



# Psychology Department Newsletter

December 2014

Volume 2, Issue 2

**SJSU** | COLLEGE OF SOCIAL SCIENCES

## Chair's Column - Ron Rogers, Ph.D

### Table of Contents

Chair's Column	1
Comments from the Editor	1
Newsletter Feature	2
Department News	3
Kevin Jordan Receives Medal	
Joanna Fanos Recognized by SJSU	
Return of the M.S. Clinical Program	
Drs. Schuster and Still Discuss Cyber Safety	
New Book by Dr. Robert Pellegrini, Emeritus	
Faculty Publications	6
New Faculty Profile	7
Alumni Profiles	7
Mark LaScola (1985)	
Jessica Gipson (2013)	
Jimmy Gordillo (2004)	
Psych. Dept. Scholarship Awardees	9
Spring 2014 Graduation Photos	10

**T**here is a well-developed literature describing the value of active, engaged, and collaborative forms of learning for students. George Kuh's 2008 report, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* for the AAC&U provides a nice overview of the impact and implications of these practices. Undergraduate research opportunities, First-Year seminars, Internships, and Capstone experiences are well established and valued practices in our department. Experiential learning, collaborative projects, and community engagement are just a few of the wonderfully creative and sometimes life changing experiences highlighted in this semester's newsletter. I hope you enjoy learning more about our faculty's high impact educational practices and, as always, we look forward to hearing from you in the future.



Kind regards,  
Ron Rogers, Chair

## Comments from the Editor



**W**e have quite a bit of exciting content in this newsletter to keep you updated on what's going on in the SJSU Psychology department. First, we highlight some of the assignments and projects in our classes that have a lasting impact on students. Next we have updates from the department, including awards, publications, and other recognition our faculty have received in the past couple months. In this newsletter we also welcome Dr. CJ Duh to our Developmental faculty and ask her some questions about her background and teaching interests. Finally we hear from some of our alumni and end with some pictures from last Spring's graduation ceremony. I am once again grateful for how active our faculty and alumni are, especially when pulling together content for the alumni newsletter! We hope this newsletter finds you enjoying the holiday season. In planning your end-of-year giving, we ask you to consider donating to the

SJSU Psychology Department so we can continue to thrive. Feel free to contact me at: [Erin.Woodhead@sjsu.edu](mailto:Erin.Woodhead@sjsu.edu)

Thanks for reading!

Erin Woodhead, Ph.D.

Assistant Professor

### High Impact Educational Practices

Editors Note: In thinking about a theme for this semester's newsletter, it was brought to my attention that many of our instructors are assigning projects or papers that have a lasting impact on students' beliefs and behaviors. I asked some of our instructors to summarize these assignments, which are presented below. Maybe you have a memory of an assignment or project completed in a SJSU psychology class that you still think about today!

**Course: Human Learning;  
Instructor: Dr. Susan Syncerski**

Behavior analysts, using the principles of operant and classical conditioning, have a long and rich history of developing successful interventions to change behavior at the individual, group, and community level. Indeed, some of the most effective treatments for conditions ranging from autism spectrum disorder to drug abuse are behavioral therapies. That said, identifying events that influence our own behavior can pose challenges, and it is often difficult to harness that knowledge to change our behavior. Consider how many of us don't follow through with our New Year's resolutions, even when we have the greatest of intentions to do so.

One of the most rewarding benefits of teaching Psyc 155 Human Learning is seeing my students apply behavioral principles to their own behavior in their semester-long Self-Management Project (SMP). For the SMP, students choose a behavior they would like to either increase or decrease in frequency. For example, students have tried to floss more, drink more water, eat more fruits and vegetables, exercise more, and study more. They have also tried to watch less TV, spend less time playing video games or using the internet and social media, swear less, drink less soda, spend less money eating out, eat less fast food, and quit smoking.

For their SMP, students use self-management techniques developed by behavioral psychologist Dr. Richard Malott. First, students learn to identify many of the variables that influence the "target" behavior they wish to change. Students then collect baseline measures of their target behavior, and, based on their goals, design an intervention wherein they arrange specific consequences for the occurrence or non-occurrence of their target behavior. For example, one student's goal was to eat a serving of fruit for 5/7 days of the week. For each day that she ate a piece of fruit she rewarded herself with 15 minutes of time on social media. If she met her weekly goal, she rewarded herself with a DVD rental on the weekend, which she couldn't do if she did not meet her weekly goal.

