, see one of the undergraduate advisors. Advisors evaluate transferring psychology units, devise study plans, and answer questions about courses and faculty members. You should also visit Academic Advisement (UH-123B) for an evaluation of your General Education (GE) units.

**No later than the second semester of your junior year, you should seek advisement on career options with a B.A. degree or procedures for applying to graduate school.** Psychology advisors (H-830J) and the Career Center (LH-208) may be consulted.

**It is mandatory that you apply for a graduation check (grad check) one year in advance of your anticipated graduation term.** Once you meet the criteria to apply for graduation, do so online via the Titan Online Student Center. Once you have applied it is required that you make an appointment to see a Psychology Faculty Advisor. A Faculty Advisor must review and approve your Titan Degree Audit (TDA) for you to participate in commencement and be considered a candidate for graduation. The TDA is the official grad check document and during your last term should show all requirements as "OK" (e.g., met) or IP (in progress). For grad check deadlines, criteria, and more visit: <http://www.fullerton.edu/admissions/CurrentStudent/Graduation.asp> .

During the fall semester of your senior year, you should be gathering information on interviewing and resume writing from the Career Center, applying to graduate programs, or preparing for your next step after graduation. Early advisement and information on careers, graduate work, and placement possibilities will help make this process much easier. Be sure to download a copy of the Careers for Psychology Majors booklet from the Psychology Department website at: <http://psychology.fullerton.edu/academics/pdf/2013/careerhandbook.pdf>

## TUTORING

Any student desiring help with studying can contact:

- The University Learning Center in PLN-2<sup>nd</sup> floor, 657) 278-2738. The ULC offers workshops on improving studying skills, the use of computers to help studying, and individual tutoring.
- The Psychology Peer Mentor Office in H- 525B
- The Writing Assistance Center in PLN-1<sup>st</sup> floor, 357) 278-3650
- Disabled students can find tutoring and special study aids through Disabled Student Services in UH-101, 657) 278-3117.

## **EVENING DEGREE PROGRAM IN PSYCHOLOGY**

Each semester a selection of both required and elective courses will be offered in the evening, on a rotating basis. Because not all courses in the major will be offered every semester, it will be important for you to plan your program carefully. The Psychology Department is committed to offering an evening degree program for students who can only attend the university after 4 p.m. Unfortunately, the evening program will not have the breadth of course offerings available during the day. Occasionally courses will be offered on weekends as well.

## **WORKING AND GOING TO SCHOOL - DON'T OVERLOAD**

Most students find it necessary to work while they attend school. How many units should be taken if you are working? A good estimate would be:

<b>Hours worked per week</b>	<b>Maximum units per semester</b>
40	3
30	6
20	9
10	12
0	15+

Following the above recommendations will allow you sufficient time to study, use the library, meet with faculty, and maximize the chances that your grades will reflect your true potential. In addition it will allow you to get involved in department clubs and organizations, and other university activities.

The biggest cause of academic failure and disqualification is attempting to take too many units, given one's work schedule. If you only have enough time to succeed in two classes, it is far better for you to take 6 units and do well than it is for you to attempt 12 units and fail two of those classes. In the end, you get credit for 6 units, either way. But, if you register for just 6 units to begin with, you avoid damaging your GPA.

## **SUPPORT SERVICES**

Attending university can at times be a very stressful experience, especially when events in one's personal life (family, work, friends, relationships) make it hard to focus completely on one's studies. CSUF offers several resources to help people deal with stress. These services are available at no cost to students.

Counseling and Psychological Services (CAPS): Individual and group counseling is available to students and is covered by student health fees that students have already paid:

[www.fullerton.edu/shcc/CAPS>AboutUs.htm](http://www.fullerton.edu/shcc/CAPS>AboutUs.htm)

Women's Center: Counseling and support services:

[www.fullerton.edu/WomenCenter](http://www.fullerton.edu/WomenCenter)

Multicultural Leadership Center: This center offers support for those experiencing stress during their transition to college:

[www.fullerton.edu/deanofstudents/mlc/index.html](http://www.fullerton.edu/deanofstudents/mlc/index.html)

# COURSE DESCRIPTIONS

## **PSYC 101 Introductory Psychology**

Basic concepts, problems, and methods in psychology. Perception, learning, measurement, cognitive processes, development, motivation, personality, abnormal behavior, physiological and social psychology. Three hours of research participation or alternate activity required. It is recommended that students satisfy the ELM requirement before enrolling. (This is a general course that gives the student a basic introduction to the various areas in psychology.)

## **PSYC 110 Reasoning and Problem Solving**

The nature of critical thinking, models and strategies; common fallacies of reasoning, self-regulation in the thinking process; application of critical thinking to specific areas. (Psychology majors are allowed to use this course to meet the general education critical thinking requirement.)

## **PSYC 201 Introduction to Statistics in Psychology**

Prerequisite: PSYC 101 and completed ELM requirement. Descriptive statistics, probability, hypothesis testing (t, chi-square, F), sampling distributions of mean and variance, correlation and regression, analysis of variance (one-way, and two-way, factorial design), interpretation of data. Laboratory application of statistical software to psychological data. (2 hours lecture; 3 hours laboratory)

## **PSYC 202 Research Methods in Psychology**

Prerequisites: PSYC 101, 201, completed ELM requirement; and completion of a GE-certified college composition course. The fundamentals of psychological research methods. Participation in conducting experiments, analyzing data, interpreting results, and writing research reports. (You will be introduced to basic principles of research methodology, including field work methods, laboratory experimentation, and other methods of data collection in psychology. You will also learn how to write lab reports in the APA [American Psychological Association] style. This course is crucial for preparing you for advanced courses.) (2 hours lecture; 3 hours laboratory)

## **PSYC 300 Intermediate Research Methods and Statistics**

Prerequisites: Completion of general education math requirement, prior completion of PSYC 101, 201 and 202. General introduction to the use of computers in psychology. Selection and use of application programs in research, statistics, and testing will be emphasized.

