

GRADUATE STUDY IN PSYCHOLOGY



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SECTION I

THE UNIVERSITY AND THE DEPARTMENT

California State University, Northridge (CSUN), is one of twenty-three campuses comprising the California State University system, and is located in the northwestern part of the San Fernando Valley, a suburban area of Los Angeles. Approximately 1,000 faculty members, 31,000 students and 2,400 staff members make up the University community.

The Psychology Department is one of the largest departments in the University, with about 1,700 majors, a full-time faculty of thirty-two and a support staff of six. The Psychology M.A. Program is one of the largest of thirty-nine master's degree programs in the university.

The department has laboratories in social psychology, developmental psychology, clinical psychology, perception and cognition, human factors, learning, physiological psychology, and pedagogy. We have state of the art clinical facilities in Monterey Hall and are well-equipped with computer facilities and specialized software. There are a number of General Access Computer Labs.

The Information Technology Department (IT) on campus makes available to students the major statistical packages, as well as e-mail and access to the Internet. In addition, each College or Academic Department provides computer facilities. We have several state-of-the-art computer labs with multiple software options for statistics, human factors and physiological psychology applications. Consultants are on hand several hours per week providing access to and assistance with word processing, spreadsheet, and statistical programs for psychology students.

The Delmar T. Oviatt Library houses the following: Periodicals Reading Room, Instructional Media Center - technical support, IMC computer services, media library services and production, Art Galleries, Microform Reading Room, Special Collections, Interlibrary Loan, On-line Data Base Searches, Fine Arts Service Desk, Library-Science and Technology, Instructional Materials Laboratory, Learning Resource Center, Reserve Book Room, National Center on Deafness Library, Technical Processing Division, University Archives, and a Map Library.

A list of core and resource faculty associated with the graduate program is given in Section VII.

SECTION II

ADMISSION TO GRADUATE STUDY

The Department of Psychology offers one graduate program with three options leading to the Master of Arts degree in Psychology. The MA options include General-Experimental Psychology, Human Factors-Applied Psychology and Clinical Psychology. School Psychology, a fourth option, is administered by the Department of Educational Psychology and Counseling in the College of Education.

These programs and options are described in Section IV. If you have questions about any of the requirements described below consult the University Catalog and the Graduate Coordinator at (818) 677-4800.

ADMISSION TO THE GRADUATE PROGRAM IN PSYCHOLOGY

Classified Admission. Applicants who meet all admission requirements and the prerequisites of one of the options are eligible to be considered for Classified Graduate status; selection will be made by a faculty committee.

Conditionally Classified Admission. Applicants, who have only a few requirements yet to meet, may be admitted as Conditionally Classified Graduate students. Students must meet these conditions before they are eligible to request Classified status.

REQUIREMENTS FOR ADMISSION

Undergraduate Major. A Bachelor's degree in Psychology is typically required. Students who did not major in Psychology should discuss what prerequisite courses would be required in order to gain admission to graduate program with the Coordinator of the Graduate Option to which they would like to apply. (Note: Human Factors program typically requires completion of Psy 320, 321 and 403 courses. Other courses could be required depending on the student's background and training.)

Applicants to Clinical Psychology should have completed the following courses: Introductory Psychology (Psy 150), Physiological Correlates of Behavior (Psy 250), Developmental Psychology and Lab (Psy 313/L), Statistics (Psy 320 and 320L), Research Methods (Psy 321 and 321L). Behavior Disorders (i.e., Abnormal Psychology) (Psy 310), Psychological Testing (Psy 427), Clinical Psychology (Psy 454), Ethical, Professional and Legal Standards in Psychology, (Psy 455), Counseling and Interviewing (Psy 460) or Cognitive and Behavioral Intervention Techniques (Psy 464) or equivalent. Pre-requisite courses are **mandatory** and will be required of graduate students prior to enrolling in most graduate-level courses. If you have not met the pre-requisite classes prior to admission, you will need to take any needed pre-requisite classes prior to enrolling in the core courses of the graduate clinical program.

Grade Point Average. Normally, an undergraduate grade point average of 3.0 is required.

Graduate Record Examination (GRE) must be taken by all applicants. Normally, a 50th-percentile score or better is required on at least one of the following scales of the Graduate Record Examinations: Verbal, Quantitative, or Writing. The *Psychology Subject Test* is required for all applicants to the Clinical Psychology Program.

Personal Suitability. Evidence of suitability for work in psychology is required. Applicants must submit transcripts of prior academic work, letters of recommendation, and a statement of personal goals, objectives, and work history. In person or telephone interviews may be required.

APPLICATION PROCEDURES

To apply for admission to the Graduate Program in Psychology, you must apply **both** to the University and to the Psychology Department at the same time.

For information on University application procedures, see the University Catalog and the CSUN Applications and Information booklet.

Applying to the Psychology Department. Send the following materials to:

Jessica Worland
Room 376, Sierra Hall
Department of Psychology
California State University, Northridge
18111 Nordhoff Street
Northridge, California 91330-8255

1. A completed Department of Psychology Application Form (obtainable online at www.csun.edu/psychology)
2. Transcripts from all academic institutions you have attended since high school. The Department will accept Unofficial Copies; the University requires official transcripts.
3. Official reports of your scores on the Verbal, Quantitative, Analytical, and Advanced Psychology scales of the Graduate Record Examination. The Department will accept photocopies; please include a copy of the scores you received as often the department does not receive the official scores sent from ETS. The University requires official test results
4. Three letters of recommendation from persons who can assess your academic capability and your suitability for work in psychology. At least two letters should be from your undergraduate professors. Please note that applicants for the General-Experimental or Clinical Psychology Options will need to complete letter of recommendation forms; these can be obtained from the website of the Psychology Department (www.csun.edu/psychology).
5. A statement of your personal goals and objectives, and a summary of your work history.

