



Department of Psychology

California State University, San Bernardino

M.S. Clinical Counseling

Graduate Student
Handbook

Fall 2021



Department of Psychology

California State University San Bernardino

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Department of Psychology
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San Bernardino, CA 92407-2397
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Fax: (909) 537-7003

Fall 2021

Dear Psychology Graduate Student:

Congratulations on the start of your graduate education at California State University, San Bernardino. It is with great pride and enthusiasm that I welcome you, on behalf of the faculty and staff, to the Department of Psychology! Your acceptance to this program is a testament to your academic abilities and promise, hard work, and persistence thus far in your educational journey. The decisions made by the admissions committee were not easy ones—there were many qualified applicants—but you rose to the top, and we are excited to see how brightly you will shine in the coming years!

This is an important milestone in your educational journey and career that will bring many rewarding and challenging experiences. In your program, you will receive state-of-the-art instruction, supervision, and professional training from our exceptional faculty. In turn, you will be asked to devote the time and energy necessary to be successful, and to fulfill your academic promise by embracing the pedagogical challenges and opportunities found inside and outside of the classroom. You will also be asked to represent the department on and off campus responsibly and professionally, with a spirit of collegiality and cooperation. We also invite you to participate in, and contribute to, the intellectual atmosphere in the department by joining our clubs and organizations, attending scheduled department social events and scholarly presentations, and initiating activities that you and other members of our community will find rewarding.

I have no doubt that your educational and professional interests will flourish during your time as a graduate student, and you will leave CSUSB with a wealth of knowledge, lifelong skills, and professional relationships that prepare you for success. I hope that you grow to feel connected and part of our academic family, not only during your time as a student, but also, once you leave our campus to continue your professional journey. On behalf of the Psychology Department, I welcome you and extend our very best wishes for an outstanding career in our graduate program. I hope that you will feel free to reach out to me if I can be of assistance to you, my door is always open.

Sincerely,

A handwritten signature in black ink, appearing to read "CHassija".

Christina Hassija, Ph.D.
Professor and Interim Chair



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San Bernardino, CA 92407-2397
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Fall 2021

New Clinical Counseling Graduate Students,

Welcome to the 2020-21 academic year. This orientation packet has important information regarding the MS curriculum and MFT licensure requirements. Please note that you have been admitted into a program that meets the current curriculum and licensure requirements set forth by the Board of Behavioral Sciences in order to prepare individuals for a career as Licensed Marriage and Family Therapists (LMFT's) in California. I encourage you to stay current with your field. The website for the Board is www.bbs.ca.gov. We also recommend student membership in the California Association of Marriage and Family Therapists (CAMFT) to help you keep updated on current and significant issues and changes in your field. (website: www.camft.org)

Welcome. We look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "David Chavez", with a long, sweeping horizontal line extending to the right.

David Chavez, MS Clinical Counseling Program Coordinator

The Clinical/Counseling Faculty

Manijeh Badiie, MS Clinical Counseling Faculty Member

Stacy Forcino, Community Counseling Center Director

Christina Hassija, MS Clinical Counseling Faculty Member

Jacob Jones, MS Clinical Counseling Faculty Member

Michael Lewin, MS Clinical Counseling Faculty Member

Maria Santos, MS Clinical Counseling Faculty Member

MSCC First Year Students

2021/22

Nicolas Alberto (CSU, Bakersfield)

Fawn Baxter (CSUSB)

Tyler Giatroudakis (CSUSB)

Devon Gleason (CSUSB)

Danielle Gonzales (CSUSB)

Estevan Hernandez (CSUSB)

Kyle Kester (UC Riverside)

Laura Landaverde (UC Riverside)

Daicy Magallon (CSUSB)

Adam Soleski (CSUSB)

Gwendolyn Sullivan (CSU Channel Islands)

Giselle Tirado (CSUSB)

Two Year Schedule

Master of Science in Clinical/Counseling Psychology (MSCC)									
C: Comprehensive Exam Option (60 Units)					T: Thesis Option (67 units)				
2021-2022 (First Year)					2022-2023 (Second Year)				
Fall 2021		Spring 2022			Fall 2022		Spring 2023		
C	PSYC 6633 (3) Professional Ethics and Law in Counseling	C	PSYC 6618 (3) Community and Public Mental Health	C	PSYC 6636 (3) Multicultural Counseling	C	PSYC 6619 (3) Community Disaster, Trauma and Resilience		
T		T		T		T			
C	PSYC 6665 (3) Psychopathology	C	PSYC 6640 (3) Advanced Methods in Psychological Research	C	PSYC 6638 (3) Neuropharmacology of Psychiatric Disorders	C	PSYC 6654 (3) Advanced Life-Span Developmental Psychology		
T		T		T		T			
C	PSYC 6671 (6) Marriage and Family Therapy Skills I	C	PSYC 6667 (3) Family Processes	C	PSYC 6682 (3) Clinical Assessment	C	PSYC 6674 (3) Child Therapy		
T		T		T		T			
C	PSYC 6679 (3) Theories of Counseling and Psychotherapy	C	PSYC 6672 (6) Marriage and Family Therapy Skills II	C	PSYC 6971 (2) Advanced Practicum in Counseling Psychology I	C	PSYC 6972 (1) Advanced Practicum in Counseling Psychology II		
T		T		T		T			
C	PSYC 6871 (3) Marriage and Family Therapy Practicum I	C	PSYC 6872 (3) Marriage and Family Therapy Practicum II	▼ Culminating Experience ▼					
T		T							
				C	PSYC 6123 (3) Directed Readings	C	PSYC 6980 (0) Comprehensive Examination		
				▼ PSYC 6641 or PSYC 6642 ▼					
				T	PSYC 6641 (4) Analysis of Variance	T	PSYC 6642 (4) Regression and Nonparametric Statistics		
				T	PSYC 6953 (3) Advanced Independent Study	T	PSYC 6974 (4) Thesis		
PSYC 6630 (2) Teaching of Psychology (See Note 1)			PSYC 6630 (2) Teaching of Psychology (See Note 1)						
Note 1: Teaching of Psychology (PSYC 6630) is required for those students who would like to apply for a Teaching Associate position to teach in the Psychology Department. PSYC 6630 is offered every semester. MSCC students are encouraged to take PSYC 6630 during their 1 st year if they would like to be considered for teaching during their 2 nd year.									

M. S. Degree Requirements

The M.S. degree requires completion of 67 units (Thesis Option) or 60 units (Comprehensive Exam Option) of coursework with a GPA of at least 3.0. You cannot credit any course with a grade of C- or lower toward the M.S. degree. Also, in accordance with University regulations, no more than 9 semester units of credit earned in unclassified standing may be counted toward the M.S. degree.

Based on licensing requirements, most of the units are proscribed, meaning you have few decisions to make about what courses to take. How many units to take depends, of course, on your energy and available time. While six units constitute full-time status for graduate students; our students typically take 12 to 18 units per semester in order to complete the program in two years. You may register for up to 15 units per semester as a full-time student. Registering for more than 15 units is considered an overload and cannot be accomplished via the priority registration procedure. See the department staff for procedures.

First-year coursework should include PSYC 6618 (Community and Public Mental Health), PSYC 6633 (Professional Ethics and Law), PSYC 6640 (Advanced Methods in Psychological Research), PSYC 6665 (Psychopathology), PSYC 6667 (Family Processes), PSYC 6671/6672 (Marriage & Family Therapy Skills), PSYC 6679 (Psychotherapy Theories), and PSYC 6871 and 6872 (Marriage & Family Therapy Practicum). In addition, those planning to teach should also take PSYC 6630 (Teaching of Psychology).

Second-year coursework should include PSYC 6619 (Community Disaster, Trauma and Resilience), PSYC 6641 (Analysis of Variance) or PSYC 6642 (Multiple Regression), (for thesis option), PSYC 6636 (Multicultural Counseling), PSYC 6638 (Neuropharmacology of Psychiatric Disorders) PSYC 6654 (Advanced Life Span Developmental Psychology), PSYC 6674 (Child Therapy), PSYC 6682 (Clinical Assessment), and PSYC 6971 and 6972 (Advanced Practicum in Counseling Psychology).

MFT Licensure Requirements

For information regarding the current MFT licensure requirements, refer to the Laws and Regulations Relating to the practice of Marriage, Family and Child Counseling issued by the California Board of Behavioral Sciences. This document explains how to obtain your counseling requirements for the MFT license. MFT Licensure requirements are frequently updated so you are advised to obtain a copy of the Laws and regulations document yearly. You can obtain a copy, by writing or calling:

Board of Behavioral
Sciences 400 R Street,
Suite 3150
Sacramento, CA 95814-6240
(916) 445-4933

You may also download the document from <http://bbs.ca.gov/pdf/publications/lawsregs.pdf>. Additionally you may discuss questions regarding MFT Licensure requirements with faculty. You will need to start tracking your hours as soon as you have completed your first semester of graduate training in our program. On the next page are copies of the forms that you will need to complete for the tracking process.

Because the Board of Behavioral Sciences sometimes questions the nature and content of course titles that appear on student transcripts, you are strongly urged to retain all your course syllabi as your record of what was covered in specific courses. In addition, doctoral programs frequently request a course syllabus before they will approve a course in conjunction with an applicant's request for advanced standing.

Another good way to “stay on top” of the MFT profession and licensing requirements is to become a member of CAMFT. You can download membership forms and professional liability insurance applications from the CAMFT website, www.camft.org.

