Welcome to this year's edition of the alumni newsletter! We recently decided to move to a once a year newsletter, distributed in the summer, rather than twice a year. If you're interested in getting more regular updates, please like our SJSU Psychology Alumni Facebook page by clicking this link. If you're interested in sharing your location and recent accomplishments with the SJSU Alumni Association, check out this interactive map that allows you to enter your information.

At this time of the year, we're getting ready for graduation and trying to scramble to get all of our grades submitted! Despite this busy time of year, we have a lot of activity happening in the department. We recently had our annual SPARC event, where students showcase their research projects through posters or talks (see pg. 12). We also awarded several scholarships to students at the SPARC event (see pg. 7-8). It's very rewarding for our faculty to honor students who have worked very 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. 9. 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. 3-6). Two of our faculty also received prestigious awards recently (see pg. 3) for their grants and community-based work. 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 social media.

Erin Woodhead, PhD
Assistant Professor of Psychology

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Department News

Alumni Survey Summary

In 2016 the department asked for your participation in an alumni survey to better understand what our graduates are doing and how well prepared our graduates are for their studies and careers. We’ve recently been analyzing the data to inform our curriculum development and wanted to share some results with you. First off, thank you to those who participated! We had a fairly substantial number of participants (364) broken down by the following types of degrees: 265 BA degree, 30 BS degree, 39 I/O Psychology Master's degree, 26 Clinical Psychology Master's degree, and 25 from the MA program. Year of graduation from participants ranged from 1953 to 2015. Below are some additional bullet points from our results:

- 51.3% of respondents enrolled in a graduate degree program after leaving SJSU. The majority of these individuals (64.7%) went into a Master of Arts or Master of Science degree program, and most (50.9%) went within a year of graduating from SJSU.
- The majority of respondents (68.4%) were employed full time when they completed the survey. The most common types of organizations where participants were employed were for-profit companies (38.6%), government agencies or public institutions (23.9%), and non-profit organizations/NGOs (16.4%).
- Perhaps not surprisingly, the most common types of jobs that participants reported were working in social services (15.2%), elementary, secondary, or adult education (9.1%), and computer science/technology (7.2%).
- 66.9% of participants reported that their current job was somewhat or strongly related to their Psychology degree.
- 90.4% of participants reported that they were satisfied or very satisfied with the undergraduate education they received from the Psychology Department, and 83.4% reported that they probably or definitely would recommend to a high school senior that they major in Psychology at SJSU.

We are looking more closely at the data that we collected in order to understand how to improve our program and to understand the needs of our students. Thank you again for your participation!

Faculty Accomplishments

Awards

Dave Schuster, Ph.D. was awarded SJSU's prestigious Early Career Investigator Award during SJSU's Celebration of Research on April 4. More information is available here about Dr. Schuster's work. Congratulations to Dr. Schuster!

Dr. Matt Capriotti, along with the LGBTQ Community Building & HIV Prevention team, has been selected for a SJSU 2018 Service Learning & Community Engagement Award. These awards recognize individuals and organizations that have provided leadership to strengthen community at SJSU and beyond. Over the past two years, Matt has been working in partnership with campus and community colleagues to increase HIV awareness and prevention efforts on campus and strengthen LGBTQ programming in campus housing. Congratulations to Dr. Capriotti!
Publications

Peer-Reviewed Articles


Abstract: Understanding how impactful scientific articles were funded informs future funding decisions. The structural significance of articles is broken down into two submeasures: citation count and “generativity” (a novel measure defined as being highly cited and also leading to a comparatively large number of other highly cited work). Generativity is an attempt to provide a quantitative operationalization of transformativeness, a concept often used as a funding criterion despite not being a well-defined construct. This report identifies highly impactful and generative publications indexed in the subject area of psychology in the Web of Science in the year 2002. Publications that reported funding sources were found to be more generative than those that did not, and research that was privately funded was found to be more generative than publicly funded research. This analysis is exploratory, and hopefully contributes to a foundation for future empirical investigations into the structure and nature of transformative science that granting agencies would want to fund.