## **PSYC 302 Learning and Memory**

Prerequisites: PSYC 101, 201, 202. Students taking PSYC 302L concurrently must also have completed PSYC 300. Overview of theories and research in classical and operant conditioning, verbal learning, concept learning, and processes of memory that underlie encoding, storage, retrieval and forgetting of information.

## **PSY 302L Laboratory in Learning and Memory**

Prerequisites: PSYC 101, 201, 202, 300. Pre or co-requisite: PSYC 302. Laboratory course to accompany PSYC302. Application of research methods to the study of topics in learning and memory. Empirical research will be designed, conducted, analyzed and interpreted. Written research reports required. (4 hours of laboratory).

## **PSYC 303 Sensation and Perception**

Prerequisites: PSYC 101, 201, 202. Students taking PSYC 303L concurrently must also have completed PSYC300. Anatomical, neuroscientific, and behavioral aspects of sensation and perception, mainly in humans. Covers all five senses: vision, hearing, touch, taste and smell.

## **PSYC 303L Laboratory in Sensation and Perception**

Prerequisites: PSYC 101, 201, 202, 300. Pre or co-requisite: PSYC 303. Laboratory course to accompany PSYC303. Empirical research will be designed, conducted, analyzed and interpreted in the context of existing theories and findings in the areas of sensation and perception.. Written research reports required. (4 hours of laboratory)

## **PSYC 304 Comparative Animal Behavior**

Prerequisites: PSYC 101, 201, 202. Students taking PSYC 304L, concurrently must also have completed PSYC 300. Human behavior in comparison with other animal species within an evolutionary context, including behavior genetics, sensory systems, development, communications, parental behavior, mating strategies, aggression, and social organizations. .

## **PSYC 304L Laboratory in Comparative Animal Behavior**

Prerequisites: PSYC 101, 201, 202, 300 . Pre or co-requisite: PSYC 304. Laboratory course to accompany Psychology 304. Laboratory and field studies in animal behavior. Empirical research will be designed, conducted, analyzed and interpreted. Written research reports and field trips to local zoos required. (4 hours of laboratory).

## **PSYC 305 Cognitive Psychology**

Prerequisites: PSYC 101, 201, 202. Students taking PSYC 305L concurrently must also have completed PSYC 300. Overview of current theories and research in cognitive psychology, cognitive neuroscience, and cognitive science. Topics include perception and attention, imagery, memory, language, creativity, problem solving, reasoning and decision making.

### **PSYC 305L Laboratory in Cognitive Psychology**

Prerequisites: PSYC 101, 201, 202, 300. Pre or co-requisite: PSYC 305. Laboratory course to accompany PSYC 305. Application of theoretical and experimental principles and findings in cognitive psychology. Empirical research will be designed, conducted, analyzed, interpreted, and presented. Written research reports required. (4 hours of laboratory).

### **PSYC 306 Biopsychology**

Prerequisites: PSYC 101, 201 and 202. Students taking PSYC 306L concurrently must also have completed PSYC 300. Topics in biopsychology, including development of nervous system, neural activity, neurotransmitters, the synapse, sensory and motor systems, biological motives for eating, drinking, sexual reproduction and sleep, neurology of brain damage and mental illnesses, and drug effects/addiction in the brain.

### **PSYC 306L Laboratory in Biopsychology**

Prerequisites: PSYC 101, 201, 202. Pre or co-requisite: PSYC 306. Laboratory course to accompany PSYC 306. The mammalian brain. Empirical research will be designed, conducted, analyzed, and interpreted involving areas of biopsychology. Written research reports required. (4 hours of laboratory).

### **PSYC 310 Psychology of Gender**

Prerequisite: PSYC 101. Psychological research, theories and issues related to gender differences and similarities, emphasizing psychological characteristics and problems of women and men, and on relationships within genders.

### **PSYC 311 Educational Psychology**

Prerequisite: PSYC 101. Application of psychological research and theory to educational processes, including learning, motivation, individual differences, teaching methods and evaluation. This course is recommended for those interested in teaching careers. (This course is designed to give you a general idea of the ways in which psychological research and theory can be applied to the educational process).

### **PSYC 312 Psychology of Human Sexual Behavior**

Prerequisite: PSYC 101. Topics in human sexual behavior integrating sexuality as biological, social, clinical, and developmental aspects of sexuality. Surveys and statistics of sexual behavior, sexual orientation, gender identity, sexual variations, causes and treatment of sexual dysfunctions. Legal, moral, and social issues.

### **PSYC 317 Psychology and Law**

Prerequisite: PSYC 101. Impact of social scientific evidence on the legal system. Issues and cases related to the death penalty, memory as evidence, police interrogations and false confessions, jury decision-making, pretrial publicity, detecting deception and the insanity defense.

### **PSYC 322 African American Psychology**

Prerequisite: completion of the G.E. Category C.2. Uses psychological principles and practices to guide students' comprehension of life as an African American. Introduction to a holistic perspective that expands ways of conceptualizing psychology from an African American world view. (Same as AFAM 322.)