Exit Survey

In order to improve and enhance our program on an ongoing basis, it is essential that we receive feedback from our graduates regarding their experiences as a student in our program. Program certification required by the BBS will be mailed out to graduates once degree has been posted and exit survey has been received.

MFT Tracking Forms



Board of Behavioral Sciences
 1625 North Market Blvd., Suite S200, Sacramento, CA 95834
 Telephone: (916) 574-7830 TTY: (800) 326-2297
www.bbs.ca.gov



RESPONSIBILITY STATEMENT FOR SUPERVISORS OF A MARRIAGE AND FAMILY THERAPIST TRAINEE OR INTERN

Title 16, California Code of Regulations (16 CCR) Section 1833.1 requires any qualified licensed mental health professional who assumes responsibility for providing supervision to those working toward a Marriage and Family Therapist license to complete and sign, under penalty of perjury, the following statement prior to the commencement of any counseling or supervision. **NOTE: All references to "Intern" are equivalent to "Associate."**

Name of MFT Trainee/Intern:	Last	First	Middle
Name of Qualified Supervisor:		Qualified Supervisor's Daytime Telephone Number:	

As the supervisor:

- 1) I am licensed in California and have been so licensed for at least two years prior to commencing this supervision.
 (16 CCR § 1833.1(a)(1) and Business and Professions Code (BPC) § 4980.03(g)(1))

A. The license I hold is:

Marriage and Family Therapist

Licensed Clinical Social Worker

*Psychologist

*Physician certified in psychiatry by the American Board of Psychiatry and Neurology

License #	Issue Date
_____	_____
License #	Issue Date
_____	_____
License #	Issue Date
_____	_____
License #	Issue Date
_____	_____

**B. I have had sufficient experience, training, and education in marriage and family therapy to competently practice marriage and family therapy in California. (16 CCR § 1833.1(a)(2))

C. I will keep myself informed about developments in marriage and family therapy and in California law governing the practice of marriage and family therapy. (16 CCR § 1833.1(a)(3))

- 2) I have and maintain a current and valid license in good standing and will immediately notify any trainee or intern under my supervision of any disciplinary action taken against my license, including revocation or suspension, even if stayed, probation terms, inactive license status, or any lapse in licensure, that affects my ability or right to supervise. (16 CCR § 1833.1(a)(1), (a)(4))
- 3) I have practiced psychotherapy or provided direct supervision of trainees, interns, or associate clinical social workers who perform psychotherapy for at least two (2) years within the five (5) year period immediately preceding this supervision. (16 CCR § 1833.1(a)(5))
- 4) I have had sufficient experience, training, and education in the area of clinical supervision to competently supervise trainees or interns. (16 CCR § 1833.1(a)(6))
- 5) I have completed six (6) hours of supervision training or coursework within the renewal period immediately preceding this supervision, and must complete such coursework in each renewal period while supervising. If I have not completed such training or coursework, I will complete a minimum of six (6) hours of supervision training or coursework within sixty (60) days of the commencement of this supervision, and in each renewal period while providing supervision. (16 CCR § 1833.1(a)(6)(A)&(B))
- 6) I know and understand the laws and regulations pertaining to both the supervision of trainees and interns and the experience required for licensure as a marriage and family therapist. (16 CCR § 1833.1(a)(7))
- 7) I shall ensure that the extent, kind, and quality of counseling performed is consistent with the education, training, and experience of the trainee or intern. (16 CCR § 1833.1(a)(8))

MFT Tracking Forms (Cont.)

- 8) I shall monitor and evaluate the extent, kind, and quality of counseling performed by the trainee or intern by direct observation, review of audio or video tapes of therapy, review of progress and process notes and other treatment records, or by any other means deemed appropriate. (16 CCR § 1833.1(a)(9))
- 9) I shall address with the trainee or intern the manner in which emergencies will be handled. (16 CCR § 1833.1(a)(10))
- 10) I agree not to provide supervision to a TRAINEE unless the trainee is a volunteer or employed in a setting that meets all of the following: (A) lawfully and regularly provides mental health counseling or psychotherapy; (B) provides oversight to ensure that the trainee's work at the setting meets the experience and supervision requirements and is within the scope of practice for the profession as defined in BPC Section 4980.02; (C) is not a private practice owned by a licensed marriage and family therapist, a licensed psychologist, a licensed clinical social worker, a licensed physician and surgeon, or a professional corporation of any of those licensed professions. (BPC § 4980.43(d)(1))
- 11) I agree not to provide supervision to an INTERN unless the intern is a volunteer or employed in a setting that meets both of the following: (A) lawfully and regularly provides mental health counseling or psychotherapy; (B) provides oversight to ensure that the intern's work at the setting meets the experience and supervision requirements and is within the scope of practice for the profession as defined in BPC Section 4980.02. (BPC § 4980.43(e)(1))
- 12) If I am to provide supervision on a voluntary basis in a setting which is not a private practice, a written agreement will be executed between myself and the organization in which the employer acknowledges that they are aware of the licensing requirements that must be met by the intern or trainee, they agree not to interfere with my legal and ethical obligations to ensure compliance with these requirements, and they agree to provide me with access to clinical records of the clients counseled by the intern or trainee. (16 CCR § 1833(b)(4))
- 13) I shall give at least (1) one week's prior written notice to a trainee or intern of my intent not to sign for any further hours of experience for such person. If I have not provided such notice, I shall sign for hours of experience obtained in good faith where I actually provided the required supervision. (16 CCR § 1833.1(c))
- 14) I shall obtain from each trainee or intern for whom supervision will be provided, the name, address, and telephone number of the trainee's or intern's most recent supervisor and employer. (16 CCR § 1833.1(d))
- 15) In any setting that is not a private practice, I shall evaluate the site(s) where a trainee or intern will be gaining hours of experience toward licensure and shall determine that: (1) the site(s) provides experience which is within the scope of practice of a marriage and family therapist; and (2) the experience is in compliance with the requirements set forth in 16 CCR Section 1833 and Section 4980.43 of the Code. (16 CCR § 1833.1(e))
- 16) Upon written request of the Board, I shall provide to the board any documentation which verifies my compliance with the requirements set forth in 16 CCR Section 1833.1. (16 CCR § 1833.1(f))
- 17) I shall provide the intern or trainee with the original of this signed statement prior to the commencement of any counseling or supervision. (16 CCR § 1833.1(b))

I declare under penalty of perjury under the laws of the State of California that I have read and understand the foregoing and that I meet all criteria stated herein and that the information submitted on this form is true and correct.

Printed Name of Qualified Supervisor

Signature of Qualified Supervisor

Date

Mailing Address: Number and Street

City

State

Zip Code

The supervisor shall provide the intern or trainee being supervised with the original of this signed statement prior to the commencement of any counseling or supervision.

The trainee or intern shall submit this form to the board upon application for examination eligibility.

* Psychologists and Physicians certified in psychiatry are not required to comply with #5.

** Applies only to supervisors NOT licensed as a Marriage and Family Therapist.

MFT Tracking Forms (Cont.)



Board of Behavioral Sciences
1625 North Market Blvd., Suite S200, Sacramento, CA 95834
Telephone: (916) 574-7830 TTY: (800) 326-2297
www.bbs.ca.gov



MARRIAGE AND FAMILY THERAPIST TRAINEE / ASSOCIATE WEEKLY SUMMARY OF HOURS OF EXPERIENCE OPTION 1 – NEW STREAMLINED METHOD

Name of Trainee/Associate: Last		First		Middle		
Supervisor Name				Date enrolled in graduate degree program		
Name of Work Setting (use a separate log for each)			Address of Work Setting			
Indicate your status when the hours below are logged: <input type="checkbox"/> Trainee <input type="checkbox"/> Post-Degree / Associate Application Pending - BBS File No (if known): _____ <input type="checkbox"/> Registered Associate - AMFT Number: _____						
YEAR _____	WEEK OF:					Total Hours
A. Direct Counseling with Individuals, Groups, Couples or Families*						
<i>A1. Diagnosis and Treatment of Couples, Families, Children**</i>						
B. Non-Clinical Experience***						
<i>B1. Supervision, Individual**</i>						
<i>B2. Supervision, Group**</i>						
C. Total Hours Per Week (A + B = C) (Maximum 40 hours / week)						
Supervisor Signature						

* Includes telehealth counseling.

** Line A1 is a sub-category of "A" and Lines B1 and B2 are subcategories of "B." When totaling weekly hours do NOT include the subcategories - use the formula found in box "C."

*** Non-Clinical Experience includes: Supervision, psychological testing, writing clinical reports, writing progress or process notes, client-centered advocacy, and workshops, seminars, training sessions or conferences.

Criteria for Evaluating Academic Performance

An overall GPA of 3.0 is required. If your overall GPA falls below a 3.0, automatic probation will occur. Raising the GPA to a 3.0 must occur in the semester following probation, otherwise you will be declassified from the program.

Clinical counseling students are also required to achieve grades of "C" (2.0) or better in all courses in the program. A final course grade of less than a C is a failing grade and must be repeated.

An Advanced Practicum (2nd year placement) grade of "No Credit" requires a repeat of that semester of field placement. Receipt of a "NC" in field places the student on probationary status, and may result in a meeting with the Student Review Committee to resolve the problem. The student needs to pass all subsequent field courses.

