



Psychology Peer Mentors

The Guide to Surviving Finals Week

By Patrick Durkee

Finals week is upon us! We all know that studying is an important aspect of surviving finals week, but what other factors are essential for success?

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Sleep: While pulling all-nighters are often viewed as a rite of passage for college students, they aren't a good way of ensuring your academic success! Try not to decrease your normal sleeping hours during finals week. Use your normal waking hours more wisely and you'll be able to get the valuable sleep your brain needs to retain and organize new information.

Minimize distractions: Location matters when you study! Avoid high traffic areas that tend to be noisy and full of distractions. Put your phone away and limit your social media/internet procrastination time. Unless you can study in the room your final will be in, it may be best to study in different locations to maximize potential memory cues.

Take breaks: There is only so much info you can cram into your head in one sitting. To recoup and refocus, it is best to take breaks. Exercise, eat a snack, or relax, anything that will help you give your mind a rest. Just make sure that your break time doesn't outweigh the time you spend studying! If you're really running low on time, switch subjects rather than taking a break to refresh your mind without losing time.

Test yourself: Although you may want to avoid taking more tests than you have to, one of the best ways to assess how well you know the material is to test yourself. Find your weaknesses to maximize the productivity of your studying.

Teach: This can be tricky, but as long as you remain productive when studying with a friend or group, you can take turns teaching each other the material. This will help you retain the information, while hopefully giving a new perspective on the material to others. Just be sure to stay on track!

Although finals week can be stressful, it can be handled. Visualize yourself doing well and keep your confidence up. Make sure not to make too much or too little of the final. It's just another test! Good luck!

Ask a Question, Save a Life

By Brenda Bautista

Having a conversation with someone about suicide can often be uneasy. Asking a classmate, or a loved one, if they have ever contemplated ending their life, can be even more uncomfortable. It is important to understand that although this conversation is not an easy one to have, it may help you save a life. Here at CSUF, the rates of attempted suicide and thoughts of suicide are much higher than the national average. Due to such alarmingly high rates, it is important to know what signs to look for that may indicate suicidal ideation, how to ask the question, and what resources are available here on campus.

It is not always obvious that a person is having suicidal ideations. Some cues to look for can be direct verbal cues. These include phrases such as “I wish I were dead,” “I’m going to end it all,” and “I’m going to kill myself.” Unfortunately, direct verbal cues are not always present, therefore it is important to look at the indirect verbal cues. These include phrases such as, “I’m tired of my life, I just can’t go on,” I just want

out,” and “Pretty soon you won’t have to worry about me.” Observing the person’s behavioral cues and situational cues could also help provide some insight. These include drug or alcohol abuse, self-destructive behavior, missing classes, sudden decline in academic performance, loss of a major relationship, and recent disappointment or rejection. When we witness these cues in an individual’s language, behavior, or situation, it may be a clear sign of suicidal ideation. The next step to take when witnessing these cues is to ask the individual about suicide.

Asking the question may be one of the most difficult and uncomfortable situations a person faces. People often believe that by asking someone if they are thinking about committing suicide, the person is more likely to go through with the suicide. This is not the case, however. Asking an individual about suicide may be the best way to save their life. The way the question is asked is also very important. It

is always best to be straight forward and direct when asking someone about suicide. This helps eliminate any misinterpretations. Ways not to ask the question include, “Have you thought about hurting yourself?” or “Have you ever felt like you did not want to be here anymore?” Some ways to ask an individual about suicide may be, “Are you thinking about killing yourself?” or “Have you been having thoughts about ending your life?”

After you have asked the question it is important to know what resources are available to help the individual. If you are on campus, the Counseling and Psychological Services (CAPS) center is available to help provide assistance. It is open to all CSUF students at no cost. Walk-in crisis appointments are available as well as psychiatric treatment. Another resource that can be found here on campus is the University Police. They can offer help and handle a crisis on campus during the evenings and weekends. So if you are ever faced with a situation in which a classmate, or a friend may be displaying cues for sui-

cidal ideation, don't be afraid to ask. Be direct and straight forward. You may be the person that makes the biggest difference in their life.