### **PSYC 331 Psychology of Personality**

Prerequisite: PSYC 101. Research, theory and assessment techniques in the area of personality. (This course presents a general survey of research and theory in the area of personality, including personality dynamics, methods of assessing personality, social and biological influences on personality, personality development, etc. Although some discussion of clinical theories of personality [e.g., Freud, Rogers, Sullivan] will be included, in general the course will focus on the normal personality rather than on psychopathology.)

### **PSYC 341 Abnormal Psychology**

Prerequisite: PSYC 101. Symptoms, causes, treatment and prevention of mental problems; anxiety disorders, personality disorders, psycho-physiological disorders, psychoses, substance use disorders, sexual disorders and organic disorders. (This course is excellent preparation for anyone interested in clinical psychology.)

### **PSYC 346 Asian American Psychology**

Prerequisite: completion of G.E. Category D.1. In-depth analysis of major issues in the Asian American community from a psychosocial perspective, including ethnic identity development, generational conflicts, the "model minority" myth, interracial relationships, attitudes toward mental health services and alternative healing/therapeutic approaches. (Same as ASAM 346)

### **PSYC 351 Social Psychology**

Prerequisite: PSYC 101. How people think about, influence, and relate to one another. Topics include social perception and cognition, attitudes and attitude change, attraction altruism, aggression, interpersonal influence, and group processes. (The course stresses social interaction and how the individual responds to his or her environment. Much attention is given to research findings).

### **PSYC 361 Developmental Psychology**

Prerequisite: PSYC 101. Theories, methods and research findings regarding physical, cognitive and psychosocial human development, including such topics as perception, learning, intelligence and personality.

### **PSYC 362 Psychology of Aging**

Prerequisite: PSYC 101. Characteristics of humans during the adult years. Topics include physical, intellectual, cognitive, personal, social and psychological development, vocational and family changes, retirement and death. (This course is a good sequel to Developmental Psychology and essential for anyone interested in gerontology.)

### **PSYC 371 Evolutionary Psychology (3)**

Prerequisite: PSYC 101. Evolutionary origins and functions of human behavior and psychology. Applying evolutionary perspectives to a broad range of topics, including cooperation, conflict, mating strategies, social change, jealousy and parenting.

### **PSYC 391 Industrial/Organizational Psychology**

Prerequisite: PSYC 101. Human behavior in the workplace. Traditional and current psychological principles applied to industrial, organizational and business settings. Selection, placement, training, work motivation, human factors, environmental influences, leadership, work stress, work place violence, organizational communication, organizational development and consumer behavior.

### **PSYC 408 History of Psychology**

Prerequisite: One of the following: PSYC 302, 303, 304, 305, or 306 and two of the following: PSYC 331, 341, 351, or 361. The development of psychology from early times to the present; major traditions and conceptual issues. (This is the course that pulls all that you have learned in psychology together. You will see how philosophy preceded psychology and how psychology became a recognized science. The course gives a good academic overview of your major area of study. PSYC 302, 303, or 306 are helpful prerequisites because they introduce many of the figures who were important in the development of psychology as a science. It is also very useful for preparing for the Psyc GRE test.)

### **PSYC 414 Cognitive Neuroscience**

Prerequisites: PSYC 305 and 306, or consent of instructor. Human cognitive behavior as a brain-based activity: Methodology of Cognitive Neuroscience, functional neuroanatomy and their relationships to perception, attentional encoding and control mechanisms, memory, emotion, language and consciousness.

### **PSYC 415 Cognitive Processes**

Prerequisites: PSYC 302, or 303, or 305. Advanced treatment of theory and research in such topics as attention, pattern recognition, memory, knowledge, representation, language, decision-making, judgment, reasoning, and problem solving.

### **PSYC 417 Psycholinguistics**

Prerequisite: six hours of upper-division work in psychology or linguistics. Theory and research on the psychological processes that make possible language acquisition and use. Three major concerns are: comprehension of spoken and written language, speech production, and language acquisition. (Same as LING 417)

### **PSYC 421 Psychology of Immigration (3)**

Prerequisites: Nine hours of upper-division psychology coursework. Psychological theory and research on the topic of immigration. Impact of immigration on individual development and family functioning in immigrants from a variety of ethnic backgrounds.

### **PSYC 430 A Social Psychological Study in Ethnic Minority Behavior (3)**

Prerequisites: AFAM 101 or 107; or PSYC 101. Central role of culture, race and ethnicity in the human condition. Social psychological theory and research provides the context of the course. Cultural pluralism and diversity. (Same as AFAM 430)

### **PSYC 431 Theories of Personality**

Prerequisite: PSYC 331. Traditional and contemporary theories of personality, including psychoanalytic, humanistic-existential, behavioral, trait and social interaction approaches. (An in-depth discussion of the major traditional [e.g., Freud, Jung, Rogers, Adler] and contemporary [e.g., Berne, social learning theory, bioenergetics] theories of personality. The emphasis in this course will be on theory rather than on research or therapy, and it will compare, contrast, and evaluate these different theories.)

### **PSYC 456 Psychological Study of Lesbian, Gay and Bisexual Experiences (3)**

Prerequisite: PSYC 101 and three upper-division psychology courses. Introduces the scientific study of individuals who identify as lesbian, gay or bisexual. Major themes include: identity development and disclosure; social and gender roles; stigma; minority stress; same-sex relationships; and parenting..

### **PSYC 461 Psychological Testing**

Prerequisite: PSYC 201, 202, 300 and senior status (completion of 90 or more units). Intelligence, aptitude, interest, and personality testing. Theory, construction, evaluation, interpretation and uses of psychological tests.