Only one repeated course can be used to replace a "No Credit" in an Advanced Practicum (2nd year placement) course or an "C-" or less in a graded course. (This action requires a formal petition to the department). If students receive more than one "C-" or less (including "No Credit" in Advanced Practicum), then they may be dismissed from the program since CSU policy requires that to graduate from graduate programs, all classes must receive a "C" grade or better.

PLEASE SEE REGULATIONS IN THE BULLETIN OF COURSES FOR FURTHER INFORMATION ABOUT GRADING STANDARDS.

1.0 Standards for Clinical/Counseling Education and Training

Because of the nature of professional clinical/counseling practice, the MSCC program has additional expectations of students compared to non-professional programs. Standards are linked to students' abilities to become effective mental health professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience within the MSCC program.

Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program administrators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the mental health profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process. These expectations include the classroom, practicum, and off-campus university related activities.

Criteria for Evaluating Academic Performance (Contd.)

2.0 Criteria for Evaluating Academic Performance

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the MSCC program evaluates the academic performance of its students in four general areas: Scholastic Performance, Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; and, Professional Performance Skills. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1 Scholastic Performance

2.1.1. All students must maintain an overall grade point average of 3.0 (B) or better. (e.g., a "C" earned in one course must be offset by an "A" in another course.). Students must receive a grade of C or better in an individual course to have a passing grade in that course.

2.1.2. An Advanced Practicum (2nd year placement) grade of "No Credit" requires a repeat of that semester of field placement. Receipt of a "NC" in field places the student on probationary status, and may result in a meeting with the Student Review Committee to resolve the problem. The student needs to pass field in all subsequent field courses.

2.1.3. Only one repeated course can be used to replace a "No Credit" in an Advanced Practicum (2nd year placement) course or an "C- "or less in a graded course. (This action requires formal petition to the School.) If students receive more than one "C-" or less (including "No Credit" in Advanced Practicum), then they may be dismissed from the program since CSU policy requires that to graduate from graduate programs, all classes must receive a "C" grade or better.

2.1.4. Any student who falls below an overall 3.0 GPA in any given semester will be placed on academic probation and must bring their overall GPA up to a 3.0 in the next semester. If such improvement does not occur, the student may be dismissed from the program.

2.1.5. If you find you are having academic difficulty, please contact your advisor for help, immediately.

PLEASE SEE REGULATIONS IN THE BULLETIN OF COURSES FOR FURTHER INFORMATION ABOUT GRADING STANDARDS.

2.2 Basic Abilities Necessary to Acquire Professional Skills

2.2.1 Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

a) *Written:* Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and complete adequately all written assignments as specified by faculty.

Criteria for Evaluating Academic Performance (Contd.)

b) *Oral*: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of placement experiences, as specified by faculty.

2.2.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. Mental health professionals must demonstrate capacity for specific qualities. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Students will take appropriate responsibility for their own actions and consider the impact of these actions on others.

2.2.3 Cognitive Skills

Exhibits sufficient knowledge of clinical/counseling and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research - including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.2.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement with or without accommodations. (See section on *Accommodations for Disabilities* for clarification.)

2.3 Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.3.1 Stress Management

Demonstrates ability to recognize and deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.3.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

➤ Compromise scholastic and other performance,

- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those to whom the clinical/counseling student has a professional responsibility (as outline in the current Code of Ethics by the California Association of Marriage and Family Therapists).

Criteria for Evaluating Academic Performance (Contd.)

2.4 Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.4.1 Professional Commitment

Exhibits a strong commitment to the goals of clinical/counseling psychology and to the ethical standards of the profession as specified in the CAMFT Code of Ethics. Demonstrates commitment to the essential values of clinical/counseling psychology that accord appropriate respect to **the fundamental rights, dignity, and worth of all people**. They respect the rights of individuals to privacy, confidentiality, self-determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights.

2.3.2 Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in the classroom, university community, field and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of marriage and family therapy, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

Works effectively with others, regardless of level of authority. Advocates for himself/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development

2.3.3 Self-Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the CAMFT Code of Ethics. Ethical behaviors include:

- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others

who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.

➤ Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.

Criteria for Evaluating Academic Performance (Contd.)

➤ Maintenance of confidentiality as it relates to psychological treatment, classroom activities, and field placement.

➤ Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.

➤ Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

MSCC students must maintain an overall grade point average of 3.0 (B) or better to graduate from the program. Students are placed on academic probation if their *overall GPA* drops below 3.0 in any given semester and must bring their overall GPA up to a 3.0 in the next semester. For those students whose overall GPA drops below 3.0, the Chair of the Student Review Committee will inform the student, advisor, and Program Director in writing of their probationary status. It is strongly advised that the student meet with their advisor so that the advisor serves as or helps the student connect with a mentor to meet regularly with the student (see role of the mentor below) to assist in the improvement of academic work. Preferred is that the advisor and mentor are one and the same. If the student does not achieve an overall 3.0 GPA in the subsequent semester, he/she faces termination from the program.

Failure to receive a grade of "Credit" in any semester of field placement results in a review of the student's overall performance in the field by the Field Liaison and Field Instructor in consultation with the Director of Field Education. A Field Practicum grade of "No Credit" requires a repeat of that semester of fieldwork.

A student can repeat one class (Field or other course) in a graduate program. Note: Students with more than one "F" on their transcripts cannot graduate from the MSCC Program.

2.4.1 Indicators of Academic Performance Criteria

- All students must maintain an overall grade point average of 3.0 (B) or better. (e.g., a "C" earned in one course must be offset by an "A" in another course.). Students must receive a grade of C or better in an individual course to have a passing grade in that course.
- An Advanced Practicum (2nd year placement) grade of "No Credit" requires a repeat of that semester of field placement. Receipt of a "NC" in field places the student on probationary status, and may result in a meeting with the Student Review Committee to resolve the problem. The student needs to pass field in all subsequent field courses.

- Only one repeated course can be used to replace a "No Credit" in an Advanced Practicum (2nd year placement) course or an "C- "or less in a graded course. (This action requires formal petition to the School.) If students receive more than one "C-" or less (including "No Credit" in Advanced Practicum), then they may be dismissed from the program since CSU policy requires that to graduate from graduate programs, all classes must receive a "C" grade or better.
- Any student who falls below an overall 3.0 GPA in any given semester will be placed on academic probation and must bring their overall GPA up to a 3.0 in the next semester. If such improvement does not occur, the student may be dismissed from the program.

Criteria for Evaluating Academic Performance (Contd.)

Indicators of academic performance in the MSCC program may include but are not limited to the following:

- Feedback or reference letters from faculty.
- Feedback from agency-based supervisors of paid or volunteer placement experiences.
- Observation of classroom, or placement behaviors.
- Performance in oral and written assignments, examinations, MFT skills labs, or other appropriate coursework.
- Student personal statements or self-assessments.
- Interviews with faculty or other professionals.
- Taped interview/therapy situations (audio or video).
- Feedback from students, staff, university, helping professionals, or community.
- Feedback from faculty in other graduate programs that students may have attended.
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to CAMFT Code of Ethics, other contracts between the School and the student.

2.5 Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the MSCC program. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Office of Services to Students with Disabilities and provide documentation as needed. The Office of Services to Students with Disabilities makes recommendations for accommodations. The MSCC program will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the Office of Services to Students with Disabilities), and periodic checks between the MSCC program and the student are appropriate courses of action in making accommodations.

3.0 Policies and Procedures for Review of Academic Performance

Two levels of review can occur at the MSCC in reviewing student's academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program coordinators, or school administrators will be shared with other appropriate personnel if the information raises concerns about professional performance. Faculty and program administrators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

Criteria for Evaluating Academic Performance (Contd.)

3.1 Performance that May Result in a Student Review

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance. Students earning a grade of "C-" or less or "NC" in any graduate course taken as part of their MSCC program are automatically referred to the SRC and must repeat the course. Students may not move forward in the program (advancement to candidacy and/or sit for comprehensive examination or defense of thesis) until they have successfully repeated the failed course, and are only allowed one opportunity to repeat a course. Students who fail two courses are automatically dismissed from the program. Students who earn a grade of C+ or C in a course *may* be referred to the SRC, and *may* be required to repeat the course.
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair advantage to the student. (Faculty must adhere to university guidelines. For complete University policy and procedures, see *California State University, San Bernardino Bulletin of Courses*, Academic Regulations, Plagiarism and Cheating.)
- Behavior judged to be in violation of the current CAMFT Code of Ethics.
- Behavior judged to be in violation of the Student Discipline Code (See CSUSB Bulletin of Courses).
- Any threat or attempt to harm oneself or someone else.
- Commission of a criminal act that is contrary to professional practice.
- Consistent pattern of unprofessional behavior.
- Failure to meet any of the Standards for MSCC program.

For some of these circumstances, faculty are required to contact other entities, such as the Police Department or the CSUSB Student Conduct Office.

3.2 The Two Levels of Review (see flow charts below)

3.2.1 Level 1 Review

Whenever a faculty member, adjunct faculty, or placement supervisor has concerns regarding a student's academic performance, or professional/ethical conduct in the classroom or field practicum, he/she shall meet with the student to resolve the concerns. If the issues are not resolved, the MSCC

program director should be contacted to help address the concern and do further fact finding (A note of these meetings and activities should be placed on the log at the front of the student's file). If the issues are still not resolved, the faculty member or program director will make a referral to the Chair of the Student Review committee for a Level 2 Review. If the concern is of a very serious nature, it may be necessary to go directly to a Level 2 Review.

