



Psychology Alumni Newsletter



SAN JOSÉ STATE UNIVERSITY

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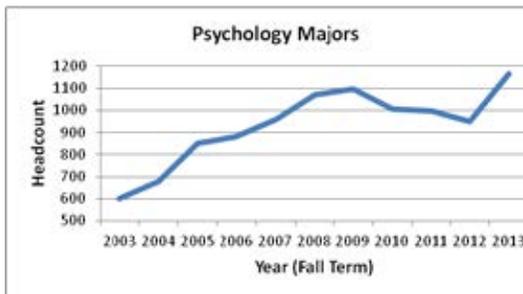
COLLEGE OF SOCIAL SCIENCES

Chair's Column - Ron Rogers, Ph.D

Despite continued budget woes, enrollment is on the rise. The National Center for Education Statistics (2012) reports that enrollment in degree-granting institutions increased by 37% between 2000 and 2010. More than ever people are looking to higher education to achieve their goals in life, and at SJSU, Psychology is playing a larger and larger role in their success.

Enrollment at SJSU has increased 20% over the last decade. Much of this growth has been absorbed by the College of Social Sciences, which has seen an 84% increase in its majors over the same timeframe.

Remarkably, Psychology has outpaced them all, posting a 94% increase in majors since 2003 (see figure 1). Our "large" major of 2003 (636 majors) has been transformed into the largest major on campus in 2013 (1,166 majors).



Our department's impact at SJSU (and beyond) does not stop with our excellent majors. The last decade has also seen a 79% increase in enrollment in our courses, increasing from 2,888 seats across 89 sections in 2003 to 5,165 seats across 149 sections in 2013. This growth has shifted Psychology's share of our College's enrollment

from 18% in 2003 to nearly 22% in 2013.

It's clear that students from other majors are realizing what employers already know – a background in psychology produces important personal attributes, including a tolerance of ambiguity, adaptability to change, critical thinking, interpersonal skills, and a fundamental understanding of both the scientific method and human differences.

The SJSU Psychology family is bigger than ever and we'd love to hear from you. Let us know how psychology has or is contributing to your success.

Kind regards,
Ron Rogers, Chair

Comments from the Editor



We have a lot of great content in this edition of the alumni newsletter, so we hope you get a chance to take a look and get caught up on what we're up to in the department. There's been a lot of discussion about SJSU's recent partnership with Udacity. Our department has offered two courses (Elementary Statistics and General Psychology) through Udacity, so we have a couple of articles in this edition where our faculty are interviewed about their

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involvement in course development (see the section on Department Updates). We have also included an article from Ellen Junn, SJSU Provost and Vice President for Academic Affairs, that compares outcomes for the Udacity and in-person courses.

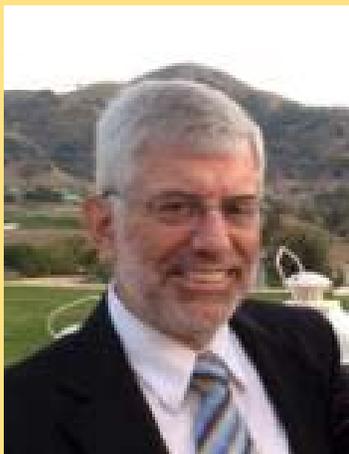
We are also lucky to have two new faculty members to profile in this edition of the newsletter! This fall, Assistant Professors Dave Schuster and Jeremiah Still joined our department, both with interests in cybersecurity. Check out their faculty profiles on pg. 8. We currently have a job search open for a Developmental psychologist to join the department in Fall 2014, so we hope that we'll continue to grow and have more new faculty to profile in future newsletter.

We hope you enjoy the upcoming holidays, and that you consider donating to the SJSU Psychology Department in your end-of-year donation planning.

Feel free to contact me at Erin.Woodhead@sjsu.edu. Thanks for reading!

Erin Woodhead, Ph.D.
Assistant Professor

Department Updates



Mike Abrams, an instructor in the Psychology Department at San Jose State University, passed away suddenly at the age of 69.

Mike was born and grew up in Chicago, Illinois, the middle of three sons. He received his undergraduate education at Northwestern University and went on to earn his Ph.D. in Psychology at the University of Toronto. Early in his career as an experimental psychologist he taught at the University of Manitoba and at Ohio University.

Switching to the high tech field, Mike at first went to work for NCR in Dayton, Ohio, designing computer simulation experiments, and later worked for 13 years at Hewlett-Packard in San Jose as a software engineer.

A man of many interests and activities, Mike was never at a loss for something to do. He was an avid tennis player and also an accomplished bridge player. He enjoyed golf and sailing and the Oakland A's. He baked his "famous" scones for everyone he loved. He never stopped reading in his field and could speak about a myriad of topics with knowledge and passion. He was a faithful volunteer for several community organizations, including Second Harvest Food Bank and Hospice of the Valley.

