

CONTENTS

2020-2021

Department Directory	1
Major requirements	2
Study Plan	5
Minor Requirements	8
Psychology Advisement	10
Course Descriptions	12
Financial Aid	16
Involvement-Clubs and Organizations	17
Graduate Programs	19
Looking Ahead - Suggested Reading	21
Faculty Listing	22
Department Learning Outcomes	28
Student Responsibility Code	29

For official rules and regulations see the University Catalog.

DEPARTMENT DIRECTORY:

Department Office

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Peer Mentors

H-525B (657) 278-7538 CSUFpeermentors@gmail.com

Psychology Computer Lab

H-607 (657) 278-3386

Psychology Student Conference Room And Study Area

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

MAJOR REQUIREMENTS (Students with Catalog Year Fall 2013 and Later; contact the advising office if you are unsure of your catalog year or would like to know if you can change your catalog year)

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:

- If your catalog year is Fall 2020 or later you will need to take ENG 301 or 363 to fulfill the university writing requirement.
- 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 nine units of PSYC 499 may count toward graduation from the University.
- 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 6 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. <http://psychology.fullerton.edu/advisement/>

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/>
- Find previously used internship sites at: http://psychology.fullerton.edu/students/sites_forms.aspx

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

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 listed on an iPad in the Psychology Department Office (H-830 L&M) and listed on: http://psychology.fullerton.edu/faculty/fac_research.aspx. 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/faculty/fac_research.aspx

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 <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 Psychology of 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 Psychology of 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.

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. Online appointments can be made by following the link found here: <http://psychology.fullerton.edu/advisement/>**

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://records.fullerton.edu/academics/graduation.php>.

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/advisement/>

TUTORING

Any student desiring help with studying can contact:

- The University Learning Center in PLN-1st 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-1st floor, (657) 278-3650
- Disabled students can find tutoring and special study aids through Disability Support Services in UH-101, (657) 278-3112.

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:

Hours worked per week	Maximum units per semester
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:

<http://www.fullerton.edu/caps/programs/>

WoMen's Center: Counseling and support services:

<http://www.fullerton.edu/womenscenter/>

COURSE DESCRIPTIONS

PSYC 101 Introductory Psychology

Concepts, issues, and methods in psychology. Processes of sensation/perception, motivation/emotion, learning/memory, cognition. Research in developmental, personality, social, abnormal, and biological psychology. Research participation or alternate activity is 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

Models and strategies of critical thinking. Training in inductive and deductive reasoning techniques; strategies for self-regulation of thinking. Formal and informal fallacies; social and cognitive factors that interfere with critical thinking and reasoning. (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. Descriptive statistics, probability, hypothesis testing (t, chi-square, analysis of variance), sampling distributions of mean and variance, correlation, factorial designs interpreting data. Laboratory applications of statistical software to psychological data. (2 hours lecture; 3 hours laboratory)

PSYC 202 Research Methods in Psychology

Prerequisites: PSYC 101, 201; 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 G.E. B.4, 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 on habituation, classical and operant conditioning, verbal learning, concept learning, and sensory, short-term, and long-term memory. 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 PSYC 302. Apply research methods to the study of topics in learning and memory. Design, conduct, analyze and interpret empirical research. 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 PSYC 300. 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 PSYC 303. Conduct, analyze and interpret empirical research 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 genetics, feeding behavior, sensory systems, development, communications, parental behavior, mating strategies, aggression, habitat selection, 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. Design, conduct, analyze and interpret empirical research. 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. Apply theoretical and experimental principles and findings in cognitive psychology. Design, conduct, analyze, interpret, and present empirical research. 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. Biopsychology, including anatomy of the 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, 300. Pre or co-requisite: PSYC 306. Laboratory course to accompany PSYC 306. The mammalian brain. Design, conduct, analyze, and interpret empirical research in 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 between and within genders.

PSYC 311 Educational Psychology

Prerequisite: PSYC 101. Applying 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 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. Theory, research and case studies related to issues on the death penalty, memory as evidence, police interrogations and false confessions, jury decision-making, pretrial publicity, detecting deception and the insanity defense.

PSYC 322 Black Psychology

Prerequisite: completion of the G.E. Category D.1. 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. 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 psychological disorders/psychiatric illnesses; for example, anxiety, mood, psychotic disorders and related topics. (This course is excellent preparation for anyone interested in clinical psychology.)