Criteria for Evaluating Academic Performance (Contd.)

3.2.2 Level 2 Review

A Level 2 Review involves the Student Review Committee (SRC, which is composed of the Chair of the Student Review committee, and at least two other faculty members not parties to the problem. The person making the referral and the student's advisor, as well as other faculty whose expertise is required (e.g. field and program staff) are also invited to attend.

Within two business days of receiving the referral, the SRC Chair will:

- Notify the student of the referral using the student's CSUSB email address;
- Provide the student with the referral form and supporting documentation;
- Inquire about the student's preferences for meeting dates and times.

The SRC Chair will schedule the SRC to take place no sooner than two business days after the student has received the referral documentation, and no later than 10 days after the referral was made. The SRC will take into consideration the student's meeting preferences; however, it is the student's responsibility to respond to the notice for a SRC meeting, and to attend the meeting (in person, via phone, or via videoconferencing), even if the meeting cannot be scheduled during the student's preferred dates/ times. Should the student fail to respond and/ or attend, the SRC will meet and will render a decision without the student's input. Should the student withdraw from the MSCC program or from the University while under referral to the SRC, the SRC process will continue with or without the student's participation.

If an issue is not resolved at Level 1, the Chair of the Student Review committee will convene the SRC to meet with the student and involved faculty members. The meeting will include communication regarding the specific concerns related to academic performance and/or professional/ethical conduct in the classroom or field practicum and an opportunity for the student to present their perspective on the concerns. After the review meeting has occurred, the Chair of the Student Review committee will inform the student of the decisions which can include one or more of the following actions:

- ***Continue the student in the program with no conditions.*** In these situations, the concern has been addressed and no further action by the student or program is required.
- ***Establish formal conditions for the student's continuance in the program.*** A remediation plan will be developed in consultation with the student, the MSCC program director, and the concerned

faculty member as needed. This plan shall:

- a) specify the concerns of the faculty member in as much detail as possible; b) indicate the actions to be undertaken by the student;
- c) indicate the date by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct;
- d) the plan *may* indicate the name of a mentor (selected after consultation with the student) who will meet regularly with the student and report progress to the SRC (see below Role of the Mentor);
- e) be signed by the MSCC program director, and faculty member who initiated the concern;
- f) be reported on regularly by the mentor (see below);

Criteria for Evaluating Academic Performance (Contd.)

The student will be given a copy of the plan and asked to sign it indicating he/she received a copy of the document. The student will also be informed, in writing, of the right to rebut the Plan or grieve the decision. All students who have been placed on a remedial plan are also automatically placed on academic probation. Plan and reports will be filed in the student's file and reported to Graduate Studies.

The SRC chair shall, on or before the date specified in the plan for completion of the remediation, review student progress. One of two actions must be taken to resolve the concern:

- a) The plan is met and the concern is alleviated. This is communicated in writing to all those in the above paragraph, plus the MSCC Program Director and members of the SRC.
- b) The concern is not alleviated. The SRC shall make a recommendation, which may be that the student be dismissed from the program.

➤ ***Dismiss the student from the program.*** In some situations, the SRC will recommend that the student no longer continue in the MSCC program. This decision will be forwarded to a meeting of the full faculty and if confirmed by the full faculty, is final at the program level. That decision will be communicated to the student in writing including information on the right to appeal through the university's academic grievance process (see CSUSB Bulletin of Courses).

At the time a student is dismissed from the program, they are dropped from classes and are no longer enrolled. This will be communicated to Graduate Studies and University Records. This may require repayment of financial aid funds. If a student is dismissed from the MSCC program, they are dismissed from the university as well.

Classified Status

If a student was Conditionally Accepted into the program and has completed the conditions of classification based on their Graduate Decision Form, they may fill out an application for Classified Status. The student and the director must sign a form and the

conditions of your acceptance must be verified by the Psychology Department. Students must be classified before they will be allowed to advance to candidacy. To apply for Classified Status contact the MSCC program director for the appropriate paperwork.

Writing Requirements for Graduate Candidacy

Graduate students will be required to have passed a Writing Requirement for Graduate Candidacy (WRGC) before advancing to candidacy within a graduate program. The WRGC requirement can be satisfied through one of two options:

1. Completion of PSYC 6640 (Advanced Methods in Psychological Research) with a grade of B- or better.
2. Demonstration of professional writing via a petition to Graduate Studies.

Advancement To Candidacy

After completing at least 30 semester units of graduate coursework and successfully completing the writing requirement you can formally request Advancement to Candidacy. However, we generally will not sign off until the fall semester of your 2nd year. You should have a thesis or comprehensive exam advisor when advancing; however, it is not necessary to have selected your entire thesis committee.

When you apply for advancement to candidacy, your performance in the program will be evaluated by the program director in consultation with your advisor and clinical counseling faculty. In addition, reports from your traineeship will be taken into consideration. If your performance is deemed satisfactory, you will be advanced. If your performance is unsatisfactory, you may be declassified from the program.

- a. If there are any courses you have taken as an unclassified graduate student or transfer student that you want to be counted toward your degree, be sure to file the *Petition for Acceptance of Coursework* form in the department office.
- b. If you change your advisor, committee members, or your program of study after you have advanced to candidacy, you must file a *Change in Study Plan form* in the department office.

To be formally advanced to candidacy, a student must, to the satisfaction of the program coordinator, have:

1. achieved classified status;
2. successfully completed 30 semester units of coursework in the program and maintained a 3.0 ('B') GPA in the coursework;
3. selected a graduate advisor to supervise the course of study;
4. satisfactorily completed the writing requirement;
5. be deemed to have engaged in ethical and professional conduct with regard to clients, classmates, and faculty as reported by faculty and supervisors;
6. filed an approved Advancement to Candidacy form, which is downloadable from the department website (<http://psychology.csusb.edu/>).

Culminating Experience

One of your most important decisions will be WHICH OPTION TO CHOOSE for completing the program: thesis or comprehensive exam. The best decision for you will depend on your interests, future educational objectives, available time, and career orientation. Consultation with faculty regarding this decision is strongly recommended.

Written information on both options is available via the Department website. A THESIS MANUAL explains all phases of completing a Master's thesis. Information on the Comprehensive Exam, administered in Spring semester, includes advice on exam preparation.

Your decision about which option to select for your degree should be made no later than the beginning of your second year of study, and preferably by the end of your first year. Students selecting the thesis option are advised to use the summer after their first year to complete the thesis proposal; comprehensive exam students often begin their reading during the summer months also.

Comprehensive Exam

Comprehensive Examination Preparation & Completion

Enroll in PSYC 6123 (3 Units). This course is designed to help you prepare for the comprehensive exam and should be supervised by the Comprehensive Exam Coordinator. This course should be taken in the fall semester of your second year in the program. Note that while preparation for the comprehensive exam continues after the fall of your second year, credit for studying for the exam is given only during the term you take PSYC 6123.

During the spring of your second year, if you have chosen the comprehensive exam option, you will sign up for PSYC 6980 (0 units). This will give you credit for completing the exam — credit is contingent on PASSING the exam.

Thesis Preparation and Completion

Advanced Independent Study

Thesis students are strongly advised to begin consultation with a thesis advisor early in the program (Fall of first year). Regular meetings regarding reviews of literature, research study design and consultation with a faculty advisor is strongly recommended toward the preparation of a suitable thesis proposal draft (ideally by Spring or Summer of first year). Upon completion of the proposal enroll in PSYC 6953 (Advanced Independent Study) for 3 units (supervised by your thesis advisor). In consultation with the thesis advisor, students will then need to arrange for two additional faculty members to serve on the student's thesis committee. This three-person committee is responsible for approving the student's thesis proposal.

When writing the thesis proposal be sure to follow the format instructions provided by the office of Graduate Studies. That office has specific thesis format instructions to which you must adhere. Detailed information is provided in the Thesis/Project Handbook, which can be downloaded Office of Graduate Studies at <http://gradstudies.csusb.edu/>

Contact the department office at least two weeks in advance of your anticipated proposal date, so that a Thesis Proposal form can be prepared and a conference room reserved. (Note: The - full title of your thesis and the members of your committee must be established by this time in order for your paperwork to be generated.)

Please keep in mind that you must successfully propose and have a final grade posted for PSYC 6953 before enrolling in PSYC 6974. It is best to sign up for PSYC 6953 in the semester in which you plan to propose.

Thesis

Your next step is to enroll in PSYC 6974 (Thesis) for 4 units (supervised by your thesis advisor). If you do not finish by the end of the semester, a grade of RP (Report in Progress) will be posted until you are finished. Please register for PSYC 6974 only once.

Continuous Enrollment

If you have completed all other course requirements for your degree and are not taking additional courses, you should enroll in PSYC 6990 (Continuous Enrollment) all subsequent semesters until you have finished your thesis to maintain your current status within the program.

Thesis Preparation and Completion

Oral Defense

After your thesis advisor has determined that your thesis is complete (with the exception of typing the final copy), you must schedule your oral defense. Contact the department office at least two weeks in advance of your anticipated defense date, so that an Oral Defense form can be prepared and a conference room reserved. If you made any changes to the title of your thesis and/or the members of your committee from the time that you proposed, please inform the department so that your information can be updated.

According to department policy, you must have completed your oral defense by May 13th to participate in Spring commencement exercises.