**PSYC 462 Advanced Psychology of Aging**

Prerequisites: PSYC 362 or graduate standing. Concepts and controversies in the field of gerontological psychology and the societal implications of an aging population. Review and analyze current literature, focusing on the physiological, psychological and social changes that accompany old age. (same as GERO 462)

**PSYC 464 Advanced Developmental Psychology**

Prerequisites: PSYC 201, CAS 301, 312, or PSYC 361 . Review and analysis of major theoretical and empirical issues in developmental psychology. (This course is designed for students who particularly enjoyed PSYC 361, Developmental Psychology, and wish to pursue major theoretical and empirical issues in more depth. The course uses a seminar format to permit greater student involvement and interaction than is found in a more traditional lecture format.)

**PSYC 465 Advanced Psychological Statistics**

Prerequisite: PSYC 201, 202 and 300. General linear model, regression, analysis of variance techniques and applications to research design and evaluation of data. (A must for students intending to do graduate work in psychology.)

**PSYC 466 Advanced Social Science Computer Applications**

Prerequisites: PSYC 201 and 300 or equivalent. Advanced computer applications focusing on topics such as web page development, data analysis, graphing, data bases, and online experimentation and data collection. (This is an advanced course designed to acquaint the student with the use of mainframe and microcomputers for data collection and analysis, simulation, and marketing research. The course is highly recommended for students interested in graduate school in experimental psychology.)

**PSYC 467 Multivariate Statistics for Psychology**

Prerequisite: PSYC 465. Multivariate analysis of variance, profile analysis, discriminant analysis, factor analysis, cluster analysis, multidimensional scaling; introduction to structural equations, and hierarchical linear models, and applications to psychological research. (This is an advanced course in theory and techniques of correlational analysis. This course is useful for those considering further graduate work.

**PSYC 473 Sleep, Dreams, and Behavior**

Prerequisites: PSYC 306, 331, 341. Role of sleep and dreams in controlling awake behavior. Course topics include historical views/ theories, the neurobiology of sleep and dreams, sleep-wake schedules, sleep disorders, and their relationships to cognitive, personality, and psychopathology.

**PSYC 474 Health Psychology**

Prerequisites: PSYC 101, and completion of 9 units of upper-division psychology courses. Role of psychology in prediction, prevention, and treatment of medical disorders, including stress and illness, psychoneuroimmunology, psychological aspects of chronic illnesses, behavioral medicine, physician-patient dynamics.

**PSYC 475 Psychopharmacology**

Prerequisites: PSYC 306 and 341. Basic neurophysiological principles of pharmacokinetics and pharmacodynamics that underlie the effects of drugs on experience and behavior. Recreational drugs and abused drugs that can contribute to psychological disorders. Psychological, medical, and social implications of pharmacotherapy.

**PSYC 481 Survey of Clinical Psychology**

Prerequisites: PSYC 341. Methods, diagnosis, therapeutic techniques, research, educational requirements, professional requirements, ethics, graduate school preparation, choosing graduate programs. (This course is useful preparation for working in the area of mental health or for a clinical graduate program.)

**PSYC 495 Field Placement in Psychology**

Prerequisites: Nine units of 300-level psychology courses at CSUF by the time of course registration, a 2.0 GPA in psychology courses. Supervised experience in which psychological principles or methods are applied in a fieldwork setting. Mandatory class meetings to discuss and write about experiences of integrate psychological theory with practice. Required of majors. May be repeated once for credit.

**PSYC 494 Teaching in Psychology**

Consult "Student-to-Student Tutorials" in the university catalog for more complete course descriptions. This course does not count toward the Psychology major. (1-3 units)

**PSYC 499 Independent Research**

Prerequisites: completion of at least one upper division laboratory course in psychology and consent of instructor. Study plan must be approved by university census date. Individual empirical research or library investigation under the supervision of a faculty member. No more than three units of credit toward the major. May be repeated for credit toward graduation.

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These are the MARC and McNair Scholar programs.

### ***MARC Scholar***

The Minority Access to Research Careers (MARC) scholar program is funded by the United States National Institute of Health to assist minority or financially disadvantaged undergraduates with gaining admission to Ph.D. programs in several fields, including psychology. MARC provides financial support, mentoring and extensive research opportunities. Several psychology professors are affiliated with the program. This program is geared toward research focusing on more biological aspects of psychology. Students apply during their sophomore year and spend two years in the program. For more information about this prestigious scholarship, go to the MARC web site:

<http://marc.fullerton.edu>

### ***McNair Scholars***

The McNair Scholars program is designed to give low-income students the skills and experience they will need to get into Ph.D. programs. Scholars work with a faculty mentor in psychology. They also participate in a variety of workshops and have a summer internship. For more information about this program, go to the McNair web site:

<http://www.fullerton.edu/mcnair/index.htm>

# **INVOLVEMENT**

You can be more competitive for jobs and graduate school by becoming involved with the various professional societies, on-campus student organizations, and speaker presentations. At CSUF these include PDSA, Psi Chi, and Peer Mentors, and student organizations in personnel, management, and marketing. Get involved in the field of psychology while you are still a student through professional associations, research projects with your instructors, and internships in the community.

## ***PSYCHOLOGY DEPARTMENT STUDENT ASSOCIATION (PDSA)***

Every psychology major is automatically a member of the PDSA. PDSA meetings are held bimonthly, and the organization sponsors speakers and other discussions of interest to students. These meetings keep you informed of what is going on in the Psychology Department and allow you to express your opinions. Besides sponsoring speakers and panel discussions, PDSA raises funds for various projects, such as sending students to the Western Psychological Association meetings.

