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## **2009-2010**

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For official rules and regulations see the University Catalog.

## DEPARTMENT DIRECTORY:

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<b>Undergraduate Psychology Advisement</b>	H-830J	657) 278-3102	
<b>Peer Mentors</b>	H-515	657) 278-2582	
<b>Psychology Computer Lab</b>	H-625	657) 278-3386	
<b>Psychology Student Conference Room And Study Area</b>	H-525		

## DEPARTMENT WEBSITE:

<http://hss.fullerton.edu/psychology>

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 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 92834-6846

### Irvine Campus (El Toro)

7320 Trabuco Road  
Irvine, CA 92618  
Telephone: (949) 936-1600  
[www.fullerton.edu/irvine](http://www.fullerton.edu/irvine)

# MAJOR REQUIREMENTS

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 Elementary Statistics (3 units)  
PSYC 202 Research Methods in Psychology (3 units)

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

PSYC 300 Computer Applications 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 (Information Processing)  
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

### **Both of the following senior-level courses (6 units):**

PSYC 461 Psychological Testing (3 units)  
PSYC 495 Field Placement in Psychology (3 units)

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

3 of 6 units must be a 400-level upper-division Psychology course

#### PLEASE NOTE:

- No more than a total of three units of either PSYC 498 (Directed Empirical Research) or PSYC 499 (Directed Library 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 496 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 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) normally precedes Research Methods (PSYC 202), but the two courses may be taken concurrently with approval of the PSYC 202 instructor.
- Take PSYC 300 Computer Applications 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, 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.

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://hss.fullerton.edu/psychology/internshipsites.asp>

## **INDEPENDENT RESEARCH / INDEPENDENT STUDY**

Independent research/study includes PSYC 498 Directed Empirical Research (laboratory investigation) and PSYC 499 Directed Library Research (library study). 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). Most of the faculty has 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://hss.fullerton.edu/psychology/deptForms.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 which are approved by the university may be used 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 second 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 473 Sleep, Dreams & Behavior
PSYC 310 Psychology of Women	PSYC 474 Health Psychology
PSYC 312 Human Sexual Behavior	PSYC 475 Psychopharmacology
PSYC 322 African American Psychology	PSYC 476 Developmental Psychopathology
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 498/499 Independent Study
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 Women	PSYC 417 Psycholinguistics
PSYC 311 Educational Psychology	PSYC 464 Advanced Developmental Psychology
PSYC 341 Abnormal Psychology	PSYC 476 Developmental Psychopathology
PSYC 361 Developmental Psychology	PSYC 495 Undergraduate Fieldwork (General)
PSYC 362 Psychology of Aging	PSYC 498/499 Independent Study
PSYC 363 Experimental Child Psychology	
PSYC 364 Intelligence	

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 498/499 Independent Study
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 416 Everyday Cognition
PSYC 305 Cognitive Psychology (and 305L)	PSYC 417 Psycholinguistics
PSYC 311 Educational Psychology	PSYC 454 Social Cognition
PSYC 408 History of Psychology	PSYC 498/499 Independent Study
PSYC 415 Cognitive Processes	

### **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 350 Environmental Psychology	PSYC 495 Undergraduate Fieldwork (I/O)
PSYC 351 Social Psychology	PSYC 498/499 Independent Study
PSYC 391 Industrial/Organizational Psychology	

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 350 Environmental Psychology
PSYC 305 Cognitive Psychology (and 305L)	PSYC 351 Social Psychology
PSYC 310 Psychology of Women	PSYC 408 History of Psychology
PSYC 312 Human Sexual Behavior	PSYC 431 Theories of Personality
PSYC 322 African American Psychology	PSYC 454 Social Cognition
PSYC 331 Personality	PSYC 498/499 Independent Study
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 473 Sleep, Dreams and Behavior
PSYC 305 Cognitive Psychology (and 305L)	PSYC 474 Health Psychology
PSYC 306 Biopsychology (and 306L)	PSYC 475 Psychopharmacology
PSYC 312 Human Sexual Behavior	PSYC 498/499 Independent Study
PSYC 341 Abnormal Psychology	

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

## **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, 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 Elementary Statistics (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 electives.

#### **Special Requirements**

No more than a total of three units of either PSYC 498 or PSYC 499 may be applied toward the minor. PSYC 496 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 pick up a copy of the Careers for Psychology Majors booklet from the Advisement Office or download it online at:

<http://hss.fullerton.edu/psychology/goals.asp> .

## TUTORING

Any student desiring help with studying can contact:

- The University Learning Center in PLN-200, 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-515, 278-2582,
- The Writing Assistance Center in PLN-1<sup>st</sup> floor, 278-3650,
- Disabled students can find tutoring and special study aids through Disabled Student Services in UH-101, 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.