Throughout the semester, students collect data on their target behavior and assess the effectiveness of their intervention. Some students realize that what they first thought would help them change their behavior (e.g., earning TV time for studying) is not actually effective. When this occurs, they "recycle" their intervention to try to make it more effective. The final product of the SMP is an APA-style poster presentation session, which mimics a professional conference poster session. In this session, students display their SMP results from the entire semester. This culminating

experience is very rewarding for everyone. The students get to share their successes and the challenges they encountered during the course of the project. They are genuinely excited and proud of themselves and their peers for these successes. Students in this course have stopped smoking, exercised more, lost weight, trained for and completed 5 and 10K races, increased fruit and vegetable consumption, saved money, and even earned praise from their dentists for improving their dental health by flossing more!

***This culminating experience is very rewarding for everyone.***

Because of these types of successes, many of my students have reported that they intend to use the techniques they learned from their self-management project in other areas of their lives. As an instructor, this is very gratifying, as I believe it demonstrates that they acquired the knowledge and skills to change their own behavior, which we all know can be quite difficult. These profound, life-changing demonstrations of the power of behavioral techniques of self-management are truly inspiring!

Editors Note: One of Dr. Syncerski's former students, Laura Ochoa, has implemented a self-management project with the high school math classes she teaches. Below she describes the project:

Through my experience at SJSU as a psychology major, I learned that we can always change by changing a behavior within us. One of the last classes I took at SJSU was human learning with Dr. Syncerski, and it was the self-management project that allowed me to better understand the students with whom I now work. I am a math intervention teacher, providing interventions to students who need extra support in math. I have learned that these students need the support because of different reasons, but the most common are behavior problems and focusing problems. I have asked my 20 students to do a similar self-management project. They were asked to observe their behavior and choose one behavior in which they would like to change, improve or decrease. Most of the behaviors chosen were increase studying time, increase focusing in class, decrease assignment deductions, decrease time watching TV, getting more sleep, waking up earlier, and coming to school on time, among others. So far, students are very excited about the project and they have started their two week baseline. Even though this is not a psychology class, and these students range from 9th grade through 12th grade, this project will allow them to better understand why interventions work. Many students think that because they are put in an intervention class, it is because they are not smart. With this project I hope to motivate my students in changing their behavior to improve their grades in some way.

***Class: Abnormal Psychology;  
Instructor: Dr. Ellyn Herb***

The Addiction Simulation exercise is designed to give students the experience of what it's like to have an addiction to a substance. At first, students are skeptical that anything will really happen for them, but the papers they write following the exercise show amazing understanding. Some

students experience cravings for the first time, others are aware of the secrecy and lying that addicts must experience to hide their addiction and other students gain knowledge of the intensive obsession that occurs for people addicted to substances. I have been doing this exercise for a few years now and invariably, almost all the students in Abnormal Psychology come away from it with an awareness of the cost of addiction. Many swear that they never want to try drugs, a few have become aware of their own addictive qualities and I hope that one or two may be swayed to look at alcohol problems of their own. Coupled with the impactful video I show on Methamphetamine use, I am sure that some prevention is also occurring. As a psychologist and professor, it is truly rewarding to use this class as clinical intervention, as well as education. The instructions for the assignment are pasted below.

This exercise will help you experience, first hand, some of the physical, social, cognitive and emotional experiences of a person who is actually addicted to a drug. You will achieve the full benefit of the exercise if you choose to follow it through to the end. If you are unable to complete the 48 hour period, partial credit can be obtained.

1. You are to engage in this exercise for a period of 48 consecutive hours, sometime in the next 10 days. The more strictly you adhere to the guidelines, the more effective the exercise will be for you. You will also be writing a short paper about the experience.

2. DRUG – Your drug of choice is ice cubes. You used to be able to “get off” simply on water, but your addiction has progressed way beyond this. Now, you need specially processed water- ice cubes. (analogous to progressing from powder cocaine to crack cocaine).

3. CRAVING – Thirst is your craving for the drug, ice cubes. Every time you take a drink of any liquid, you must have an ice cube in the liquid. Yes, this requires planning. This applies to drinking all liquids, including coffee, water from drinking fountains, cans or bottles of beverages, late night drinks of water.

4. LEGALITY – Ice cubes are socially unacceptable and illegal. Do not let “regular people” see you or catch you using ice cubes. This applies to everyone (family and friends). The only people who you can tell are other students in the class.

5. OBSESSION – You are to keep an hourly log (waking hours only). Use a notebook to answer the following questions, hourly: a. Are you thirsty right now? b. Where is your next ice cube coming from? c. What is your plan to satisfy your cravings? Think ahead.

6. TRACKS – You will be given a bracelet to wear once you start the exercise. Wear it at all times during the 48-hour period. This is analogous to an addict’s needle tracks, so it is socially unacceptable to wear the bracelet. Try to keep all people in your life from seeing it, because that might put you in a difficult situation trying to explain it. Remember, you are trying to hide your addiction from everyone. Wear the bracelet the whole time to remind you that addicts can’t turn off their cravings at will.