Abstract: This mixed-methods study examined variables associated with use of experience-based (i.e., anecdotal) decisional strategies among 85 undergraduate students presented with 2 hypothetical lung cancer scenarios. Participants were asked to think aloud while they made their treatment choice. Eleven decisional strategies were identified and grouped into either data or experience-based strategies. Approximately, 25% of participants used experience-based strategies. Use of experience-based strategies was more likely if the participant reported involvement in the life of someone going through cancer treatment, and if they rated print-based media sources as less important. Use of experience-based strategies was associated with choosing surgery instead of radiation for lung cancer treatment.


Abstract: Dr. Jeremy Lichtman (2017, in this issue) presents a case of successful behavioral treatment of tics in “Hiro,” a 10-year-old boy with Tourette Syndrome (TS) and attention-deficit/hyperactivity disorder (ADHD). This commentary discusses the case of Hiro from a principle-oriented approach, with particular focus on issues related to parental involvement in treatment, addressing comorbidity and therapy-interfering behavior, and planning for generalization and long-term maintenance.


Abstract: Older adults experience impairments in episodic memory, ranging from mild to clinically significant. Given the critical role of the medial temporal lobe (MTL) in episodic memory, age-related changes in MTL structure and function may partially account for individual differences in memory. Using ultra-high-field 7T structural MRI and high-resolution 3T functional MRI (hr-fMRI), we evaluated MTL subfield thickness and function in older adults representing a spectrum of cognitive health. Participants performed an associative memory task during hr-fMRI in which they encoded and later retrieved face–name pairs. Motivated by prior research, we hypothesized that differences in performance would be explained by the following: (i) entorhinal cortex (ERC) and CA1 apical neuropil layer [CA1–stratum radiatum lacunosum moleculare (SRLM)] thickness, and (ii) activity in ERC and the dentate gyrus (DG)/CA3 region. Regression analyses revealed that this combination of factors significantly accounted for variability in memory performance. Among these metrics, CA1-SRLM thickness was positively associated with memory, whereas DG/CA3 retrieval activity was negatively associated with memory. Furthermore, including structural and functional metrics in the same model better accounted for performance than did single-modality models. These results advance the understanding of how independent but converging influences of both MTL subfield structure and function contribute to age-related memory impairment, complementing findings in the rodent and human postmortem literatures.

Abstract: Glare from oncoming headlights is a problem for nighttime drivers because it can decrease visual acuity and cause discomfort. This diminished visual ability and discomfort due can increase drivers’ risk for traffic accidents. Older drivers experience more severe detrimental effects from nighttime glare, and these effects may pose a growing roadway hazard as the number of older drivers increases. The increased brightness of popular high-intensity-discharge (HID) headlights may further exacerbate these visibility problems. In a sample of younger (under 40 years of age) and older (40 years of age and older) drivers, we examined the impact of headlight glare from HID and traditional halogen lights on driving performance in a simulator, as well as the effectiveness of novel polarized glare-reducing eyeglasses for mitigating glare-induced performance deficits. The glare-reducing glasses increased visual awareness in the face of oncoming HID headlights compared to halogen headlights in both age groups. Older drivers performed significantly worse than did younger drivers on several measures of driving and visual detection performance. The glare-reducing glasses mitigated performance deficits, with older drivers performing similarly to younger drivers when exposed to HID headlights while wearing the polarized glasses. Due to the introduction of brighter LED-based headlights to the consumer automotive market and an expanding population of older drivers, automotive manufactures should consider glare-mitigation strategies when designing future headlight systems.


Abstract: Behavior therapy is effective for Persistent Tic Disorders (PTDs), but behavioral processes facilitating tic reduction are not well understood. One process, habituation, is thought to create tic reduction through decreases in premonitory urge severity. The current study tested whether premonitory urges decreased in youth with PTDs (N = 126) and adults with PTDs (N = 122) who participated in parallel randomized clinical trials comparing behavior therapy to psychoeducation and supportive therapy (PST). Trends in premonitory urges, tic severity, and treatment outcome were analyzed according to the predictions of a habituation model, whereby urge severity would be expected to decrease in those who responded to behavior therapy. Although adults who responded to behavior therapy showed a significant trend of declining premonitory urge severity across treatment, results failed to demonstrate that behavior therapy specifically caused changes in premonitory urge severity. In addition, reductions in premonitory urge severity in those who responded to behavior therapy were significant greater than those who did not respond to behavior therapy but no different than those who responded or did not respond to PST. Children with PTDs failed to show any significant changes in premonitory urges. Reductions in premonitory urge severity did not mediate the relationship between treatment and outcome in either adults or children. These results cast doubt on the notion that habituation is the therapeutic process underlying the effectiveness of behavior therapy, which has immediate implications for the psychoeducation and therapeutic rationale presented in clinical practice. Moreover, there may be important developmental changes in premonitory urges in PTDs, and alternative models of therapeutic change warrant investigation.


