Department of Psychology and Social Behavior

Karen Rook, Department Chair
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http://psb.soceco.uci.edu/

Overview

The Department of Psychology and Social Behavior emphasizes the investigation of human behavior as it develops across the life span in diverse contexts. The faculty share a strong commitment to interdisciplinary research aimed at advancing our understanding of the determinants of human health, well-being, and functioning in a broad range of developmental, social, cultural, and environmental contexts. The faculty are also dedicated to research that has the potential to address important societal problems. Undergraduate students begin with basic course work in developmental psychology, health and preclinical (abnormal) psychology, and social psychology. Subsequent courses cover such topics as social, emotional, and cognitive development in children, adolescents, adults, and the elderly; behavioral disorders and developmental psychopathology; counseling and therapy; cultural, social, and personality influences on behavior; attitude formation and change; cognition and emotion; health psychology; stress and coping; environmental psychology; and psychology and the law. Opportunities are available to work with faculty members on research in these and other areas. Obtaining research experience as an undergraduate also provides a valuable background for entry into many graduate programs.

Students receive a foundation that will enable them to pursue graduate work in psychology, public health, health services, social work, counseling, law, education, and related fields, or to work after graduation in both the private and public sectors. Field study opportunities exist in hospitals, community health clinics, counseling centers, legal settings, environmental programs, social service agencies, schools and after-school programs, child care settings, and a wide variety of other community programs that offer a broad range of services.

Students should be aware that psychology courses are offered in several different departments and programs at UCI. Students interested in developmental, clinical, social, emotional, health, cross-cultural, or environmental psychology, or in psychology and the law, are advised to consult the course listings for the Department of Psychology and Social Behavior. These courses offer students a solid foundation in general psychology. Students interested in perception, sensorimotor integration, and mathematical psychology are advised to consult course listings for the Department of Cognitive Sciences.

Undergraduate Program

Requirements for the B.A. in Psychology and Social Behavior

All students must meet the University Requirements. All students must meet the School Requirements.

Departmental Requirements

Thirteen courses (52 units) as specified below:

A. Psychology Fundamentals (12 units):
PSY BEH 11A  Psychology Fundamentals
PSY BEH 11B  Psychology Fundamentals
PSY BEH 11C  Psychology Fundamentals

B. Four upper-division core courses (16 units):
PSY BEH 101D  Life Span Developmental Psychology
PSY BEH 102C  Abnormal Psychology
PSY BEH 103H  Health Psychology
PSY BEH 104S  Social Animal: An Introduction to Social Psychology

C. Six upper-division courses (24 units) chosen from the following:

C-1. Choose one course from three different groups:

<table>
<thead>
<tr>
<th>Group 1: Developmental Psychology (PSY BEH 110D–134D)</th>
</tr>
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<tbody>
<tr>
<td>Group 2: Health Psychology (PSY BEH 118D, 135H–149H)</td>
</tr>
<tr>
<td>Group 3: Pre-Clinical/Psychopathology (PSY BEH 139H, 150C–169C)</td>
</tr>
<tr>
<td>Group 4: Social, Personality, and Environmental Psychology (PSY BEH 170S–189S)</td>
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</tbody>
</table>

C-2. Three additional upper-division courses chosen from the specialty areas in C-1 above or from:

| PSY BEH 100  Special Topics in Social Behavior |
| PSY BEH 190A–193Z                                |
| PSY BEH 196  Research Seminar in Psychology and Social Behavior |
| SOCECOL H190A  Honors Research                   |
Three additional upper-division courses chosen from the specialty areas in C-1 above or from courses numbered Psychology and Social Behavior 100, 190-193Z, 196, Social Ecology H190A, and H190W. NOTE: Courses used to satisfy requirement C-1 cannot be used to satisfy C-2; a maximum of two courses from 192A-Z and one 196 course may be counted toward the major.