Thesis Review Process

All graduate theses, projects and dissertations must be submitted to the Office of Graduate Studies for format review. Thesis content is determined by the faculty committee chair. Theses, projects, and dissertations are published on CSUSB ScholarWorks, the university's electronic repository. Publishing on ScholarWorks has several advantages; as a student, your scholarly achievements can be accessed by a broader audience, and you no longer need to print multiple copies to deliver to the Graduate Studies office for review, a time consuming and costly process.

Document Review Process

Consultations

Students can make an appointment with a thesis reviewer to ask questions about formatting and citations. Meeting with a reviewer before you submit your manuscript saves you time and makes the process go smoother, since formatting errors can be identified and explained more quickly in one-on-one sessions. We have found that students who meet for consultations usually get through the review process much faster. (Questions about content should be directed to your committee chair.)

Please call (909) 537-5058 or email gradstud@csusb.edu to schedule an appointment. Keep in mind that consultations do not constitute a full review of the manuscript and reviewers may not be able to catch all errors. You may make up to two appointments; additional appointments will be scheduled if time permits. Appointments will be limited to 30- minute sessions. There will be no appointments after the consultation deadline.

Committee Certification Form: The Committee Certification Form certifies that your committee has read your manuscript and the content is complete and it is ready to be reviewed for formatting. The form must be turned in to Graduate Studies by the submission deadline. Your manuscript will not be reviewed until we receive the committee certification form at the Graduate Studies office. See the instructions above on how to complete the digital form.

Manuscript Submission Deadline

Your first submission includes three steps:

1. Pay the \$30 Digital Archiving Fee. The fee can be paid online through MyCoyote Student Center; email the receipt to Graduate Studies at gradstud.csusb.edu. **Please see the instructions for paying the Digital Archiving fee:**
<https://www.csusb.edu/graduate-studies/current-students/thesis-project-dissertation/review-process>
2. Turn in your signed Committee Certification Form. This process is now digital; the student will initiate the process, and the committee chair and graduate coordinator will sign the document through Adobe; it will then automatically be routed to Graduate Studies and all parties will receive a copy via email. (We will continue to accept forms that have been scanned and signed. Email them to gradstud@csusb.edu)
3. Submit an electronic copy of your manuscript on CSUSB ScholarWorks. Please note that manuscripts must be submitted as a single file. (See Instructions for Submitting to ScholarWorks: https://libguides.csusb.edu/submit_thesis)

Manuscripts will not be reviewed until all three steps are completed. These steps apply to first submissions only.

The Office of Graduate Studies accepts new manuscripts for review on the first day of the semester through the submission deadline. No new manuscripts may be submitted after the submission deadline, but students who need to make corrections to their previously submitted manuscripts may do so.

Deadlines are 5:00 pm on the deadline date.

Students are encouraged to submit early; during the Spring semester the Office of Graduate Studies goes through about 300 reviews, so the turn-around time may take up to 10 business days.

CSUSB ScholarWorks offers two options for access to your work: open access and restricted access.

- Open Access: Your document can be accessed by anyone via the internet.
- Restricted Access: Only current CSUSB students, staff and faculty can access your manuscript.

Your manuscript will be checked for plagiarism via Turnitin.com and reviewed for formatting by a thesis reviewer. If there are no corrections, the manuscript will immediately be posted on the ScholarWorks repository. Once uploaded, they cannot be removed. Therefore, it is important that manuscripts be complete and final before they are submitted. Oral defense of your thesis and any content changes associated with it should be made prior to submitting on ScholarWorks.

If corrections are required, you will receive an email with a memo attached listing the corrections. Please make the changes and resubmit the corrected manuscript to CSUSB ScholarWorks as soon as possible. Do not wait until the publication deadline – you should be approved for publication by the deadline, not under review. Manuscripts typically go through two to three reviews before they are accepted for publication.

Publication Deadline

All manuscripts must be approved for electronic publication in the electronic depository by the publication deadline. Deadlines are 5:00 pm on the deadline date. See deadlines on Graduate

Studies website:

<https://www.csusb.edu/graduate-studies/current-students/thesis-project-dissertation/deadlines>

Students whose manuscripts are not accepted for publication by the deadline, as well as those whose manuscripts are rejected, must postpone their graduation and resubmit the following semester. Contact the Office of Graduate Studies to determine the specific formatting review deadlines for the semester in which you wish to graduate.

Submission Process Links

Digital Archiving Fee:

https://www.csusb.edu/sites/default/files/How%20to%20pay%20thesis%20archiving%20fee_0.pdf

Committee Certification Form:

https://www.csusb.edu/sites/default/files/Committee%20Certification%20Form%20Instructions_1.pdf

CSUSB Scholar Works:

<https://scholarworks.lib.csusb.edu/etd/>

Graduation Requirement Check

You must file a graduate requirement check prior to completing your academic work. Please check the deadline date (in the current catalog of courses) for the semester you anticipate you will be graduating. (Note: the office of Records, Registration, and Evaluation cannot process a graduation check until they have your *Advancement to Candidacy* form).

To participate in the Spring Commencement ceremony, you must have completed all coursework, including completion of the thesis oral defense or passing the comprehensive exam, by May 14th of the year in which you expect to graduate.

Other Important Information

2-Year Limit: graduate students must complete their thesis within two years of enrolling in PSYC-6974.

7-Year Limit: Classified graduate students must complete their degree requirements within seven years of admission to the program.

Changes in Program of Study: If you make any changes to your program of study after you have advanced to candidacy (e.g., change your thesis advisor, change an elective course), then you must complete a Request for Change in Study Plan for Master's Degree form. The form is available at <http://psychology.csusb.edu/>.

Communication With the Psychology Department: Please keep the Psychology Department updated with your contact information (e.g., address and phone number). We keep this information on file to use when we need to reach you. Additionally, please ensure that the email address used for the graduate student list serv "psycgrads" is easily accessible since this is the primary way departmental news and updates are relayed.

Leave of Absence: Master's students must be continuously enrolled until all requirements for the degree are

completed, including the thesis. Students who plan to be absent for one semester or more must submit a leave of absence form. The form and policy are available at <http://gradstudies.csusb.edu/>.

Ongoing Registration: Graduate students who fail to register in at least one course in the Psychology M.S. program each semester will automatically be declassified. PSYC-6990 (Continuous Enrollment) may be taken if another course is not taken during a given semester to maintain your student status within the program/university. This course can be taken through the College of Extended Learning for a reduced fee, currently \$320 per term.

Repeat of Courses: Classified and conditionally classified graduate students may be permitted to repeat a course at CSUSB that was taken for graduate credit only once and only by petition. The form and policy are available at <http://gradstudies.csusb.edu/>.

Transfer Units: Program plans may not include more than 12 quarter or 9 semester units of work taken in unclassified status or before classified status was attained. If coursework was taken at another university or in extension, no more than 30% of the total program units may be transferred (pending director approval). Furthermore, transfer coursework will only be considered if the university at which it was taken will accept it in its own advanced degree program.

Two Master's Degrees: Students who wish to secure two different master's degrees may do so if the program allows it. At the discretion of the program, credits from one master's degree may be applicable to a second master's degree up to the maximum number of transfer units allowed within each program. In no case shall a student be awarded a given master's degree more than once. Students interested in obtaining two master's degrees should contact Graduate Studies.

Leave of Absence

Master's students must be continuously enrolled until all requirements for the degree are completed, including the comprehensive exam and the thesis/project (Bulletin P. 332).

Students who plan to be absent for one semester or more must file a leave of absence* form with the Office of Graduate Studies. The form and policy are available at <http://gradstudies.csusb.edu>

Listed below are the four types of leaves and the acceptable duration of the absence. Please note: Students who do not return to CSU, San Bernardino at the conclusion of their planned leaves and those who enroll elsewhere without permission of the Office of the Registrar will be considered to have withdrawn for the university at the end of their last term of regular enrollment.

Medical Leave: Requests must be accompanied by a statement from a medical doctor verifying the reason for the leave and the length of recuperation. The statement should be on the doctor's letterhead. Leaves for pregnancy are restricted to the term of delivery unless verified medical circumstances indicate a longer time is required for recuperation. Exceptions to the two-year limit may be granted under extenuating circumstances.

Military Leave: CSUSB supports students called to active duty in the U.S. Military. The Military Leave Policy and forms are available from the Veterans Success Center.

Planned Educational Leave: Since students usually maintain their catalog rights, courses completed at other institutions must have received prior approval in order to count toward the

degree program at CSU, San Bernardino. Therefore, a student must also file a concurrent enrollment form with the Office of Graduate Studies to obtain that approval. Failure to file a concurrent enrollment form may result in coursework not being accepted. Upon return, transcripts must be submitted showing the courses taken. A maximum of six (6) consecutive quarters (4 consecutive semesters) may be approved. (Summer does not count as a term.)

Personal Leave: This option allows time to address personal matters and thus enhance the prospect of successful completion of the academic program. When completing the form, students should briefly describe the reasons for the proposed leave of absence. No limit is specified. However, students returning from an approved leave of absence of more than two (2) semesters without formally requesting an extension of their approved leave must apply for readmission to the university and the master's program. Additionally, courses expire after 5 years.