# 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 Elementary Statistics**

Prerequisite: Psychology 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: Psychology 101, 201, completed ELM requirement; and completion of a GE-certified college composition course; concurrent enrollment in Psychology 201 may be allowed by consent of instructor. 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 Computer Applications in Psychology**

Prerequisites: Completion of general education math requirement and prior completion or concurrent enrollment in Psychology 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: Psychology 101, 201, 202, or consent of instructor. Students taking Psychology 302L concurrently must also have completed Psychology 300. Overview of theories and research in classical and operant conditioning, verbal learning, concept learning, and memory. Written research reports required.

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

Prerequisites: Psychology 101, 201, 202, 300 and 302 (or concurrent enrollment in Psychology 302), or consent of instructor. Laboratory course to accompany Psychology 302. 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. (6 hours of laboratory).

## **PSYC 303 Sensation and Perception**

Prerequisites: Psychology 101, 201, 202 or consent of instructor. Students taking Psychology 303L concurrently must also have completed Psychology 300. Detailed examination of anatomical, physiological, and psychological/behavioral aspects of sensation and perception in humans and other animals. Emphasis on all five basic senses: vision, hearing, touch, taste and smell. Written research reports required.

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

Prerequisites: Psychology 101, 201, 202, 300 and 303 (or concurrent enrollment in Psychology 303), or consent of instructor. Laboratory course to accompany Psychology 303. Application of research methods to topics in sensation and perception. Empirical research will be designed, conducted, analyzed and interpreted in the context of existing theories. Written research reports required. (6 hours of laboratory)

## **PSYC 304 Comparative Animal Behavior**

Prerequisites: Psychology 101, 201, 202 or consent of instructor. Students taking Psychology 304L, concurrently must also have completed Psychology 300. Detailed study of 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. Field trips to local zoos required. Written research reports required.

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

Prerequisites: Psychology 101, 201, 202, 300 and 304 (or concurrent enrollment in Psychology 304), or consent of instructor. 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 required. (6 hours of laboratory).

### **PSYC 305 Cognitive Psychology**

Prerequisites: Psychology 101, 201, 202 or consent of instructor. Students taking Psychology 305L concurrently must also have completed Psychology 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. Written research reports required.

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

Prerequisites: Psychology 101, 201, 202, 300 and 305 (or concurrent enrollment in Psychology 305), or consent of instructor. Laboratory course to accompany Psychology 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. (6 hours of laboratory).

### **PSYC 306 Biopsychology**

Prerequisites: Psychology 101, 201 and 202 or consent of instructor. Students taking Psychology 306L concurrently must also have completed Psychology 300. Topics in biopsychology, Including development of nervous system, neural activity, neurotransmitters, the synapse, sensory and motor systems, biological motives, sleep, brain damage, learning, language centers, neurology of mental illnesses, and drug effects in the brain. Written research reports required.

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

Prerequisites: Psychology 101, 201, 202, 300 and 306 (or concurrent enrollment in Psychology 306), or consent of instructor. Laboratory course to accompany Psychology 306. Empirical research will be designed, conducted, analyzed, and interpreted involving areas of biopsychology. Written research reports required. (6 hours of laboratory).

### **PSYC 310 Psychology of Women**

Prerequisite: Psychology 101. Survey of theories, research and implications for the psychological study of gender differences and similarities, particularly as pertains to the psychological characteristics and problems of women.

### **PSYC 311 Educational Psychology**

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

### **PSYC 315 Evaluating Popular Psychology Concepts**

Prerequisite: Completion of the General Education category I.C., Critical Thinking. Popular psychology viewpoints are evaluated for their logical coherence, their openness to scientific test, and whether they are supported by evidence. The difference between personal, experiential appeal and scientific validity are examined.

### **PSYC 317 Legal Psychology**

Prerequisite: Psychology 101. A survey of issues in psychology and the law with an emphasis on the impact of social scientific evidence on the legal system. Topics include issues surrounding the death penalty, eyewitness testimony, jury decision making, pretrial publicity, and the insanity defense.

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

Black identity and the life styles that have risen from racism. The socioeconomic, political, and cultural conditions which have fostered the blackness concept and the psychological devices used by blacks to survive. (Same as Afro 322.)

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

Prerequisite: Psychology 101. Broad survey of 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: Psychology 101. Symptoms, causes, treatment and prevention of mental problems; the anxiety disorders, the personality disorders, psychophysiological 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**

(Same as Asian American 346) This course involves 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.

### **PSYC 350 Environmental Psychology**

Prerequisite: Psychology 101 and completion of G.E. Category III.C.2. or consent of instructor. Theory, research and method in the study of behavior-environment relationships. The influence of such variables as population density and urban design on human behavior.

### **PSYC 351 Social Psychology**

Prerequisite: Psychology 101. Phenomena related to social behavior and social influences on behavior. 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: Psychology 101. Psychological and physical development, theories, methods and research findings regarding the development of perception, learning, cognition, intelligence, personality and social behavior.

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

Prerequisite: Psychology 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 363 Experimental Child Psychology**

Prerequisites: Psychology 101 and two of the following: Psychology 361, Child Development 312, 320, 330 or 325. Research methodology in developmental psychology. Critical examination of empirical studies. Design and execution of an empirical investigation. (This course provides an in-depth study of methodological techniques for investigating and interpreting child developmental phenomena.) (2 hours lecture; 3 hours laboratory)

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

Prerequisite: Psychology 101. The study of human behavior in the workplace. Traditional and current psychological principles applied to industrial, organizational and business settings will be explored. Selection, placement, training, work motivation, human factors, environmental influences, leadership, work stress, work place violence, organizational communication, organizational development and consumer behavior will be studied.

### **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 415 Cognitive Processes**

Prerequisites: Psychology 302, or 303, or 305. Advanced treatment of theory and research in such topics as attention, pattern recognition, memory, knowledge. 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 416 Everyday Cognition**

Prerequisites: either Psychology 302, 305, or 415. Theory and research on memory, problem-solving, and decision-making in real world settings and with everyday materials. Topics include memory for people, places, and events, autobiographical memory; eye witness memory; problem-solving in everyday activities; and applied decision-making (e.g., in legal and clinical settings).

### **PSYC 417 Psycholinguistics**

Prerequisite: six hours of upper-division work in psychology or linguistics, or consent of the instructor. 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 Linguistics 417)

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

Prerequisite: Psychology 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 454 Social Cognition**

Prerequisite: Psychology 351 or 415. Theory and research on the processing and representation of social information. Topics include impression formation, stereotyping, attribution theory, the self, political cognition, and developmental issues.

### **PSYC 461 Psychological Testing**

Prerequisite: Psychology 201, 202, 300 and senior status (completion of 80 or more units). Intelligence, aptitude, interest, and personality testing. Theory, construction, evaluation, interpretation and uses of psychological tests.

### **PSYC 464 Advanced Developmental Psychology**

Prerequisites: Psychology 361 or Child Development 312 and consent of instructor. Review and analysis of major theoretical and empirical issues in child developmental psychology. (This course is designed for students who particularly enjoyed PSY 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: Psychology 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: Psychology 201 and 300 or equivalent. Advanced computer applications focusing on topics such as web page development, data analysis, graphing, data bases, and on-line 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: Psychology 465 or consent of instructor. 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: Psychology 306, 331, 341 or consent of instructor. The 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: Psychology 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: Psychology 306 and 341 or consent of instructor. Basic principles underlying the therapeutic use of drugs and related substances to modify experience and behavior. Psychological, medical, and social potential/limitations of these pharmacotherapies in treating psychological disorders.

### **PSYC 476 Developmental Psychopathology and Assessment**

Prerequisites: Psychology 341 or 361 or consent of instructor. Psychopathology from a developmental perspective. Pathogenic influences during childhood. Causes, classification, incidence and research on behavior disorders and problems in childhood. Assessment approaches and techniques.

### **PSYC 481 Survey of Clinical Psychology**

Prerequisites: Psychology 331, 341 or consent of instructor. Methods, diagnosis, therapeutic techniques, research, educational requirements, professional requirements, ethics. (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, a 2.0 GPA in psychology courses. The internship is a supervised experience, in which psychological principles or methods are applied in a fieldwork setting. There will be mandatory class meetings for students to discuss their experience and integrate psychological theory with practice. Required of majors. No more than 3 units of credit applied towards the major.

### **PSYC 496 Tutorial**

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 498 Directed Lab Research**

Prerequisites: completion of one upper-division laboratory course in psychology and consent of instructor. Study plan must be approved by university census date. Individual laboratory investigation under direction of a faculty member. No more than three units of credit toward the major. (1-3 units)

### **PSYC 499 Directed Library 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 library study under direction of a faculty member. No more than three units of credit toward the major.

## **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/fiancialaid/](http://www.fullerton.edu/fiancialaid/)  
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](http://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 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 APSSC, 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.

### ***PSI CHI***

Psi Chi is the national honor society for psychology students. To be admitted into Psi Chi a student must have completed nine 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/>

### ***APSSC***

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. Applications are available in the Psychology Department or online at: <http://psych.fullerton.edu/apssc/index.html>

### ***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 stop by the Peer Mentors Office located in H-515, 657) 278-2582, or you might wish to someday serve as a peer mentor. Applications are available in the Psychology Department or on the Peer Mentor website: <http://psych.fullerton.edu/mentors/website.htm>

### **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 approach 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 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.

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 masters 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, or <http://hss.fullerton.edu/psychology/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 free in the Advisement Office and online at: <http://hss.fullerton.edu/psychology/goals.asp>

**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, 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, 278-7130). Begin making use of these books and services during your sophomore and junior years at CSUF.

## FACULTY

### **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 interests include detecting deception, suggestibility of memory, flashbulb memories, and the effectiveness of expert and eyewitness testimony.

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### **Barbara Cherry**

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

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Research interests include memory, attention, cognitive aging, hemispheric asymmetries, and hormones relation to cognitive performance. Current research also includes fibromyalgia, and bilingualism related to performance on attention tasks.

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### **Russ Espinoza**

University of Nebraska (Ph.D. 2005)

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Interests include psychology and law, prejudice in the legal system, cognition and implicit prejudice, and multicultural issues including prejudice against low SES populations in healthcare, education and business.

**David Gerkens**

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

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Current research centers on memory blocking and recovery. This includes examining the accuracy of recovered versus continuously accessible memories of experimenter provided materials (e.g., word lists), and the blocking and recovery of autobiographical memory.

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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 sexual coercion in intimate relationships and infidelity.

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**Allen W. Gottfried**

New School for Social Research (Ph.D. 1974)

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Research interests 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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Social and Clinical Psychology; anxiety, verbal and nonverbal behavior analysis, and social interactions. Current topics also include examining hand movement associated with speech and emotion, and examining others' impressions of nonverbal behavior.

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**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. These include intimate relationship lying, negative relationship events, and precursors to jealousy reactions.

**Jack Mearns (Department Chair)**

University of Connecticut (Ph.D. 1989)

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Teaching interests include abnormal and clinical psychology, personality, personality assessment and graduate fieldwork. Research interests include mood regulation expectancies, personality factors in health and coping, particularly among Japanese speakers; personality test construction.

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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. Teaching interests include the psychology of women, psychopathology, and the psychology of victimization.

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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, factors influencing 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 learning, motivation, and human choice behavior; specifically impulsive vs. self-controlled choice behavior.

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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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**Danielle Popp**

University of Connecticut (Ph.D. 2005)

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Interests include social psychology, stereotyping and prejudice, and close relationships. Research topics include self-fulfilling prophecies in interracial interactions, intragroup objectification or why women objectify other women, and interpersonal expectancies in dyadic social interactions between stigmatized and non-stigmatized individuals.

**Nancy Ryba**

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 maturity relating to the 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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Cognitive and developmental factors in risk for and maintenance of anxiety and depression. Measuring development and psychometric evaluation.

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**Nancy Segal**

University of Chicago (Ph.D. 1982)

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Areas of interests include individual differences, behavioral-genetics, life-span development and ethnology. Research includes evolutionary psychology, behavioral-genetic analyses, and twin studies. Current topics include behavioral similarities in twins and unrelated siblings, bereavement in twin survivors, and Chinese twins reared apart and together.

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**Eriko Self**

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 and auditory perception; hearing behavior and auditory thresholds relating to a potential correlation to premature hearing loss.

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**Joanne Hoven Stohs**

University of Chicago (Ph.D. 1987)

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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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**Julie E. Stokes**

U.C. Riverside (Ph.D. 1994)

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Research interests in alcohol/substance use/abuse across gender ethnicity and race (various populations: college students, cross-cultural samples, clinical and at-risk samples); ethnic/racial identity issues affecting the psychosocial functioning of individuals and groups; and African American elderly. Teaching interests are in social psychology, developmental psychology, research methods, learning and memory, afro-ethnic and cross-cultural.

**Susan Sy**

University of Michigan (Ph.D. 2002)

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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)

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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)

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Research includes investigating the social support networks of at risk individuals as they age. This includes 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.

## PART-TIME FACULTY

**Christy Ake** CSU Fullerton (MS 2001)  
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**Craig Bowman** UCLA (PhD 1986)  
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**Kathleen Brown** UCLA (PhD 1989)  
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**Mark Cartiglia** Washington State (PhD 1995)  
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# **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 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).

**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.

- 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.
- Your exams, homework, research reports, and term papers should reflect your own work, unless your instructor directs you otherwise.
- 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.**

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