<http://psych.fullerton.edu/PDSA/>

## ***PSI CHI***

Psi Chi is the national honor society for psychology students. To be admitted into Psi Chi a student must have completed 9 semester units of psychology (or 6 semester units and be registered for 3 more), have declared a psychology major or minor and have a 3.2 GPA overall and a 3.5 GPA in psychology. Graduate students must have a GPA of 3.0 or better in all graduate courses. Psi Chi also hosts several lunchtime discussions, film sessions and various social events for members. Please check Psi Chi bulletin boards on the 5th and 6th floors for upcoming events. Applications are available in the Psychology Department or online at: <http://psych.fullerton.edu/psichi/>

## ***PEER MENTORS***

Peer Mentors provide referrals and resources for undergraduate psychology majors, minors or those who are undecided on their academic goals. Peer Mentors answer questions about:

- Career Enhancement
- Graduate School
- Study Skills
- Financial Aid
- Internships and Research Opportunities
- Psychology Organizations
- Psychology Specializations

You might find it helpful to check <http://psych.fullerton.edu/pm12/index.html> , stop by the Peer Mentors Office located in H-525B, or you might wish someday to serve as a peer mentor.

Applications are available in the Psychology Department or online:

[http://psychology.fullerton.edu/resources/dept\\_forms.asp](http://psychology.fullerton.edu/resources/dept_forms.asp)

## ***SOCIETY FOR INTERDISCIPLINARY RESEARCH ON EVOLUTION (SIRE)***

SIRE explores evolution as it pertains to human behavior and provides an opportunity for interdisciplinary collaboration between students and faculty. SIRE promotes reading and critically thinking about evolutionary based research by hosting discussions on selected works. It also sponsors speakers to informally discuss topics of interest with students and faculty and is dedicated to raising funds to assist students presenting their research at national meetings. Special membership requirements apply. See website for details: <http://psych.fullerton.edu/sire/index.html>

### ***LATIN@ STUDENT PSYCHOLOGICAL ASSOCIATION***

This is a new organization, founded in the spring of 2013. It was created to represent the Latin@ community in the psychological field on the CSUF campus. Goals include reaching out to the underrepresented Latin@ community, academics, community service, networking, and socializing. We desire to advocate, educate, and empower the Latin@ community to realize their full potential in the field of Psychology. Meetings are held weekly in the Humanities building. We help sponsor presentations, workshops, and discussions with various topics such as graduate programs, speakers, GRE prep work, showcasing resources available on campus, difficulties facing the Latin@ community, and much more. We also offer leadership opportunities, networking opportunities, fundraisers, and socials. Our elected positions offer great leadership experience to help build skills for post and current bachelor careers. Elections are held annually at the end of the spring semester. For more information please email us [lspacsuf@gmail.com](mailto:lspacsuf@gmail.com) or visit our Facebook page <https://www.facebook.com/lspa.csuf>

### ***APSSC (Inactive)***

The Association for Psychological Science Student Caucus (APSSC) comprises student affiliates of the Association for Psychological Science (APS). Membership is open to all students joining APS (information on APS available at any APSSC meeting). The primary purpose of the organization is to preserve the scientific base of psychology through the promotion of research-oriented activities.

### **PSYCHOLOGY STUDENT CONFERENCE ROOM AND STUDY AREA**

Located on the 5th floor of the Humanities Building (**H-525**), this facility offers a meeting space for the student organizations and a quiet study area. Soft drinks, snacks, and computer access to the University's network are available.

### **SPECIAL EVENTS**

PDSA, Psi Chi, and APSSC sponsor various events of special interest throughout the year such as symposia and mini conferences. In addition the department regularly brings in speakers to give colloquia. These special events offer an excellent opportunity to see, hear, and meet prominent psychologists. **The annual Psychology Day event is held each spring semester in April and includes guest speakers and panel discussions.**

# **GRADUATE PROGRAMS IN PSYCHOLOGY**

A bachelor's degree in psychology is excellent preparation for careers in a wide variety of fields. However, a professional career in the field of psychology frequently requires an advanced degree (at either the master's or the doctoral level).

Before applying, you should study a variety of programs to locate one that will suit your needs. A major division among graduate programs is between those designed to prepare the individual for a career in research or teaching and those designed to prepare individuals for careers as applied psychologists, usually in private or public clinical settings. It is usually not easy to transfer between these two types of programs. A thorough background in a wide variety of areas within psychology is the best preparation for graduate work. Research experience as an undergraduate is often necessary, whether you are applying to a research or an applied program. The best way for you to get this type of research experience is to take at least 3 units of Independent Study (PSY 498 or 499). Most faculty members are eager to work with motivated undergraduate students, so you should visit the office hours of faculty members whose research interests seem closest to your own. If you have put some thought into your decision and are willing to work hard you are likely to get an enthusiastic response.

Admission to Ph.D. programs is highly competitive. Admissions committees in clinical often look for evidence of a sustained commitment to clinical psychology. Volunteer work in local community agencies while still an undergraduate is essential. For someone with applied career goals, taking the appropriate fieldwork course (PSY 495) is important. Be sure it is in a mental health setting. Ideally, you will be supervised by a licensed professional.

Most graduate programs require applicants to take the Graduate Record Exam (GRE). There are two tests – the General GRE (verbal, quantitative, and analytical writing) and Advanced Psychology Subject GRE (like a big final exam on all areas in psychology). The subject GRE is only offered a few times a year, so be sure to plan ahead. Most graduate programs will not consider your application complete without GRE scores, and competitive programs will not consider incomplete applications.

If you are interested in further education in psychology, but are undecided as to a major interest area or career choice, entering a general master's psychology program will expose you to areas of psychology and help you make an informed choice later.

The psychology department at CSUF offers two master's programs:

- Master of Arts in General Research Psychology, and
- Master of Science in Clinical Psychology.

For more information about CSUF's graduate programs in psychology please visit the undergraduate advisement office (H-830J), graduate secretary Kay Karlson in H-830L, program coordinators, or <http://psychology.fullerton.edu/academics/graduate.asp>

## CAREER POSSIBILITIES

A degree in psychology will provide an excellent background for careers in a number of fields. In recent years psychology students have gone into data analysis for insurance companies, marketing, law, criminal justice, social work, business administration, speech pathology, rehabilitation, education, and counseling. To maximize your chances of obtaining a rewarding career get early career advisement from your advisor and the Career Center in Langsdorf Hall-208, 657) 278-3121, [www.fullerton.edu/career](http://www.fullerton.edu/career).

## LOOKING AHEAD

A smooth transition from being an undergraduate psychology major to becoming a graduate student or pursuing a career requires proper planning before graduation. In addition to the material in this handbook, the information you receive from your faculty advisor and the services available from the Career Center, the following books and pamphlets should prove useful.

**Careers in Psychology for the 21<sup>st</sup> Century**--This booklet describes the general work settings of psychologists and related educational requirements. It may be obtained for free online at <http://www.apa.org/topics/psychologycareer.html#aparesources>

**Getting In: A Step-By-Step Plan for Gaining Admission to Graduate School in Psychology**--Includes chapters on preparing for graduate study, choosing and applying to grad schools, financial aid, minority student information, and succeeding in graduate school. It is available from the American Psychological Association and is in the bookstore.

**Graduate Study in Psychology and Related Fields**--This book describes all master's and doctoral programs in psychology and related areas in the U.S. and Canada. It tells you the characteristics of the programs, requirements for admission, procedures for applying, and financial aid information. Copies are usually available in the bookstore. A new edition is published each year. You may also look at the copy available in the office of the graduate secretary or in H-830J (undergraduate advisement office for Psychology majors).

**Careers for Psychology Majors**--This booklet is prepared by the CSUF Psychology Department. It describes a variety of career options and gives suggested coursework and advice on career preparation. It also contains advice on applying for grad school. It is available online at: <http://psychology.fullerton.edu/academics/pdf/2013/careerhandbook.pdf>

**Career Opportunities for Psychologists: Expanding and Emerging Areas**--This book by Paul J. Woods discusses a variety of work for psychologists with advanced degrees in areas of industry, government, health, architecture, and so on. It is available from the American Psychological Association. A copy is available to glance through in the Advisement Office.

**The Complete Guide to Graduate School Admission in Psychology and Related Fields**--This book by Patricia Keith-Spiegel will answer many questions frequently asked by students thinking of applying to graduate school, such as how and when to ask for letters of recommendation? What are statements of purpose and what are they used for? What do I do if my grades are not so hot? A copy is available to look at in the graduate secretary's office.

Other reading materials and career counseling services are available in the Psychology Advisement Office and Career Center (LH-208, 657-278-3121). A course on career planning is also available, Counseling 252- Career Exploration and Life Planning. You may also get information from the Center for Careers in Teaching (H-113, 657-278-7130). Begin making use of these books and services during your sophomore and junior years at CSUF.

# FACULTY

## **Sawssan Ahmed**

Wayne State University (Ph.D. 2006)

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Research topics include sociocultural factors and health in Arab American adolescent and young adults; immigration status and psychological treatment outcomes in adolescents; and acculturative stress and Iraqi refugee mental health.

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## **Kristin P. Beals**

U.C.L.A. (Ph.D. 2003)

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Research interests include gay and lesbian identity and mental health issues, gay and lesbian relationships, and sport psychology. Currently examining how identity support and devaluation impacts the LGB community.

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## **Michael H. Birnbaum**

U.C.L.A. (Ph.D. 1972)

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Research interests are in the field of judgment and decision making, specifically mathematical models. Particular applications include prospect theory, priority heuristic, and similarity evaluation models.

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## **Melinda Blackman**

U.C. Riverside (Ph.D. 1996)

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Research topics include the accuracy of personality judgments, counterproductive behavior in the workplace, and the psychology behind nutrition adherence and eating behavior.

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## **Iris Blandon-Gitlin**

Claremont Graduate University (Ph.D. 2004)

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Research Areas include eyewitness memory, deception, face recognition, and autobiographical memory. Current research topics include detecting deception and underlying cognitive processes in deception, suggestibility of memory, eyewitness memory and identification, and risk factors in police-induced confessions.

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## **Barbara Cherry**

U.S.C. (Ph.D. 1995)

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Research interests include memory and attention, cognitive aging, hemispheric asymmetries, and cognition and chronic pain. Current research topics are fibromyalgia, cognition in older adults, and interhemispheric collaboration in younger and older adults.

**Russ Espinoza**

University of Nebraska (Ph.D. 2005)  
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Interests include psychology and law, cognition and prejudice, and multicultural issues. Current research: prejudice against low SES minority populations in health care, education, business and juror decision making; and the malleability of implicit prejudice.

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**David Gerkens**

Texas A&M University (Ph.D. 2004)  
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Interest include memory, meta-memory, creative cognition, cognition in general, and positive psychology. Current research revolves around memory accessibility. This includes exploring how manipulations and individual differences influence the accessibility of memories for different stimuli. Other research has begun exploring positive psychology: how one's degree of happiness affects cognitive processes.

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**Aaron Goetz**

Florida Atlantic University (Ph.D. 2007)  
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Interests include evolutionary psychology, and sexual conflict. Current research includes assessing infidelity (what cues do we use to assess infidelity?), kissing (why do humans kiss?), and perceptions of formidability (what makes someone look tough?).

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**Allen W. Gottfried**

New School for Social Research (Ph.D. 1974)  
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Research topics include developmental psychology; environment/development relationships, gifted intelligence, temperament, family characteristics relating to children's development, longitudinal data analyses, and continuity and stability in development.

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**Jinni Harrigan**

University of Cincinnati (Ph.D. 1979)  
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**Briana Horwitz**

University of California, Irvine (Ph.D. 2008)  
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Family relationships, friendships, health, development, twin studies, behavioral genetics. Currently examining the extent genetics and environmental influences shape sibling relationships and explain associations between friendships, personality, and health.

**Richard A. Lippa**

Stanford University (Ph.D. 1976)

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Research areas include gender, gender differences, gender variation within each sex (masculinity-femininity), sexual orientation and how it differs for men and women, and gender differences in sex drive and sociosexuality (how committed vs. uncommitted sexual attitudes and behaviors are).

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**William D. Marelich**

Claremont Graduate University (Ph.D. 1997)

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Interests include health psychology, social psychology, and intimate relationships. Current research topics are decision making and alternative medication practice, condom intervention study, and various projects related to intimate relationships (lying, negative relationship events, and precursors to jealousy reactions).

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**Jack Mearns**

University of Connecticut (Ph.D. 1989)

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Teaching interests include abnormal and clinical psychology, personality, personality assessment and graduate fieldwork. Research interest includes personality and clinical areas. Current topics: negative mood regulation, personality, and health and coping.

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**Mindy Mechanic**

University of Illinois -Urbana (Ph.D. 1996)

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Research interests focus on the psychosocial consequences of trauma and interpersonal violence, especially against women. Current research focuses on the effects of intimate partner violence on battered women's parenting.

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**Lisa T. Mori**

University of Missouri-Columbia (Ph.D. 1987)

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Clinical psychology with an emphasis in cross-cultural psychology issues. Research topics include anxiety, perceptions of sexual assault and victim blame, intimate partner violence and racial socialization within diverse groups, and ethnic and gender differences regarding mental illness and therapy,.

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**Douglas J. Navarick**

U.C. San Diego (Ph.D. 1973)

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Teaching interests are learning, motivation, introductory psychology. Research interests include human operant behavior; impulsive vs. self-controlled choice behavior, and application of behavior analysis methods and concepts to the Milgram obedience paradigm.



**Angela-MinhTu Nguyen**

University of California, Riverside (Ph.D. 2010)

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My overarching research topic is multiculturalism; the experiences of multicultural individuals, such as their acculturation, bicultural identity, bilingualism, and cultural frame-switching. I am also embarking on research on intersectionality, whereby I examine the interactive influence of individuals' cultural, racial, gender, sexual, class, and religious identities on their perception of themselves and behaviors toward others.

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**Jessie Peissig**

University of Iowa (Ph.D. 2001)

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Cognitive Psychology; Currently studying how people visually recognize objects, specifically faces. This includes theoretical aspects, such as how the brain recognizes faces, and applied aspects, such as how to train airport security and law enforcement to better recognize fugitives.

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**Kathleen Preston**

U.C.L.A (Ph.D. 2010)

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Research areas include measurement, item response theory, structural equation modeling, and factor analysis. Some topics currently under investigation: scale construction and validation of problem behavior scale, Estimating the Nominal Response Model under non-normality, Evaluating robustness of Item Response Theory models to violations of normality, Effects of imposing a normal prior distribution on an ADHD scale, and Modeling the effect of father involvement on problem behaviors in children.

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**Nancy Panza**

University of Alabama (Ph.D. 2004)

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Primary interest is in clinical forensic psychology, including forensic assessment related to competency to stand trial and malingering, juvenile competence and to waiver to adult court, and standard practices in forensic psychology.

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**Christine Scher**

San Diego State Univ./U.C. San Diego (Ph.D. 2000)

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Research includes cognitive and developmental factors in risk for, maintenance and treatment of anxiety and depression. Also measuring development and psychometric evaluation, examining predictors of treatment outcome among those with posttraumatic stress disorder, and developing a computer-administered intervention for trauma survivors.

**Nancy Segal**

University of Chicago (Ph.D. 1982)

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Research area focuses on twin studies (behavioral genetics, evolutionary psychology) Current topics include behavioral similarities in twins and unrelated siblings of the same age, bereavement in twin survivors, cloning issues, and Chinese twins reared apart and together.

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**Eriko Self (Department Chair)**

University of Chicago (Ph.D. 1993)

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Teaching interests include sensation and perception, visual science, physiological psychology, and research methods. Research interests center on visual perception and color vision; misbinding and asynchrony of visual features and how the brain accomplishes coherent perception of objects.

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**Joanne Hoven Stohs**

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Teaching interests include reasoning and problem solving, abnormal psychology, and field placement. Research concerns the relationship of twins separated at birth, in collaboration with Dr. Segal.

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**Susan Sy**

University of Michigan (Ph.D. 2002)

Office: H-835L

Phone: 278-5338

[susansy@fullerton.edu](mailto:susansy@fullerton.edu)

Research interests are cultural and family influences on children and adolescents during school transitions; particular emphasis on Latino and Asian groups and the transition to college.

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**Jennifer Trevitt**

University of Connecticut (Ph.D. 2000)

Office: H-830K

Phone: 278-2669

[jtrevitt@fullerton.edu](mailto:jtrevitt@fullerton.edu)

Research focuses on biopsychology, behavioral pharmacology, basal ganglia anatomy and function, and Parkinson's disease. Current projects include the interaction between dopamine and adenosine in the basal ganglia as it relates to movement disorders, examination of cellular activity in populations of striatal neurons using ICC techniques, and development of a novel method of gait analysis in Parkinsonian rats.

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**Laura Zettel-Watson**

U.C. Irvine (Ph.D. 2004)

Office: H-710H

Phone: 278-3898

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Research includes investigating the social support networks of at risk individuals as they age (those aging without a spouse and/or children, caregivers of elderly or dementia patients, and individuals with fibromyalgia). Specific interest is given to the roles that extended family members, friends, and acquaintances play in helping to maintain the psychological, emotional, and functional well-being of these individuals as they age.

# **Department of Psychology**

## **Learning Outcomes**

Students majoring in psychology are expected to acquire knowledge and skills relevant to behavior science in general and to psychology in particular. They are expected to:

- acquire knowledge and skills in research methodology needed to understand the literature in psychology and to find answers to questions about animal and human behavior and cognition
- acquire the knowledge and skills in statistics needed to describe and draw inferences from empirical data
- acquire computer application skills used in acquiring information from databases (e.g., PsychINFO), in organizing and analyzing empirical data(e.g., EXCEL, SPSS), and in presenting information (e.g., PowerPoint)
- acquire broad knowledge about experimental areas of psychology
- acquire knowledge about specific areas of experimental psychology (e.g., sensation and perception, learning and memory, cognition, biopsychology)
- acquire skills used in conducting research in at least one specific area of experimental psychology
- acquire knowledge about personality, social processes and development processes
- acquire knowledge about applied areas of psychology (e.g., educational psychology, industrial/organizational psychology, legal psychology, psychology of aging) through course work and field placement
- acquire knowledge of clinical applications of psychology (e.g., abnormal psychology survey of clinical)
- use elective courses to tailor the major to meet their individual career and educational goals
- develop an understanding of and sensitivity to gender, race, and other cultural diversity issues
- develop an understanding of and sensitivity to ethical concerns, particularly as they relate to issues in psychology
- develop information competency skills, particularly as they are applied in various areas of psychology. This includes meeting the five information literacy competency standards adopted by the Association of College and Research Libraries:
  1. be able to determine the nature and extent of the information needed.
  2. be able to access needed information effectively and efficiently
  3. be able to evaluate information and its sources critically and incorporate information into his or her knowledge base and value system
  4. be able to use information effectively to accomplish a specific purpose
  5. be able to understand many of the economic, legal, and social issues surrounding the use of information and uses of information ethically and legally

## DEPARTMENT OF PSYCHOLOGY

### Student Responsibility Code

The Department of Psychology is dedicated to providing you with the highest quality educational program. In order to maximize the benefits of our program, it is important that you meet your responsibilities as a student. Listed below are some of the responsibilities to be met.

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#### **Advisement – Please familiarize yourself with university and departmental policies and deadlines.**

You should obtain and read pertinent sections of the University Catalog, Class Schedule booklet, and instructor course outlines. If you are a psychology major or minor, you should read the Psychology Student Handbook and meet with a psychology undergraduate advisor (Room H-830J) at least once a year to review your study plan and career goals. The Handbook is available to you at no charge from the Psychology Department Office (H-830M) or from the Psychology Undergraduate Advisement Office (H-830J). Please also consult <http://psychology.fullerton.edu> for further information.

#### **Class Attendance – Please remember that you are responsible for attending all classes and laboratory meetings, and for being on time. The benefit you derive from your education is often lost if you are lost too!**

#### **The Learning Environment – Please be mindful of your fellow students and the instructors.**

Behavior that persistently interferes with classroom activities may be subject to disciplinary action. Such behavior may include, but is not limited to, cell phones or beepers ringing, entering the class late, leaving the class prematurely, eating in class or chatting with other students during class. A student responsible for continual disruptive behavior may be required to leave class pending discussion and resolution of the problem.

#### **Workload – Please be realistic in adjusting your outside responsibilities (work, family, social obligations, etc.) in order to allow sufficient time for your education.**

In order to receive a quality education, you must not overload yourself. As a general rule, you should allow two to three hours of study outside of class, for each hour spent in class. Additional information on this topic is discussed in the Psychology Student Handbook.

#### **Academic Integrity – The world of academia is completely dependent on straightforward honesty and integrity, and it protects these values in many ways. Your ability to think of yourself as an educated person depends on these same values. For these reasons the University imposes serious penalties for breaches of academic honesty and cases of suspected breaches of honesty may be reported. Please familiarize yourself with the academic integrity guidelines found in the current student handbook.**

- o Work produced through academic misconduct (e.g., cheating on exams, plagiarism) will be dealt with according to the policies of the academic integrity guidelines. Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the University, policies on academic integrity are of great concern to us all.
- o Your exams, homework, research reports, and term papers should reflect your own work, unless your instructor directs you otherwise.
- o Proper methods of referencing outside sources of information should be used at all times. Additional information on this requirement may be obtained by reading the University Catalog section on Academic Dishonesty.

#### **Special Needs – If you need special assistance in the classroom, please inform the instructor in order to facilitate contact with Dr. Paul Miller at the office of Disabled Student Services located at UH-101, (657) 278-3117.**

#### **Emergency Procedures- In the event of an emergency, please adhere to these university guidelines. <http://prepare.fullerton.edu/campuspreparedness/ClassroomPreparedness.asp>**

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*If you have any questions concerning the above responsibilities,  
please contact your psychology instructor or the Psychology Department Chair.*