Return to the university by the end of your leave. Students returning from a leave of absence earlier than the date approved must complete a "Readmission from a Leave of Absence" form and submit it to the Office of the Registrar. Students who do not return by the end of the approved leave will be discontinued. If you need to extend your leave, you will need to complete a new leave of absence request. Contact the Office of Graduate Studies at (909) 537-5058 if you have questions or need additional information.

*Please keep abreast of BBS requirements for MFT licensure as a leave of absence may impact your licensing process.

Responsibilities of Faculty Members

Since education is a cooperative effort, especially at the graduate level, between faculty and students, both parties must fulfill obligations if the integrity and efficacy of the instructional process are to be preserved.

Responsibilities Of Faculty Members

1. Contribute to and remain abreast of the latest developments in their field.
2. Pursue teaching excellence continually.
3. Treat all students with respect and fairness without regard to age, ancestry, handicap, marital status, national origin, political beliefs, race, religion, sex, sexual orientation, or other factors unrelated to the learning process.
4. Encourage differing viewpoints and demonstrate integrity in evaluating their merit.
5. Attend class regularly and punctually, adhere to the scheduled class and final examination times, and arrange for notification of absence and coverage of classes.
6. Establish and maintain appropriate office hours.
7. Present, early in the term, the following course information:
 - a. Course objectives and general outline.
 - b. Classroom procedures to be followed, and expectations concerning class attendance, and proposed dates of major evaluations (including examinations, papers, and other projects).
8. Provide and adhere, within reasonable limits, to the written syllabus of the course.
9. Know the course matter thoroughly and prepare and present material conscientiously.
10. Be informed of University services and recommend their use to students when advisable.
11. Follow these policies concerning written work and grades:
 - a. Grade and return written work promptly.
 - b. Submit final grades by the scheduled time.
 - c. Allow students to examine written materials not returned within the term (e.g., final exam, major term papers) and retain such materials for one academic year.
12. Implement procedures for student evaluation of faculty teaching with attention to preserving student anonymity.
13. Behave appropriately when interacting with students so as to maintain a scholarly atmosphere.

Responsibilities of Students

1. Prepare for and participate in all class and program activities to the fullest of your abilities.
2. Attend classes regularly and punctually.
3. Maintain a scholarly, courteous demeanor in class.
4. Uphold academic honesty in all activities.
5. Notify the instructor as early as possible if prevented from keeping an appointment or carrying out an assignment.
6. Discuss with the instructor any class related problem and follow established procedures in the resolutions of these problems.
7. Adhere to instructor's and general university policies on attendance, withdrawal, or other special procedures.

It is expected that faculty and students will fulfill their obligations to the instructional process. If, however, a complaint does arise, the parties should meet in an effort to resolve the matter. When such a discussion fails to resolve the problem or is inappropriate given the circumstances, the chairperson of the Department should be contacted. If this contact fails to satisfy the complaint, the college's published procedures should be followed (see the most recent bulletin at catalog.csusb.edu).

Professional Memberships

Graduate students are encouraged to become involved in professional activities. This means, first of all, becoming a student member of regional and national organizations. The cost is usually much less for a student member. The four most relevant organizations are typically the California Association of Marriage and Family Therapists (CAMFT), the American Association of Marriage and Family Therapists (AAMFT), the Western Psychological Association (WPA), and the American Psychological Association (APA) . You can obtain application forms online.

A second part of being a professional is presenting your research at conferences. CAMFT and WPA are typically closer to home — CAMFT often has talks that are relevant to MFTs and provides an opportunity to network with future colleagues.

Colloquia

Each year there may be colloquia hosted by the psychology department or by the College of Social and Behavioral Sciences. For example, prospective new faculty members who are on the final list of applicants present colloquia as part of their application process. It is extremely important for you to attend these when scheduled. The presentations may include refreshments before or after the talk. We may also take the speaker out to dinner afterwards. Graduate students are welcome and encouraged to come along. All graduate students are expected to attend relevant colloquia. The presentation itself allows the student to hear about a specialized area of research with which he/she might not otherwise come in contact. These colloquia also give the student a chance to see how actual research projects develop. Besides the specific content of the colloquia, the meetings present an opportunity for students to interact with psychologists from other schools and with the psychology faculty in a professional social setting. This may in fact allow you to make contacts for doctoral programs, jobs or may be a way to generate ideas for your required research projects. Finally, besides the educational aspects of the colloquia, students are expected to attend as representatives of the department. Speakers are often not paid, and their only reward is the presence of an attentive audience.

To encourage attendance and involvement the faculty may call on you to act in the role of "student host" for each of the colloquia. Duties may include:

- Being present at each of the colloquium functions to interact with the guest and see to it that he or she has a relatively pleasant visit. This includes being present at the beginning of the informal gathering before the presentation (usually about a half hour long), and attending the social hour and dinner (if you can afford it) afterward.
- Helping with some of the incidental details that tend to crop up with some of the visits (such as driving the guest to the airport or to dinner).
- Encouraging other graduate students (or professors who are teaching a class at that time) to attend the colloquia and associated events. It is expected that graduate students will attend the colloquia anyway. However, in the past there have been a few students who have been less than diligent in this. We are not impressed by this lack of participation.

Ethical Requirements

Students must exhibit behavior consistent with ethical requirements of the American Psychological Association and the American Association of Marriage and Family Therapists. The APA and AAMFT considers these ethical requirements to be appropriate for both professionals and graduate students in the field. The following have been identified as the specific areas of concern:

1. Students should only provide services, teach, and conduct research within the boundaries of their qualifications based on their education & training.
2. Students should not engage in sexual harassment. This is defined as repeated, unwelcome sexual advances or other verbal or physical conduct of a sexual nature, occurring in connection with work or school. Sexual relationships with undergraduates that they are teaching are so likely to be exploitative that they are always unethical.
3. Students should not knowingly engage in harassment that is demeaning to another individual contacted through work or school that is based on the other individual's age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, or socioeconomic status.
4. Graduate students should avoid dual professional and personal relationships with clients, undergraduate students in the classes they teach, and research subjects who are participating in their projects. In particular, graduate students are expected to avoid dual relationships in which they are in an evaluative position of another student's academic success or may exploit another student for the graduate student's personal gain.
5. All students must avoid plagiarism. Citations of all works that influence the student should be documented. Further, data and records should be maintained in a confidential manner. However, data should be maintained in such a way that it can be made available to competent and trained professionals.
6. Assessments should be used and administered only by qualified individuals. When using assessment techniques for training or class assignments, the student must accurately describe the nature and usefulness of the assessments.
7. All graduate students, like all researchers, should adequately employ informed consent, debriefing, and confidentiality while conducting psychological research. The decisions of the departmental and university institutional review boards regarding human and animal research subjects must be followed.
8. When engaged in teaching, graduate students should make every effort to present information fairly and accurately. Every effort should also be made to avoid demeaning students or colleagues who hold different viewpoints.

The Ethical Principles of Psychologists is at <http://www.apa.org/ethics/code/index.aspx> and for MFT's is at [www. aamft.org](http://www.aamft.org)

Plagiarism

Graduate students, as future professionals, are expected to uphold all the standards of ethical behavior. One important issue is that of plagiarism. The following description from Nancy Cotton in the English Department of Wake Forest University may help.

“To put your name on a piece of work is to say that it is yours, that the praise or criticism due to it is due to you. To put your name on a piece of work any part of which is not yours is plagiarism, unless that part is clearly marked, and the work from which you have borrowed is fully identified. Plagiarism is a form of theft. Taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were yours, is like taking from that person a material possession, something he or she has worked for and earned. Even worse is the appropriation of someone else's ideas. By “ideas” means everything from the definition or interpretation of a single word, to the overall approach of an argument. If you paraphrase, you merely translate from his or her language to yours; another person's ideas in your language are still not your ideas. Paraphrase, therefore, without a footnote, is theft, perhaps theft of the worst kind. Here a person loses not a material possession, but something of what characterizes him or her as an individual. Plagiarism is a serious violation of another's rights whether the amount of material stolen is great or small; it is not a matter of degree. You know how much you would have had to say without someone else's help; and you know how much you have added on your own. Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who in any way have contributed.”

Research Involving Human Subjects

When people are involved as subjects in research or related activities conducted under University auspices, both the Institution and individual researchers are responsible for assuring that the rights and welfare of participants are adequately protected. In compliance with Federal regulations, California State University at San Bernardino has established an Institutional Review Board (IRB) to oversee its obligations with respect to human subjects. In order to cope with its special needs (e.g., running Psychology laboratory studies), the Psychology Department has established a local committee, namely, the Human Subject Review Board (HSRB) to review Psychology students and faculty's research projects involving human subjects. The statements listed below explain the research review procedure for the HSRB and IRB.

- a. All research projects run by faculty and students at CSUSB that involve human subjects will be subject to HSRB or IRB approval. No subjects may be run in any study, including research conducted for course assignments, until this approval has been received.
- b. The investigator must prepare a research proposal using the *Application to Use Human Subjects in Research* form. To appropriately answer some of the questions listed in the application form, one may follow the guidelines stated in "Policies and Procedures for Review of Research Involving Human Subjects." Both the application form and the policy guidelines may be obtained from the IRB website <http://irb.csusb.edu/> or <http://psychology.csusb.edu/facultyResources.htm>
- c. The University requires that all researchers using human subjects complete a course in the protection of Human Subjects. The online Collaborative IRB Training Initiative (CITI) course requires about 2 hours to complete. At the completion of the course, you are issued a certificate that must be filed with the department IRB committee before you submit an IRB research proposal. The course is available at <https://www.citiprogram.org>
- d. In many cases, the investigator shall not involve a human subject in a research project without first having obtained the legally effective informed consent of the subject or the subject's legally authorized representative. Unless a waiver has been approved by the IRB or the HSRB, this informed consent must be obtained and documented in writing. The researcher should retain a copy of the signed consent form. Legally effective informed consent must include information listed on page 4 of "Policies and Procedures for Review of Research Involving Human Subjects." A sample consent form is given on page 5 of the same document.

Research Involving Human Subjects (Cont.)

- e. It is also important to include a debriefing statement. A debriefing statement includes at least the following:
 - ◆ The reason for conducting the research.
 - ◆ The way to obtain general results of the study.
 - ◆ The person to contact if the subject has any questions or concerns related to the research.

Basically, the same rules go for debriefing as for the informed consent.

- f. If the research topic involves vulnerable populations (e.g., research with children, dependent adults, prison populations or pregnant women), it is required that the investigator directly submit his/her proposal (including the application form, the informed consent form, and the debriefing statement) to the campus IRB; otherwise, the investigator may submit the proposal to the department committee HSRB, chaired by a psychology faculty member.
- g. The proposal submitted to the HSRB will be reviewed by two faculty members in the Psychology Department.
- h. The HSRB chair will review the submitted proposal and the suggestions and comments made by these two faculty members.
- i. If the proposal has been submitted to the HSRB, the investigator can expect to hear the HSRB decision within two weeks. There are three possible outcomes:
 - ◆ the proposal is approved by the HSRB,
 - ◆ the proposal will be approved if the unclear points are clarified and/or the missing materials are submitted, and
 - ◆ the proposal has to be forwarded to the IRB.
- j. If the proposal has been submitted to the IRB, the investigator can expect to hear the IRB decision within two weeks. There are also three possible outcomes:
 - ◆ the proposal is approved,
 - ◆ the proposal will be approved if the unclear points are clarified and/or the missing materials are submitted, and

◆ the proposal is not approved.

Research Involving Human Subjects (Cont.)

In all cases, the HSRB chair or the IRB chair will write a memo stating the decision concerning the submitted proposal. In addition to the review decision, the investigator may receive a list of suggestions and comments.

Basically the suggestions and comments are related to issues concerning human subjects. Occasionally, some suggestions and comments related to the research methodology will be given. It will be clearly stated in the memo what things are purely suggestions to the investigator and what things require further clarification before the proposal can be approved.

- k. After receiving the memo from the HSRB chair or the IRB chair, if the proposal is approved, the investigator may start collecting data. If the proposal is not approved, the investigator may make appropriate changes in the proposal and submit a rebuttal of the proposal. If the investigator does not agree with the decision made by the HSRB or the IRB, he or she may write a statement including clear justifications. The HSRB chair or the IRB chair may schedule a meeting with the investigator to discuss the points.

- l. There are some further points to be noted:

- ◆ If the project lasts longer than one year, the investigator must reapply for approval at the end of each year.
- ◆ If any substantive changes are made in the research prospectus, the HSRB or the IRB must be notified immediately, and a new review may be necessary.
- ◆ If any unanticipated risks to subjects arise, the investigator must immediately notify the IRB or the HSRB.
- ◆ The investigator is required to keep copies of the informed consent forms and data for at least three years.

- m. If you have any questions regarding the review procedures, please contact the departmental faculty member who is currently serving in this role of IRB representative. Please prepare your proposal in advance. Do not wait until the last minute. The IRB and the HSRB members will try their best to cope with your

needs.

Graduate Student Teaching Positions

CD 2245, 2246, 2247: Observation and Methods in Child Development

Prerequisite Coursework

Psyc-6630: Teaching of Psychology

CD-2260: Early Childhood Development or an equivalent course in
Observational Methodology

Psychology 1100: Introduction to Psychology (Supplemental Instruction course)

Prerequisite Coursework

Psyc-6630: Teaching of Psychology

Psychology 1101: Psychology as a Major

Prerequisite Coursework

Psyc-6630: Teaching of Psychology

Psychology 2210: Psychological Statistics (SAIL Pre-MARC Adjunct Support Class)

Prerequisite Coursework

Psyc-6630: Teaching of Psychology

Psyc-6640: Advanced Methods in Psychological Research

Psyc-6641: Analysis of Variance

Psyc-6642: Regression and Nonparametric Statistics

Psychology 3311: Introduction to Experimental Psychology Lab

Prerequisite Coursework

Psyc-6630: Teaching of Psychology

Psyc-6640: Advanced Methods in Psychological Research

Psyc-6641: Analysis of Variance

Psyc-6642: Regression and Nonparametric Statistics

PSYC-3363: Biological Psychology (SAIL/pre-MARC/RISE Adjunct Support
Class) Prerequisite Coursework

PSYC-6656: Advanced Biological Psychology)

*Must have passed with an "A"

Application to Teach

- Graduate students are strongly encouraged to apply for teaching associate positions within the department.
- Graduate teaching applications are available during the Spring semester.
- Preference will be given to second year students and financial need will be one consideration in the selection process.
- To be considered for teaching, students will also need to submit a one page personal statement and three letters of recommendation from faculty members.

Financial Aid

If you believe you will not be able to pay for all your educational costs, you are encouraged to apply for financial aid. Please contact the Financial Aid Office if you need assistance applying for any of these programs. Students eligible for financial aid typically receive a “package” of aid from two or more of the programs described below.

State University Grants: State-funded awards that cover a portion of fees for eligible graduate students who are California residents and who are required to pay the State University Fee.

Graduate Equity Fellowships: State-funded awards to students with demonstrated financial needs that are admitted to graduate degree programs. Eligible students are from ethnically underrepresented groups, students with disabilities, and women in academic disciplines where they are underrepresented.

Fellowships and Scholarships: Awarded on the basis of merit and financial need, in addition to other criteria as specified by the donors of each fund. Number, types and application procedures vary from campus to campus. Contact financial aid office for information.

Federal Work-Study Program: Work-study jobs enable eligible students to earn money to help pay for their educational expenses through part-time and summer employment on campus or with an approved off-campus agency.

Federal Student Loans: Various long-term, low-interest student loans are available to eligible applicants. Student loans must be repaid with interest. Federal Perkins Loans may be included in the financial aid “package.” The amount of the loan will vary according to the total amount of financial aid a student is eligible to receive.

Federal William D. Ford Direct Student Loan/Federal Stafford Loan: These loans are “subsidized” if the student has financial need, meaning the federal government pays interest on the loan until the borrower begins repayment, or “unsubsidized” meaning the borrower will be charged interest on the loan from the time it is disbursed until it is paid in full. Additional information is available from the financial aid office.

Except for graduate assistantships, where application to the Psychology Department is made, students should apply directly to the University’s Financial Aid Office.

Applications received by the University’s Financial Aid Office prior to March 1 receive primary consideration. Applications are generally accepted on year-round basis and aid awards are made on a “funds available” basis.

Research and Travel Funding

ASI provides funding to support research and travel related to academic growth and development. Specific examples include research supplies for an independent study, academic course, or honor's project; presenting at a conference; attending a conference; and travel related to research. Applications are evaluated competitively by the ASI Grant Review Committee and funds are awarded up to \$1,000 per submission. Requests are accepted every semester. For more information on the review process, submission deadlines and to download the application, please visit the Graduate Studies website: <http://gradstudies.csusb.edu>

OSR Student Grants are awarded to cover costs associated with student research or other creative activity outside the classroom. Applications are evaluated competitively based on the quality of the proposed research/creative activity. To be eligible, students need to be in good academic standing (Cumulative GPA of 3.0 or above) and registered as a full-time student. Students are allowed one grant (up to \$500) per degree. For more information on the review process, submission deadlines and to download the application, please visit the Office of Student Research website: <http://osr.csusb.edu/students/studentGrants.html>

Applying to Doctoral Programs

The process for applying to doctoral programs is basically the same as applying for master's programs. In addition, however, you must take the GRE's. The recommended time to take these would be in your 2nd year. The experience of many graduate students who have taken the GRE's both prior to, and during, our program is that there is some change in the Aptitude scores (Verbal, Quantitative, and Writing) and substantial change in the Psychology score after completing the coursework in our program. Some schools also require the MAT (Miller Analogies Test). Preparation for these exams is recommended and will likely improve your scores. Check with the office of Graduate Studies for any on-campus resources that might be available. Self-help guides and professional prep courses are also an option.

A second step is to decide what type of specialized doctoral program you wish to attend. To get a clear idea it is best to talk with your advisor and faculty working in that area. The primary advantage that we offer students is the opportunity to do research. Having scholarly presentations and publications will dramatically enhance your ability to advance to a quality doctoral program. Letters of recommendation are also important. The usual timing is to ask three professors early in the Fall if they will write recommendations for you. When you give the professor the recommendation forms, make sure that you include: a list of when and how each application is due, stamped envelopes that include the full address for those letters requiring a mailed hard copy, and be sure to fill out those portions of the recommendation form that you are responsible for.

The next step is to select a list of graduate schools. To help you do this, there is an APA guide to graduate programs in the US and Canada. There is a similar guide put out by the Society for Neuroscience. Select a list of ten or more schools to apply to. These schools should be ones with a good reputation for the program you are interested in (not just a good reputation overall). Your primary concern is to choose a university where you will succeed, so it is essential that you go to a university where you will be doing research that you enjoy and are working for a faculty mentor who you like and respect. For these reasons,

it is best to visit the laboratory where you are going to be working prior to accepting a position at that university.

