Welcome to this year’s edition of the alumni newsletter! We are excited to showcase everything our students and faculty have been working on this academic year. We recently had our annual SPARC event, where students from SJSU and other local universities showcased their research projects through posters or talks (see pg. 18). We also awarded several scholarships to students at the SPARC event (see pg. 12-15). It’s very rewarding for our faculty to honor students who have worked hard in the major or who have overcome substantial obstacles in their education. If you’re interested in donating money to the department so we can offer more scholarships, please see pg. 16. Every little bit counts and any amount can be helpful to our students!

Our faculty continue to be very active in publishing and receiving grant money (see pg. 3-8). Three of our faculty also received prestigious awards recently (see pg. 3) for their teaching and research. Please check out this information to see all that we’re doing in the department!

We hope you have a great summer! Please keep in touch and follow us via our Facebook page.

Erin Woodhead, PhD
Associate Professor of Psychology
Dr. Lynda Heiden retired as department chair at the end of the 2018 Fall semester. Dr. Heiden served in many roles during her time at SJSU, including as a clinical faculty member, chair of the Academic Senate, and chair of the Psychology Department. Below we have included some pictures from her retirement party!

In January we welcomed Dr. Clifton Oyamot as chair of the department. Dr Oyamot was previously associate chair of the department. His teaching and research interests are in Social Psychology.

Last summer, Dr. Joanna Fanos, a long-time lecturer in our department, moved on to a new position as Affiliate Faculty in the College of Health & Human Services, University of New Hampshire. Dr. Fanos frequently taught core undergraduate classes in our department and mentored many undergraduate students. Below are some pictures from her goodbye party.
Faculty Accomplishments

Awards

Susan Snycerski, Ph.D. was awarded SJSU’s prestigious Early Career Investigator Award during SJSU’s Celebration of Research on April 23. More information is available here about Dr. Snycerski’s work. Congratulations to Dr. Snycerski!

Valerie Carr, Ph.D. was awarded a Teaching Excellence Award by the SJSU College of Social Science. The Teaching Excellence Award is awarded in recognition of outstanding teaching and mentoring at the undergraduate and/or graduate level. Dr. Carr has made significant contributions to our curriculum at the intersection of STEM fields and social sciences that serves a great need for our graduate and undergraduate students. She has actively explored ways to bring creative, cutting edge teaching strategies into the classroom, as well as making her instruction accessible to all. Finally, Dr. Carr’s teaching impact goes beyond students and faculty here at SJSU, and includes outreach to the community and the profession. The award was presented to Dr. Carr on May 2. Congratulations to Dr. Carr!

San Jose State University’s Center for Community Learning and Leadership (CCLL) was recognized by the Third Street Community Center as its 2019 Outstanding Community Partner on Saturday, May 4. Psychology Professor Dr. Elena Klaw directs the CCLL, in addition to the Veterans Embracing Transition program. The full story is available here.

Publications


Abstract

Background: Tourette’s Syndrome (TS) is a childhood-onset movement disorder marked by the chronic presence of motor and vocal tics. Research shows that tics associated with TS tend to fade in severity for some (but not all) affected youth, though psychiatric comorbidities that commonly accompany TS may be more persistent. The long-term outcomes of individuals with TS have not been well characterized.

Objective: To characterize long-term clinical outcomes of individuals with TS.
Method: We conducted a long-term (25–32 years) follow-up study of 45 patients with TS who presented to the Tourette's and Tic Disorders Clinic within the Department of Psychiatry at the University of California San Francisco Medical Center, which was staffed by the first author (Thomas L. Lowe, MD [T.L.L.]), between 1983 and 1990. Baseline data were obtained via chart review, and follow-up data were obtained by self-report surveys.

