

GRADUATE STUDY IN PSYCHOLOGY



Department of Psychology
California State University, Northridge
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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 2,000 faculty members, 41,000 students and 2,400 staff members make up the University community.

The Psychology Department is one of the largest departments in the University, with over 3,000 majors, a full-time faculty of twenty-nine 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, 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. 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 and psychology applications.

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 two options leading to the Master of Arts degree in Psychology. The MA options include General-Experimental Psychology and Clinical Psychology.

These programs and options are described in Section IV. If you have questions about any of the requirements described below consult the University Catalog.

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.

Applicants to Clinical Psychology should have completed at least 18 units in undergraduate psychology courses, including the following specific courses or equivalents:

- Introductory Psychology
- Abnormal Psychology
- Statistics and Lab
- Research Methods and Lab

Please note that all applicants are required to submit GRE scores at the time of their application, and non-psychology majors must also submit Psychology GRE scores. Applications submitted without GRE scores will not be reviewed.

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.

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 only. Deadlines are subject to change each year, please contact the department for the most recent information.

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.

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.

Classified Standing – The majority of applicants if accepted are admitted as Conditionally Classified students. A student must achieve Classified Standing by the end of the first year. Requirements for classification can vary and will be outlined upon acceptance.

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 and 48 units for the Clinical Psychology Option. Please see the individual option sections for the specific courses that are required.

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 completed, and evaluated by your committee before you submit your final revision of your thesis to the Office of Graduate Studies via the University's Electronic Thesis Dissertation system and before the thesis deadline for 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 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, and a thesis proposal. 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.

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 – 35 units

Prerequisite:

Psychology 485US/S - Advanced Statistical Methods

Professional Development/Research Internship (6 units):

PSY 500 Seminar in Professional Development (3-3; two semesters)

Advanced Statistics: (8 Units)

Choose from the following:

PSY 520 and 520L - Multivariate Statistical Methods (4)

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

PSY 534 and 534S – Latent Variable Analysis (5)

Advanced Research Methods (3 units):

Choose from the following:

PSY 514 Advanced Experimental Psychology (3)

PSY 692A Seminar in Research Methodology (3)

Advanced Psychological Theory (6 units):

Choose from the following:

PSY 512 Seminar in Developmental Psychology (3) or PSY 612 Advanced Developmental Psychology (3)

PSY 525 Advanced Psychological Testing (3)

PSY 540 Seminar in Social Psychology (3) or PSY 640 Advanced Social Psychology I (3)

PSY 591A Seminar in Cognitive Psychology (3) or PSY 691A Advanced Cognitive Psychology (3)

PSY 591B Seminar in Emotion and Motivation (3) or PSY 691B Advanced Emotion and Motivation (3)

PSY 690A Advanced Sensation and Perception (3)

PSY 690B Advanced Conditioning and Learning (3)

Electives: 6 units

Students must take a minimum of 6 academic units at the 400-, 500- or 600-level. Courses at the 400-level must be preapproved by the student's graduate advisor prior to enrollment.

Thesis: 6 units

PSY 698 - Thesis (3-3; two semester)

Sample Two-Year Program of Study

First year

Fall Semester

Advanced Statistics – (*PSY 485US/S if prerequisite was not previously taken*)

Professional Development – PSY 500

Advanced Psychological Theory - As offered.

Spring Semester

Advanced Statistics (4 units)

Advanced Research Methods – As offered.

Advanced Psychological Theory - As offered.

Professional Development – PSY 500

Second Year

Fall Semester

Elective - As offered.

Advanced Statistics (*if needed*)

Thesis - Psy 698C (3 Units)

Spring Semester

Elective - As offered

Thesis - Psy 698C Thesis (3 Units)

(Minimum of 35 units)

Please contact Dr. Sara Berzenski or Dr. Stefanie Drew for more information about the program.
General-Experimental Psychology Graduate Coordinators

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 Studies.