Counseling and Psychological Services
Located next to the Student Health Center
(657) 278- 3040

Open Monday – Friday from 8:00AM to 5:00PM

24/7 Counseling Hotline: (657) 278 – 3040

University Police

(657) 278-2515

Available 24 hours per day, 7 days a week

Featured Professor: Dr. Smith

By Noor Elbard



Education is one of the most rewarding experiences. Knowledge is power but before knowledge, we must seek passion in our field of work. As students with challenging objectives, mentors and academic advisement is a must! Students seek mentors who are going to push them to their best self, understand them as future leaders, and influence their passion within. This is where California State University, Fullerton's professors come in. We have an amazing psychology department with wonderful professors. However, it's not always easy to connect or form academic relationships with professors. One of the most brilliant professors at California State University, Fullerton holds passion as a way of life, Dr. Steven Smith. Not only does he hold passion for his job, but he believes in his students.

Dr. Smith is absolutely a jack of all trades, and the only professor who lectures History of Psychology. For students looking into graduate school, History of Psychology is mandatory! Don't wait until your master's program and take it with Dr. Smith, disappointment is out of his vocabulary. Although his lectures may be a load of information, Dr. Smith introduces the philosophers, theorists and many important figures in psychology as people rather than a dreadful biography. He brings them to life and that is what makes the class exciting! Dr. Smith graduated with a bachelor's degree in History at California State Fullerton University. But it didn't stop there; he continued his education and received three master degrees: Middle East studies at the University of Chicago, U.S history at the University of California, Irvine and finally, Psychology. His final thesis was concentrated on cognitive psychology. After receiving three masters, he attained his PhD in Early Modern Europe history at the University of Santa Barbara, California.

After discussing his successful academic career, I was curious about his transition from history to psychology. He stated mentors and former classmates of his pushed him to pursue psychology. He emphasized, "I've always loved psychology, and I was just dreading the math! But if I passed statistics, anyone can do it!" I then asked him about his future goals with psychology, he plans on publishing articles on the history of psychology and cross-cultural pathology. When asked what his dream job was, he expressed an interest in traveling with his students to visit psychological landmarks where psychology was first born. Finally, the million dollar question, "What advice would you give to future undergraduate students planning on attaining their masters?" He genuinely stated, "Follow your heart, what gets you through a graduate school is your passion for the subject."

Student Success Center

At the Student Success Center, there are people you can visit when you need help reaching your graduation goals. Sometimes as students are navigating their path to graduation they encounter bumps or roadblocks. As the Graduation Specialist, Jennifer Hofer's role is to assist students along their path to bypass or overcome these barriers. She does so by collaborating with them and working with their major advisors, the Graduation Unit, and Admissions and Records. Together, with the student, they develop a plan of action that is the most advantageous to their specific needs. In doing this she also ensures that the integrity and quality of the Cal State University, Fullerton degree remains intact so students can be proud of all they have accomplished.

During each semester Jennifer Hofer works closely with the Graduation Unit to identify graduation candidates who are not on track to complete their degree requirements that term. The earlier students apply for graduation the more likely we will be able to review their Titan Degree Audit before graduation and attempt to reach out to those who are not on track to graduate that semester.

Jennifer Hofer is not alone though when it comes to providing student support. As the Graduation Specialist for the College of Humanities and Social Sciences she is a part of the College Student Success Team. Each member of this team has a different role for ensuring student success.

Cathy Dionaldo is the advisor for the General Education Upper Division Pathways. This is a program that is open to all students and helps provide them with a meaningful General Education experience. Students in the program are able to select their GE courses from a particular theme. There are currently five different Pathways students can choose from and once students complete all requirements they earn a Certificate! More information on the Pathways can be found on the HSS website (<http://hss.fullerton.edu/students/pathways.asp>).

For students who are struggling with academic success or are on academic probation they are here to help. David McKenzie, the Assistant Dean for Student Affairs has been the lead for ensuring these students understand the resources they have available to them to achieve academic success.

The Student Success Team is also comprised of a representative from the Career Center, Marisa Perez. She is focused on assisting H&SS students with career planning and graduate school preparation. She also advises students on major selection, career options, applying for graduation school and job search skills. She holds drop-in office hours every Monday 12-2pm in H-112.

RESOURCE LIST

Academic Advisement Center	(657) 278-3606	UH-123B
C.A.P.S	(657) 278-3040	Between KHS&ECS Buildings
Career Center	(657) 278-3121	LH-210G
Health Center	(657) 278-2800	Between KHS&ECS Buildings
Internship Office	(657) 278-3746	LH-206
Peer Mentors Office	(657) 278-7538	H-525B
Psychology Advisement Office	(657) 278-3102	H-830J
Women's Center	(657) 278-3928	UH-205
Writing Center	(657) 278-3650	Pollack Library