

PEER MENTORS

Psychology Newsletter

Co-Editors-in-Chief | Kendra Paquette | Janet Garcia

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What I Wish I Knew

By Tina Mikesell

Every starry-eyed freshman or slightly dazed transfer student comes to campus and are in awe of the people they see running around campus, who seem to have the entire game wired. What if you could have a glimpse into the secret book of knowledge and get to take notes for just a few minutes? Well, here is your chance! We asked the Psychology Peer Mentors, “What do you wish you knew when you first came to CSUF?” Here are their Answers:

It is ok to say “NO” to the people on Titan Walk!

Save an “APA Cover Page Template” to use each time .

Get Internships as early as you can, to figure out what you do/don't like.

More on page 3!



A Recap of the 23rd Annual Psychology Day at CSUF

By Jennifer Rubalcaba and Sam Sotelo

We had two special guest speakers on Psychology day. Dr. Tiffany Brannon presented her studies on negative stereotypes of socio-cultural identities. Dr. Elizabeth F. Loftus presented her research on human memory and eyewitness testimonies. Two panels of current students, alumni, and faculty answered questions afterwards.

Dr. Tiffany N. Brannon's Presentation on Stereotypes-How They Can Help?

Dr. Brannon is a Social Psychologist and is currently an Assistant Professor of Psychology at UCLA. Her research examines socio-cultural identities in negatively stereotyped groups. Dr. Brannon focuses on African-American and Latino-American groups, in which she is in search of solutions to remove negative cues and ways to reduce stereotypes. When we look at any academic situation people who feel discriminated against find it challenging to learn. She explained the importance of psychological intervention and psychological healing within communities. Dr. Brannon discussed the importance of providing an atmosphere of inclusion in college campuses.

Dr. Elizabeth Loftus's Presentation on False Memories

Dr. Loftus is a professor of Social Ecology and Professor of Law and Cognitive Scientists, and teaches at University California, Irvine. Her research examined how memories can be changed by things we are exposed to after an event. The power of suggestion can influence or even change a person's memory and is implicated in the legal system. In her studies, it has been found that people have been wrongly imprisoned and due to DNA testing they were released.

Ins and Outs of Graduate School Panel

In the afternoon, the "Ins and Outs of Graduate School" panel was held to inform students about the basic knowledge and requirements of graduate programs, including programs offered at California State University, Fullerton. Some information included types of references students should mention, recommending research experience, as well as the timeframe in which students should begin applying.

Finding an Internship for PSYC 495 Panel

After the graduate school panel, Dr. Joanne Stohs led the panel. Every psychology major must take the course as well find an internship that corresponds to some form of psychology. Dr. Stohs emphasizes that it is important and recommended to find an internship that pertains to the student's future career. Approved internship sites can be found at fullerton.edu/cice.

What I Wish I Knew Cont...

- ✦ How important it is for graduate school applications to get involved on campus and be a well-rounded student.
- ✦ How to find the right balance between work and play.
- ✦ The benefits of having an advisor help you choose classes based off potential career paths.
- ✦ I wish I had known about Research Scholar Programs.
- ✦ That there is free parking after 2:00 p.m. off campus at “The Creek” and Troy.
- ✦ That there is a “Free Food on Campus” text notification (you can sign up through your portal).
- ✦ Irvine campus has much better parking.
- ✦ You can download most textbooks online for free or rent — DON’T BUY!
- ✦ CTRL - F will save you so much time.
- ✦ How to keep a healthy life-style and learn time management.
- ✦ 5 hour gaps in your schedule are a mistake.
- ✦ Titan Tuesdays (every first Tuesday of the month you can get 10-15% off in the Titan Shops).
- ✦ Ask around before you take a professor to see if they are a match for your learning style.
- ✦ The great places to visit and study on campus: the arboretum, Tuffy’s Basic Needs Center, University Learning Center in the main library, and the Psychology labs.
- ✦ Parking is terrible, plan on being on campus early.
- ✦ Research experience is a must for graduate school.

Yoga, Meditation, & Studying: Have You Tried It?

By Courtney Gilbertsen

Have you been staring at books, notes, and a computer screen for hours and still feel like you don’t have a grasp on the material? We have all been there. Sometimes it is enough to completely stress you out, and that could be part of the reason you are unable to retain the material. A lot of people study too long without a break, and that is a major study no-no. Our brains have trouble working well under that type of stress.

If you find yourself struggling to remember what you have studied and don’t want to get sucked into social media, try some yoga or meditation. Subramanya and Telles (2009) studied the difference between doing cyclic meditation, which involves a cycle of yoga postures with supine rest, and the corpse posture in yoga, on memory and state anxiety of male participants. They found that cyclic meditation increased attention and scores on a memory test more than the supine rest alone and that both the cyclic meditation and supine rest increased participants scores on memory tests and decreased levels of state anxiety.

Another study done on female participants by Bonamo, Legerski and Thomas (2015) looked at the use of mindfulness meditation and learning novel semantic information. Participants in this study remembered significantly more information when they took part in either a 20-minute, or 45-minute body scan meditation, than the control group that did not take part in the meditation.

So next time you are hitting a mental wall while studying, take a break, meditate, or do some yoga. This might help you remember more of what you have been working so hard to learn.

Psychology Department Administration Spotlight

By Frank Reyes

Who is behind all the mysterious machinations of the Psychology Department? Where can I get help for my Psychology Department-related issues? Who will sincerely answer all of my Psychology-related inquiries? These questions are as important as they are redundant. We know that they have been burning a hole in your soul for years. Now your Psychology Peer Mentors™ finally have the answers. We have interviewed the three administrative personnel you, as students, will typically deal with (and vice-versa). Here are some quick lists of who you may encounter, what they can help you with, and some “fun” facts about them. Keep in mind that both administrative assistants overlap in the things they can help you with.

Madison Pavia-Logan, M.A.

Administrative Support Assistant II, H-830M

MPavia-Logan@fullerton.edu

- ✦ Can print flyers for psychology activities, as well as debriefing statements for research.
- ✦ Coordinates room scheduling for review sessions, thesis defenses, etc.
- ✦ Controls tv on 6th floor (for advertising Psychology-related activities or events).
- ✦ Can help you with learning about or obtaining class permits.
- ✦ Can provide UCA, Peer mentor, and club applications.
- ✦ Can offer info about major, minor, internship, as well as (very) general advising.
- ✦ Can assist grad students if Linda Pabón is not available
- ✦ Provides witty jokes.
- ✦ Believes it is helpful for students to know what exactly they need help with, but you should never be afraid to ask if you don't know.
- ✦ “Even if it's not psychology related, I will do my best.” - Madison Pavia-Logan, 2018.
- ✦ Fun Facts: Has a Masters in Imperial & Soviet Russian History, argues that it is “just like Game of Thrones in real life.” Also loves corgis and *Beauty and the Beast*.

Leiana Swadish

Administrative Support Assistant II, H-830L

LSwadish@fullerton.edu

- ✦ Assist with financial aspects of student travel awards, as well as payroll requests (if you're an employed graduate student).
- ✦ Scheduling travel and reimbursements (if your receiving funding for conference travel)
- ✦ Issue permits for classes and keys.
- ✦ Can provide Volunteer Forms and Volunteer Parking passes for volunteer R.A.s who are not enrolled but are conducting research (in CSUF)
- ✦ Recommends you check out the office Ipads on which you can schedule grad check appointments, advising appointments, and browse summaries on professor research projects. (Side note: students can also schedule advising appointments @ psychology.fullerton.edu)
- ✦ Fun Facts: Owns 2 guinea pigs, practices yoga as much as possible, and is very compassionate about animals. Follows a vegan diet. Volunteers as the event director of SoCal VegFest.

Linda Pabón

Administrative Support Coordinator I, H-835N

LPabon@fullerton.edu

- ✦ Serves as the liaison between students, graduate program applicants, and Admissions & Records.
- ✦ Helps with generating general study plans for graduate students.
- ✦ Keeps psychology graduate students informed of new changes, regulations, communicates with Graduate Studies Office.
- ✦ Issue class permits (graduate level).
- ✦ Cracks the whip to make sure grad students are on track.
- ✦ Provides info for potential applicants, commencement info for graduate students, as well as fieldwork info for clinical graduate students.
- ✦ Believes it is helpful to take the time to look through website for both programs to see if questions can be answered to save you a visit, also it is good to be prepared or have specific questions ready in advance.
- ✦ Advice for apprehensive and struggling students: Keep pushing yourself, keep going, and always look for the bright side of things.
- ✦ Fun Facts: Enjoys speaking Spanish, dancing salsa, going to the movies. Follows a vegetarian lifestyle.

Operant Conditioning and Study Habits

By Dillon Pedroza

As a psychology student, operant conditioning should be a highly familiar term and set of principles. For most students, increasing motivation or the amount of time studying is the primary goal. Operant conditioning is the perfect tool in the psychology student's (or any student for that matter) tool belt for achieving just this. First, find what is rewarding for you. This may be working out, going outdoors, cooking, gaming, using an electronic device, or even sitting in silence. Once you have identified what is rewarding for you, the opportunity to set up a contingency is in place.

Make your access to this reinforcing (or motivating) item or activity contingent upon you engaging in the behavior of studying. Given that "just study first, then do the things you like" is a vague concept, the use of a schedule of reinforcement or a study schedule is necessary to allow for a more concrete understanding of this concept. A schedule of reinforcement can look like: "first review 3 PowerPoints, then go to the gym," or "first study for 1 hour, then play Fortnite." This process can be repeated until exam day, or the due date of that awesome semester paper. You can tamper with this schedule as well, with increasing the work that they require of themselves before delivering reinforcement to themselves in order to get more done. The point of reinforcing yourself for your studying is to increase the likelihood that you engage in that activity in the future.

This is simple operant conditioning distilled into a few short words. However, it cannot be understated that treating or rewarding yourself is important during extended periods of stress (e.g. a semester of school, or studying for finals). Making sure that you receive a moment of respite from the daunting endeavor of studying for finals or typing that 10-page paper is a necessity for those wishing to sustain work capacity over long periods of time. So, if you study, TREAT YO SELF. That is the basic message of this article. Do not be weighed down by lack of motivation. Find what motivates you, then use that to bait yourself into studying!

Valuable Insight from Psychology Professors

By Elhum Akbarian

Psychology is an intriguing and fascinating field of study, part of the reason being that it is such a broad one. There is a myriad of different courses to grab your interest as well as many potential career/academic routes to follow. While studying a broad major has many benefits, it is often the same reason why psychology students may feel very overwhelmed. Succeeding in a such a broad range of classes, that can discuss everything from developmental theories to behavioral statistics, can be very challenging. Another obstacle many students (such as myself) often face is figuring what we want to do next, and more importantly-how do we go about doing it? In such situations, many of us turn to our classmates, handbooks, friends, or what is available on the internet. All the while, we may be forgetting to turn to our most important and useful source of guidance – **our professors**. Our professors cannot only help us succeed in our current classes, but also provide great advice and knowledge based their own past experiences.

Wanting to gain some valuable insight, I asked four professors: **“What is something you really wish you had known while you were a psychology major, or something you would have wanted to do differently?”** & **“What is one of the most common mistakes/assumptions you see psychology students making?”** Here are their answers:

Dr. Panza

PSYC 461: Assessment & Testing, and PSYC 317: Psychology and Law

“If I could go back in time, I would tell my undergraduate psychology major self to take as many psychology classes across the widest range of topics possible to learn about all the interesting subfields. A student who does this will get exposure to so many aspects of the field. Then, when one of those course strikes that person's interest and makes them excited, they should go talk to that professor. They should get to know what types of jobs or careers are possible within that aspect of psychology. They should then do some research to learn about what types of training/degrees/experience are needed to do those types of jobs. Once you have all that information you can set about doing what you need to do to gain those experiences. It's so crucial to take the time to figure out what in this fascinating and multifaceted field is going to click with you!

I think the biggest misstep students make along the way is not taking the time to speak with their professors. So many students slide through their courses, doing well and getting good grades, but then go to apply to graduate programs and have to ask professors that they hardly know for letters of recommendation. From the professor's side of things, it is VERY hard to write a decent letter for someone who was just one face in a class of 45 or 100 students and is someone with whom I've never had a one-on-one conversation. If you are serious about this field, take the time to use you best resource to learn about the field - talk to your professors!”