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. Applicants must have a minimum of 18 units of Psychology coursework that includes the following courses (or their equivalents) as the minimum course requirements for acceptance into the clinical option: Introductory Psychology (Psy 150), Statistics (Psy 320 and 320L), Research Methods (Psy 321 and 321L) as well as Behavior Disorders (Psy 310). These pre-requisite courses are **mandatory** and will be required of graduate students **prior** to beginning the program.

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. Non-Psychology majors must also submit Psychology GRE scores. A personal statement, transcripts, three letters of recommendation and personal interviews are also required.

Applications received after the deadline will not be considered. 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 each academic year. It is not possible to accept all of the many qualified students who apply.

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 |
| | <hr/> |
| | 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 |
| | <hr/> |
| | 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 |
| | <hr/> |
| | 6 |

4. A minimum of 7 units of Advanced Statistics and Research Design, comprised of the following:

| | |
|---|-------|
| PSY 485US Adv Inquiry in Research: Univariate Statistics | 3 |
| PSY 485USS Adv Inq in Research: Univariate Statistics Sem | 2 |
| PSY 692 Seminar in Research Methodology | 3 |
| | <hr/> |
| | 8 |

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 (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 and complete a comprehensive exam.

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 submitted to the Department of Graduate Studies using the University Electronic Thesis Dissertation (ETD) system. 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

| | |
|---|----------------|
| Fall Semester, Year 1 | Units |
| 625C Child/Adolescent Psychological Assessment | 3 |
| 625CL Child/Adolescent Psychological Assessment Lab | 1 |
| 610A Advanced Psychopathology – Child | 3 |
| 485US Adv Inquiry in Research: Univariate Statistics | 3 |
| 485USS Adv Inquiry in Research: Univariate Statistics Seminar | 2 |
| 655 Fieldwork in Psychological Services | 3 |
| <i>Units total for semester</i> | 15 |
| Spring Semester, Year 1 | 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 |
| Fall Semester, Year 2 | Units |
| 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> | 15 (18) |
| Spring Semester, Year 2 | Units |
| 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> | 9 |
| <i>Total Number of Units</i> | 51 |

Please contact Dr. Alyssa Arentoft or Dr. Jonathan Martinez for more information about the program.
Clinical Psychology Graduate Coordinators

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 REQUIRED COURSES (10 UNITS)

MATH 140 Introductory Statistics (4 units)
PSY 150 Principles of Human Behavior (3 units)
PSY 250 Physiological Correlates of Human Behavior (3 units)

UPPER-DIVISION REQUIRED COURSES (16 UNITS)

PSY 320/L Statistical Methods in Psychology and Lab (3/1 units)
PSY 321/L Experimental Psychology and Lab (3/1 units)
PSY 301 Pre- Professional Development in Psychology (1 units)

Upper Division Breadth (Cluster) Requirement (12 UNITS):

Take at least 1 course from each of the following clusters:

Choose 1 from Clinical/Personality (3): PSY 310, PSY 351, PSY 353, PSY 370, PSY 380
AND Choose 1 from Cognitive (3): PSY 304, PSY 367, PSY 369, PSY 382
AND Choose 1 from Developmental (3): PSY 313, PSY 327, PSY 335, PSY 361, PSY 365
AND Choose 1 from Social (3): PSY 345

Capstone Requirement (5 units: each is a 3 unit lecture with a 2 unit seminar)

One of the following is required:

PSY 471AA-ZZ Advanced Inquiry in Clinical/Personality Psychology and Seminar¹ (3/2)
PSY 473AA-ZZ Advanced Inquiry in Neuroscience and Seminar (3/2)
PSY 475AA-ZZ Advanced Inquiry in Developmental Psychology and Seminar¹ (3/2)
PSY 479AA-ZZ Advanced Inquiry in Social Psychology and Seminar¹ (3/2)
PSY 485AA-ZZ Advanced Inquiry in Research Methods and Seminar (3/2)
PSY 488AA-ZZ Advanced Inquiry in Cognitive Psychology and Seminar¹ (3/2)

Option Prerequisites: 0-12 Units

Each option has specific upper-division prerequisites which must be completed before you may apply for Classified Graduate standing. These classes may also be covered by the Cluster Requirement. 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 for up to 1 year (2 semesters) 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 in any one 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.