7. WRITE UP – After the 48 hour period, write a paper describing your thoughts, feelings and reactions to this exercise. The paper can be free form. Bring your paper and

log to class in order to receive credit. Your paper should be typed (2-3 pages).

8. DISCUSSION – We will discuss this in class.

### *Class: Training and Development in Organizations; Instructor: Dr. Altovise Rogers*

The graduate students of the ‘Training and Development in Organizations’ seminar are building a Microsoft-Excel training course for the Industrial-Organizational (I/O) Psychology master’s program. “A common refrain that has been uttered by graduates of our master program is that Microsoft Excel skills are greatly needed for I/O professionals in companies today. This is an attempt to supplement all the great preparation that we are giving our students in usage of SPSS, by also providing them with the ability to do data analyses and data visualization in Microsoft Excel as well,” says the instructor, Altovise Rogers.

The students are putting the knowledge and skills gained in the course into practice in the building of this training course that will be offered over 2-3 weekends to alumni and graduate students. To collect data that would make this an Excel course that will be suited to solve business problems, students are interfacing with hiring managers, SJSU alumni, and business professors, to create this training class. They have created surveys to be distributed and will work with on-campus instructional designers to create the training content. Students in the course have favorable reactions to this applied learning experience. Misael Cerpas, a student who is interning at GE Software, says, “I see a lot of value in what we are doing. My classmates and I benefit from the application of the many Instructional System Design techniques that we are learning in class.”

Future trainees will benefit from learning I/O related Excel skills that will help them stand out from the competition when they begin applying for internships. “Personally, I draw great satisfaction from the thought that I’m contributing to the creation of something that will remain at SJSU after I cease to walk its halls!”

### *Class: Psychology of Aging; Instructor: Dr. Erin Woodhead*

In this class we talk a lot about students’ stereotypes of aging, as well as their expectations around their own aging process. During the semester, students are asked to conduct a series of short interviews with adults over age 65 to ask whether the theories we learn about are true in the lives of these older adults. For example, we learn about how older adults tend to value quality of relationships over quantity, and students are asked to determine whether this is true for the older adult they interview. This culminates in a final group project where students interview an older adult about a topic of their choice relevant to the class. Each member of the group interviews a different older adult using the same interview questions, then they compare

*older adults who have a lot of health conditions are often still active*

and contrast the responses obtained during their interviews.

Many students focus on physical health changes across the lifespan. Students are always surprised that older adults who have a lot of health conditions are often still active and engaged in social activities. They are also often surprised how willing most older adults are to talk to them. Students report that they enjoy learning more about a neighbor who they only ever said hi to when they were out checking the mail. In designing this project, my goal was to start to disavow students of their negative biases about aging, and facilitate a positive interaction with an older adult that may start to dispel some of the stereotypes of older adults.

## Department News

### *Joanna Fanos Recognized by SJSU Student Athletes*



Each year the Student-Athlete Advisory Committee at SJSU selects a member of the SJSU faculty to recognize at each of the home Spartan football games. This year, the students selected Dr. Joanna Fanos to receive an Outstanding Faculty Award from the

San Jose Quarterback Club. Dr. Fanos received the plaque on the field during the November 15 game against Hawaii. Congratulations to Dr. Fanos on this honor!

### *Kevin Jordan Receives the NASA Exceptional Public Services Medal*

We're very pleased to announce that Dr. Kevin Jordan was awarded the NASA Exceptional Public Service Medal on November 19. As noted on NASA's website, this prestigious NASA medal is awarded to any non-Government individual or to an individual who was not a Government employee during the period in which the service was performed for sustained performance that embodies multiple contributions on NASA projects, programs, or initiatives. The criteria must include all of the following:

- Sustained performance has made a significant improvement to NASA deliverables, operations, or image;
- Employee's record of achievements sets a benchmark for other non-Government contributors to follow; substantial improvement to a NASA program that yielded high quality results or improvements;
- Impact and importance of the employee's services have made a lasting impact on the success of the Agency.

**Congratulations to Dr. Jordan!**



Robert Lightfoot, Associate Administrator of NASA and Dr. S. Pete Worden, Director, NASA Ames award Dr. Kevin Jordan with NASA Exceptional Public Service Medal

## *Cyber Safety : Exploring the Human Element in Online Security*

The data loss and resulting avalanche of bad publicity were a stark reminder that no one—not even one of the nation's largest department store chains—can count on fool-proof computer security. Everyone, from major corporations to the National Security Agency, is vulnerable.

David Schuster and Jeremiah Still, assistant professors in the Psychology Department of the College of Social Sciences, are using their expertise in human factors—the study of how our capabilities (and limitations) affect our ability to interact with technology—to find new ways of addressing the problem. They are part of a “cluster hire” of new faculty in library and information science, computer engineering, computer science and management information systems who have been brought aboard to create a cyber security research group at San José State University.