Abstract: The present study examined the effects of gender, video game experience (VGE), and flow state on multiple indices of combat identification (CID) performance. Individuals were trained on six combat vehicles in a simulation, presented through either a stereoscopic or non-stereoscopic display. Participants then reported flow state, VGE and were tested on their ability to discriminate friend vs. foe and identify both pictures and videos of the trained vehicles. The effect of stereoscopy was not significant. There was an effect of gender across three dependent measures. For the two picture-based measures, the effect of gender was mediated by VGE. Additionally, the effect of gender was moderated by flow state on the identification measures. Overall, the study suggests that gender differences may be overcome by VGE and by achieving flow state. Selection based on these individual differences may be useful for future military simulation.


Abstract: Despite the widespread use of authentication schemes and the rapid emergence of novel authentication schemes, a general set of domain-specific guidelines has not yet been developed. This paper aims to present and explain a list of human-centered guidelines for developing usable authentication schemes. The guidelines stem from research findings within the fields of psychology, human–computer interaction and information/computer science. Instead of viewing users as the inevitable weak point in the authentication process, this study...
proposes that authentication interfaces be designed to take advantage of users' natural abilities. This approach requires that one understands how interactions with authentication interfaces can be improved and what human capabilities can be exploited. A list of six guidelines that designers ought to consider when developing a new usable authentication scheme has been presented. This consolidated list of usable authentication guidelines provides system developers with immediate access to common design issues impacting usability. These guidelines ought to assist designers in producing more secure products in fewer costly development cycles. Cybersecurity research and development has mainly focused on technical solutions to increase security. However, the greatest weakness of many systems is the user. It is argued that authentication schemes with poor usability are inherently insecure, as users will inadvertently weaken the security in their efforts to use the system. The study proposes that designers need to consider the human factors that impact end-user behavior. Development from this perspective will address the greatest weakness in most security systems by increasing end-user compliance.


In an examination of a brief and innovative partnership, we compared outcomes for two disciplines, Elementary Statistics and General Psychology, across three formats: online as part of the San José State University-Udacity partnership (termed SJSU Plus), face-to-face (FTF), and online in a redesigned course offering. We also examine predictors of student performance in the SJSU Plus courses. The first offerings of the SJSU Plus courses showed poorer performance compared to their FTF and redesigned online equivalents. Redesigned online courses and FTF courses had similar pass rates. SJSU Plus course performance was significantly improved in the second offering of the Elementary Statistics course. More completed assignments in the SJSU Plus courses were associated with higher exam scores and final grades. We conclude that mode of delivery did not contribute significantly to variations in pass rates.

Books


Book Chapters/Supplemental Materials


Dr. Matthew Capriotti received a grant from Santa Clara County as part of its “Getting to Zero” initiative to promote community agencies’ ability to recognize and respond to HIV prevention needs. As part of this grant, SJSU will engage the SJSU student body by producing campus-wide health education events aimed at reducing HIV-related stigma by disseminating accurate information about the nature of HIV, comprehensive prevention (including PrEP and Treatment as Prevention; TasP), and HIV management for HIV+ individuals. Grants funds will also offset student costs for comprehensive STI testing and ongoing clinical monitoring associated with taking PrEP. The goal of the grant is to reduce stigma, promote PrEP and PEP Implementation, and Universal, comprehensive STD Screening and Targeted HIV Testing.

Leslye Tinson, M.S. received an Open Educational Resources Team Grant from SJSU to redesign our General Psychology class (Psyc 1) with affordable learning solutions.