Disqualification

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

- 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., Associate Professor. UCLA, Measurement and Psychometrics
Arentoft, Alyssa Ph.D., Assistant Professor. Fordham University, Neuropsychology, Clinical Psychology
Banerjee, Meeta, Ph.D., Assistant Professor. Michigan State University, Ecological Community Psychology, Applied Developmental Science
Berzenski, Sara Ph.D., Assistant Professor. UC Riverside, Developmental Psychopathology, Quantitative Methods
Chavira, Gabriela, Ph.D., Professor. University of California, Santa Cruz Developmental Psychology
Drew, Stefanie, Ph.D. Assistant Professor. University of California, Irvine. Cognitive Psychology
Fahmie, Tara, Ph.D. Assistant Professor. University of Florida. Applied Behavior Analysis
Fenn, Elise Ph.D., Assistant Professor. Claremont Graduate University. Cognitive Psychology, Legal Psychology
Hood, Stephanie Ph.D. Assistant Professor. University of Nebraska Medical Center. Behavior Analysis
Huynh, Que-Lam, Ph.D., Assistant Professor. University of California, Riverside. Prejudice and discrimination; implicit attitudes; bicultural identities; acculturation; psychological assessment
Kang, Sun-Mee, Ph.D., Associate Professor. UC Davis. Emotional Complexity, Social Intelligence, Social Functioning, Acculturation
Kantner, Justin Ph.D., Assistant Professor. University of Victoria. Cognitive Psychology, Memory
Katz, Gary S., Ph.D., Associate Professor. University of Pittsburgh. Emotion, Child Clinical, Pediatric/Health, Developmental Psychology
Kazemi, Ellie, Ph.D., Professor. UCLA,. Learning Disabilities & Attention Deficit Hyperactivity Disorder, Developmental Disabilities
Lagana, Luciana, Ph.D., Professor. University of Georgia. Clinical Psychology, Human Sexuality, Gerontology
Ma, Debbie, Ph.D. Associate Professor. University of Chicago. Social psychological related to stereotyping and prejudice
Malmberg, Debra Berry, Ph.D., Assistant Professor. Claremont Graduate University, Applied Behavior Analysis
Martinez, Jonathan Ph.D., Assistant Professor. UCLA, Clinical, Cultural Psychology, Child Mental Health Services
McAuliff, Bradley, Ph.D., J.D., Ph.D., 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
Otten, Mark, Ph.D., Associate 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., Professor. UC Santa Barbara. Cognition, Perception, Experimental Psychology.
Razani, Jill, Ph.D., Professor. San Diego State University-UCSD Joint Doctoral Program. Clinical Psychology, Neuropsychology; Department Chair
Ruvalcaba, Omar Ph.D., Assistant Professor. University of California, Santa Cruz. Developmental Psychology
Rutchick, Abraham, Ph.D., Associate Professor. University of California, Santa Barbara, Social Psychology
Saetermoe, Carrie, Ph.D., Professor. UC Riverside. Developmental, Health Psychology
Shiffrar, Maggie, Ph.D., Professor. Stanford University. Visual Perception
Sergi, Mark, Ph.D., Professor. State University of New York at Binghamton. Clinical Psychology, Schizophrenia, Psychiatric Rehabilitation, Addiction
Tonyan, Holli, Ph.D., Holli, Ph.D., Professor. UCLA, Psychological Studies in Education
Wohldmann, Erica, Ph.D., Professor. UCLA, Psychological Studies in Education

CHECKLIST FOR APPLICANTS

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 at <https://www2.calstate.edu/applyand> must be submitted prior to the University deadline)

All Psychology Department material may be addressed to the following unless otherwise instructed on the department option website (please check the website for the most up-to-date information):

California State University, Northridge
Psychology Department
Attn: Jessica Worland
18111 Nordhoff Street,
Northridge, California 91330-8255