Deadlines. All options accept applications for Fall admission. The General-Experimental and Human Factors-Applied Research options also accept applications for Spring admission. The Clinical Psychology option does not accept applicants for Spring admission. The deadlines for submitting all materials to both the University **AND** the Department are:

Fall Admission - February 15

Spring Admission - November 15

If you are applying for Spring admission, check with the Graduate Coordinator by ***October 1*** to see if there are openings in your preferred option.

Please allow two months for your application to be processed.

Graduate Assistantships. Funding for Research Assistantships are available on a limited basis through various grants in the department. The Teacher Intern Program offers a few highly select students the opportunity to teach an Introductory Psychology section. Students who qualify for Work Study funding can usually find employment within the department.

SECTION III

GENERAL REQUIREMENTS FOR THE M.A. IN PSYCHOLOGY

The information in this section applies to all three options. Special requirements for the individual options are presented in Section IV.

Admission to Classified Standing. All students must apply for and be admitted to Classified status.

Completion of Program of Study. Each option specifies a set of courses that satisfies the requirements for the M.A. in Psychology. The basic requirements consist of 34 units minimum for the General-Experimental, 36 units for the Human Factors, and 48 units for the Clinical Psychology Option. Please see the individual option sections for the specific courses that are required.

Advancement to Candidacy. To advance to candidacy you must file a Formal Program with the Psychology Graduate Coordinator. Your Formal Program must be approved by your Option Coordinator.

You should file your Formal Program after your second semester or upon completion of 18 units. File it no later than the semester before you intend to graduate, and before you file for graduation.

Thesis/Graduate Project Planning Form. When you are ready to begin your thesis, secure the approval of your thesis committee and file a Thesis/Graduate Project Planning Form with the department.

Filing for Graduation. File an Application for Master's Degree, Graduation, and Diploma with the Office of Admissions and Records two semesters (one year) before you plan to graduate.

Completion of the Thesis. Submit the final version of your thesis to your thesis committee two weeks before the date of the final Oral Examination.

Your Final Oral Examination must be publicly announced, completed, and evaluated by your committee before you submit three copies of the final revision of your thesis to the Office of Graduate Studies and before the end of the semester in which you intend to graduate.

Human Subjects Protocol Approval Form. Student research projects must be approved by the Standing Advisory Committee on Protection of Human Subjects if human subjects are used for Thesis (Psy 698) or Independent Study (Psy 699).

SECTION IV

DESCRIPTION OF THE THREE GRADUATE OPTIONS

THE GENERAL-EXPERIMENTAL PSYCHOLOGY OPTION

Objectives

This option emphasizes basic theory and methodology, research and statistical competence. In conference with a Graduate Advisor, you will select an area of interest in General Psychology, develop a bibliography, a thesis proposal, and a plan for a Special Area Examination. You will form a thesis committee and, finally, you will execute and complete an M.A. thesis. Areas of specialization may include physiological psychology, perception, cognition, motivation and personality, developmental psychology, social psychology or quantitative methods.

Within Social Psychology, special areas are studied such as social perception, attraction, attitudes, prosocial behavior, aggression, social influence, sex roles, and group interaction. In the general area of Quantitative Methods, seminars and tutorials are offered on such topics as multivariate analysis, time series analysis, factor analysis, mathematical models, and computer applications.

An M.A. in General-Experimental Psychology is particularly appropriate for the individual who wants to solidify a resume before applying for a new career position or a Ph.D. Since all specializations in psychology rest upon a firm foundation in quantitative methods, research design and basic theory, many graduate schools look more favorably upon the recent completion of an organized sequence of educational experiences, in contrast to a fragmented string of courses which were taken over some unspecified period of time in a variety of settings. Moreover, the high standards and excellent reputation of our program is particularly helpful to those students whose undergraduate experience did not qualify them for the graduate program or career position of their choice.

Career Opportunities

A rigorous program in General-Experimental Psychology with thesis, teaching and research experience is advised for the student who intends later to apply to a Ph.D. program in theoretical psychology or certain areas of applied psychology. The M.A. degree in General-Experimental psychology can also serve as a basis for employment in applied psychology. Graduates may qualify for research positions in government or industry, particularly those positions that require knowledge of data base management and computer applications. In conjunction with expertise in business or health science, graduates often find excellent career opportunities in educational, consumer or community settings. Some M.A. graduates teach at the community college level.

Special Qualifications for Admission

An undergraduate major in psychology and a strong overall grade point average are required. Normally, GRE scores should be above the 50th percentile and the grade point average should be no less than 3.0. Students with lower scores on the GRE or with somewhat lower grade point averages are occasionally accepted if they can provide alternative evidence of capability to perform successfully in the General-Experimental option. Alternative evidence might include a broad background in mathematics and natural science, a linguistic or socio-cultural background which differs from that of the typical applicant, a research or professional background, or a disability that requires alternative measures of potential competence. Non-psychology majors who would otherwise be acceptable to our program are urged to qualify themselves for admission by completing the requirements listed in Section V of this handbook. Applicants whose background differs from that of the typical applicant to our program should ensure that at least two of the required three letters of recommendation are provided by faculty members from whom they took upper division courses in psychology.

Prerequisites: See qualifications above.

Comprehensive Exams: Students are required to pass a comprehensive exam before being allowed to defend their thesis. You should enroll in PSY 697C *Directed Comprehensive Studies* during the semester in which you take your exam. Our policy is consistent with Graduate Studies in that students who fail the exam once are automatically granted one retake. Should the student fail the retake, this is where our policy will now differ from Graduate Studies. Graduate Studies says upon the second fail the student is dismissed from the program and cannot defend his/her thesis. We have agreed to allow the student to petition for a third attempt if (1) the student has successfully completed all required coursework with a grade of C or better (2) the student has all but defended his/her thesis and all the committee members support the third attempt. The third attempt will consist of (1) a take-home version of the original exam and the student will prepare thorough, detailed answers (including references) to all the questions posed and (2) the student will participate in an oral defense of his/her answers to last no more than 30 minutes with the faculty responsible for grading the exam.