Results: Participants generally reported good psychosocial functioning, attainment of significant social milestones (academic attainment, gainful employment, marriage), and high subjective quality of life. The vast majority of participants (82%) reported improvement in their tics over time, though a significant minority continued to experience at least mild tic-related impairment (26%–40%, depending on metric). Lifetime rates of attention deficit hyperactivity disorder (ADHD) and anxiety disorders, including obsessive-compulsive disorder, were greater than in the general US population. Robust predictors of follow-up outcomes were not found.

Conclusions: These findings reflect a positive overall long-term prognosis for individuals with TS. Providing information about this prognosis at the time of diagnosis may decrease distress in affected individuals and their families. Future studies using planned longitudinal designs that address potential confounds of survey nonresponse are needed to detail long-term outcomes of individuals with TS more precisely.


Abstract

In visual search tasks, observers can guide their attention towards items in the visual field that share features with the target item. In this series of studies, we examined the time course of guidance toward a subset of items that have the same color as the target item. Landolt Cs were placed on 16 colored disks. Fifteen distractor Cs had gaps facing up or down while one target C had a gap facing left or right. Observers searched for the target C and reported which side contained the gap as quickly as possible. In the absence of other information, observers must search at random through the Cs. However, during the trial, the disks changed colors. Twelve disks were now of one color and four disks were of another color. Observers knew that the target C would always be in the smaller color set. The experimental question was how quickly observers could guide their attention to the smaller color set. Results indicate that observers could not make instantaneous use of color information to guide the search, even when they knew which two colors would be appearing on every trial. In each study, it took participants 200–300 ms to fully utilize the color information once presented. Control studies replicated the finding with more saturated colors and with colored C stimuli (rather than Cs on colored disks). We conclude that segregation of a display by color for the purposes of guidance takes 200–300 ms to fully develop.


Abstract

Dispositional vulnerability afforded by personality can lead to adverse relationship outcomes. Neuroticism personality is bundled with a disadvantageous temperament that makes people high in neuroticism more sensitive to negativity. Consequently, neuroticism signifies negative emotions such as anger, anxiety, and sadness. Neuroticism is also inversely related to marital satisfaction. The present study examined the relationship between
relationship disaffection (emotional indifference) and negative affect in the context of neuroticism. The present study included 819 participants (511 females, 308 males) between the ages of 18 years to 74 years (M = 27.16, SD = 10.58) who were in a committed or married heterosexual relationship. Our mediation model explored the relationship between neuroticism and relationship disaffection with negative affect acting as a mediator. We found a modest indirect relationship between neuroticism and relationship disaffection via negative affect. Acknowledging that individuals high in neuroticism are temperamentally sensitive to negative stimuli, therapists can assist partners in learning ways to curb negative mood to combat relationship disaffection. Future studies can build on these findings and design research addressing the limitation of the present study.


Abstract

For over a decade, the failure to reproduce findings in several disciplines, including the biomedical, behavioral, and social sciences, have led some authors to claim that there is a so-called “replication (or reproducibility) crisis” in those disciplines. The current article examines: (a) various aspects of the reproducibility of scientific studies, including definitions of reproducibility; (b) published concerns about reproducibility in the scientific literature and public press; (c) variables involved in assessing the success of attempts to reproduce a study; (d) suggested factors responsible for reproducibility failures; (e) types of validity of experimental studies and threats to validity as they relate to reproducibility; and (f) evidence for threats to reproducibility in the behavior science/analysis literature. Suggestions for improving the reproducibility of studies in behavior science and analysis are described throughout.