Mike's greatest joy was spending time with his wife June, whom he adored and encouraged for 20 years. Besides June, he is survived by daughter Allyson and son-in-law Amir Kats; daughter Ilana and son-in-law Steven Hyman; son Aaron and partner Elaine Poon; stepsons Kevin and Paul McCullough; grandchildren Adam and Danielle Hyman; brother Steven Abrams and sister-in-law Abbe Alpert; and brother Sheldon and sister-in-law Mickie Abrams. We all love him and will miss him greatly.

A memorial event will be held Sunday, December 8th, 2:00 PM, at the SJSU Memorial Chapel. Donations in Mike's honor may be made to [Second Harvest](#) or [Hospice of the Valley](#).

Published in San Jose Mercury News/San Mateo County Times on Nov. 8, 2013

Psychology Department Hosts Michael Shermer, Ph.D. for the Alan E. Kazdin Endowed Lecture in Psychology

October 8, 2013



"Using Psychology to Understand Why People Believe Weird Things"

Dr. Michael Shermer is the Founding Publisher of *Skeptic* magazine, the Executive Director of the Skeptics Society, a monthly columnist for *Scientific American*, the host of the The Skeptics Society's Distinguished Science Lecture Series, and Adjunct Professor at Claremont Graduate University and Chapman University.

His books include the New York Times bestsellers, *Why People Believe Weird Things*, and *The Believing Brain*, which present his comprehensive theory on how beliefs are born, formed, nourished, reinforced, challenged, changed, and extinguished.

This annual lecture series held by the SJSU Psychology Department is in honor of Professor Alan Kazdin, Musser Professor of Psychology at Yale University, and an alumnus of our department (B.A. 1967). This generous endowment funds an annual lecture featuring distinguished psychologists from across the nation. Our first lecture occurred in Fall 2012 and was given by Alan Kazdin, Ph.D.

Dugdug.com Interviews Dr. Cary Feria About Her Research

August 19, 2013



"Speed has an effect on multiple-object tracking independently of the number of close encounters between targets and distractors"

Interviewed by and posted on [dugdug](#), August 2013

*Dr. Cary Feria is Associate Professor of Psychology and of Human Factors and Ergonomics at San Jose State University. Dr. Feria received her doctorate in Psychology from the University of California, Irvine, where she explored depth and distance perception. More recently, her research interests have centered around visual attention and human factors. Dr. Feria's primary research focus is "multiple object tracking," which refers to the ability to visually track several moving objects simultaneously. Her recent paper, titled "Speed has an effect on multiple-object tracking independently of the number of close encounters between targets and distractors" was published in the journal *Attention, Perception, & Psychophysics*.*

Background of the study

The ability to visually track objects around us is essential to our capability to navigate our environment. The limitations of humans' attentional capacities are most evident in cognitively taxing situations, such as when a driver navigates through a congested street, and when an air traffic controller attempts to prevent collisions while monitoring numerous aircraft.

Understanding multiple object tracking has practical applications in the design of controls and displays for automobiles, airplane cockpits, and air traffic control systems.

Intuition tells us that the more quickly objects are moving, the worse we will be at tracking them (and research as evidenced this intuition!). However, it is also known that when the objects we are tracking pass close to one another, we tend to confuse the objects and have more difficulty tracking them. When objects are moving faster, they pass close to each other more often — So potentially it could be that fast motion does not actually make tracking harder, but that tracking is just worse at higher speeds due to the objects coming close to each other more often. Our study tested this possibility by using computerized displays in which the speed of the objects could be increased without increasing the frequency of objects passing close to each other.

Results and findings

Our study found that the faster the objects moved, the worse people tracked, even though the objects were not passing close to each other more often at higher speeds. So we concluded that higher speeds indeed make it more difficult to track objects. We also found that the greater the number of objects that had to be tracked, the larger the effect the speed had on people's tracking ability. This suggests that when objects are moving faster, we need to use more of our attention in order to track each object; so when there are a large number of objects to track and they are moving quickly, we don't have enough attentional resources to be able to track all the objects accurately.

About the department

The Department of Psychology at San Jose State University has Bachelors degree programs, as well as Masters programs in Experimental and Research Psychology, Clinical Psychology, and Industrial/Organizational Psychology. The faculty of Psychology are highly dedicated and student-oriented, and have a wide variety of basic and applied research interests. The San Jose State University Human Factors and Ergonomics Masters program is an interdisciplinary program that prepares students for careers involving the design of machines and equipment to be compatible with the human body and humans' cognitive abilities and limitations.

Experimental Psychology Alumni Develop SkyView to Help Fliers Avoid Gadget-Related Neck Strain

June 20, 2013

By Ashlee Vance, Bloomberg Businessweek

Walk down the aisle of any airplane and you'll see passengers in a pose best described as "gadget crane": necks bent downward at an acute angle so they can view their tablets or phones in their hands or resting on tray tables. Bryan McClain and Demetrius Madrigal have invented the SkyView Travel Tray Mount, an accessory meant to help fliers juggle their drinks and devices without straining their necks. SkyView hooks over the plastic latch of the tray table and can support the weight of an attached mobile device. While the idea is simple, the pair's winding, years-long journey from conception to marketplace speaks to the sometimes quirky nature of invention.

McClain and Madrigal met at San Jose State University while pursuing master's degrees in experimental psychology. They bonded over their studies of communication patterns in hostage situations and went on to train policemen around the world in negotiation techniques. In 2005, after struggling to keep that business going, they founded Metric Lab, a tech design firm that has consulted on products for Microsoft (MSFT), EBay (EBAY), BAE Systems (BAESY), and NASA. They put their behavior research to work, camping out at homes and taking notes as residents handled their remotes or computers. "We look for things that take a lot of time or that frustrate people," says McClain. "They might not even notice the frustration, but we notice."

McClain conceived of SkyView during a 2010 flight home to California from Costa Rica. He and Madrigal went on a months-long search for old airline seats so they could test their device.

Most collectors of old plane parts were suspicious of their intentions, they say, but the pair finally connected with Interface Aviation, a seller of seats and other equipment for plane interiors in Hollister, Calif. Nestled among vineyards an hour's drive south of Silicon Valley, its supermarket-size warehouse is stacked to the ceiling with old seats. The Metric Lab founders haggled with Peter Shamy, Interface's director of sales, knocking the price of their first pair of seats from \$800 to around \$200.

From there, McClain and Madrigal brought in an industrial designer and an attorney to mock up the device, patent the design, and help pitch it to mobile accessory makers. Through LinkedIn (LNKD), McClain reached out to Griffin Technology, which licensed the device based on a prototype and specs for other models of airplane seats. "They came to us with a full incarnation of their idea rather than just a drawing on a napkin," says Scott Naylor, director of product development at Griffin, which also sells cables, cases, and speakers.

pose best
described
as "gadget
crane"

Griffin sold out its first two production runs of SkyView through direct sales, which began in February. Now it's also selling the device at Amazon.com (AMZN) and Wal-Mart Stores' (WMT) website. The company says it plans to sell them in airport shops and other stores, but wouldn't release a timeline or sales figures. Naylor says it's "selling how we expected." Gartner (IT) analyst Carolina Milanesi suggests that airlines could sell or rent SkyViews to passengers.

While McClain and Madrigal say they'll return to consulting, they're also planning another invention. (They wouldn't say what it is, but their office is stocked with old seats from a baseball stadium.) Recently they drove back out to Hollister to give Shamy one of their devices. "This is really quite something," he said. Then he swapped them 10 tray table latches for it.

The bottom line: Silicon Valley design consultants have created an accessory to make air travel less of a pain for mobile users.

Vance is a technology writer for Bloomberg Businessweek in Palo Alto, Calif. Follow him on Twitter @valleyhack.

Updates on the Udacity Partnership

Editor's Note: A variety of articles and other publications have come out since SJSU started its partnership with Udacity in January 2013. Here we highlight three articles, the first written by Ellen Junn, SJSU Provost and Vice President for Academic Affairs, and the other two posted on popular websites.

Online Partnership with Udacity: What Have We Learned Two Semesters into the Relationship?

August 28, 2013

The following can be attributed to SJSU Provost and Vice President for Academic Affairs Ellen Junn.

With summer drawing to a close, we would like to provide everyone with an update on the SJSU/Udacity partnership. SJSU Plus began in January with just under 300 students in three courses. In June, we added two more courses, with 2,091 students enrolling in all five classes.

What do these courses have in common? All are entry-level classes most students need to graduate. This matches the project's goal, which is to provide high-quality, low-cost college courses for credit to everyone.

high-quality, low-cost college courses

SJSU and Udacity learned quite a bit over the past six months. The spring pilot study funded by the

National Science Foundation will be published online September 4. Meanwhile, we would like to share some lessons learned.

Here's what worked:

- *Learning by doing works.* Online video allows us to stop every

few minutes and offer students the opportunity to try what they've learned with an online exercise. Instructors have found this so effective that some are incorporating SJSU Plus materials into their campus-based courses.

- *Student interaction remains strong.* Does online learning stifle conversation? We found the opposite. Students are connecting with each other, instructors and instructional assistants through every means available: text, email, phone calls, chats and meetings.

Here's where we've improved:

- *Students need help preparing for class.* With SJSU Plus reaching well beyond the SJSU campus, we are enrolling a growing number of students who are unfamiliar with the demands of college courses. This summer, 89 percent of our SJSU Plus students were not California State University students. So SJSU Plus now offers orientation in various forms in all five courses.
- *Students need help keeping up.* Everyone needs a little encouragement to stay on track. So we've added tools that help students gauge their progress and we're checking in with individual students more often.
- *We need to communicate better with students.* Although SJSU and Udacity try to be as clear as possible with our online instruction, we know we can do better. Student feedback has been immensely helpful in refining SJSU Plus materials. We're also sending less email and more messages while students are "in class" online.

Here's what happened:

We're still analyzing summer results. As you know, it can take a while to double check the numbers and understand cause and effect. But SJSU and Udacity are encouraged by improvements in student performance across the board. The following chart shows the percentage of students who earned a C or better.

	Spring Pilot 2013	Summer Pilot 2013	SJSU On-Campus (based on past 6 semesters)
Elementary Statistics	50.5%	83.0%	76.3%
College Algebra	25.4%	72.6%	64.7%
Entry Level Math	23.8%	29.8%	45.5%
General Psychology	not offered	67.3%	83.0%
Intro to Programming	not offered	70.4%	67.6%

The overall retention rate dropped to 60 percent this summer, compared with 83 percent this spring, reflecting SJSU's decision to be more flexible when students signaled to instructors that they needed to drop the course.

Here are a few things we'd like to clarify:

- Over the summer, there were many comparisons made between our SJSU Plus and face-to-face courses. What many people failed to realize is this was not an apples-to-apples comparison.

- On campus, we have students who are well acquainted with the rigor of college-level work. With SJSU Plus, most students are just beginning or resuming their college careers.
- Also, the SJSU students enrolled in the SJSU Plus math courses this past spring failed the campus-based versions once before. Normally, these students would have been required to return to community college.
- And that goes right back to our mission of increasing access. A 30 percent pass rate does sound low, until you stop and think that most of these students would not otherwise have had access to the course at all.

Here's where we see things going in the future.

- After taking a breather this fall to set the stage for student success in the future, we will resume offering SJSU Plus courses in January 2014. One major question we need to address is how to better sync our courses with our students' busy schedules.
- Many students have asked for greater flexibility in pacing, enabling them to speed up or slow down outside the confines of a conventional semester schedule. Customized scheduling is unprecedented at SJSU, but we would like to explore this option.

Online Courses Fail the Mid-term at San Jose State, But What About the Final?

By *Sabri Ben-Achour*
 July 24, 2013, [Marketplace Morning Report for Wednesday](#)

San Jose State University is about two semesters into an experiment with Massive Online Open Courses – also known as MOOCs. The plan was to increase access to education by offering cheap online courses for university credit (\$150 per course, free if you aren't taking them for credit).

Then came the preliminary data, and the grades weren't good: Intro Statistics: 49 percent of San Jose students taking the class failed, as did 55 percent of non SJSU students. Remedial math: 71 percent of the SJSU students failed. 88 percent of non SJSU students failed. College Algebra: 56 percent of SJSU students failed, as did 88 percent of non-SJSU students.

"It's not necessarily a failure at all," says Provost Ellen Junn. She says the remedial math course was made up of students who had already failed it once, and up to half of the students in other courses were from economically disadvantaged high schools. There are very little data on how to adapt MOOCs to this population, so "part of our initiative was to study would this methodology help student success or not."

According to Udacity, the company that partnered with San Jose State to put on the courses, the failure rates of the San Jose students in the online math course was lower than the failure rate of San Jose students who took remedial math in a classroom. Even so, nearly three-quarters of the online students failed.

One problem, Junn says, is that many of the high school stu-

dents didn't have access to Internet at home and fell behind. Other students complained they had difficulty keeping up because they were also working full time.

jury still out on MOOCs

Michael Horn heads the Christensen Institute, which supports innovation in education. He says the jury is still out on

MOOCs, but says the type of experimentation taking place at San Jose — despite its early results — will be necessary to find ways to adapt the courses to students. "What we're learning very clearly is that simply because something's on an online platform doesn't make education better."

Conversely, students need to adapt to MOOCs. Ron Rogers heads the psych department at San Jose and helped develop the statistics course. While online courses "are a work in progress," he says by nature "they are a slightly different beast, and students may not be aware of that."

Rogers says many students were unprepared for college level work and didn't know how to manage their time. His first assignment for the summer semester was to have students develop a time management schedule, and to impress upon them the scheduling and discipline requirements.

Another factor is class size, he says. Classes are larger for the summer for most MOOC subjects, and two new courses were added. "I think we've reached a critical mass of students this semester, that's allowing them to self-organize into study groups online," he says.

The school will be working on these things while the MOOC program is on hold, and full data, due in August, will flesh out how round two of San Jose's MOOCs fared.

Psychology Faculty Susan Snycerski, Ph.D. interviewed by KQED about General Psychology Udacity Course

[Link to full article with audio](#)

Public universities across the country have begun looking at MOOCs, or massive open online courses, as a way to make it cheaper and easier for students to get the classes they need to graduate.

California is at the forefront of the effort, and perhaps nowhere is that more evident than at San Jose State University. It launched a [bold experiment](#) in January, when it began creating MOOCs that a small group of students could take for credit.

Top state brass, including Gov. Jerry Brown and Gavin Newsom, attended the launch. The governor has funneled millions of tax dollars toward beefing up online classes.

The first semester's results came as a bit of a blow. Most students failed the courses, forcing a more critical look at the MOOC hype.

The Trial Run

Marcum Martz and his two teenage sons signed up to take the [intro to computer programming course](#) through San Jose State and Udacity over the summer. He says that, right off the bat, he noticed big problems. "It became fairly obvious that the course content, the quizzes, the assignments and the way in which the class proceeded had not been beta tested thoroughly, if at all," Martz says.

He might let that slide if the class were a normal, free MOOC. Instead, Martz paid \$150 each for him and his sons to take the class and earn college credit. Taking the courses for credit meant doing extra assignments, getting access to instructors and receiving actual grades.

Universities hope this model will get more kids through bottleneck classes -- like entry-level math and science -- and on to graduation. The problem is that students didn't do well in the first semester's classes. In remedial math, nearly 80 percent of students failed. In elementary statistics, roughly half failed.

New Models, New Challenges

"We clearly should not be trying to take this Orville and Wilbur machine across the Atlantic Ocean," says Peter Hadreas, professor and philosophy department chair at San Jose State. "It's treated like the Concorde and it's ready to go, but in fact it's a way of teaching that's in a very formative stage."

Hadreas is not just concerned about his school's Udacity pilot. Variations on MOOC experiments are showing up in lots of different places.

Last spring, San Jose State administrators asked Hadreas' department to use an [EdX MOOC](#) to "flip" an ethics class, or have students watch the online class at home and use class time to work on assignments with local professors. The university had [successfully used the method](#) the prior semester to boost completion rates in a circuitry course.

After watching the ethics MOOC, taught by Harvard professor Michael Sandel, the San Jose philosophy faculty wrote an [open letter in protest](#). Hadreas says it would be insulting to force diverse state university students to watch the Ivy League professor lecture to his affluent class.

"He would incorporate into his talks how privileged they were," Hadreas says. "They were for the most part more white than our student body. So we got on the one hand this strange upstairs-downstairs situation, where the lower-class people could look at how the upper-class people were educated."

He says the political science department also took issue with the format and refused to teach the class.

Another problem that's causing concern is something called the "digital divide." Some high school students in the first-

semester Udacity pilot [didn't have computers](#), as the Oakland Tribune reported.

Public-Private Partnership

The greatest worry that instructors have, though, is privatization, Hadreas says. Some MOOC providers are for-profit companies. Right now, they live off venture capital and give their content to universities for cheap or free.

Professors say that can't last. So they question who will pay for the months of work it takes to turn instructors' lectures into scripts, shoot dozens of videos, and edit together the polished package.

Susan Snycerski, a full-time lecturer at San Jose State who co-developed an [Intro to Psychology](#) class for the Udacity pilot, says it took more effort to create than a traditional in-person class. "It's been an enormous amount of time," she says. "I had no idea when I signed up how much time."

Here's her outline of the process:

- Divide up the course into sections
- Choose which instructor would write the lesson plans for each section
- Type out complete lectures for each lesson plan (Snycerski says some lectures were 17-20 single-spaced, typed pages)
- Vet/edit lectures
- Submit lectures to Udacity producer to turn into video scripts
- Decide what types of shots to use for each lecture (headshot, reenactment, writing on tablet, etc)
- Make multiple trips to Udacity studio in Mountain View to record lesson segments (Snycerski says at times she was at Udacity for eight hours a day, four days a week)
- Review videos
- Fix errors

Snycerski says she's proud of her work, but the hours, criticism and politics have been tough. "I would continue teaching my course," Snycerski says. "I wouldn't make a new course. I think right now, I'm just done."

Evaluation Time

Everyone at San Jose State is done for the time being. After seeing the project's initial results, university President Mo Qayoumi agreed to put it on pause.

Qayoumi is adamant that the university is [not giving up on the experiment](#). He says the hiatus will allow for a deeper analysis of the data. "As we look at new approaches, sometimes we need to go back and adjust that and learn from it," Qayoumi says. "Universities should be a place for exploration."

Parent Marcum Martz wants universities to be more innovative, but says his experience as a guinea pig in the MOOC pilot seemed caught up in high-tech hype. "This reminds me a lot of Windows Vista and Apple Maps," Martz says. "Throw the spaghetti against the wall and see if it sticks. That's fine if you're putting out a free application. But when it's college course curricula, they need to get it right."

It's been an enormous amount of time

The National Science Foundation, which [gave money to the project](#), expects to have a more detailed report on what went wrong later this month.

Faculty Publications

Our faculty are frequently publishing in top-tier journals and other outlets. Here we share a sampling of recent faculty work (faculty contributors bolded).

Antecedents of Entrepreneurial Intention among Laid-Off Individuals: A Cognitive Appraisal Approach

Meghna Virick, Anuradha Basu, **Altovise Rogers**

Journal of Small Business Management

<http://onlinelibrary.wiley.com/doi/10.1111/jsbm.12067/full>

Abstract

This study contributes to our understanding of why laid-off individuals might explore entrepreneurial careers. Findings among 838 laid-off individuals suggest that financial strain is associated with negative appraisal of the layoff, and openness to change and perceived organizational support are associated with positive appraisal of the layoff. We demonstrate that the indirect effect of financial impact and openness to change via negative and positive appraisals are stronger than the direct effects. Our results are significant because they highlight the mediating role of cognitive factors on entrepreneurial intentions among laid off individuals during periods of high unemployment.

The use of awareness, courage, therapeutic love, and behavioral interpretation in functional analytic psychotherapy.

By Tsai, Mavis; **Callaghan, Glenn M.**; Kohlenberg, Robert J.

Psychotherapy, Vol 50(3), Sep 2013, 366-370.

Abstract

Interventions from Functional Analytic Psychotherapy focus on what happens in-session between clients and therapists to create more intense and curative therapeutic relationships. The methods described—being aware of clients' clinically relevant behaviors, being courageous in evoking clinically relevant behaviors, reinforcing improvements with therapeutic love, and using behavioral interpretations to help clients generalize changes to daily life—point to compelling directions in personal growth and change for both clients and therapists.

Operating characteristics of the PTSD Checklist in a military primary care setting.

Gore, Kristie L.; McCutchan, Phoebe K.; **Prins, Annabel**; Freed, Michael C.; Liu, Xian; Weil, Jennifer M.; Engel, Charles C

Psychological Assessment, Vol 25(3), Sep 2013, 1032-1036

Abstract

The Department of Defense (DoD) is implementing universal behavioral health screening for all DoD health-care beneficiaries presenting to military primary care clinics. The PTSD Checklist–Civilian Version (PCL-C; Weathers, Litz, Herman, Huska, & Keane, 1993) is used for the identification of posttraumatic stress disorder (PTSD); however, the operating characteristics of the PCL-C remain unstudied in this population. This study examined the operating characteristics of the PCL-C in a sample of 213 patients from 3 Washington, D.C., area military primary care clinics. Blinded raters independently assessed PTSD using the PTSD Symptom Scale Interview (Foa, Riggs, Dancu, & Rothbaum, 1993) as the diagnostic criterion standard. The receiver operating characteristic curve revealed that PCL-C scores accounted for 92% of the area under the curve. A PCL-C score of 31 optimized sensitivity (0.93) and specificity (0.90), and the multi-level likelihood ratio was 5.50 (95% confidence interval [2.26, 13.37]). Internal consistency (0.97) and test-retest reliability (0.87 after a median 13 days) were strong. Results suggest that a PCL-C score of 31 is the optimal cutoff score for use in a military primary care setting serving active duty service members, dependents, and retirees. These findings offer military primary care providers preliminary data to interpret PCL-C scores and to inform treatment decisions as part of routine clinical practice.

A Pilot Evaluation of the [AfterDeployment.org](#) Online Posttraumatic Stress Workshop for Military Service Members and Veterans.

Bush, Nigel E.; **Prins, Annabel**; Laraway, Sean; O'Brien, Karen; Ruzek, Joséf; Ciulla, Robert P.

Psychological Trauma: Theory, Research, Practice, and Policy, Mar 25, 2013

Abstract

This pilot study employed a nonconcurrent, multiple-baseline single-case design to examine the impact of an online self-management posttraumatic stress (PTS) workshop on self-reported symptoms of PTS, depression, and functional impairment. Eleven student veterans with PTS first completed between three and five weekly baseline measures. Second, they took part in eight weekly online workshop sessions, each accompanied by symptom assessments. Third, they completed postintervention outcome measures. We found statistically significant reductions in PTS from baseline across workshop sessions for four of 11 participants, and significant overall reductions in PTS between enrollment and postintervention for five participants. One participant also demonstrated significantly reduced depressive symptoms from baseline across the intervention, and two evidenced significant overall reductions from enrollment to postintervention. Three student veterans showed significantly improved general functioning across the sessions and one reported significant overall functional increase. Finally, five of six participants who completed extended measures of educational function showed significant improvements from enrollment

to postintervention. Among secondary outcomes, more than 80% of those taking part said they would recommend the online PTS workshop to a colleague or fellow student with PTS issues. These preliminary findings show that our online PTS workshop can be effective in reducing PTS symptoms in some cases, but also suggest that additional research is needed. With increasing numbers of service members and veterans using the Internet and many reluctant or unable to seek in-person care because of stigma or limited access, the time seems right to further examine the utility of networked PTS resources.

New Faculty Profiles

We interviewed two of our new faculty members, Dave Schuster, Ph.D., and Jeremiah Still, Ph.D., who joined the faculty in the fall of 2013. Their interests are in cybersecurity.

Dave Schuster, Ph.D.



1) What classes have you taught since joining the SJSU faculty?

In the fall 2013 semester I am teaching General Psychology and Elementary Statistics.

2) Which class is your favorite to teach and why?

Both of my courses are introductory and GE (general education), so they attract lots of first- and second-year students. I love the enthusiasm of new students and being part of their transition into college-level work. It's a rewarding challenge.

3) What are your research interests?

As part of the SJSU cybersecurity cluster, I research the cognitive aspects of cybersecurity. This is a large, complex problem involving multiple disciplines. My research asks how we can apply the science of psychology to support the people who keep computer networks safe. Additionally, I research human-robot interaction and the effects of video game experience on human performance.

4) What were you doing prior to coming to SJSU?

I came to SJSU as a newly-minted Ph.D. from the University of Central Florida. While there, I supervised

multiple research projects centered on understanding individual and shared cognition in complex environments. I have conducted research in domains such as aviation, transportation security training, and human-robot interaction. I also taught at Rollins College.

passionate about teaching

5) What drew you to the position at SJSU?

SJSU is providing a unique opportunity to research cybersecurity alongside researchers in other disciplines. I also was intrigued by the human factors teaching and research happening at SJSU. Finally, I am passionate about teaching, and our student focus is refreshing.

6) What's your favorite part of being on the Psychology faculty at SJSU?

Everyone has been very welcoming and supportive.

Jeremiah Still, Ph.D.



1) What classes have you taught since joining the SJSU faculty?

I teach General Psychology, Human Factors, and Human Factors Experiments (a graduate course) for the department.

2) Which class is your favorite to teach and why?

I always look forward to teaching the undergraduate Human Factors course. It allows me to share Human Factors with a brand new audience. The students enjoy combining new technology and psychology to solve real world problems. I hope some of the students decide to pursue a career in Human Factors and are able to make our technological world safer, easier to use, and more enjoyable.

3) What are your research interests?

My top priority is producing outstanding user experience researchers. These are the folks that drive our economy forward by creating the next big thing. The next time you have a wonderful experience with a piece

of technology; you have a User eXperience team to thank. For example, could you imagine going back to using VCRs instead of DVRs. Or, giving up your favorite smart phone applications – oh the horror! The PoD lab (PsychofDesign.com) focuses on improving theories that lead to more intuitive interface interactions. Whether, the interface is situated in the context of cybersecurity, websites, or mobile applications we want to improve the system experience.

4) What were you doing prior to coming to SJSU?

After earning my PhD from Iowa State University I served as director of the Human Factors & Usability Testing graduate program at Missouri Western State University. The program was the first in the state of Missouri. In recognition of my accomplishments and graduate program development, I received the outstanding faculty scholarship award (2011) and the Liberal Arts and Sciences Council of Chairpersons award (2012). I also ran a research lab across those four years. My scholarly work has appeared in top tier journals such as Human-Computer Interaction, Design Studies, and International Journal of Human Computer Studies. My students have numerous proceedings within the International Conference on Human-Computer Interaction.

Further, two out of the last three years my students had one of the top twelve papers selected for the student design competition at CHI, a premier international conference.

*this is where
the action is!*

5) What drew you to the position at SJSU?

My PhD is in Human-Computer Interaction with a focus in Cognitive Psychology. Given my passion for technology I couldn't dream of a better place to live than Silicon Valley, the heart of high-tech innovation in the United States. The valley allows you to have an immediate impact on the world given industrial partnerships. In other words, this is where the action is!

It was also critically important that I could join a group of active researchers with interests in Human Factors within Computing Systems. San Jose State offers a Human Factors and Ergonomics masters degree with emphases in Human-Computer Interaction and Cognitive Psychology. This position was the perfect fit!

6) Do you have any ongoing studies that alumni could participate in?

Our PoD lab is offering a number of valuable user experience services (e.g., usability testing, expert heuris-

tic review, etc). These services are performed by students (undergraduate and graduate), but are overseen by professors with years of experience. In addition, to specialized usability software and equipment, we have a 360 Hz eye tracking system allowing for high quality data collection typically not found within the practical world of user experience (due to overhead costs: equipment housing, specialized support staff, etc.). The system provides us with a glimpse into what users are actually attending to. Where are your users attending first within your interface? Do they look where you predict during important tasks? If you are interested in any of our services please contact jeremiah.still@sjsu directly. We are offering a 10% alumni discount.

7) What's your favorite part of being on the Psychology faculty at SJSU?

I really enjoy chatting in the hallway, or over a meal, about new research topics or teaching techniques. It's really nice to see a solid research focus within a traditionally teaching focused university. This allows faculty to be creative beyond the classroom and provides applied learning experiences for students, which strengthen their resumes. This additional lab experience is critical for students as they mature into professionals within a competitive market.

New Lecturers in the Psychology Dept.

This year we also welcome a few new lecturers in our department, including Laura Jones, Mary Still, Lauren Castellano, Anthony Holquin, and Greg Savage.

We caught up with Mary Still, Greg Savage, and Laura Jones to ask about their experiences prior to teaching at SJSU.

Mary Still, Ph.D.



This semester I am teaching Research Methods (Psyc120). I couldn't be more excited about teaching this course! It was my favorite course as an undergraduate, which undoubtedly reflects my interests in psychology and written communication. These interests led me to

pursue Bachelors degrees in Psychology and English and then a PhD in Cognitive Psychology. I am a true Midwesterner having attended Missouri Southern State University for my undergraduate studies and Iowa State University for my doctoral studies. That said, I am looking forward to my first San José winter.

Greg Savage, M.A.



I graduated from the MA program in psychology at SJSU in 2008 and I am teaching Psychology 120. Other courses that I am teaching at other campuses include statistics for psychology majors and introductory statistics.

Laura Jones, M.A.



I recently graduated from SJSU with a Master's in Psychology. I am currently teaching child psychology at San Jose State and am loving interacting with the students while sharing my passions of research and development. My own research is focused on social and personality factors that may mediate the extent of perceived norms relative to alcohol consumption and thus the influence of such norms on alcohol related behaviors among adolescent athletes.

Alumni Profiles

We caught up with a few of our alum to see what they've been up to since graduating from SJSU. In our last newsletter we highlighted alumni who had gone on to work in academia or went on to graduate school. This semester we have chosen two alumni who are working in business and non-profit environments. Send an email to the newsletter editor if you're interested in contributing a profile to an upcoming newsletter!

William Orbase



It's proven to be helpful over the past couple of years.

1) What program were you in at SJSU and when did you graduate?

Advertising and Psychology departments and I graduated in 2008 with a BS in Advertising and a BA in Psychology.

2) What are you up to now in your professional life?

I am currently working at an Advertising Agency in Los Angeles. Kia was a client I was working for from 2008 to 2012. I now work on the Infiniti Motors account

3) Did you envision doing this type of job while you were at SJSU?

Yes!

4) What were your interests in psychology while at SJSU, and are they the same now?

I focused in on Industrial Organizational Psychology. It's proven to be helpful over the past couple of years.

5) What was your favorite class at SJSU and why?

Stat 95 with Dr. Laraway. Although I didn't ace the class, Dr. Laraway made it very interesting (for what it is!)

6) What was your most memorable moment as a student?

Graduating!

7) Describe your experience in the SJSU psychology department in one sentence.

My experience in the SJSU psychology department was a solid, academic experience which set me up for success in the outside world.

Jimmy Quach



By gaining more knowledge, I learn more about myself and ways I can help others.

1) What program were you in at SJSU and when did you graduate?

I was in the Bachelor of Psychology program and graduated in 2012.

2) What are you up to now in your professional life?

I'm currently a Project Assistant/Health Educator for Asian American Recovery Services, Inc. As a Project Assistant, I am involved in two multi-year federally funded Substance Abuse and Mental Health Services Administration (SAMHSA) program in Substance Abuse and HIV/AIDS Prevention, Project ASAP and Project 4PLAY. Also, I support and assist in the planning, implementation, and evaluation of two innovative, interdisciplinary prevention programs. The aim is to prevent Substance Abuse and HIV/AIDS among 18-24 year old Asians Americans living in the four counties surrounding the SF Bay Area, and the two counties serving San Jose State University and San Francisco State University. Another aim is to describe risky behaviors for targeted populations and encourage HIV/AIDS testing.

3) Did you envision doing this type of job while you were at SJSU?

Yes, I did. I always thought of having a career in School Psychology. While at SJSU, I engaged myself with jobs and programs relating to helping individuals or communities. The few programs I was engaged in were with Child Advocates with Silicon Valley and working with Asian American Recovery Services and Asian and Pacific Islander Wellness Center.

4) What were your interests in psychology while at SJSU, and are they the same now?

I went to SJSU with the interests of gaining more knowledge about psychology to help others in achieving their goals. Even today, my interest is to gain more knowledge. By gaining more knowledge, I learn more

about myself and ways I can help others.

5) What was your favorite class at SJSU and why?

I enjoyed all my classes at SJSU. However, the ones that stood out were my child development classes and recreation and leisure. The reason they stood out was because I learned about different leisure from class and was able to share them with the 1st graders I mentored at a local elementary for my child development assignment.

6) What was your most memorable moment as a student?

My most memorable moment as a student was actually completing all the requirements for my Bachelor degree and attending graduation with my fellow classmates and seeing the proud look from my family and professors.

7) Describe your experience in the SJSU psychology department in one sentence.

I had an amazing experience with many professors who saw me for who I was and were able to teach me what they know about psychology and more.

Alumni Updates: Returning in Spring 2014!

Thanks to all of you who responded to our requests for updates on your professional lives! We plan to continue this column once a year in the Spring alumni newsletter. Stay tuned for an email from the Alumni Relations department next semester asking for updates for our Spring newsletter.

Donate to the Psychology Department

Please join alumni and friends in supporting Psychology at San José State University. In an era of extraordinarily limited resources, your tax-deductible gift goes a long way to help our mission of delivering a high-quality education each year to more than 5000 students who enroll in our Psychology courses. Just as important, your gift is extremely encouraging to today's faculty and students. For when you give, you show your pride and belief in what we do.

To provide your tax-deductible gift online, [visit this link](#). Click on the "Give Now" button and follow the instructions. To provide your gift by mail, please make your gift check payable to Tower Foundation of SJSU and mail to: Tower Foundation of SJSU, One Washington Square, San Jose, CA 95192-0257. Please be sure to include a note that your gift is for the Psychology Department.

On behalf of all of our Psychology faculty and students, sincere thanks.

Spring 2013 Graduation Photos



Dr. Gary Feria, our MC!

For academic year 2012-2013, the Psychology Department awarded 236 Bachelor of Arts degrees, 36 Bachelor of Science degrees, 11 Master of Arts degrees from our Experimental Psychology program, 10 Master of Science degrees from our Industrial/Organizational program, and 6 Master of Science degrees from our Clinical Program.

Here are some photos to highlight the fun that was had at the spring graduation ceremony!



SJSU Psychology Department Faculty Photo



The Graduating Class of 2013



A view of the packed event center



Graduates of the MS Clinical Program



A couple of pictures of our happy graduates!