Requirements for the Minor in Psychology and Social Behavior

Minor Requirements

The minor in Psychology and Social Behavior is met by completing eight courses (32 units). Students have the option of choosing between two versions of the minor as specified below:

Version 1:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSY BEH 11A</td>
<td>Psychology Fundamentals</td>
</tr>
<tr>
<td>PSY BEH 11B</td>
<td>Psychology Fundamentals</td>
</tr>
<tr>
<td>PSY BEH 11C</td>
<td>Psychology Fundamentals</td>
</tr>
<tr>
<td>SOCECOL 10</td>
<td>Research Design</td>
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Select four courses from PSY BEH 100–193Z.

or

Version 2:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY BEH 9</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SOCECOL 10</td>
<td>Research Design</td>
</tr>
</tbody>
</table>

Select six courses from PSY BEH 100–193Z.

Residence Requirement for the Minor: Six courses required for the minor must be completed successfully at UCI.

Graduate Program

For general information about the School of Social Ecology’s graduate programs, including admission requirements, career opportunities, and Ph.D. program milestones can be found in the School of Social Ecology Graduate section of the Catalogue. Specific information about the Department of Psychology and Social Behavior’s graduate program appears below.

Master of Legal and Forensic Psychology

The Master of Legal and Forensic Psychology is designed for professionals or recent graduates who wish to further their education and gain skills that will help them obtain careers in the field of legal and forensic psychology. Students will be immersed in an interdisciplinary field devoted to advancing scholarship, testing theories, and engaging in public service relevant to individuals’ participation and experiences in legal contexts. For example, students will learn about interpretation of scientific evidence and psychological assessment, protection of child witnesses, the accuracy of human memory, assessment and treatment of juvenile offenders, and the role of human and organizational factors associated with miscarriages of justice.

Program Details

To achieve this goal, the program consists of six quarters (total of two years) and students are required to complete a 13-course curriculum (two online courses per quarter during the regular academic year and one week-long introductory in-residence course). In lieu of a thesis, students are required to synthesize the knowledge they obtained over the course of their studies and analyze an area where psychology can inform legal policy and/or practice. Graduates from the program will be well-prepared for careers as jury consultants, court liaisons, expert witnesses, victims’ advocates, probation officers, law enforcement advocates, case managers, and program directors; able to secure employment in a wide range of settings, including correctional institutions, psychiatric facilities, community-based agencies, jury consulting agencies, mental health centers, child welfare agencies, social service agencies, and local law enforcement; and, once employed, well-suited to advance in a slew of related fields such that they ultimately become leaders in the field of law and psychology.

For more information, visit the Master of Legal and Forensic Psychology website. (http://mlfp.soceco.uci.edu)

Ph.D. in Psychology and Social Behavior

The Department of Psychology and Social Behavior offers a Ph.D. program in Psychology and Social Behavior. The main goal of this program is to train behavioral scientists to apply theory and methods in psychology, together with perspectives and knowledge from allied disciplines, to the analysis of human behavior and health across the life span and in diverse sociocultural contexts. This program values both basic and applied research that is relevant to the improvement of individual, community, and societal functioning. Emphasis is placed on the integration of knowledge from several
subspecialties in psychology in order to understand the antecedents and developmental course of adaptive or maladaptive behavior and on the conduct of research that has implications for social policies, programs, and interventions.

Specializations
Training in this program emphasizes four core areas of psychology. The specialization in Developmental Psychology focuses on the development of individuals at various periods in the life course and the effects of varying social and cultural contexts on cognitive, social, and health outcomes. Health Psychology focuses on identifying, evaluating, and enhancing the psychosocial and behavioral factors that promote mental and physical health, prevent disease, and optimize medical treatments. The specialization in Affective Science focuses on the effects of emotion, motivation, and values on human reasoning, behavior, and health in typical and atypical populations, across the life span, and across cultures. Social and Personality Psychology focuses on the interrelations among attitudes, perceptions, motives, emotions, and personality characteristics as they affect individual functioning, interpersonal processes, and intergroup relations. In addition, several faculty offer courses and conduct research in the area of Psychology and Law, dealing with such issues as the malleability of memory processes, the ability of jurors to understand scientific evidence, the impact on children and adolescents of contact with the legal system, and the response of the legal system to individuals with severe personality disorders.

Research
Students will learn to understand human behavior from a social ecological, contextual perspective. They will be exposed to the major theories in each specialization and learn various social science research methods. All students are encouraged to become actively involved in research from the earliest stage of their training. Through close association with faculty members and participation in the faculty’s research projects, students learn to conduct methodologically sophisticated research that addresses contemporary psychological and social issues. Current research teams are investigating stress, coping, and social support; biobehavioral mechanisms of cardiovascular reactivity; psychobiology of stress; personality factors that increase resilience to health threats; parent-child relations; work and family; transitions across the life course; adaptive aging; end-of-life medical decision making; culture and adolescent psychosocial development; cultural influences on social judgment; relations between cognitive and emotional development; emotion regulation; memory and eyewitness testimony; violence and anger management; the development of health-risking and health-protecting behaviors during childhood and adolescence; economic stress and psychopathology/behavioral disorders; health impacts of environmental stressors; mental health and psychopathy; juvenile and criminal justice; positive psychology; and person-environment fit.

Ph.D. Requirements
All students take eight required core courses:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSY BEH P201</td>
<td>Research Methods in Psychology</td>
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<tr>
<td>PSY BEH P264A</td>
<td>Quantitative Methods in Psychology</td>
</tr>
<tr>
<td>or SOCECOL 264A</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>PSY BEH P264B</td>
<td>Advanced Quantitative Methods in Psychology</td>
</tr>
<tr>
<td>or SOCECOL 264B</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>SOCECOL 200</td>
<td>Seminar in Social Ecology</td>
</tr>
<tr>
<td>An additional research methods/data analysis course from an approved list</td>
<td></td>
</tr>
<tr>
<td>PSY BEH P209A</td>
<td>Applied Psychological Research</td>
</tr>
<tr>
<td>PSY BEH P231</td>
<td>Professional Issues in Psychology</td>
</tr>
<tr>
<td>PSY BEH P294A-P294B-P294C</td>
<td>Research Directions in Psychology and Social Behavior</td>
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</tbody>
</table>

The course on Applied Research PSY BEH P209A introduces students to the scientific, professional, and ethical issues involved in conducting and translating psychological research in a variety of applied settings. The three-quarter course Research Directions in Psychology and Social Behavior (PSY BEH P294A-PSY BEH P294B-PSY BEH P294C) allows students to increase their breadth of knowledge regarding contemporary issues and controversies in psychology and social behavior by participating in the Department’s weekly colloquium series and interacting with visiting scholars and other speakers.

Students must select one of four core specialization areas in which to further focus their graduate training. Additional course requirements vary across each specialization.

Health Psychology Specialization

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSY BEH P258</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>and three additional courses from approved health electives</td>
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</tbody>
</table>

Social and Personality Specialization

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSY BEH P214</td>
<td>Seminar in Social Psychology</td>
</tr>
<tr>
<td>or PSY BEH P233</td>
<td>Personality</td>
</tr>
<tr>
<td>and three additional courses from an approved list</td>
<td></td>
</tr>
</tbody>
</table>
Affective Science Specialization

PSY BEH P226  Emotion in Psychology
or PSY BEH P250  Emotion, Reasoning, and Memory
and three additional courses from an approved list of Affective Science electives

Developmental Psychology Specialization

PSY BEH P220  Developmental Psychology: Theories and History
and three additional courses from approved developmental electives

In addition to selecting a core specialization area, students are also required to select a minor specialization and complete one required specialization course and one elective course in this area. The minor specialization and elective courses should be chosen according to the plan that best meets the needs of the individual student, as determined in consultation with the student’s faculty advisor and the departmental graduate advisor. In addition to courses offered by the Department of Psychology and Social Behavior and the School of Social Ecology, students may take courses offered by other departments in other schools such as the Departments of Cognitive Science, Anthropology, and Sociology in the School of Social Sciences and the Department of Neurobiology and Behavior in the School of Biological Sciences. Approval from instructors is required to enroll in these courses.

Finally, students who are interested can pursue an optional training track in psychology and law. This track is supplemental to the requirements associated with the required specializations and supplemental to the required minor. That is, all students must complete the above-listed requirements for their specialization and minor. Then, if the student decides to complete the training track in psychology and law, this training is in addition to the requirements listed above. For the training track, a total of four courses must be taken, one required (PSY BEH P266 Psychology and the Law) and three electives. The electives must be approved by the student’s faculty mentor and departmental advisor and can be a course in PSB, or in the School of Social Ecology or School of Law, with instructor and school approval.

Advancement

Students complete a supervised research project during their second year culminating in a paper that may form the basis for a publication. They take a written comprehensive examination during their third year, which requires them to demonstrate mastery of the principles of psychology. The third year is spent preparing the dissertation research. The normative time for completion of the Ph.D. is six years. Students must complete all requirements for the Ph.D. in Psychology and Social Behavior no later than their seventh year of study, adjusted for any approved leaves of absence that may have been taken. It is expected that most students will complete the degree requirements well in advance of this deadline. All Ph.D. students in the Psychology and Social Behavior program are required to pass a final oral defense of the dissertation.

Potential employment sites for graduates of the program include academic institutions, research organizations, government policy institutes, health care and human services settings (e.g., hospitals, schools, community agencies), and a variety of private sector employers. The Ph.D. Program in Psychology and Social Behavior specializes in the training of researchers, not in the training of clinical practitioners.

Program in Law and Graduate Studies (J.D./Ph.D.)

Highly qualified students interested in combining the study of law with graduate research and/or research qualifications in cognate disciplines are invited to undertake concurrent degree study under the auspices of UC Irvine’s Program in Law and Graduate Studies (PLGS). Students approved for this concurrent degree program may pursue a coordinated curriculum leading to a J.D. from the School of Law in conjunction with a Ph.D. in Psychology and Social Behavior. The objective of the program is to promote interdisciplinary study of law while also enabling students to obtain both a J.D. and a graduate degree in less time than would be required to acquire both degrees separately. The normative time for completion is seven years for the J.D./Ph.D. combination.

Applicants must submit separate applications for admission to the School of Law and to Psychology and Social Behavior. Once admitted for study into both components of their program, concurrent degree students will work with the PLGS director and the PSB graduate advisor to develop a program of study that will permit efficient pursuit of both degrees. Ordinarily, students will commence their studies in PSB and begin their first year of law school instruction after one or more years of graduate program training. Upon completion of the first year of law instruction, students will pursue a coordinated curriculum of upper-level law study and PSB graduate program courses and research. Concurrent degree students’ law enrollments will include a required 1-unit “Graduate Legal Studies” colloquium and 3-unit “Interdisciplinary Perspectives on Law” course. Concurrent degree students will be eligible for financial support through PSB while pursuing the Ph.D. and through the law school while pursuing law studies.

Faculty

Jessica Borelli, Ph.D. Yale University, Associate Professor of Psychology and Social Behavior (developmental, psychopathology, parent-child relationships and child anxiety, attachment relationships)

Susan T. Charles, Ph.D. University of Southern California, UCI Chancellor's Fellow and Professor of Psychology and Social Behavior (emotional processes across the adult life span, subjective experience and cognitive processes, health and emotion)
Chuansheng Chen, Ph.D. University of Michigan, *UCI Chancellor's Professor of Psychology and Social Behavior; Education* (cross-cultural psychology, adolescent development, cognitive neuroscience, genes and behavior)

Thomas J. Crawford, Ph.D. Harvard University, *Senior Lecturer with Security of Employment Emeritus of Psychology and Social Behavior* (attitude theory and social problems research)

Peter H. Ditto, Ph.D. Princeton University, *Professor of Psychology and Social Behavior* (social psychology, judgment and decision making, political and moral reasoning)

C. David Dooley, Ph.D. University of California, Los Angeles, *Professor Emeritus of Psychology and Social Behavior* (community psychology, epidemiology, economic change)

Wendy A. Goldberg, Ph.D. University of Michigan, *Professor of Psychology and Social Behavior; Education* (developmental psychology, work and family, infant sleep, transition to parenthood, autism)

Douglas A. Granger, Ph.D. University of California, Irvine, *Director of the Institute for Interdisciplinary Salivary Bioscience and Professor of Psychology and Social Behavior* (psychoneuroendocrinology, salivary bioscience, hormone-behavior relationships across the lifespan, in high- and low-risk populations)

Ellen Greenberger, Ph.D. Harvard University, *Professor Emerita of Psychology and Social Behavior* (developmental psychology, social and cultural influences on adolescent and young adult development, family relationships and consequences throughout the lifespan)

Nancy Guerra, Ed.D. Harvard University, *Dean of the School of Social Ecology and Professor of Psychology and Social Behavior* (children's aggression and behavior problems, prevention of youth violence, promotion of healthy youth development)

Jutta Heckhausen, Ph.D. University of Strathclyde, *Professor of Psychology and Social Behavior* (life-span developmental psychology, motivation, individual agency and social context)

Barb J. Heine, Ph.D. Saint Louis University, *Lecturer of Psychology and Social Behavior*

Larry D. Jamner, Ph.D. State University of New York at Stony Brook, *Professor of Psychology and Social Behavior* (health psychology, psychophysiology, pain, mHealth)

J. Zoe Klemfluss, Ph.D. Cornell University, *Assistant Professor of Psychology and Social Behavior* (narrative development, children's autobiographical memory, sociocontextual influences on children's narrative, memory and well-being, children's eyewitness abilities)

Linda J. Levine, Ph.D. University of Chicago, *Professor of Psychology and Social Behavior* (bias in predicted and remembered emotion, memory and emotion, the development of children's ability to regulate emotion)

Elizabeth F. Loftus, Ph.D. Stanford University, *UCI Distinguished Professor of Psychology and Social Behavior; Cognitive Sciences; Criminology, Law and Society; School of Law* (cognitive psychology, human memory, psychology and law)

Angela F. Lukowski, Ph.D. University of Minnesota, *Associate Professor of Psychology and Social Behavior* (memory development in infancy and early childhood, individual differences in long-term memory in infancy, the impact of sleep on cognitive functioning from infancy to adulthood)

Salvatore R. Maddi, Ph.D. Harvard University, *Professor Emeritus of Psychology and Social Behavior* (personality, psychopathology, health psychology, creativity)

Elizabeth Martin, Ph.D., University of Missouri, *Assistant Professor of Psychology and Social Behavior* (transdiagnostic emotional and social functioning, affective control and regulation, relations between affect and cognition)

Stephanie McEwan, Psy.D. United States International University, J.D. American College School of Law, *Lecturer of Psychology and Social Behavior* (neurosciences, clinical psychology, sport psychology, psychopathology, psychoanalytic psychotherapy, psychoanalysis and emergency trauma)

Raymond W. Novaco, Ph.D. Indiana University, *Professor of Psychology and Social Behavior* (anger, violence, stress, trauma, and interventions)

Candice Odgers, Ph.D. University of Virginia, *Professor of Psychology and Social Behavior* (effects of social inequalities and early adversity on children's future health and well-being, role of technology on children's development)

Paul Piff, Ph.D. University of California, Berkeley, *Assistant Professor of Psychology and Social Behavior* (social hierarchy, emotion, uncertainty, nature, groups, prosocial behavior, ethics, morality)

Joann Prause, Ph.D. University of California, Irvine, *Senior Lecturer Emerita of Psychology and Social Behavior* (statistics, quantitative epidemiology, employment typology)

Sarah D. Pressman, Ph.D. University of Pittsburgh, *Associate Professor of Psychology and Social Behavior* (health psychology, positive emotions, stress physiology, psychosocial effects on physiology and health)
Jodi A. Quas, Ph.D. University of California, Davis, Professor of Psychology and Social Behavior (memory development, children's involvement in the legal system)