Abstract

Huntington’s disease (HD) is a predominantly adult-onset, genetic, neurodegenerative condition. Children of affected individuals have a 50% risk of inheriting HD and often assume caregiving roles for their parent. Studies specifically focused on HD young caregivers have proposed that the genetic risk component of HD “exacerbates” the caregiving experience and identified common responsibilities, burdens, and support needs, but none have explored the relationship between the caregiving role and perception of genetic risk. In an attempt to understand this relationship, we conducted a qualitative study to explore the interaction between a young caregiver’s perception of genetic risk, the caregiving experience, and thoughts about and plans for predictive testing. Thirteen individuals between 15 and 25 years who provided care for a parent with HD were recruited from two HD youth groups and local support groups. Interviews were recorded, transcribed, and analyzed thematically. Two themes emerged: (1) caregiving and thoughts about risk and (2), caregiving and perceived opinions towards
genetic testing. Our findings suggest that the genetic risk colors the caregiving experience by evoking feelings about the future and a potential diagnosis of HD, in addition to impacting plans for predictive testing. Genetic counselors can use these findings to inform their understanding of caregiver experiences, which can aid them when helping patients explore their motivations for testing during a genetic counseling session. Future studies should explore the extent to which healthcare providers acknowledge the work of young caregivers in the home and provide support to these individuals.


Abstract

Heterogeneity of segmentation protocols for medial temporal lobe (MTL) subregions and hippocampal subfields on in vivo magnetic resonance imaging (MRI) hinders the ability to integrate findings across studies. We aim to define a harmonized protocol based on expert consensus and histology-based evidence. METHODS: Our international working group, funded by the EU Joint Programme--Neurodegenerative Disease Research (JPND), is working toward the production of a reliable, validated, harmonized protocol for segmentation of MTL subregions. The working group uses a novel post-mortem dataset and online consensus procedures to ensure validity and facilitate adoption. RESULTS: This progress report will describe the initial results and milestones that we have achieved to date, including the development of a draft protocol and results from the initial reliability tests and consensus procedures. DISCUSSION: A harmonized protocol will enable the standardization of segmentation methods across laboratories interested in MTL subregion research worldwide.

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**Book Chapters (*denotes student author*)**


Book abstract: Cybersecurity, or information technology security, focuses on protecting computers and data from criminal behavior. The understanding of human performance, capability, and behavior is one of the main areas that experts in cybersecurity focus on, both from a human–computer interaction point of view, and that of human factors. This handbook is a unique source of information from the human factors perspective that covers all topics related to the discipline.

Abstract

High-profile cases of network intrusions in private organizations are becoming a regular occurrence, illustrating the vulnerabilities in current information technology. Cybersecurity is an emerging specialization within information technology careers. Demand for cybersecurity professionals greatly outstrips supply, and the disparity is expected to grow. In this paper, we describe existing efforts to professionalize cybersecurity careers and contribute the results of two exploratory surveys of cybersecurity subject-matter experts (SMEs) working in large corporations in California's Silicon Valley. We asked SMEs about their training and experience, process for threat detection and response, team organization, and major challenges. Our results are the first in a series of studies aimed at bridging the gap between evolving knowledge, skills, and attitudes (KSAs) and the development of training needed to support the cybersecurity workforce.


Abstract

With an increasing frequency of data breaches suffered by organizations, computer network defense (CND) is becoming an increasingly important concern. With understanding of how cybersecurity professionals engage in the cognitive aspects of their work, human factors researchers and practitioners can improve tools and training. By optimizing the tools and training network defenders rely on to detect and respond to novel network threats, the cybersecurity workforce will be strengthened. While cognitive task analysis (CTA) is well-positioned to represent the cognitive work of CND, we identify challenges practitioners are likely to encounter in the field. Through a review of published CTAs in CND and other domains, we provide guidance for future CTA efforts in CND. Finally, we present an argument for the use of Elicitation by Critiquing (EBC) and demonstrate its efficacy in mitigating the challenges of applying CTA in CND.


Abstract

Cybersecurity is a rapidly growing worldwide concern that provides a novel, multifaceted problem space for Human Factors researchers. Current models of Cyber Situation Awareness (CSA) have begun to identify the foundational elements with respect to individual analysts. We propose that the CSA models can be augmented to
include awareness of end user behaviors and favor knowledge of the cyber threat landscape. In this paper, we present a review of current CSA models and definitions. We then expand upon existing models by considering how they apply at the user level or in the incorporation of diverse and distributed participating agents, such as end-users and adversaries.