Lockheed Martin Corporation awarded the SJSU VET (Veterans Embracing Transition) Connect Program $10,000 to continue to support student veterans as peer leaders.

An anonymous donor granted the SJSU Center for Community Learning & Leadership with an endowment of $50,000 to provide scholarships for students who have demonstrated excellence in community engaged learning.
Student Accomplishments

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 (see pg. 9).

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

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

*Hyung Ik (David) Han*

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, an annual scholarship of $1,500 is awarded to one current SJSU Psychology undergraduate or graduate student who is succeeding in their education in spite of great personal challenges.

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

*Hyung Ik (David) Han*

This $500 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.

**FRANK D. PAYNE MEMORIAL SCHOLARSHIP:**

*Jacqueline Nisson and Laura Muratore*

In memory of Dr. Frank Payne, Professor of Psychology and former Chair, two $250 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.
LOY S. BRALEY SCHOLARSHIP:

Sierra Fisher

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 $2,000 annual scholarship is awarded to an undergraduate entering their last year at SJSU or a graduate student.

CHARLES W. TELFORD MEMORIAL SCHOLARSHIP:

Liliana Cuenca

An annual $250 scholarship in memory of Dr. Charles Telford, the first Chairman of the Department of Psychology, is awarded to one qualified Psychology major. A grade point average of 3.5 overall and 3.5 in the major is required of applicants.

RONALD G. RABEDEAU MEMORIAL SCHOLARSHIP:

Sara Sanchez

An annual $1000 scholarship in memory of Dr. Ronald Rabedeau, former chairman of the Department of Psychology, is awarded to a Psychology major or Psychology graduate student. This award is to encourage and support students studying in areas related to Dr. Rabedeau’s professional specializations and interests. Qualified students are those who are studying (and/or conducting research in) the areas of Neuroscience, Psychobiology, Experimental Psychology, Statistics, Learning, Motivation, or combinations thereof.

ROBERT AND MARALEE HICKS SCHOLARSHIP:

Malina Her

This $1,000 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.
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 you gift is for the Psychology Department and students.

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

Alumni Profiles

Edie Fischer
retired research psychologist, SJSU Psychology alumna

“In 1980, Edie Fischer was a graduate student at San Jose State University in the psychology department and led a study for NASA Ames Research Center and the American Pilot Association to determine if a new cockpit display would work in commercial airplanes. As part of the experiment conducted in a flight simulator, experienced commercial airline pilots were cleared to land, even though a wide-body aircraft had been placed on the runway. In the study, two of eight pilots in the experiment never saw the runway aircraft, apparently because they already had convinced themselves nothing was in their path.

Fischer said that study provided insight into the Air Canada event, confirmation bias and how little we know about the human mind.”

—“Did brain phenomenon contribute to Air Canada pilot’s close-call att SFO?” by Matthias Gafni, The Mercury News

To read the full article, click here.

Photo courtesy of: The Mercury News

Former SJSU graduate student Edie Fischer (who conducted an aviation study with Ames) was quoted in the Mercury News front page on July 31, 2017.
1) What program were you in at SJSU and when did you graduate?
I received a Bachelor of Science in Psychology at SJSU.

2) What are you up to now in your professional life?
After graduating in the Spring of 2015 from SJSU, I quickly started my second degree in Nursing at New York University that very same fall. It was a quick turn around, but I recently just graduated, with honors, in January of 2017. As soon as I graduated I wasted no time and found a job as a geriatric nurse at the nationally ranked, top-10 hospital, New York Presbyterian Weill-Cornell Medical Center.

3) Did you envision doing this type of job while you were at SJSU?
To be honest, I really did not. I enjoyed Psychology very much and was focused on making that my career path. At the time, I was in school at SJSU and working as an Intervention Specialist for a company that provided hands-on behavioral management for children with Autism and other behavioral disabilities. I loved every moment of it, and I thought that's what I was going to do up until I applied for my masters. But I never reached that point. After seeing the work I was doing with her child, one of the parents of the children I was working with told me I would be a great bedside nurse. At first I laughed and brushed it under the rug. But a few weeks later, on a whim, I applied to NYU’s nursing program and ended up getting in. And the rest is history!