“It’s inherently an interdisciplinary problem,” Schuster says. “It’s going to require new solutions that we don’t just have in one of our fields.” The pair brings to the project extensive experience in product design, human-computer interaction and robotics, as well as the determination to find fresh solutions to old problems. It’s a tall order, Still acknowledges. “The Internet is out of control,” he says. “We’ve never really been in control of it. If we think we’re in control, it’s an illusion.”

Schuster, a Green Bay, Wisc., native who studied psychology as an undergraduate at the University of Tampa, received his Ph.D. in human factors studies last summer from the University of Central Florida. His graduate research was part of an ambitious U.S. Army project to build robots capable of assisting soldiers in tactical situations. “What the Army wants is to move from a paradigm of robots being driven around to a mode of interaction where a soldier will give a robot a high-level task, like, ‘Monitor this floor of the building,’” Schuster says. At the moment, that goal is more akin to a pipe dream, he acknowledges. His own focus was on situation awareness in the humans-robot interaction —providing a soldier with goal-relevant knowledge to perform a particular task. That entailed asking information might be most relevant to a soldier at any particular point. “It sounds intuitive,” Schuster says. “It sounds like we need to increase people’s understanding of what they need to know.”

What isn’t particularly clear is how to measure or ensure that, he says. Since arriving at San José State, Schuster has gotten up to speed on cyber security. The Target data debacle “underscores the fact that cyber security is far from a solved problem and really needs to be worked on,” he says. “It really shows the complexity of it as a problem.” The heart of that complexity lies in the fact that information “is flowing in all different directions at one time,” he says. “You have to look at interactions between individuals and technology systems, and also interactions among individuals.”

Jeremiah Still has also been on a steep learning curve around

cyber security since joining the faculty. One thing he's learned is that computer users should create their strongest password for their email account, because if your email is attacked, hackers can reset the passwords to all of your other online accounts. "Passwords just aren't working," he says. Still, who grew up in a small town on southern Missouri's Ozark plateau, has been exploring the human-computer interface since he was a teenager, when his parents bought an HP desktop. By the time he was in high school, he was charging \$150 an hour to help local businesses setup and maintain networks. "Somebody would call me up and I knew how to fix the problem," Still said. "I liked learning it, but once I figure it all out, it was boring." He earned a B.S. in psychology from Missouri Southern State University and moved on to Iowa State University for his Ph.D. in Human-Computer Interaction. Then, Still started a new human factors program at Missouri Western State University, where he designed the curriculum and taught all the classes.

*I wanted to be  
somewhere  
where I was  
more immersed  
in technology*

Several factors contributed to Still's decision to relocate to San José. "I had the opportunity to have collaborators," he said. "I wanted to be somewhere where I was more immersed in technology. This is one of the hotbeds." Human factors research can be applied to virtually every form of technology, Still says. "I find stuff in the cognitive science literature that's been around for 20 or 30 years," he says. "How do we apply that to the design context?" For example, research that predicts where people's eyes will land first when they visit a web page could be of great benefit in pricing online advertising.

Still, whose wife Mary is an SJSU lecturer in cognitive psychology and a collaborator in the cyber security effort, has been working with his students to create more intuitive Cyber Security interfaces. "We're taking this basic technology that's been around for a few years and understanding what the human needs are," Still says.

Still and Schuster meanwhile are working with an industry partner to study how people approach computer security ratings. The question, Schuster says, is "How people make use of ratings related to security when they're provided by other humans, or by some kind of automated method." That entails, among other things, an assessment of the accuracy of crowd-sourced ratings, he said. "Fundamentally, people and computers are good at different things," Schuster says. "People have different strengths than computers do. One of the strengths of people is that they are resilient, in the sense that they can deal with unique situations—things that are off the map, the unknown unknowns."

### *Return of the M.S. Clinical Program*

We are happy to announce that the M.S. Clinical Program has returned after a two year hiatus to modify the curriculum to meet new requirements put forward by the California Board of Behavioral Sciences. Our current cohort includes 11 students who come from different areas of California. Applications for the 2015 cohort are due January 2nd. If you would like more information about the M.S. Clinical Program, please visit the website:  
<http://www.sjsu.edu/psych/Graduates/clinicalpsych/index.html>

### *New book by Dr. Robert Pellegrini, Emeritus Professor of Psychology*

Dr. Pellegrini, San Jose State University Professor Emeritus of Psychology, has published a new book titled, "Education for the Joy of It: How To Thrive Not Just Survive In High School, College And Beyond."

This [book](#) is targeted to all current or prospective high school students, college students, or anyone else who aspires to strengthen the educational foundation upon which to build the rest of her/his life - with the hope that it is especially helpful to people who might otherwise become, or have already been formal educational program dropouts or lockouts.



### **Dr. Thomas Arthur Tutko**

Emeritus Professor of Psychology  
Sept. 8, 1931 – Nov. 6, 2014

Thomas Arthur Tutko passed away peacefully on Thursday, November 6th. He touched many lives through his energetic enthusiasm for life.

Tom was born in Gallitzin, PA and graduated from Gallitzin High School. He joined the Marines for a couple of years and then went to Northwestern University where he earned a doctorate in psychology. He arrived at San Jose State University in September 1961 where he taught a variety of psychology classes. His students loved his classes and they nominated him for "The Distinguished Teaching Award."

Tom also had an exceptional talent for public speaking, was very humorous, dynamic, and had a passion for sports. Consequently, he did speeches all over the United States and other countries as well. He wrote five books and several papers, developed a psychological test, gave several thousand speeches, taught a hundred plus classes, and counseled athletes, teams, individuals and companies. He was on popular television shows such as the Johnny Carson Show and worked with teams such as the 49er's and the Miami Dolphins. During his 38 year career he literally touched the lives of thousands of people through his speaking and writing. He lived life fully!

Professor Lynda Heiden, whose masters thesis Tom chaired, remarked that he was one of the funnest people she'd ever met. Along with Bruce Ogilvie, Tom was pivotal in developing the field of Sports Psychology, which is highlighted in this 1974 article in People Magazine.

Tom is survived by his loving wife, Kathy; devoted children Ann Phipps and Mark Tutko of San Jose, Jane Tutko Donovan of Danville, and Sharon Tutko of St. Louis, PA. He is survived by his grandchildren Natalie and Olivier Phipps of San Jose, Jasmine Donovan of Danville, Ari and Effie Tutko of Bellevue, WA, Sonia Tutko of San Jose, and Simon Avrushenko of St. Louis, PA and one great grandchild Ernest Dorcich of San Jose. He is survived by his step children Chad Payton of Aptos and Travis Payton of San Jose and step grandchildren Quemille Caldwell of Antioch, Sklyer and Kayden Payton of San Jose and two great step grandchildren Wayne and Willow Hayes of Antioch. He is also survived by his sister Rosie Benzie of Gallitzin, PA. And last but not least, he is survived by his beloved caregiver of seven years, Jose Alvarez Zamora of Aptos. Tom's humorous, energetic, enthusiastic spirit of joy for life will always be endearingly remembered and bring a sparkle to those of us who knew him.

Private memorial services were held.

## 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).*

**Gregg, J. A., Namekata, M. S., Louie, W. A., & Chancellor-Freeland, C.** (in press). Impact of Values clarification on cortisol reactivity to an acute stressor. *Journal of Contextual Behavioral Science*. DOI: 10.1016/j.jcbs.2014.08.002

### Abstract

The present study investigated whether a brief values clarification intervention impacted neuroendocrine stress reactivity in a standardized social stress task, and whether psychological variables, such as experiential avoidance and consistency with living personal values, predicted that reactivity. Participants were 98 healthy undergraduates who were randomized to receive values clarification or a control activity, followed by the Trier Social Stress Test (TSST; Kirschbaum, Pirke, and Hellhammer, 1993), a standardized social stressor. Individuals who received the values intervention demonstrated significantly lower cortisol. Contrary to hypotheses, experiential avoidance appeared to be a significant negative predictor of baseline cortisol, and in a subset of participants in the values condition (N=34), use of values during the stress task was a significant positive predictor of stress reactivity. These results indicate that values clarification, but not values utilization, may be an effective method of mitigating stress reactivity in acutely stressful contexts.

Keebler, J., Jentsch, F., & **Schuster, D.** (2014). The effects of video game experience and active stereoscopy on performance in combat identification tasks. *Human Factors: The Journal of the Human Factors and Ergonomics Society*. doi:10.1177/0018720814535248

### Abstract

**Objective** We investigated the effects of active stereoscopic simulation-based training and individual differences in video game experience on multiple indices of combat identification (CID) performance.

**Background** Fratricide is a major problem in combat operations involving military vehicles. In this research, we aimed to evaluate the effects of training on CID performance in order to reduce fratricide errors.

**Method** Individuals were trained on 12 combat vehicles in a simulation, which were presented via either a non-stereoscopic or active stereoscopic display using NVIDIA's GeForce shutter glass technology. Self-report was used to assess video game experience, leading to four between-subjects groups: high video game experience with stereoscopy, low video game experience with stereoscopy, high video game experience without stereoscopy, and low video game experience without stereoscopy. We then tested participants on their memory of each vehicle's alliance and name across multiple measures, including photographs and videos.

**Results** There was a main effect for both video game experience and stereoscopy across many of the dependent measures. Further, we found interactions between video game experience and stereoscopic training, such that those

individuals with high video game experience in the non-stereoscopic group had the highest performance outcomes in the sample on multiple dependent measures.

**Conclusion** This study suggests that individual differences in video game experience may be predictive of enhanced performance in CID tasks.

**Application** Selection based on video game experience in CID tasks may be a useful strategy for future military training. Future research should investigate the generalizability of these effects, such as identification through unmanned vehicle sensors.

**Woodhead, E. L., Northrop, L., & Edelstein, B.** (in press). Stress, social support, and burnout among long-term care nursing staff. *Journal of Applied Gerontology*.

### Abstract

Long-term care nursing staff are subject to considerable occupational stress and report high levels of burnout, yet little is known about how stress and social support are associated with burnout in this population. The present study utilized the job demands-resources model of burnout to examine relations between job demands (occupational and personal stress), job resources (sources and functions of social support), and burnout in a sample of nursing staff at a long-term care facility (N = 250). Hierarchical linear regression analyses revealed that job demands (greater occupational stress) were associated with more emotional exhaustion, more depersonalization, and less personal accomplishment. Job resources (support from supervisors and friends or family members, reassurance of worth, opportunity for nurturing) were associated with less emotional exhaustion and higher levels of personal accomplishment. Interventions to reduce burnout that include a focus on stress and social support outside of work may be particularly beneficial for long-term care staff.

**E.L. Klaw, AL Demers, N Da Silva** (2014). Predicting Risk Factors for Intimate Partner Violence Among Post-9/11 College Student Veterans - *Journal of Interpersonal Violence*. <http://jiv.sagepub.com/content/early/2014/11/11/0886260514556102>

### Abstract

The current conflicts in Afghanistan and Iraq present unique risk factors for military personnel that increase the likelihood of psychological distress and concomitant consequences related to trauma. Several studies have found that the stress brought about by financial difficulties, unemployment, and the need to renegotiate roles and responsibilities with spouses following discharge increases the likelihood of relationship strain and even intimate partner violence in the veteran population. This study was undertaken to determine the challenges related to maintaining healthy relationships for college student veterans who have served in the armed forces since September 11, 2001. Psychological distress, substance use, and hypermasculine attitudes were explored as risk factors for intimate violence. Social support was found to be a protective buffer against psychological aggression. However, approximately a third of college student veterans reported low social support along with symptoms of distress, placing them at elevated risk of partner abuse. The current article explores models for predicting risk of perpetrating aggression in college student veterans and concludes that culturally tailored programs and services are needed.

## New Faculty Profile

*This semester we're excited to welcome Dr. CJ Duh to our department. We interviewed her about her experiences prior to coming to SJSU and about her research interests. Dr. Duh joins our faculty as assistant professor in Developmental Psychology.*

### 1) What classes are you teaching at SJSU?

Psyc 102 (Child Psychology) and Psyc 105 (Children's Thinking)

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

I enjoy courses that facilitate discussions on child development within and across the social contexts. Much of the developmental research has focused on the WEIRD (a catchy acronym for those who are Western, Educated, Industrialized, Rich, and Demographic), and our current understanding of human development may be rather incomplete. As an example, consider the following question: What is the appropriate response when a child experiences negative emotion? Many of us believe that emotional development entails the ability to "openly express negative feelings." For many others, however, emotional maturity is seen in one's ability to "suppress negative emotional display."



### 3) What are your research interests?

My research topics have primarily focused on young children's thinking and the role of sociocultural influences. For example, there appear to be cross-cultural differences in preschooler's understanding of mental states, such as desires, knowledge, beliefs, and emotions. Children from different communities (recruited across countries, or across regions of a country) have exhibited different developmental patterns in mental understanding: Whereas some children understand the nature of desires before knowledge, other children show the reverse pattern (e.g., Duh, Paik, Miller, Gluck, Li, under review). Young children are keen observers of the world around them, and even infants are very adept at noticing regularities in their environment. The cross-cultural differences in preschooler's mental understanding thus highlight the diversity of experiences beginning early in life.

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

I moved to California from Taiwan at the age of 17 and have

since made this place home. I received a B.A. in economics from UCLA and worked in retail business for several years before realizing my true passion in teaching and human development. Upon completing of my M.A. in Developmental Psychology at SFSU, I was encouraged by my advisers and proceeded to complete my Ph.D. at UC Santa Cruz. I began working as an adjunct professor at SFSU in 2011 and have gained experience with teaching undergraduate and graduate classes while I was completing my Ph.D. program. My doctoral research at Santa Cruz gave me the opportunity to study various topics in infant cognition and to interact directly with many infants (ages 3~20 months) and their families. I find the teaching and research experiences very exciting and rewarding, which led me to pursue a career in academia.

### 5) What drew you to the position at SJSU?

I appreciate the dual focus of teaching and research, as it encourages the integration of research and application. While teaching serves as an outlet for sharing my research findings, research allows me to examine the complexity of current issues in psychology. I am very fond of SJSU's small class size and diverse student body, both of which promote lively classroom discussions on human development and sociocultural processes.

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

In one project, I am investigating the development of social understanding and the roles of parental socialization and learning technology. The study will include a combination of observations, surveys, and interviews with children and with the parents. Families with children under the age of 5 years of age are welcome to apply!

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

The people! The department staff and faculty have been very welcoming and supportive: Every few days, someone would check in to say hello and see if I need any help settling in. The students come from various backgrounds and are active participants in class: They are generous in sharing their divergent views and experiences, and their contribution to teaching and learning is invaluable.

## Alumni Profiles

### Mark LaScola

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

Graduating class of 1985  
- MS, Marriage and Family Therapy

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

In 1990, I started ON THE MARK, a boutique global consultancy specializing in organization design and business transformation solutions. Since then, we have grown to become one of the world's premier consultancy providing this solution to companies and government agencies worldwide completing close to 400 successful transformations and redesigns on five continents, over 32 different countries with some of the most successful businesses in the world.



**Today, I am fortunate enough to be doing work that is truly one of my callings.**

We are located in London UK and Phoenix, AZ.

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

Absolutely not! But, there is not a week that goes by that I fail to reflect on how grateful I am for the excellent, hands-on nature of the program I participated in... for the view on human systems, communication theory and practice, group process skills and know-how. It cannot be beat. Until this day, I still rave about the program and what I was able to gain from it.

**4. What were your interests in psychology while at SJSU, and are**

**they the same now?**

My interest in Psychology is stronger now given my business works at the intersection of psychology and business. At the time, I was truly interested in possibly practicing in the clinical arena. But after having experiences working in Community, Hospital and Private practices, I knew it wasn't where I wanted to end up. My intent was to take my expertise in family systems work and move "upstream" towards working with people in regular day-to-day contexts rather than a clinical milieu. I got exactly what I asked for. Today, I am fortunate enough to be doing work that is truly one of my callings. I love the work we do. I feel very, very fortunate.

**5. What was your favorite class at SJSU and why?**

It wasn't one class. During my time in the program and due to the faculty, I got to witness firsthand the practice and teachings of what I consider the masters of systems work: Virginia Satir, Murray Bowen, Jay Haley and others. In fact, Jay Haley's *The Power Tactics of Jesus Christ* is one of my favorite books of all time... That, along with Paradox and Counter-Paradox. Made tremendous impressions on me and my work today.

But the thing I appreciate most about my time at SJSU was that we started doing clinical work from the first semester in the program with experienced professionals guiding us, talking with us through headphones while doing systems therapy work. It was an amazing experience. As a direct result, I became masterful at group work and facilitation as a result. Today, there isn't anything I can't do with a group whether it's a team of C-Level executives or community group.

**6. Describe your experience in the SJSU psychology department in one sentence.** One of the best investments I ever made into me.

**Jessica Gipson**

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

I majored in Psychology with a BA; 2013.

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

I am currently pursuing my Clinical Psy.D. at the Adler School of Professional Psychology in Chicago, IL. I am in my second year and am a diagnostic extern at the 19th Circuit Judicial Court - Juvenile Program in Vernon Hills, IL for my practicum placement. Here I am conducting psychological evaluations that are ordered by the court or by a probation officer. I am also a part-time Early Childhood Educator (Infant to Pre-K) at Kids' Work Chicago.



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

I love my part-time job because it keeps me grounded and gives me a break from critical thinking all day. I also love my practicum placement. I never thought I would enjoy working with adolescents, but I really do. My doctoral degree will enable me to eventually work in the Forensic Psychology field; that is my ultimate goal.

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

My interests in psychology have not changed since my freshman year of college. I still want to be a Clinical/Forensic Psychologist and end up working for the courts, prison system, and government.

**5. What was your favorite class at SJSU and why?**

My favorite classes at SJSU were Psychology of the Courtroom (Dr. Rogers), Prison Community (Dr. Dexheimer), and anything taken by Dr. Arias. Interestingly enough, Research Methods (Dr. Trafalis) helped me in gaining SPSS knowledge so that I will be able to start a research project for a local research conference. I will say that I never thought I would WANT to do research outside of a classroom assignment, but if your topic is exciting enough you can make it enjoyable. Kudos to all of the teachers mentioned and the rest of the faculty and staff in the Psychology Department!