Jenny K. Rinehart, Ph.D. University of New Mexico, Lecturer with Potential Security of Employment of Psychology and Social Behavior (health psychology, clinical psychology, sexual victimization prevention, risk perception)

Karen S. Rook, Ph.D. University of California, Los Angeles, Professor of Psychology and Social Behavior (gerontology, social relationships and health)

Nicholas I. Scurich, Ph.D. University of Southern California, Assistant Professor of Psychology and Social Behavior; Criminology, Law and Society; School of Law (judgment and decision making, juridical proof, violence risk assessment)

Azim Shariff, Ph.D. University of British Columbia, Assistant Professor of Psychology and Social Behavior (social/personality psychology, religion, morality, cultural and evolutionary psychology)

Roxane C. Silver, Ph.D. Northwestern University, Professor of Psychology and Social Behavior; Program in Public Health (coping with traumatic life events (personal losses and collective traumas), stress, social psychology, health psychology)

Daniel Stokols, Ph.D. University of North Carolina at Wilmington, Professor Emeritus of Psychology and Social Behavior; Planning, Policy, and Design; Program in Public Health; Religious Studies

Ilona S. Yim, Ph.D. University of Trier, Associate Professor of Psychology and Social Behavior (stress, pregnancy and postpartum depression, biopsychology of stress, developmental psychobiology)

Joanne F. Zinger, Ph.D. University of California, Riverside, Lecturer with Security of Employment of Psychology and Social Behavior (expressive writing, meta-analysis, positive psychology, health psychology, preventive medicine, educational psychology)

Affiliate Faculty

Belinda Campos, Ph.D. University of California, Berkeley, Associate Professor of Chicano/Latino Studies; Psychology and Social Behavior (culture, relationships, positive emotion, health)

Greg Duncan, Ph.D. University of Michigan, UCI Distinguished Professor of Education; Economics; Psychology and Social Behavior (economics of education, program evaluation, child development)

Jacquelynne S. Eccles, Ph.D. University of California, Los Angeles, UCI Distinguished Professor of Education; Psychology and Social Behavior (academic motivation and achievement, school and family influences on adolescent development, gender and ethnicity in STEM fields)

Michelle Fortier, Ph.D. University of Nebraska, Assistant Professor in Residence of Anesthesiology and Perioperative Care; Psychology and Social Behavior (pediatric pain management, pediatric oncology, family-centered medicine, complementary and alternative medicine (CAM), health information technology, coping with illness-related Stress)

Stephanie Reich, Ph.D. Vanderbilt University, Associate Professor of Education; Informatics; Psychology and Social Behavior (child development, parenting, peer interactions, media, program evaluation)

Sabrina E. Schuck, Ph.D. University of California, Riverside, Health Sciences Assistant Clinical Professor of Pediatrics; Education; Psychology and Social Behavior (ADHD, autistic spectrum disorders, disorders of reading and written language, human-animal intervention, non-pharmacological treatment of disruptive behavior, cognitive-behavioral school-based and family-based interventions)

Dara H. Sorkin, Ph.D. University of California, Irvine, Associate Professor in Residence of Medicine; Program in Public Health; Psychology and Social Behavior (close relationships, behavioral lifestyle interventions for chronic disease management, health disparities, program evaluation)

Mark Steyvers, Ph.D. Indiana University, Professor of Cognitive Sciences; Computer Science; Psychology and Social Behavior (higher-order cognition, cognitive neuroscience, computational modeling, collective intelligence)

William C. Thompson, Ph.D. Stanford University, Professor of Criminology, Law and Society; Psychology and Social Behavior; School of Law (psychology and law, criminal justice, forensic science, expert evidence, human judgment and decision making, use of social science in appellate litigation)

Deborah Lowe Vandell, Ph.D. Boston University, Professor of Education; Psychology and Social Behavior (longitudinal studies of development, early childhood education, after-school programs, summer learning, child development, adolescent development)