**Grants**

David Shuster, Ph.D. was awarded a $16,000 Research Experience for Undergraduates supplement from the National Science Foundation. The award will provide scholarships for research experience and conference travel for two undergraduate students in his research lab next year.
Student Accomplishments

In this section we highlight the accomplishments of our students, including conference presentations, community outreach, and scholarship recipients.

In March, student members of the Virtual Environments, Cognition, and Training Research (VECTR) Lab served as peer mentors for the Cyber Spartans program, an after-school program providing teaching and mentoring at Sherman Oaks for students in grades 4-6. We were featured on the Campbell Union School district homepage.

Student Conference Presentations (students noted with *)


Scherini, G., & Rogers, A. (March, 2019). Outcomes of mandatory disclosure and Predictors of voluntary disclosure of criminal history in job applications. Presentation at the annual meeting of the Association for Criminal Justice Research Conference - California. Oakland, CA.


Student presentations at the annual meeting of the Western Psychological Association

PSYCHOTROPIC DRUG INFORMATION IN STUDIES USING MOTIVATING PERATION INTERVENTIONS IN PEOPLE WITH INTELLECTUAL DISABILITIES
Caterina Grossi, Zachary Glaros, Michelle Chen, Susan Snycerski, Sean Laraway

PROTECTION MOTIVATION THEORY FOR MOBILE SECURITY
Daniel Kelley, Chanel Macabante, Crystal Fausett, Kevin Joel Salubre, Stephanie Do, Candice Lee, David Schuster

THE EFFECTS OF SERVICE-LEARNING PARTICIPATION ON ALUMNI CAREER TRAJECTORIES
Elena Klaw, Andrea Tully, Arika Higgins, Marizela Maciel, Erin Cerasaro

SOCIAL MEDIA AND COMMITTED RELATIONSHIPS: WHAT FACTORS MAKE OUR ROMANTIC RELATIONSHIP VULNERABLE?
Irum Abbasi, Neelam Rattan, Arqum Farrukh, Tehmina Kousar, Minahil Amir

MAPPING NUMBER WORDS TO REPRESENTATIONS OF DISCRETE AND CONTINUOUS QUANTITY
John Budde, Sandra Arellano, Sofia Ramirez, Neha Rathaur, Patrick Cravalho, Emily Slusser

EFFECTS OF SPEED AND OBJECT UNIQUENESS ON DROP AND SWAP ERRORS IN MULTIPLE OBJECT TRACKING
Stephanie Menjivar-Quijano, Cary Feria
EFFECTS OF ACCENT AND GENDER ON HIRING DECISIONS
Kristi Sadler, Paulina Manzano, Zainab Hussaine, Cindy Lin, Megumi Hosoda

UNDERSTANDING DISORDERED EATING AMONG GENDER MINORITY INDIVIDUALS: AN ASSESSMENT OF THE GENDER MINORITY STRESS AND RESILIENCE MODEL
Laura Muratore, Matthew Capriotti

ETHNICITY AND COLLEGE STUDENT DISCLOSURE OF MENTAL HEALTH CONDITIONS
Shilpa Hampole, Erin Woodhead

THE GLOBAL CLASSROOM: THE EFFECTS OF INTERNATIONAL SERVICE-LEARNING ON COLLEGE STUDENTS’ DEVELOPMENT
Benjamin Safer, Celeste Lopez, Jae Paik, Marium Yusufzie, Shinchieh Duh

THE LINK BETWEEN ROMANTIC DISENGAGEMENT AND FACEBOOK ADDICTION: WHERE DOES RELATIONSHIP COMMITMENT FIT IN?
Irum Abbasi, Neelam Rattan, Arqum Farrukh

EMOTION KNOWLEDGE IN CHINA: A CASE FOR SOCIAL AND EMOTIONAL LEARNING IN THE PRESCHOOL CLASSROOM
Celeste Lopez, Shinchieh Duh, Benjamin Safer, Jae Paik