4) What were your interests in psychology while at SJSU, and are they the same now?
As much as each class I took interested me, I would have to say I was extremely fond of all my clinical research and lab courses. They gave me the independence to conduct studies and write about what interested me at the time, and absolutely laid a solid foundation for the research methods that I carried with me to NYU. In addition, I am currently conducting an evidence-based research study for my nurse residency program at New York Presbyterian. So, despite my change in career paths, my interests in clinical research has much stayed the same.

5) What was your favorite class at SJSU and why?
Although I really enjoyed my semester of Latin dance, my favorite course at SJSU would have to be my PSYC 100W Writing Workshop. Not many people would select their writing workshop as their favorite class but for me it paved the way for my love of psychology and research. I very fondly remember all the late nights on the sixth floor of the MLK library typing away at my first twenty-page paper and looking up to watch the sunrise. In addition, it was taught by my favorite professor Dr. Joanna Fanos. She helped me choose a topic that I was very passionate about, and mentored me on how to type a paper of that magnitude throughout the semester. The tips and methods she taught me all those years back are what I use today in writing my nursing research papers!

6) What was your most memorable moment as a student?
If I had to pick a most memorable moment as an SJSU student it would have to be graduation. That was a moment filled with emotions that to this day it is hard for me to put into words. From not sure what I wanted to be as a freshman, to finding my niche in psychology. It was amazing, and yet overwhelming to see my time at SJSU come to an end, and a whole new world open in front of me.

7) Describe your experience in the SJSU psychology department in one sentence.
An outstanding program, with amazing faculty, that truly prepare their students for success, and the world to come.
Danielle Samuel

1) What program were you in at SJSU and when did you graduate?
I received my Bachelor of Arts in Psychology with a minor in Child & Adolescent Development. I graduated Cum Laude in Spring 2016.

2) What are you up to now in your professional life?
After completing my Bachelor's degree, I decided to pursue my Master's Degree in Marriage and Family Therapy (MFT) at California State University, Northridge. I am currently a MFT Trainee in my second year of my program. For my traineeship, I am a clinical counselor at PUC Charter Schools in Los Angeles where I work with middle schoolers and high schoolers. The clinical population that I work with are mostly ethnic minority students with presenting concerns that range from peer/parent relationship problems to Mood/Anxiety Disorders. Within the next few months, I will begin reviewing literature for my Graduate Project which will focus on the effectiveness of Expressive Art Group Therapy with African American youth. Lastly, I was recently selected as a Fellow for the American Association Marriage & Family Therapy Now Is The Time: Minority Fellowship Program funded by AAMFT Research & Education Foundation and the SAMHSA Minority Fellowship Program (MFP). Throughout the fellowship, I will be receiving training and mentorship by clinicians within the field.

3) Did you envision doing this type of job while you were at SJSU?
Even before I started SJSU, I knew my passion lay within the Counseling field. However, SJSU broadened my passion to include conducting research and fighting for social justice.

4) What were your interests in psychology while at SJSU, and are they the same now?
While at SJSU, my interests included learning about counseling theories, child psychology and conducting research.

5) What was your favorite class at SJSU and why?
My favorite class at SJSU would have to be Advanced Research Methods & Design. I took Advanced Research Methods during the Summer with Dr. Van Selst. It was the most intensive class that I have ever taken due to how accelerated the course was. However, through that class I received hands-on experience in running my first pilot study which then led me to be a research assistant for a graduate student. Subsequently, I was listed as the second author on the experiment and had the opportunity to present the research at the Western Psychological Association.

6) What was your most memorable moment as a student?
My most memorable moment as a student is being part of Empowering People, Restoring Communities (EPRC) Organization. This organization partially originated from the Social Action Course at SJSU. Alongside other members, we started a documentary on homelessness in San Jose, visited encampments, rallied in front of City Hall, and had meetings with City Hall officials. Another amazing memory at SJSU was being part of the cast for the RENT Musical during my final year.

7) Describe your experience in the SJSU psychology department in one sentence.
An experience full of challenges, growth and infinite possibilities.
SPARC 2018

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 May 1.

SPARC began in 1957 as a unique opportunity for both undergraduate and graduate students in psychology 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.

Here we present pictures from the poster session at SPARC: