

PSYCHOLOGY NEWSLETTER

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



Professor Huft's Favorite Quote:

"All grownups were once children, but only a few of them remember it."

-The Little Prince

Myths About Psychology

By Genesis Castillo

One must not enter this field with a biased mind, but instead an open one when learning about Psychology. There are myths surrounding the field that can be easily debunked!

Myth #1: "All Psychology Majors become therapists or counselors"

False! Researchers are heavily involved in data analyses and contributing to many fields of psychology by designing and conducting experiments. There are many fields within Psychology that one can choose to specialize. For example there is Social, Developmental, Comparative (Animals), Industrial/Organizational, and Health psychology. Keep in mind these are just a few of the many fields. More often than not, your professors are researchers. In exploring the other sides of Psychology, you will see what more it has to offer.

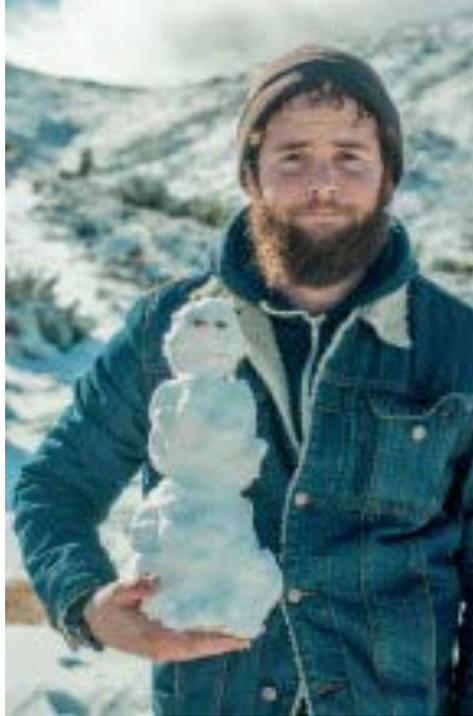
More myths on page 3

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Professor Spotlight: Huft

By Nick Ulrich and Melissa Giraldin



Each month, the Peer Mentors select a professor at CSUF for a spotlight interview to help the students get to know the faculty a little more. For the month of March, we have selected Professor Huft. Professor Huft has had an active role in the Psychology and Sociology department, teaching courses such as Social Psychology, Critical Thinking in Psychology, and Sociology of Emotions and Relationships. He has a unique way of teaching that makes the student feel as if they are a part of a small community that is working together.

Background

Before becoming a professor, he attended Saddleback College, and then transferred to UC Irvine for his Bachelors degree, and then he attended Chapman University to pursue his Masters degree in Marriage and Family Therapy. He initially intended to go into Psychology because he wanted to focus on couple's therapy, but then moved toward incorporating work with children and with acute populations.

These broadened interests were due to internships he was a part of at an elementary school, shelters, crisis centers, and residential care facilities. Following those experiences, he decided that he wanted to work with more diverse populations while also continuing to pursue his passion of working with couples to resolve their conflicts.

In his therapeutic practices, he focuses on a feminist experiential approach with his clients. This emphasis is a postmodern type of therapy which involves the process of realizing ones' own identity, and unpacking those expectations that come from societal norms and gender roles. It is also a way to help one understand their feelings more by redirecting their attention toward how they are feeling in the moment.

Aside from therapy, he is currently in the process of conducting research into the evaluation and creation of a feminist experiential model. In addition to this, he is also conducting research into using poetry therapy with acute populations.

Interests

Despite all of the professional aspects of Professor Huft, he is also someone who has many interests outside of teaching and therapy. Some activities he enjoys include riding his motorcycle, rock climbing, watching movies, writing, and performing slam poetry.

Continued on page 3

His favorite movie genre is horror, but he also mentioned Blues Brothers and the Indiana Jones movies as some of his favorites that he can watch on constant repeat. He also mentioned that he specifically enjoys writing poetry and performing it at events.

We also wanted to ask him why he decided to use the picture provided, and he mentioned that he felt he wanted to show his authentic self. He is a person that enjoys the outdoors, and it was a deliberate effort to be a part of the learning environment instead of being above it.

Graduate School Advice

While talking about graduate studies, he offered up some advice for students interested in pursuing degrees after their Bachelors. He mentioned that the most important aspect of searching for a school is to look at the program and the advisors that you would be working with. The prestige of a school does not matter as much as what the courses are like and who you would be involved with.

Another aspect he mentioned was that students tend to focus only on a Ph.D as their goal, when there are so many other tracks that students aren't aware of. He would want students to make sure they do their research thoroughly, and look into all options, before making a decision.

Myth #2: “Most jobs in Psychology require a Masters or Ph.D.”

False! A majority of entry-level jobs only require a Bachelors. For example, Applied Behavioral Analysis (ABA) companies train undergraduates to receive their certificate, which prepares them to work one on one with their clients. ABA often works with individuals who are in the autism spectrum disorder. The other side to acquiring a job with a Bachelor's degree is data analysis. Data analysts work in businesses, clinics, government offices, or just about anywhere data are collected. It is important to note that this area requires a strong grasp of statistics!

Myth #3: “Psychology is an easy major and not a real science”

False! Although we are not a life science, rather a social/behavioral science, we still employ the scientific method. This may make it a not so easy major. In short, it is not for everyone. Math (or more specifically statistics) is needed to fully understand how to interpret data collected in research studies. It is the backbone of research in Psychology. Most often students take the bare minimum or the basics, that is required to easily analyze simple tests. A handful of students, go above the basics and dive into advanced statistics to look at research from all angles. In short, Psychology is a social and behavioral science that one cannot take for granted as “easy,” rather it is a discipline that is rewarding.

Group Dynamics

By Dillon Pedroza

For many university students, collaborating with others on a project (which typically culminates in a presentation) is a routine that takes place each semester. Even though many students have proper experience working in groups, we often encounter problems that are as commonplace as the group assignments themselves. These problems include a pervasive lack of motivation among group members, or sometimes the renowned phenomenon of the “social loafer.” Both of these are problems that contribute to lack of efficiency and effectiveness within groups. Given that grades are dependent upon the efficiency and effectiveness of the group, then it is incumbent upon students to gain some insight on solutions to such problems. Though these problems seem insurmountable at times, and therefore easier to simply ignore, there are solutions to the problems described above.

Orchestrating activities among larger groups (5-10 people) is definitely a challenging prospect for students, but even among groups consisting of 4 individuals problems with finding motivation arise. A simple solution to this can be found in groups opting to break down into pairs (or triads) to complete the assignment. The project can be split into parts that each pair (or group of three) can be assigned to complete. This may simplify the collaborative process by allowing group members to select a partner within the group that may have a schedule that works well with their schedule, and lessening the lines of communication for each group member, making a member accountable to only 1-2 other people as opposed to 3-8. Also, breaking down into smaller groups works well when pairs (or triads) are composed of those who have previous experience with one another (Davis, 2016). This is good to remember when you find yourself in a project-group with a friend or colleague. These are all easily-accessible tools that possess the potential to increase motivation among project-groups.

This splintering of the group may also be a good strategy for managing the famed social loafer; accountability to a work role is easy to evade when one is in a large group. However, there are still other ways to troubleshoot the problem of an individual that wishes to shun accountability to the group. In some measures, social loafing has been found to be prevalent among 15-20% of project-groups (Dommeyer, 2012). This high prevalence is definitely disconcerting, and casts social loafing as a problem worth addressing.

Though there are particular grading methods that can be instituted by professors to decrease the likelihood of social loafing in project-groups, dealing with a “loafer” is still problematic for some students. This brings up the point, however, that professors play an integral role in dealing with our idle comrades. As with most activities participated in within a course, the instructor of the course stands as key resource in clearing up mishaps or misunderstandings. If social loafing persists, after efforts (within the group) to deal with it, simply consult your professor. They are in the position to produce acceptable solutions, or in providing accommodations that will contribute to the overall effectiveness of you project-group.

There are a multitude of problems that project-groups stand to encounter while navigating the landscape of group activities. While addressing every problem is outside of the scope of this article, two very difficult problems have been addressed. The efficiency and effectiveness of a project-group can be determined by how groups address these two problems. Ideally, the information provided in this article will spur action on the behalf of students to take responsibility for the outcome of a group assignment. At the very least, the readers of this article now have an idea of how to approach problems in project-groups, and can test these solutions against others that are described in the research on these issues.

References

- Dommeyer, C. J. (2012). A New Strategy for Dealing With Social Loafers on the Group Project. *Journal of Marketing Education*, 34(2), 113-127. doi:10.1177/0273475312450384
- Davis, J. P. (2016). Group Dynamics and Interorganizational Relationships: Multipartner Collaborations in Innovation Ecosystems. *SSRN Electronic Journal*. doi:10.2139/ssrn.2731560

Workshop Corner

By Sam Sotelo

Peer mentors recently held a workshop regarding study skills and discussed organizational tips and tools, study skills and habits, and also listed some useful academic resources and contacts. Along with these, we also discussed who we are and what our role is as peer mentors. A key characteristic to have as a student when it comes to studying is being organized such as using agendas and calendars to plan when students should start studying as well as jotting down test dates. Some basic and effective study tools that were discussed are using tools such as flash cards, Quizlet, and even utilizing your professor's office hours and asking questions on which students may need clarification. If students have a question as to where to find useful resources feel free to email us at csufpeermentors@gmail.com.

Career Center's Professional Etiquette Workshop

Tuesday March 20
5:20 - 7 p.m.
TSU Grand Stairs Studio

Peer Mentors' Study Skills Workshop

Tuesday April 3	Wednesday April 4
2:30 - 3:30 p.m.	12 - 1 p.m.
H604	H606

Why You Should Wear Green This Saint Patricks Day!

By Kendra Paquette

1. The color green is thought to help heal and relieve stress. Research shows that those who work in a green environment have fewer stomach aches.
2. Studies positively associate green with reading ability. Some research suggests that laying a green transparent sheet over reading material may increase speed and comprehension.
3. Green is calming to the eye. This is because the eye directs the color green directly on the retina, reducing the amount of strain in the eye muscles.
4. The color green has been shown to alleviate depression, anxiety, and nerves. This is why television guests relax in a "green room" before going on set.
5. Time may seem to move faster in a green room.



Psychology Day

Save the Date: March 19

Psychology day will have two special guest speakers, Dr. Tiffany N. Brannon and Dr. Elizabeth F. Loftus. Dr. Brannon will present her studies which focuses on negative stereotypes of socio-cultural identities. Dr. Loftus will discuss her studies on memory and its influence in legal circumstances.

Tiffany Brannon

By Jason Le

Tiffany N. Brannon is originally from Miami, Florida. She is the first generation in her family to attend college. Tiffany earned her B.A. in Psychology at the Florida International University, where she was involved with research and FIU's Honors College. Soon after, she went on to Stanford University to earn her M.A. and Ph.D. in Social Psychology. Before joining the UCLA Department of Psychology, Tiffany was a Visiting Assistant Professor/Postdoctoral Fellow at the Kellogg School of Management, Northwestern University. Currently, she is doing research for UCLA on socio-cultural identities among negatively stereotyped groups. This includes topics such as, the conditions that place African-Americans and Latino-Americans at risk and how they become resilient against these risks. She aims to seek what social psychological conditions allow these identities to be linked to positive outcomes and interventions with academic achievement, health, and prejudice reduction. Her findings suggest inclusive multicultural settings (e.g. colleges and universities) have the opportunity leveraging these negatively stereotyped groups to foster positive social, academic, health, and intergroup outcomes.

Elizabeth Loftus

By Ha Nguyen

If you have taken a few psychology courses in your life, there's a good chance you have heard of Dr. Elizabeth F. Loftus' exceptional work. Loftus is a distinguished Professor of Psychology and Social Behavior as well as a Professor of Law at the University of California, Irvine. Her research focuses on human memory and eyewitness testimonies. After earning her Ph.D in Psychology from Stanford University, Loftus was recognized nation wide for her research. She has published over 20 books and over 500 scientific articles! Many of them have been translated into other foreign languages and have earned her honorary awards from universities in the United States, Great Britain, and Norway, and so on. Perhaps her most groundbreaking research is on the creation of false memories and how people can spontaneously recover traumatic memories even if they are not real. Loftus also studied the misinformation effect, a phenomenon that affects a person's ability to accurately recall episodic memories after new information comes in. As a result of her studies' findings, we can see and understand the importance of memory research and its impact in the legal field.

Loftus has earned many prestigious awards in the field of psychology and will continue to be recognized around the world for her extensive research and contributions.

March 19th, 11am - 4pm

PSYCHOLOGY DAY



**TALKS FROM
ELIZABETH
LOFTUS &
TIFFANY BRANNON**

TSU PAVILIONS 11:00AM - 4:00PM

Tiffany Brannon: 11:30am - 12:30pm

Lunch: 12:30pm - 1:00pm

Elizabeth Loftus 1:15pm - 2:15pm

Graduate & Internship Panel 2:15pm - 4:00pm

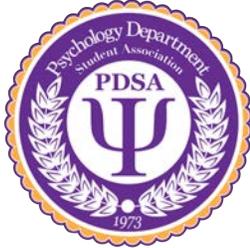


Questions?
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csuf.psichi@gmail.com
LSPAcusuf@gmail.com



Psychology Club Updates

By Melissa Salmeron



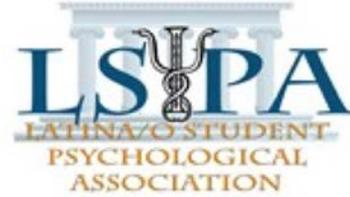
Psychology Department Student Association

- 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
- 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

Upcoming Events: 4-5pm

Mar. 14th: Nutrition Basics - TSU Alvarado AB

Mar. 19th*: Psych Day - TSU Pavilion (*11am-4pm)



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
- 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

Mar. 19th*: Psych Day - TSU Pavilions (*11am-4pm)



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:

Mar. 19th: Psych Day - TSU Pavilions (11am-4pm)



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:

Apr. 20th: Angel's Game*

*Tickets: \$15 and payable in advance; For any questions or to order tickets, please email.

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!