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Professor Park

PSYC 305L: Lab in Cognitive Psychology

“Personally, when I was an incoming Psychology major, I wish I had known how important statistics and strong research methods would be. Not for just quantitative work—which is my preliminary research area—but for all of research. If you are strongly interested in any topic of psychology, a strong background in statistics will only help you to better conceptualize experiments to answer your research questions.

I would have taken far more math courses. Our understanding of psychology has and always will be limited by our capacity to quantify behavioral and/or psychological phenomena. By taking more math courses and really coming to an understanding of how the math works, we can better generate algorithms and methodologies for measuring psychological behaviors and traits. For example, think of all of the advancements being made in the fields of machine learning and neural networks and how they can be used to discover relationships that current theory cannot explain. It’s truly fascinating and—to stay relevant—mandatory that we keep pace.”

Dr. Weisman-Davlanter

PSYC 361: Developmental Psychology, and PSYC 110: Critical Thinking

“One thing I missed out on was knowing who to talk to about grad school. I had known there were advisors, but I didn’t know exactly who they were or how to get a hold of them. At this time there were no advertisements from the department. I had no idea where to go.

A common mistake made by students is not going after resources. Part of the problem is they don’t know exactly what to ask for. The other part is that they may feel kind of feel intimidated by going to a new or strange place on campus (especially freshmen).”

Professor Alvarez

PSYC 461: Assessment & Testing, PSYC 495: Field Placement in Psychology, and PSYC 310: Psychology of Gender

“I would say I wish I knew how important research experience would be in the grad school process. Luckily, I found out my junior year, and was able to get a full year of research experience. Most of the students who I’ve talked to found out really late and were struggling to get any experience. It makes a big difference depending on the program you’re applying to. Be sure to talk to your professors who are in the field related to your interest.”

CAPS and What it Can do for You

By Jesse K. Jiang

The end of the semester is upon us all, and with that gloomy doom of final exams and final projects hanging upon above our heads, it is not at all hyperbolic to say we are all a touch stressed. However, sometimes some of us are more stressed than others. Whether it is school related or not, it is not shameful to say, “I need help.” The CSUF Counseling and Psychological Services program is not at all only for people with “serious problems,” they offer a host of services and programs that can help students cope with the stress and anxiety of campus life.

Whether you are a freshman who has no contextualization of university life and rigor, or a senior who is on the cusp of graduation and fretting over that last few units for your degree, if you are feeling that you need help, don't hesitate to ask for help. CAPS offers not only just individual by-appointment counseling, but also offers many other programs that may be able to help you. They offer multiple workshops focusing on various topics held at regular times, with availability still open for April and May.

These workshops include:

- ◆ **Art of Wellness**- a fun creative arts and crafts experience focusing on general de-stressing and unwinding.
- ◆ **Mood Wellness**- a program designed for positively contextualizing and understanding emotions.
- ◆ **Stress Wellness**- a program designed for stress identification and management skills.
- ◆ **Thought Wellness**- a program designed for managing and modifying negative thoughts and beliefs.
- ◆ **Sleep Wellness**- a program designed to help us students with that all important sleep.

In addition to these workshops, CAPS is also an available resource for students who feel they perhaps need more than a workshop. They offer free and confidential weekly support groups for Self-Care, Interpersonal Relations, and Grief. It may be helpful to openly discuss and be with those that share, if not your exact sentiments, at least similar experiences. A feeling of connection can be all that you need to help dig yourself out of the end of the semester hump. Of course various by-appointment counseling types are available, ranging from individual counseling, couples counseling, and group counseling. Short 45 minute to 50 minute sessions with a trained counselor who will focus on you, be with you, and help you explore and seek solutions to make yourself feel better.

If you believe that perhaps you are in need of even more, our CAPS program has Crisis Counseling, available every weekday 8:00AM to 4:30PM, with an after-business hours live hotline at (657) 278-3040. You just need to step into Health Services, which is located north of the campus library and west of the Engineering building. You can also check out their website: <http://www.fullerton.edu/caps/>

Psychology Club Updates

By Yuliana Fernandez



Psychology Department Student Association

- ✦ Get more involved and take advantage of all the opportunities PDSA has to offer!
- ✦ Membership fee is \$15 and \$20 for a PDSA t-shirt, or buy together for \$30
- ✦ Membership deadline for this semester has passed, but remember to apply next semester!
- ✦ Meetings are held Wednesdays 4-5PM (location varies)
- ✦ PDSA offers sashes and cords at the end of each semester for those members who meet the requirements



Latinx Student Psychological Association

- ✦ LSPA aims to provide opportunities for underrepresented Latino students in the psychology field
 - ✦ Latin heritage NOT required to join
- ✦ Membership fee is \$25
- ✦ Membership deadline has passed, but make sure to apply next semester!
- ✦ Meetings are biweekly from 3-4pm (location varies)
- ✦ LSPA offers sashes at the end of Spring semester and cords at the end of Fall semester

Upcoming Events: 3-4pm

May 1: Cord Ceremony & Potluck at Legislative Chambers 1&2



The International Honor Society in Psychology

- ✦ Join Psi Chi and become a member of the Honor Society for life!
- ✦ Requirements
 - ✦ Be a psychology major or minor
 - ✦ Overall GPA of 3.2 or higher
 - ✦ Psychology GPA of 3.5 or higher
 - ✦ \$75 lifetime membership fee
 - ✦ Completed a minimum of 9 units of psychology coursework at CSUF
 - ✦ Be a second semester sophomore or higher

Upcoming Events:

May 10: Graduation & Awards Banquet & Psi Chi

Induction Ceremony @ 6:00 pm

Ticket Price: Regular \$30; Student \$20

Location: Angelo 's & Vinci's Ristorante

550 N Harbor Blvd, Fullerton, CA 92832



Adults Who Are Returning to Education

- ✦ Aware is a student organization for non-tradition students (students who work full time, military veteran, parent/guardian, returning/transfer students, students over 25, etc)
- ✦ Meetings are every other Friday from 12-1pm at UH-205
- ✦ Email: awarecsuf@gmail.com

Upcoming Events:

May 4th: Aware Awards assembly and graduate send off. Bolsa Chica Beach for Information

Contact AwareCSUF@gmail.com

Peer Mentor Office Hours

	Monday	Tuesday	Wednesday	Thursday	Friday
8am-9am	Sam	Briana / Melissa G.	Jennifer R.	Tina	Sam / Kendra
9am-10am	Jennifer R.		Sam	Tina / Melissa G.	
10am-11am	Shima	Jenny Y. / Melissa S.	Brandon / Shima	Katherine	
11am-12pm	Dillon	Brandon / Twyla	Yuli	Kelcey / Katherine	
12pm-1pm	Dillon	Trang / Briana	Genesis	Kelcey	Heidi
1pm-2pm	Dillon / Jason / Twyla	Debbie / Ha	Jason / Genesis	Kelcey	John
2pm-3pm	Jesse / Tina / Twyla	Ha / Jason	Janet	Melissa S.	
3pm-4pm	Elhum	Frank		Courtney	
4pm-5pm	Nick	Frank			
5pm-6pm					
6pm-7pm					
7pm-8pm				Cate	

Need help with a specific course? Here is who can best assist you:

Intro/Intermediate Stats & Research Methods — Frank, Jenny, Brandon, Melissa G., Dillon, Jennifer, Jason, Kendra, Genesis, Shima, Heidi, Briana, & Cate.

Advanced Stats — Jenny & Brandon.

BioPsychology — Frank, Brandon, Jenny, Kelsey, Jennifer, Melissa S., Jason, Kendra, Nick, & Cate.

Cognitive Psychology — Jenny, Melissa G., Kelcey, Jason, Trang, Nick, & Briana.

Abnormal Psychology — Melissa G., Kendra, Brandon, Briana, & Katherine.

APA Formatting — Frank, Jenny, Melissa S., Yuli, Jennifer, Dillon, Courtney, Janet, Kendra, Genesis, Trang, Heidi, Nick, Briana, & Cate.

Graduate Programs — Jenny & Melissa S.

Clinical Psychology — Yuli & Melissa S.

Resources

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



Your Spring 2018 Psychology Peer Mentors!