**6. What was your most memorable moment as a student?**

One of my most memorable moments at SJSU was singing with the San Jose State Gospel Choir all four years. The best part was traveling to San Diego for the GMWA conference, singing our hearts out to God, and making memories to last a lifetime.

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

If you reach out just far enough, you'll make the connections you need to be successful in the future.

## Jimmy Gordillo

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

I graduated in December 2004 with a Bachelor of Arts in Psychology, and another BA in Spanish Language.

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

I am currently entering my ninth year as an elementary school teacher and on track to stepping into an administrative role as an assistant principal or principal soon. Last year, I was the interim Assistant Principal/Academic Dean as well as a Teacher on Special Assignment in charge of implementing blended learning in our Academy. In my current role, I am working with students ranging in age from 4-9 years of age, in developing different modes of instruction via technology. We are creating blended learning environments where students have access to different computer programs such as Fast ForWord and Reading Assistant (Fast ForWord is software developed to reprogram how the brain learns through a series of kid-friendly games; Reading Assistant works to coach students one-to-one as they practice their reading, correcting words they do not know, or do not know how to pronounce, and assisting with comprehension.) as well as Renaissance Learning's suite of STAR Assessments (STAR Reading, Early Literacy, Math, and Accelerated Reader). These cutting edge technologies are just some of the ways we're using technology to help students in blended learning environments bridge the gap to achieve success.

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

I knew I wanted to teach after leaving San Jose, although I didn't realize I'd have the opportunity to pursue my teaching credential in Mexico. It was yet another amazing international experience providing me with a different perspective in teaching. I have been equipped with the cultural competencies necessary to teach in such a diverse state as is California!

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

My interests at SJSU were developed and molded as a result of working in the Study Abroad office at SJSU. I worked as a student assistant and later as an alumni assistant, helping students fulfill their dreams of studying abroad. I have taken at least one international trip every year since living in Spain as a Spartan Abroad in 2002-2003. I have now traveled to over 50 cities, in 16 different countries spanning 5 continents!

### 5. What was your favorite class at SJSU and why?

My favorite class at SJSU was Dr. Eldred's Psychology 100W because even though I took it twice with her, she continued to mentor me in completing and passing the class on the final attempt upon my return from my Study Abroad experience. She taught me that if you persevere and accept a little



help from others, you will succeed triumphantly! Thanks Nancy!

### 6. What was your most memorable moment as a student?

My most memorable moment as a student at SJSU was sitting with friends in front of Tower Hall and having lunch while simply enjoying living in the present. We realized we'd never have the chance to simply sit and enjoy your time without the pressures of "the real world".

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

SJSU's psychology department opened my eyes to the diverse dynamic individual brain in all of us! We're all a little bit "crazy" (and that's ok!).



## Psychology Department Scholarship Awardees

*Through generous gifts, endowments and grants, the Department of Psychology is proud to award over \$13,000 a year to our undergraduate and graduate students in support and recognition of their academic excellence, research creativity, service, and educational resilience.*

### FRANK D. PAYNE MEMORIAL SCHOLARSHIP

In memory of Dr. Frank Payne, Professor of Psychology and former Chair, two \$500 annual scholarships will be awarded to Psychology majors or Psychology graduate students.

2014 Recipient: Maria Esperanza Sagullo Vargas and Xinyi Li.

### JOHN AND VIVIAN MACRAE SCHOLARSHIP FOR EXCEPTIONAL EDUCATIONAL RESILIENCE

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 will be awarded to one current SJSU Psychology undergraduate or graduate student who is succeeding in their education in spite of great personal challenges. 2014

Recipient: Dennis Haysley

### JAMES AND BECKY MCGAUGH RESEARCH AWARD FUND

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 will be SJSU Psychology undergraduate or graduate level students whose research is being presented (or has been presented) at an annual meeting of the Western Psychological Association.

2014 Recipient: *Gali Levi-McClure*

### ROBERT AND MARALEE HICKS SCHOLARSHIP

This award 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 will be SJSU Psychology undergraduate or graduate level students whose research is being presented (or has been presented) at an annual meeting of the Western Psychological Association.

2014 Recipient: *Gabriela Alshafie*

### RONALD G. RABEDAU MEMORIAL SCHOLARSHIP

An annual \$1000 scholarship in memory of Dr. Ronald Rabedeau, former chairman of the Department of Psychology, will be 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, and they are encouraged to apply.

2014 Recipient: *Cindy Martinez Juarez*

### CHARLES W. TELFORD MEMORIAL SCHOLARSHIP

An annual \$250 scholarship in memory of Dr. Charles Telford, the first Chairman of the Department of Psychology, will be awarded to one qualified Psychology major.

2014 Recipient: *Felicia Santiago*

*If you'd like to contribute to our ability to offer these awards, please consider making a designated gift through our [donation page](#).*

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 students.

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