THE MITIGATING EFFECTS OF SOCIAL SUPPORT SOURCE ON STRESS
Quy Vu, Tri Nguyen, Jose Caraan, Odalis Castellanos, Cheryl Chancellor-Freeland

ELECTION’S IMPACT ON STRESS AND CORTISOL LEVELS
David Han, Tri Nguyen, Shayla Moore, Ashley Tedesco, Coleene Morton, Kevin Velasquez, Cheryl Chancellor-Freeland

THE EFFECTS OF WAKEFUL REST VS. TECHNOLOGY DISTRACTION ON ASSOCIATIVE MEMORY PERFORMANCE IN YOUNG ADULTS
Hyong Woo Hahm, Chalise Carlson, Rachel Windsor, Madison Morocco, Valerie Carr

THE EVALUATION OF ATTITUDES AND BIAS
Candice Lee, Zainab Hussain, Altovise Rogers, Michael Ricasa

COUNTERACTING RELIANCE ON TECHNOLOGY AS A MEMORY AID IN A PROSPECTIVE MEMORY TASK
Mark Van Selst, Sameer Masri
Student Scholarships

Through generous gifts, endowments and grants, the Department of Psychology is proud to annually recognize our undergraduate and graduate students’ academic excellence, research creativity, service, and educational resilience.

If you like to contribute to our ability to offer these awards, please consider making a designated gift through our donation page.

We’re pleased to announce the winners of this year’s scholarships!

FRANK D. PAYNE MEMORIAL SCHOLARSHIP:

Sana Ahmed

Diego Gomez

In memory of Dr. Frank Payne, Professor of Psychology and former Chair, two annual scholarships are awarded to Psychology majors or Psychology graduate students. Awardees must have a minimum grade point average of 3.5 overall and 3.5 in Psychology, and have plans to pursue a career that includes psychological research.
Dr. John MacRae was deeply devoted to his students and served as a faculty of our department from 1954 to 1980 and as Department Chair. Thanks to a generous gift in honor and memory of John and Vivian MacRae, annual scholarships are awarded to current SJSU Psychology undergraduate or graduate students who are succeeding in their education in spite of great personal challenges.

**JOHN AND VIVIAN MACRAE SCHOLARSHIP FOR EXCEPTIONAL EDUCATIONAL RESILIENCE:**

Wendy Reyes Orellana

Kane Tajnai

This award has been established to recognize Dr. James L. McGaugh's (SJSU BA 1953 Psychology and Faculty member of the Department of Psychology from 1957 - 1961) significant contribution to research and education in psychology and neuroscience. Eligible candidates are SJSU Psychology undergraduate or graduate level students whose research was presented at an annual meeting of the Western Psychological Association.

Madison was also recipient of the SJSU College of Social Sciences Alumni Association Dean's Scholarship, which recognizes academic excellence and service to the community.

**JAMES AND BECKY MCGAUGH RESEARCH AWARD FUND:**

Madison Morocco
LOY S. BRALEY SCHOLARSHIP:

Johana Mendoza Berrios

Paulina Manzano

This award has been established in memory of Dr. Loy S. Braley. Loy was a Psychology Professor at SJSU for approximately 30 years with a primary focus in personality theory and cognition. Loy was known for stimulating lectures and high expectations for his students. He was also well known for the support he gave his students, both in his classroom and in his office. A knock on his office door was greeted with his wonderful smile and a commitment to student-centered learning. This annual scholarship is awarded to an undergraduate entering their last year at SJSU or a graduate student.

ROBERT AND MARALEE HICKS SCHOLARSHIP:

Zachary Glaros

This scholarship is in memory of Maralee J. Hicks (SJSU BA 1956 Philosophy) and Robert A. Hicks, PhD. (SJSU MA 1960 Psychology and Emeritus Faculty member of the Department of Psychology). Eligible candidates are SJSU Psychology undergraduate or graduate level students whose research was presented at an annual meeting of the Western Psychological Association.
PSYCHOLOGY SCHOLARSHIP ENDOWMENT:

This scholarship is for graduate and undergraduate students majoring in Psychology.

Iniubong-obu Ekpo

Heba Awadalla

SPITZE ENDOWMENT FOR PSYCHOLOGY:

Kianna Vargas

This scholarship is for students majoring in psychology who are enrolled full time and qualify for financial aid.
Donate

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 (or copy and paste http://www.sjsu.edu/psych/Donate/index.html into your browser).

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 and

Alumni Profiles

Joselyn Boudreau, MS, LEP

1) What program were you in at SJSU and when did you graduate?
I was in the last class to graduate from the MS in School Psychology and graduated in 1996. There were 3 of us in the program.

2) What are you up to now in your professional life?
I’ve worked full time for 3 school districts as a School Psychologist in the past 25 years. I currently work for the Pajaro Valley Unified School District in Watsonville, CA which is near Santa Cruz. I also am a Licensed Educational Psychologist (LEP #2973) and am in private practice where I do private assessments, mostly for students who might have learning disabilities.

3) Did you envision doing this type of job while you were at SJSU?
Yes and no. I thought I would be doing assessments for special education along with counseling as about a third of my graduate program was with the MFT students in counseling classes. The reality is that I mostly do testing for various disabilities, which includes learning disability assessments as well as some social emotional assessments. I also work with
students who are intellectually disabled and do testing in that area. Some school districts do have their school psychologists do more counseling but the ones I have worked for there just isn’t time and the school districts hire interns to save money.

4) What were your interests in psychology while at SJSU, and are they the same now?
I enjoyed many of the classes I took at SJSU such as abnormal psych, individual counseling and group dynamics. I have always been interested in the “helping” professions and feel psychologically oriented and therefore, well suited to support others in this way. I also have learned to enjoy the testing process as it is a little like being a detective in terms of learning about how others learn and feel and how this information can help to support them educationally. I also learn about myself along the way as well.

5) What was your favorite class at SJSU and why?
I took a helpful and challenging class in graduate school with Dr. Sheila Benenfeld that was counseling individuals. I was working with a young 7th grade boy who was being abused by his father, who was also in the room. Initially, the boy wouldn’t talk and I had to sit there and be supportive nonverbally after trying to ask him questions and getting nowhere. Eventually, after a few uncomfortable sessions, the boy opened up (once his father left) and told me what was going on. I had to make a CPS report, which was my first one ever and a bit scary. Around that time I was working as a substitute teacher and this boy was in my class. The rest of the kids were giving me a hard time (testing the sub) and he told the other kids “Hey...She’s cool...” and the other kids were suddenly much more respectful.

6) What was your most memorable moment as a student?
Besides that previous one, I’d have to say that in group dynamics the professor told the class that all of us wouldn’t remain friends with anyone in the class. I had made a connection with another student in that class and we remain close friends today.

7) Describe your experience in the SJSU psychology department in one sentence.
I can do that in 2 sentences: I had attended the University of California at Santa Barbara and did not do well academically since I got lost in the large and impersonal classes. Once I started taking classes at SJSU I was earning A’s and B’s due to the more personal nature of the classes as well as my own maturity and better focus.
The Psi Chi International Honor Society and the Department of Psychology at San Jose State University are proud to sponsor the Spartan Psychological Association Research Conference (SPARC), which was held on April 16. SPARC began in 1957 as a unique opportunity for both undergraduate and graduate students in the psychology department to gain valuable experience in presenting their research, build relationships with other students and faculty, and broaden their knowledge of cutting-edge research from numerous areas of psychological science. In recent years it has grown to include posters and presentations from other local universities.
Spring 2019 Psychology Department Commencement

David Han - Outstanding Graduating Senior