Also, if a student should come to the exams, read the questions, and decline to answer the questions this will count as failing the exam. For example, if a student failed a section the first time, retook it a second time, but only read the questions and declined to answer, then this would constitute failing the retake and the student would have to petition for a third administration of the exam or be dismissed from the program.

G.E. End-of-the-Year Review and Student Evaluation

At the end of each academic year, the faculty in the G.E. program will meet to evaluate the progress of active students in the program. By the last day of instruction (see academic and administrative calendar), all students must provide their faculty advisor with a 1 or 2 page annual progress report evaluating their achievements each year, including courses completed, conference presentations, and publications. They also will be asked to describe their progress on research, thesis, completion of program requirements (e.g. coursework, comprehensive exam, etc) and their goals for the next year.

In the annual end-of-year student review meeting, the faculty will review each student's progress report and file, and faculty evaluations of their progress to make a summary evaluation. The summary evaluation is meant to indicate to faculty and to students their progress towards completion of their studies. Students will be evaluated as one of the following.

- Being on-track (Developing as one would expect for their stage of training.)
- Needing improvement (Specific steps will be recommended for working on the problem area)
- On Probation (Specific goals and deadlines will be given that a student must meet in order to remain in academic good standing)
- Disqualification from the Master's program recommended to Graduate Studies (which occurs only after stated goals and deadline have not been met during the earlier period of probation.)

Graduate Probation and Disqualification

Occasionally students are unable or unwilling to complete their academic work in a satisfactory manner. When this occurs, the Psychology Department has the option to recommend to the Associate Vice President of the Office of Graduate Studies, that a student be placed on academic probation and to terminate a student from the graduate program if terms of the academic probation are not met.

Graduate students enrolled in a degree program will be placed on academic probation whenever their grade point average falls below 3.0 in all units attempted since admission to the program. In order for a graduate student to be removed from probation, they must earn sufficient grade points in the following semester of enrollment to raise their GPA to 3.0 or above. Failure to do so will result in disqualification. A graduate student will become disqualified if they fail to raise their GPA to 3.0 or above in the semester after they are placed on probation.

If a disqualified graduate student wishes to be considered for readmission to a Master's program, disqualification forms must be submitted for the semester immediately following disqualification notification. This form is submitted through the departmental Graduate Coordinator to the Associate Vice President of Graduate Studies. Students who choose not to file readmission forms for the semester following disqualification will be required to submit both the disqualification materials and University application in order to enroll in any future semester.

Course Requirements

Advanced Statistics: 8 Units

Psychology 420 & 420L - Advanced Statistical Methods (4 Units)

And One of:

Psychology 520 and 520L - Multivariate Statistical Methods (4 units)

Psychology 524 and 524L - Multivariate Statistical Methods, by Computer (4 units)

Advanced Research Methods: 3 Units

Psychology 692A - Seminar in Research Methodology (3 units)

Advanced Psychological Theory: 9 units

Two of:

Psychology 690A - Seminar in Sensation and Perception (3 units)

Psychology 690B - Seminar in Conditioning and Learning (3 units)

Psychology 691A - Seminar in Cognition (3 units)

Psychology 691B - Seminar in Emotion and Motivation (3 units)

And One of:

Psychology 640 - Advanced Social Psychology I (3 units)

Psychology 641 - Advanced Social Psychology II (3 units)

Electives: 8 units

For this requirement, you must take 8 or more academic units at the 400-level (by permission), 500, or 600-level.

Comprehensive Examination: 3 units (does not count toward the 34 units)

Psychology 697 - Directed Comprehensive Studies (3 units)

Thesis: 6 units

Psychology 698 - Thesis (6 units, 3 in each of 2 semester)

Sample Two-Year Program of Study

First year

Fall Semester

Advanced Statistics

Psy 420 & 420L - Advanced Statistical Methods (4 Units)

(If you take Psy 420 & 420L as an undergraduate and receive a grade of B or better you may substitute an approved 500- or 600-level course.)

Advanced Psychological Theory - As offered.

Electives - As offered.

Spring Semester

Advanced Statistics (4 units)

Advanced Research Methods

Psy 692A - Seminar in Research Methodology (3 Units)

Advanced Psychological Theory - As offered.

Electives - As offered

Second Year

Fall Semester

Advanced Psychological Theory – As offered

Electives - As offered.

Thesis - Psy 698C (3 Units)

Spring Semester

Electives - As offered.

Area Exam: 3 Units (do not count toward 34 units)

Psy 697C - Directed Comprehensive Study (3 Units)

Thesis - Psy 698C Thesis (3 Units)

(Minimum of 34 units)

Please contact Dr. Andrew Ainsworth or Dr. Erica Wohldmann for more information about the program.
General-Experimental Psychology Graduate Coordinators

The Human Factors and Applied Psychology Graduate Option

What is Human Factors and Applied Psychology?

“Human Factors” is an interdisciplinary field concerned with the systematic application of information about human performance and behavior in the design and evaluation of operational systems. “Applied Psychology” concentrates on methods for describing the performance characteristics of people, assessing the effects of technology and environmental variables on human performance, and evaluating human performance in complex human-centered human-technology-environment systems.

What Human Factors and Applied Psychology is not.

Human Factors and Applied Psychology is *not* clinical, counseling or personnel psychology. Emphasis is *not* placed on individuals and their psychological problems. Instead, the program stresses research methodology, systems analysis and design, environmental effects on behavior, and the measurement of human performance in actual environments.

Graduate Program Objectives

This graduate option emphasizes the application of advanced psychological theory and methods to contemporary issues in industry and to the design of human-centered systems. The option has two principal objectives:

- To prepare students to function as effective Human Factors Specialists in an industrial, government, consulting or private research organization, and/or
- To provide a strong foundation for further advanced academic study in Human Factors and Applied Psychology.

In support of these objectives, our courses are designed to:

- Introduce students to the current research findings, methods and theories in Human Factors and Applied Psychology
- Facilitate development of an analytical style of thinking and creative problem solving
- Facilitate development of verbal and written communication skills

The philosophy inherent to our curriculum is that all students must become familiar with both systems design and evaluation research in Human Factors. In addition, students are expected to develop a specialty or “focus” to their graduate curriculum. This is done by selecting related courses and/or performing research in:

- A content area related to Human Factors (e.g., cognition, perception, human-computer interaction, environmental psychology, ergonomics), and/or
- An area of application (e.g., health care, transportation, communication, organizational design, instructional technology), and/or
- A series of methodologies (e.g., advanced research design and statistics, simulation techniques, operations research, advanced analytical procedures).

The selection of the student's curriculum is achieved by frequent and thorough consultation between the student and the Human Factors and Applied Psychology graduate option chair.

Career Opportunities

The overarching goals of Human Factors Specialists are to improve human performance, increase human safety, decrease human error, and to increase human satisfaction. Human Factors can be applied to virtually any area that involves people, technology, and environments. Human Factor Specialists contribute to the design and evaluation of everything from toothbrushes to personal computers, from automobiles to spacecraft, from hammers to robots, from instructional materials to video games.

Human Factors Specialists are employed by the Federal Government in housing, education, transportation, mining, and defense, by private industry in the computer, consumer products, medical, telecommunications, aerospace, automotive and interactive entertainment industries, and by research and consulting firms in a variety of contract work sponsored by private industry and all levels of government.

Human Factors Specialists conduct research, perform analyses, and make recommendations to:

- design systems, products, tools and technology for improved safety and ease of use,
- improve information displays to increase efficiency and reduce human error,
- configure home and work environments to increase safety and efficiency,
- design procedures to increase productivity and reduce fatigue,
- improve work environments to make them more acceptable to employees.

Graduates from our program are employed by companies such as Hewlett-Packard, Apple Computer, Philips Media, Lockheed, Boeing, Raytheon, Jet Propulsion Laboratory, Sony, Medtronic, Symantec, Xerox, Digital Equipment, Texas Instruments, IBM, and Perceptronics. Former students are now faculty members at a number of universities including UC Santa Cruz, Wright State, North Carolina State University and CSUN. Our graduates have gone on to receive doctorate degrees from universities such as North Carolina State University, Claremont Colleges, VPI, UC Santa Cruz, UC Riverside, Ohio State University, Purdue University, University of South Dakota, and UCLA.

Qualifications for Admission

Prerequisites

Prospective students must have earned a Baccalaureate degree (B.A. or B.S.). A degree in Psychology is helpful but is not necessary.

All students, with or without an undergraduate degree in Psychology, are expected to have completed the following courses or equivalents:

PSY 320/L – Statistical Methods in Psychological Research & Lab
PSY 321/L – Experimental Psychology & Lab
PSY 403/L – Perception and Cognition & Lab

The following additional undergraduate courses are useful (but are not required) electives to prepare for the master's program:

PSY 304 - Cognition and Instruction PSY 440 - Memory
 PSY 352 - Motivation PSY 482 - Human Factors in System Design
 PSY 356 - Industrial/Organizational Psychology
 PSY 382/L - Principles of Human Factors & Lab
 PSY 482 - Human Factors in Systems Design
 PSY 487 - Human Computer Interaction

Human Factors and Applied Psychology Graduate Program Requirements

HUMAN FACTORS AND APPLIED PSYCHOLOGY emphasizes the application of advanced psychological theories and methods to contemporary problems of the design and evaluation of people-technology-environment systems. Objectives are to prepare students to function as effective Human Factors Specialists in industrial, governmental, and consulting organizations, and to provide a strong foundation for further advanced academic study in Human Factors and Applied Psychology.

REQUIRED COURSES (21 UNITS)

Advanced Statistical Methods/Lab (4 units)
 PSY 420/L Advanced Statistical Methods & Lab.....3/1

Advanced Psychological Theory (9 units)
 PSY 656A, B, C, or D Seminar in Human Factors:
 Principles and Applications.....3-3-3

Advanced Research Methods (8 units)
 PSY 678A or B Human Performance Research in Psychology.....4
 PSY 682 Subsystem Integration in Human Factors Design.....4

ELECTIVES (9 UNITS)

Students may choose any PSY 656 course not taken to satisfy other requirements, as well as any 400-, 500-, or 600-level courses that are pre-approved by the Human Factors Option Coordinator for that student's program of study. Courses taken that are not pre-approved will not be counted toward the degree. Obtaining this permission before enrolling is the responsibility of the student.

THESIS (6 UNITS)

PSY 698C Thesis or Graduate Project3-3

- a. Final Oral Examination:** This examination is primarily based on the student's thesis and is scheduled two weeks after the final version of the thesis is presented to the student's Graduate Thesis Committee.
- b. Time for Completion:** Normally, PSY 698C is taken in two successive semesters and the thesis is completed within one calendar year. Exceptions must be petitioned in writing to the Human Factors Option Coordinator and approved by each member of the student's thesis committee.

Total time allowed for completion of the entire program is seven (7) years from the time of acceptance. Students who intend to interrupt their program (defined as: Failure to enroll in any courses during any semester after they are admitted to the program) are required to notify the Psychology Department and the Human Factors Option Coordinator in writing to **request prior approval**.

Students who fail to meet these requirements, who interrupt their program without prior approval, or who fail to maintain a minimum grade-point-average of 3.0, are subject to dismissal from the program.

**TOTAL MINIMUM UNITS REQUIRED FOR THE M.A. DEGREE IN
PSYCHOLOGY, HUMAN FACTORS AND APPLIED PSYCHOLOGY
OPTION: 36**

Human Factors and Applied Graduate Option Two-Year Program of Study

First Year

Fall Semester

Advanced Statistics

PSY 420/L – Advanced Statistical Methods (4 Units)

(If you take PSY 420/L as an undergraduate and receive a grade of B or better you may substitute an approved 500- or 600-level elective course.)

Advanced Research Methods

PSY 678A or B – Human Performance Research in Psychology (4 Units)

Advanced Psychological Theory

PSY 656A, B, C, or D – Seminar in Human Factors Principals and Applications (3 Units)

Spring Semester

Advanced Research Methods

PSY 682 – Subsystem Integration in Human Factors Design (4 Units)

Advanced Psychological Theory

PSY 656A, B, C, or D – Seminar in Human Factors Principals and Applications (3 Units)

Electives – As offered (3 units)

Second Year

Fall Semester

Advanced Psychological Theory

656A, B, C, or D – Seminar in Human Factors Principals and Applications (3 Units)

Electives – As offered (3 units)

Thesis – PSY 698C (3 Units)

Spring Semester

Electives – As offered (3 units)

Thesis – PSY 698C (3 Units)

Please contact Dr. Shannon Morgan for more information about the program.
Human Factors Graduate Coordinator
Sierra Hall 376
(818) 677-2827

THE CLINICAL PSYCHOLOGY GRADUATE OPTION

Program Goals

The American Psychological Association and other organized groups of psychologists have long struggled with different models for training psychological practitioners. A variety of training conferences have been held, often referred to by the meeting's geographic site, yielding different training recommendations, such as the Boulder (or Vail) model and the Virginia Beach model. The controversy centers around whether a scientist-practitioner training model or the professional school model is most appropriate for training modern practitioners. The Clinical Psychology Graduate Option is predicated on the scientist-practitioner model developed in Boulder, Colorado. In line with this model, our program trains students in both the scientific method and the application of psychological theory and research in the area of human services.

The doctoral degree has been well established as the entry-level degree for psychologists. In that vein, the Clinical Psychology Graduate Option is designed to be a two year program which provides students with the psychological background, the research training and the practicum experiences necessary to be accepted in a Ph.D. program, Psy.D. program, or an ABA certificate program.

Our M.A. program provides excellent training in each of six competency areas, thought by directors of clinical training programs throughout the country, to be necessary for a core curriculum in clinical psychology. There is a strong emphasis on three areas of assessment from birth through old age: The first area of training is neuropsychological testing. Secondly, the program emphasizes the administration and interpretation of standardized tests in the areas of intellectual, cognitive, social-emotional development and academic achievement. Thirdly, functional behavioral assessment in which students identify triggering stimuli, target behaviors, consequences of behavior and plan protocols for intervention is taught.

Looking at psychopathology from a developmental perspective is a second focus. Risk and protective factors, biological and contextual influences, and continuous and discontinuous patterns of normal and abnormal development through the life span are part of the program.

Intervention and prevention techniques constitute the third area of concentration. The developmental perspective is used as an integrative backdrop in studying therapeutic change across the lifespan. Specialized training in applied behavior analysis, cognitive-behavioral techniques and cognitive/emotional interventions are taught as tools to work therapeutically with children, couples, adults and families. Since our program is committed to meeting the challenge of diversity, our students learn skills in developing focus groups, doing needs assessment and research, and planning both prevention and intervention programs that address the needs of specific multicultural populations.

Students are required to be proficient in advanced statistics and research techniques applicable to both basic psychological research and an applied, community based focus. Certain aspects of the MA training allow some students the opportunity to supervise undergraduate students in

selected assessment and intervention techniques as well as the opportunity to teach introductory psychology courses.

Classroom instruction is supplemented with supervised fieldwork experiences. Students and faculty of the Clinical M.A. Program have a central role in staffing and operating a Psychology Clinic, housed in an Associated Community Clinics building on the edge of campus. The clinic is equipped with a full range of psychological tests, one-way mirrors for observation capabilities and computer input terminals for collecting data. The clinic serves the surrounding community and provides low fee psychological services in prevention (e.g. parenting programs), mental health education, child, adolescent and adult assessment and short term, evidence-based treatment interventions in mood disorders. In all areas of training, students are taught ethical guidelines set forth in the APA Ethical Guidelines for Psychologists.

Clinical graduate students may choose between two culminating experiences. Students may wish to undertake a thesis which requires both a preliminary (held before students begin collecting data) and a final oral defense meeting. Students may also choose to enroll in nine units of additional fieldwork and sit for the written comprehensive examinations. Specific academic, formatting, and oral defense requirements for a thesis can be obtained from the Department of Graduate Affairs.

Career Opportunities

The Clinical Psychology program is designed for persons who wish to develop skills and knowledge related to the organization and provision of psychological services. It should be noted that the entry level position in clinical psychology is the Ph. D. degree. The Master's degree in Psychology does not allow one to sit for the licensing examination in either psychology, school psychology or marriage, family therapy. Students who wish to enter an accredited doctoral program in community, counseling, or clinical psychology following the M.A. should select this option. For graduate students to be competitive for employment in clinical-service delivery positions as well as for highly competitive doctoral-level APA-approved internship positions, fieldwork in a variety of settings is an invaluable experience; this program offers numerous opportunities for such training.

It should be noted that doctoral level graduate education is required for licensure as a psychologist in all 50 states. The 48-unit curriculum of the program and the associated fieldwork will enhance the opportunities available to our students for acceptance into highly competitive doctoral programs offering the final pathway to licensing. The program provides a high quality graduate alternative to potential doctoral-level students who are often unable to attend graduate programs for socio-economic or geographic reasons. For those students looking for employment, our broad-based training program will lead to entry level supervised clinical-service delivery positions in Health Management Organizations, private agencies and multidisciplinary treatment team centers where knowledge of psychological principles may be used to promote prevention and health maintenance programs.

Opportunities that are available to clinical psychologists that choose not to continue on to a doctoral program would include Applied Behavior Analyst certification. Behavior analysts design strategies to alter socially significant behavior by changing existing behaviors, teaching new behaviors, teaching what behaviors are appropriate to use in different situations, and consistently evaluating the effectiveness of their behavioral interventions.

Qualifications for Admission

An undergraduate major in psychology is strongly preferred for admission to classified graduate status in the clinical option. Some exceptions are made for students who have related majors and/or relevant work experience. The follow courses (or their equivalents) are the minimum course requirements for acceptance into the clinical option: Introductory Psychology (Psy 150), Physiological Correlates of Behavior (Psy 250), Developmental Psychology and Lab (Psy 313/L), Statistics (Psy 320 and 320L), Research Methods (Psy 321

and 321L prospective applicants may be obtained from the Psychology Department Office.) as well as the following electives: Behavior Disorders (Psy 310), Psychological Testing (Psy 427), Clinical Psychology (Psy 454), Ethical, Professional and Legal Standards in Psychology, (Psy 455), Counseling and Interviewing (Psy 460) or Cognitive and Behavioral Intervention Techniques (Psy 464) or equivalent. Fieldwork hours, if part of a University sponsored training program are considered as a satisfactory equivalent. These pre-requisite courses are **mandatory** and will be required of graduate students **prior** to enrolling in most graduate-level courses. Students who have not met the pre-requisite classes prior to admission, may enroll as unclassified graduate students.

A grade point average of 3.0 is required; exceptions must be approved by the admissions committee of the clinical psychology program. GRE scores above the 50th percentile are highly desirable. A personal statement, transcripts, three letters of recommendation and personal interviews are also required.

Information for Preference is given to applications that are complete and are received by February 15. Applicants should carefully study the Department of Psychology Graduate Handbook and the California State University Catalog. Consultation with the clinical option chairperson and the faculty in clinical psychology is

strongly recommended. Applicants should obtain enough information about the Clinical Psychology Graduate Option to be confident that this program meets their educational needs for their future career. Enrollment is limited to 15 applicants each academic year. It is not possible to accept all of the many qualified students who apply.

Prerequisites

The prerequisite courses required by the Clinical Psychology program are: introductory psychology, a course in physiological psychology, a course in developmental psychology preferably covering the entire lifespan, an upper division course in statistics, as well as an upper division course in experimental psychology (covering such topics as measurement, research design, experimental control, subject assignment to groups, and experience in data collection and the writing of experimental reports in current APA format). Additionally, upper division elective courses in abnormal psychology, psychological testing, ethics, clinical psychology (survey of field), and counseling theories or techniques.

Program Requirements

1. A minimum of 6 units of Advanced Psychopathology, comprised of the following:

PSY 610A Advanced Psychopathology – Child	3
PSY 610B Advanced Psychopathology – Adult	3
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	6

2. A minimum of 8 units of Psychological Assessment, comprised of the following:

PSY 625C Child/Adolescent Psychological Assessment	3
PSY 625CL Child/Adolescent Psychological Assessment Lab	1
PSY 625D Adult Psychological Assessment	3
PSY 625DL Adult Psychological Assessment Lab	1
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	8

3. minimum of 6 units of Advanced Psychotherapy Techniques, comprised of the following:

PSY 628 Fundamentals of Psychotherapy	3
PSY 629 Seminar in Behavior Modification	3
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4. A minimum of 7 units of Advanced Statistics and Research Design, comprised of the following:

PSY 420 Advanced Statistical Methods	3
PSY 420L Advanced Statistical Methods – Lab	1
PSY 692 Seminar in Research Methodology	3
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5. A minimum of 6 units of Electives in Clinical Psychology

PSY 595A-Z Selected Topics in Psychology	3
-or-	
PSY XXX An Approved Clinical Elective	3
	<hr/> 6

6. Fieldwork (12 to 18 units) PSY 655

Students must enroll in a minimum of 12 units of the Psy 655 as shown in the course sequence. This requires participation in our on-campus clinical fieldwork placements. Students not electing to complete a master’s level thesis must enroll in an additional 6 units of Psy 655 Fieldwork beyond the 12-unit minimum for a total of 18 units of fieldwork.

7. Thesis or Graduate Project (6 units) PSY 698

Students may elect to complete a master’s level thesis or project as part of their degree requirements. Specific academic, formatting, and oral defense requirements are found in the Department of Psychology Graduate Handbook. Students who elect not to complete a master’s level thesis or project are required to enroll in an additional 6 units of fieldwork beyond the 12-unit required fieldwork experience.

8. Culminating Experience

University Regulations require that each graduate student must complete a culminating experience before the MA degree is awarded. Students in the clinical option may choose between two options.

Option One – Thesis. Students who choose this option are expected to formulate an empiric question, review research relevant to the question, select research tools and methods, collect data, summarize results and relate the empirical findings to existent work in the field. Each student is supervised by a self-selected thesis chairperson and a committee of two additional persons. One committee member must be a member of the Psychology Department faculty and the other can be either a faculty member or and expert in the field of study.

Students who select a thesis must organize two formal meetings of the committee. The first meeting is a preliminary meeting. The purpose of this meeting is to obtain agreement from all committee members on the design of the research project. Students should be prepared to answer questions on the proposal as well as the history and theory behind this line of research.

The final oral examination takes place when the thesis has been completely written but before the final copy has been typed for submission to the Department of Graduate Studies. This oral examination is focused on the results obtained, the relationship of this area of knowledge to the general body of knowledge in psychology and questions for future research.

Option Two - Additional Fieldwork and Comprehensive Examination. This option requires the student to take six additional units of fieldwork and to sit for a written examination based on required coursework in the program. Students will have to answer four questions, one each from the areas of psychopathology, assessment, intervention, and statistics/research design. This examination is generally scheduled shortly after spring break each year.

9. Time for Completion of the Program and Grade Point Average

Total time allowed for completion of the entire program is seven years from the time of acceptance. Students who intend to interrupt their program must notify the option chairperson in writing to request a leave of absence. Those who fail to meet these requirements, or who fail to maintain a grade-point average of 3.0 or greater, are subject to being dropped from the program.

10. First year evaluation:

An evaluation will be made at the conclusion of the first year encompassing all aspects of a student's work to determine eligibility to proceed into the second year of the program.

Sample two year program

<i>Fall Semester, Year 1</i>	Units
625C Child/Adolescent Psychological Assessment	3
625CL Child/Adolescent Psychological Assessment Lab	1
610A Advanced Psychopathology – Child	3
420 Advanced Statistical Methods	3
420L Laboratory in Advanced Statistical Methods	1
655 Fieldwork in Psychological Services	3
<i>Units total for semester</i>	14
<i>Spring Semester, Year 1</i>	Units
692A Seminar in Research Methodology	3
610B Advanced Psychopathology – Adult	3
625D Adult Psychological Assessment	3
625DL Adult Psychological Assessment Lab	1
655 Fieldwork in Psychological Services	3
<i>Units total for semester</i>	13
<i>Fall Semester, Year 2</i>	Units
595A-Z Selected Topics in Psychology	3
-or-	
XXX Elective in Clinical Psychology	3
628 Fundamentals of Psychotherapy	3
655 Fieldwork in Psychological Services	3
629 Seminar in Behavior Modification	3

698 Thesis or Graduate Project (or additional 3 units of 655 Fieldwork)	3
697C Directed Comprehensive Studies (if taking comprehensive exams)	3
<i>Units total for semester</i>	<i>15</i>

Spring Semester, Year 2

595A-Z Selected Topics in Clinical Psychology	3	Units
-or-		
XXX Elective in Clinical Psychology	3	
655 Fieldwork in Psychological Services	3	
698 Thesis or Graduate Project (or additional 3 units of 655 Fieldwork)	3	
<i>Units total for semester</i>	<i>9</i>	

Total Number of Units ***51***

Please contact Dr. Dee Shepherd-Look for more information about the Clinical Program.
 Clinical Psychology Graduate Coordinator
 Sierra Hall 318
 (818) 677-3429

SECTION V

Recommended Equivalent to Psychology Major

Students who do not have an undergraduate major in psychology or who have limited preparation in psychology should take core courses equivalent to those taken by psychology majors in this department. Consult the Graduate Coordinator for approval of equivalent courses taken elsewhere and for specific courses required by particular options. In general, a grade of "B" or better is required.

Lower-Division Requirements: 10 Units

- Math 140 - Introductory Statistics (4 Units)
- Psy 150 - Principles of Human Behavior (3 Units)
- Psy 250 - Physiological Correlates of Behavior (3 Units)

Upper-Division Requirements: 19 Units

- Psy 320 & 320L - Statistical Methods in Psychology and Laboratory (4 Units)
- Psy 321 & 321L - Experimental Psychology and Research Seminar (4 Units)

One of the following courses and its associated research seminar

- Psy 313 & 313L - Developmental Psychology and Research Seminar (4 Units)
- Psy 345 & 345L - Social Psychology and Research Seminar (4 Units)
- Psy 350 & 350L - Principles of Learning and Research Seminar (4 Units)
- Psy 370 & 370L - Dynamics of Individual Behavior and Research Seminar (4 Units)

One of the following courses and its associated laboratory

- Psy 401 & 401L - The Behavior of Animals and Laboratory (4 Units)
- Psy 402 & 402L - Brain and Behavior and Laboratory (4 Units)
- Psy 403 & 403L - Sensation and Perception and Laboratory (4 Units)

Option Prerequisites: 0-12 Units

Each option has specific upper-division prerequisites which must be completed before you may apply for Classified Graduate standing. Please contact the option Coordinator for a list of specific classes.

SECTION VI MISCELLANEOUS RULES AND REGULATIONS

Leave of Absence

If you interrupt your program of study, file a written request for a leave of absence with the Graduate Advisor.

Please note that both approved and unapproved leaves of absence count toward the 7-year limit on completion of the program for the M.A.

Thesis or Project Units

Secure written approval of your project by all the members of your thesis committee before you begin to work on your thesis. If you do not secure the approval of all the members you may be surprised to find your project rejected later.

You may enroll in Psy 698, Thesis, for only two semesters. No more than three units of thesis may be taken the first semester, and your thesis must be completed within two years of your first enrollment.

Change of Address

You are expected to notify the department of any change of your address and update your information with the University through the SOLAR system

Professional Suitability

Applied field settings require tact, sensitivity to the needs and interests of clients, colleagues and supervisors, good judgment, and awareness of ethical and moral constraints. If you fail to observe these standards of behavior, or if you demonstrate other evidence of personal unsuitability, it will be brought to your attention and guidance will be offered.

The Upper Division Writing Proficiency Examination is prerequisite to all 400-level courses and required to achieve Classified Status.

Disqualification

A student may be disqualified from the graduate program for any of the following reasons.

- Failing to meet the conditions for Classified admission within one semester.

- A cumulative grade point average below 3.0 for two consecutive semesters.
- A grade of less than B in any required course.
- Failing two attempts to pass the Special Area Examination.
- Failing the Final Oral Examination on the thesis.
- Withdrawing without filing a written request for leave of absence.
- Failing to complete the program within seven years.
- Failing to meet the criteria of Professional Suitability.

SECTION VII CORE AND RESOURCE FACULTY

Ainsworth, Andrew, Ph.D., Assistant Professor, UCLA, Measurement and Psychometrics.

Blake, Tyler, Ph.D., Professor, North Carolina State University. Human Factors, Human-Computer Interaction, Product Design, User Interface Design, Computer Graphics, Cognitive Influences and Perception, Hypermedia Systems.

Butler, Donald, Ph.D., Adjunct Professor, Northwestern University. Experimental Psychology, Statistics, Learning.

Chavira, Gabriela, Ph.D., Assistant Professor, University of California, Santa Cruz Developmental Psychology

Elbert, Jean, Ph.D., Professor, Northwestern University. School, Child Clinical Psychology, Learning Disabilities.

Grant, Sheila, Ph.D., Associate Professor, UC Santa Barbara. Clinical, Counseling, Multicultural Psychology.

Hardy, Donna, Ph.D., Professor, UC Irvine. Animal Behavior, Physiological Correlates of Behavior, Emotion and Motivation.

Holden, John, Ph.D., Associate Professor, Arizona State University, Human Factors, Word Recognition and Nonlinear Dynamic Systems.

Kang, Sun-Mee, Ph.D., Assistant Professor, UC Davis. Emotional Complexity, Social Intelligence, Social Functioning, Acculturation.

Katz, Gary S., Ph.D., Assistant Professor, University of Pittsburgh. Emotion, Child Clinical, Pediatric/Health, Developmental Psychology.

Kazemi, Ellie, Ph.D., Assistant Professor, UCLA,. Learning Disabilities & Attention Deficit Hyperactivity Disorder, Developmental Disabilities,

Lagana, Luciana, Ph.D., Associate Professor, University of Georgia. Clinical Psychology, Human Sexuality, Gerontology.

Lee, Howard, Ph.D., Professor, UCLA. Psychometrics, Measurement, Statistics, Computer Applications.

Lucero-Wagoner, Brennis, Ph.D., Professor, UCLA. Physiological Psychology.

Malmberg, Debra Berry, Ph.D., Assistant Professor Claremont Graduate University, Applied Behavior Analysis

McAuliff, Bradley, Ph.D., J.D., Ph.D., Assistant Professor, University of Nebraska-Lincoln, Florida International University, Social Psychology and Law

Mitrushina, Maura, Ph.D., Professor, State University of New York at Stony Brook. Electrophysiology, Neuropsychology, Clinical Psychology.

Morgan, Shannon, Ph.D., Associate Professor, UC Santa Barbara. Human Factors, Cognitive Psychology, Text Processing.

Moss, Roger, Ph.D., Professor, Colorado State University. Clinical, Counseling Psychology.

Oh, Janet, Ph.D., Assistant Professor, University of California, Los Angeles. Language development, Bilingualism, Heritage language loss and maintenance, Language and cultural identity

Otten, Mark, Ph.D., Assistant Professor UCLA, Ph.D. Quantitative in Psychology

Plunkett, Scott, Ph.D., Professor, Oklahoma State University Human, Environmental Sciences
Specialization in Family Relations and Child Development

Quilici, Jill, Ph.D., Associate Professor, UC Santa Barbara. Cognition, Perception, Experimental Psychology.

Razani, Jill, Ph.D., Associate Professor, San Diego State University-UCSD Joint Doctoral Program. Clinical Psychology, Neuropsychology.

Rutchick, Abraham, Ph.D., Assistant Professor, University of California, Santa Barbara, Social Psychology

Saetermoe, Carrie, Ph.D., Professor, UC Riverside. Developmental, Health Psychology.

Sergi, Mark, Ph.D., Associate Professor, State University of New York at Binghamton. Clinical Psychology, Schizophrenia, Psychiatric Rehabilitation, Addiction.
Shaw, Jerry, Ph.D., Professor, UCLA. Experimental/Social Psychology, Attribution, Social Cognition.
Shepherd-Look, Dee, Ph.D., Professor, UCLA. Clinical, Developmental Psychology.
Skolnick, Paul, Ph.D., Professor, Purdue University. Social, Psychology and Law, Computer Applications.
Tonyan, Holli, Ph.D., Assistant Professor, University of California, Santa Barbara, Social Psychology
Wittig, Michele, Ph.D., Professor, University of Illinois. Developmental, Applied Social Psychology.
Wohldmann, Erica, Ph.D., Assistant Professor, UCLA, Psychological Studies in Education
Youmans, Robert, Ph.D., Assistant Professor, University of Illinois at Chicago, Applied Cognitive Psychology

CHECKLIST FOR APPLICANTS

Fall Admissions - all materials must be submitted by February 15.

Spring Admissions - all materials must be submitted by November 1.

1. Department Application Form
2. Statement of Purpose
3. Three letters of recommendation.
4. Completed set of transcripts from all colleges/universities attended since high school.
5. GRE scores
6. APPLICATION TO THE UNIVERSITY. (Available on CSUMentor.edu and must be submitted prior to the University deadline)

All Psychology Department material should be addressed as follows:

California State University, Northridge
Jessica Worland, Room 376, Sierra Hall
18111 Nordhoff Street, Northridge,
California 91330-8255

CHECKLIST OF PROCEDURES

1. Make sure that all conditions of acceptance and prerequisites are met.
2. If accepted conditionally, file for classification prior to the completion of 12 units.
3. File formal "Program for M.A. in Psychology" (contract with the Department) after second semester and/or upon completion of 18 units (available in Psychology Graduate Office, SH 376).
4. File "Application for Graduation" with Admissions and Records during third semester and/or upon completion of 18 units (available with the Admissions and Records Office).
5. Take Special Area Exam (if required). Consult thesis chairperson or program director no later than third semester.

6. Develop thesis proposal and contact chairperson. File "Thesis Project and Planning Form" with the Department before enrollment in 698 (available in SH 376).
7. Take Final Orals and obtain signatures on "Thesis Signature Page."
8. Submit original copies of thesis to Graduate Studies by 5:00 P.M. on the Thesis Binding Deadline (published in the Schedule of Classes each semester).