PSYC 346 Asian American Psychology

Prerequisite: completion of G.E. Category D.1. 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 the social world affects our thoughts, feelings, and behaviors. Thinking about, influencing, and relating to others. Topics include social perception/cognition, attitudes and attitude change, attraction, prejudice, aggression, helping behavior, conformity, and group processes. (The course stresses social interaction and how the individual responds to their 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 across the lifespan. Topics include perception, learning, intelligence, personality and related topics.

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. Understanding evolutionary origins of human behavior and psychology. Applying an evolutionary perspective to a broad range of topics including cooperation, conflict, mating strategies, jealousy, cheater detection 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, performance evaluations, training, work motivation, job satisfaction, environmental influences, leadership, group (team) processes, work stress, organizational communication, and organizational development.

PSYC 408 History of Psychology

Prerequisite: One of the following: PSYC 302, 303, 304, 305, or 306; additional upper-division course in psychology. The development of psychology classical Greek philosophy to contemporary psychological science. Major philosophical traditions (nativism, rationalism, empiricism, associationism) and enduring issues, including nature vs. nurture, free will vs. determinism, and material vs. non-material sources of human behavior. (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 Psych 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 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 will provide the context of the course. Cultural pluralism and diversity will be discussed. (Same as AFAM 430)

PSYC 431 Traditional Theories of Personality

Prerequisite: PSYC 331. Traditional 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). Assessing 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 the 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 202 or CAS 301; CAS 312 or PSYC 361. Review and analyze major theoretical, empirical, and applied 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 494 Teaching in Psychology

Experience in communicating research, theory, and applications of psychology, with emphasis on individual tutoring. Section 1 (Undergraduate Course Assistantship) includes aspects of course instruction; Section 2 (Peer Mentors) includes various outreach services. This course does not count toward the Psychology major. May be repeated for 6 units. (1-3 units)

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 integrating psychological theory with practice. Required of majors. May be repeated once for credit.

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.

FINANCIAL AID

General Financial Aid Opportunities

There are many opportunities to receive funding to help with your college expenses. Check out the CSUF Financial Aid Office web page: www.fullerton.edu/financialaid/
This page has links to many scholarships, grants, and loans that you may qualify for.

Psychology Specific Aid

In addition, the American Psychological Association lists scholarships and fellowships for psychology majors on their web site. Frequently, these are for students interested in going on to graduate school in psychology. Many of these are directed at women and members of minority groups:

www.apa.org/students/funding.html

In addition, there are two particular scholarship opportunities available to Fullerton psychology majors. These are the MARC and McNair Scholar programs.

MARC Scholar

The Maximizing 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/about-mt/>

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. <https://www.facebook.com/csufpsichi>

LATINX STUDENT PSYCHOLOGICAL ASSOCIATION

This organization was founded in the spring of 2013 and was created to represent the Latinx community in the psychological field on the CSUF campus. Goals include reaching out to the underrepresented Latinx community, academics, community service, networking, and socializing. We desire to advocate, educate, and empower the Latinx 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 Latinx 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 lspace@csuf.edu or visit our Facebook page <https://www.facebook.com/lspa.csuf>

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.aspx

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>

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 Linda Pabon in H-830L, program coordinators, or <http://psychology.fullerton.edu/academics/graduate.aspx>

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

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 --This booklet describes the general work settings of psychologists and related educational requirements. You can download it using the link on the left side of the screen at <http://psychology.fullerton.edu/academics>.

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: psychology.fullerton.edu/resources/pdf/career%20handbook_3-15.doc

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)
Office: H-710K
Phone: 278-2173
saahmed@fullerton.edu

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.

Lucia Alcalá

U.C. Santa Cruz (Ph.D. 2014))
Office: H-730H
Phone: 278-5507
lualcala@fullerton.edu

Research interests include developmental psychology, research methods, and cross-cultural psychology.

Kristin P. Beals

U.C.L.A. (Ph.D. 2003)
Office: H-710M
Phone: 278-3136
kbeals@fullerton.edu

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.

Ella Ben Hagai

U. C. Santa Cruz (Ph.D. 2016)
Office: H-730E
Phone: 278-2473
ebenhagai@fullerton.edu

Research interests focus on processes that lead individuals' who are members of different social groups (e.g., class, ethnic, religious) to develop a shared political consciousness that supports equal distribution of resources across groups. Her theoretical work examines the intersections between trans* and queer theory and recent psychological research on gender and sexuality.

Melinda Blackman (Department Chair)

U.C. Riverside (Ph.D. 1996)
Office: H-810E
Phone: 278-3569
mblackman@fullerton.edu

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

Iris Blandon-Gitlin

Claremont Graduate University (Ph.D. 2004)
Office: H-710J
Phone: 278-3496
iblandon-gitlin@fullerton.edu

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.

Barbara Cherry

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

Office: H-735H

Phone: 278-2731

bcherry@fullerton.edu

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)

Office: H-725H

Phone: 278-7566

ruespinoza@fullerton.edu

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.

David Gerkens

Texas A&M University (Ph.D. 2004)

Office: H-710G

Phone: 278-2553

dgerkens@fullerton.edu

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.

Aaron Goetz

Florida Atlantic University (Ph.D. 2007)

Office: H-735K

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agoetz@fullerton.edu

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?).

Aaron Lukaszewski

U.C. Santa Barbara (Ph.D. 2010)

Phone: 248-7235

alukaszewski@fullerton.edu

Research areas include status hierarchy; leadership; group cooperation; personality variation; social comparison; social valuation; partner preferences; anthropometrics.

William D. Marelich

Claremont Graduate University (Ph.D. 1997)
Office: H-715D
Phone: 278-7374
wmarelich@fullerton.edu

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).

Jack Mearns

University of Connecticut (Ph.D. 1989)
Office: H-7100
Phone: 278-3514
jmearns@fullerton.edu

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.

Lisa T. Mori

University of Missouri-Columbia (Ph.D. 1987)
Phone: 278-3761
lmori@fullerton.edu

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.

Douglas J. Navarick

U.C. San Diego (Ph.D. 1973)
Office: H-835J
Phone: 278-7040
dnavarick@fullerton.edu

Research interests include moral judgment with an emphasis on effects of moral ambivalence.

Angela-MinhTu Nguyen

U.C. Riverside (Ph.D. 2010)
Office: H-735J
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amnguyen@fullerton.edu

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.

Yuko Okado

Pennsylvania State University (Ph.D. 2012)
Office: H-835M
Phone: 278-7388
yokado@fullerton.edu

Research interests include prevention; clinical psychology (lifespan); developmental psychopathology; pediatric psychology; health psychology.

Nancy Panza

University of Alabama (Ph.D. 2004)
Office: H-725B
Phone: 278-5904
nryba@fullerton.edu

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.

Jessie Peissig

University of Iowa (Ph.D. 2001)
Office: H-710L
Phone: 278-8278
jpeissig@fullerton.edu

Research area is 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.

Kathleen Preston

U.C.L.A (Ph.D. 2010)
Office: H-725D
Phone: 278-8215
kpreston@fullerton.edu

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.

Adam Roberts

U.C.L.A (Ph.D. 2005)
Office: H-730F
Phone: 278-4655
adamroberts@fullerton.edu

Research areas include advanced microscopy combined with optogenetics to observe memory formation *in vivo*. Current projects are using light sensitive proteins to map and control memory-related neural circuits.

Christine Scher

San Diego State Univ./U.C. San Diego (Ph.D. 2000)
Office: H-710F
Phone: 278-8428
cscher@fullerton.edu

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)
Office: H-426C
Phone: 278-2142
nsegal@fullerton.edu

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.

Eriko Self

University of Chicago (Ph.D. 1993)
Office: H-735I
Phone: 278-8359
eself@fullerton.edu

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.

Joanne Hoven Stohs

University of Chicago (Ph.D. 1987)
Office: H-810D
Phone: 278-3105
jstohs@fullerton.edu

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.

Susan Sy

University of Michigan (Ph.D. 2002)
Office: H-835L
Phone: 278-5338
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.

Jennifer Trevitt

University of Connecticut (Ph.D. 2000)

Office: H-830K

Phone: 278-2669

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.

Laura Zettel-Watson

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

Office: H-710H

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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.

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. <https://prepare.fullerton.edu/campuspreparedness/ClassroomPreparedness.php>

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