Psychology and Child Development Faculty Research Interests

Mark Agars, 1999 (Ph.D., Pennsylvania State University) The work and family interface, diversity management, gender issues in the workplace, and workplace creativity.

Dionisio A. Amodeo, 2015 (Ph.D., University of Illinois, Chicago) Rodent models of autism spectrum disorder, repetitive behaviors and cognitive inflexibility. Focusing on the serotonergic system.

Leslie Amodeo, 2016 (Ph.D., University of Illinois at Chicago) Focusing on the understanding the neurocognitive aspects of adolescent development and how drugs of abuse, such as alcohol and psychostimulants, can manipulate that neuro-maturational trajectory. Additionally, focusing on the neural circuitry underlying how we learn and make decisions using a rodent model.

Kelly Campbell, 2008 (Ph.D., University of Georgia) Interpersonal relationships (specifically couple rituals, commitment, infidelity, and marriage), happiness, and cultural diversity.

Manijeh Badiie , 2013 (Ph.D., University of Nebraska-Lincoln) Women's empowerment and activism, community-based research, multicultural issues in mental health treatment, relational approaches to psychotherapy, and sexual assault prevention.

Brittany Bloodhart, 2013 (Ph.D., Pennsylvania State University) How social processes motivate engagement in or denial of social and environmental injustices, and how attitudes about the environment are related to attitudes about sexism, racism, and other forms of prejudice. Looking at the role of moral values, moral emotions (e.g., empathy), social identity, and system justifications in attitudes toward sustainable and pro-environmental behaviors, and on several intervention programs to increase gender equity in academia.

David V. Chavez, 1988 (Ph.D., University of California, Berkeley) Community-Based Participatory Research focusing on ethnicity and mental health, health and educational disparities, developmental psychopathology, violence in families and children, and preventative psychology.

Yuchin Chien, 1989 (Ph.D., Cornell University) Experimental study of (1) language acquisition from a cross-linguistic perspective and (2) the interaction between language-specific features and cognition.

John Clapper, 2002 (Ph.D., Stanford University) Cognitive psychology, categories and concepts, unsupervised learning, attention and memory organization, computational models of human learning.

Cynthia A. Crawford, 1996 (Ph.D., University of Kentucky) Animal and human models of drug addiction; second messenger system pharmacology; developmental neuropsychopharmacology.

Ismael Diaz, 2013 (Ph.D, Texas A&M University) Occupational Health Psychology (OHP); leader and supervisor positive treatment and mistreatment; communication technology attitudes, usage, and employee outcomes; employee attitudes and well-being; contextual

performance; and incivility and mistreatment at work.

Psychology and Child Development Faculty Research Interests (Cont.)

Stacy Forcino, 2010 (Ph.D., Idaho State University) Treatment of common problems of childhood (e.g., noncompliance, bedtime problems, toileting training difficulty); Treatment of clinically significant problems of childhood (e.g., Oppositional Defiant Disorder, ADHD, sleep disorders, elimination disorders); Parent training; Behavior therapy/ Applied behavior analysis

Donna Garcia, 2009 (Ph.D., University of Kansas) The self-perpetuating nature of social inequality via its effects on human functioning (e.g., motivation, aspirations, achievement, self-regulation, and psychological and physiological well-being).

Cari Goetz, 2014 (Ph.D., University of Texas at Austin) Evolutionary Psychology; human mating behavior and cognition; evolutionary influences on social behavior.

Janelle Gilbert, 1995 (Ph.D., George Mason University) Organizational processes, climate and culture; group dynamics and composition; work attitudes; and leadership development.

Pablo Gomez, 2003 (Ph.D., Northwestern University) Perceptual decision making, mathematical modeling, bayesian statistics, visual word recognition.

Christina Hassija, 2013 (Ph.D., University of Wyoming) Trauma Exposure among interpersonal violence and combat populations; Posttraumatic Stress Disorder and other trauma-related sequelae; Mechanisms associated with risk and resiliency following trauma exposure; Cognitive appraisals and meaning making.

Jacob Jones, 2016 (Ph.D., University of Florida) Neuropsychology, Parkinson's disease, neuroimaging, cognitive impairment, microbiome, longitudinal modeling of neuropsychiatric symptoms in neurodegenerative disorders.

Laura Kamptner, 1984 (Ph.D., Michigan State University) Attachment, sibling relationships, personal possessions and their meanings, identity development, early childhood development and education, parenting, issues in human development.

Hideya Koshino, 1994 (Ph.D., University of Kansas) Visual attention and working memory, both the traditional cognitive/experimental and cognitive neuroscience approaches.

Janet L. Kottke, 1984 (Ph.D., Iowa State University) Personnel selection, diversity, diversity management, models of organizational change, business ethics, and measurement.

Michael Lewin, 1995 (Ph.D., Oklahoma State University) Early Maladaptive Schemas and Cognitive Vulnerability; Experimental Psychopathology; Cognitive Behavioral Therapy; Anxiety.

Miranda M. McIntyre, 2018 (Ph.D., Purdue University) Social psychology, personality and individual differences, social cognition, person-environment fit, STEM interest and participation, gender differences, psychometrics and measurement.

Psychology and Child Development Faculty Research Interests (Cont.)

Sanders A. McDougall, 1991 (Ph.D., University of Kentucky)
Psychopharmacology, developmental psychobiology, animal learning and memory.

Jason F. Reimer, 2001 (Ph.D., University of Nebraska) Language and memory development, visual word recognition in children and adults, reading acquisition, development of cognitive inhibition.

Robert Ricco, 1992 (Ph.D., Temple University) Cognitive development; logical thinking across the lifespan; argumentation and critical thinking; metacognition; personal epistemology; parent cognition.

Maria Santos, 2016 (Ph.D., University of Wisconsin-Milwaukee) Evidence-based psychotherapies (with emphasis on Behavioral Activation for depression), psychotherapy treatment outcome and process, Latino mental health, community mental health, depression, early psychosis .

Kenneth S. Shultz, 1992 (Ph.D., Wayne State University) Personnel selection and job analysis, applied psychological measurement, older worker and retirement issues.

Jodie Ullman, 1996 (Ph.D., University of California, Los Angeles) Applied multivariate statistical analysis with emphasis on structural equation modeling. Research design and methodology. Longitudinal patterns of substance use.

The following forms can be downloaded at

<https://csbs.csusb.edu/psychology>

(Psychology Department forms)

or

<https://www.csusb.edu/graduate-studies/current-students/forms>

(Graduate Studies forms)

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

REQUEST FOR LEAVE OF ABSENCE

Leaves are required for any student who will be absent from the University for one term or more.

Name	<input type="text"/>	Date	<input type="text"/>
Address	<input type="text"/>	Telephone	<input type="text"/>
City, State	<input type="text"/>	Zip Code	<input type="text"/>
Coyote ID#	<input type="text"/>		
Campus Email	<input type="text"/>		

Last Term Completed (e.g., Spring 2019)

Term Leave Will Start (e.g., Fall 2019)

Returning Term (e.g., Fall 2020)

Graduate Level (check one): ☐ Postbaccalaureate Unclassified ☐ Postbaccalaureate Classified

☐ Conditionally Classified ☐ Classified

Current Graduate Program and Option:

Type of Leave Requested:

☐ **Medical Leave of Absence.** Requests must be accompanied by a statement from a medical doctor explaining why enrollment must be interrupted. A doctor's statement verifying the reason and the length of recuperation on the doctor's letterhead must be attached. Leaves for pregnancy are restricted to the term of delivery unless verified medical circumstances indicate a longer time is required for recuperation. Exceptions to the two year limit may be granted under extenuating circumstances.

☐ **Military Leave of Absence.** Attach copy of military orders. A maximum of 12 consecutive quarters (8 consecutive semesters) may be approved.

☐ **Planned Educational Leave.** Identify the institution you will attend and list the courses you plan to take. Upon return, transcripts must be submitted showing the course taken. A maximum of 6 consecutive quarters (4 consecutive semesters) may be approved. (Summer does not count as a term.)

☐ **Personal Leave:**

Note: All students returning from an approved leave of absence earlier than stated above must submit a Readmission from a Leave of Absence form to the Office of the Registrar.

Department and Graduate Studies Certification – Required for all leaves.

<input type="text"/>	<input type="text"/>	<input type="text"/>
Program Coordinator (Print)	Program Coordinator (Sign)	Date

This section is for Graduate Studies use only and must be completed for all requests.

<input type="text"/>	<input type="text"/>
Approved to return:	Not Approved – Reason:
Term	Year

<input type="text"/>	<input type="text"/>
Date	Dean of Graduate Studies Signature

Updated 10/3/2019

CSUSB
 Advancement to Candidacy
 Graduate Approved Program Form
 M.S. Clinical Counseling Psychology

Thesis Option
 Total Units 73

Student Information					
Date:		Semester Accepted:			
Student Name:		Coyote ID:			
Address:		Home Phone:	() -		
City:		Other Phone:	() -		
State, Zip:		Email:			
A. Core Curriculum					
Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
Psyc 6618	3				<input type="checkbox"/>
Psyc 6619	3				<input type="checkbox"/>
Psyc 6633	3				<input type="checkbox"/>
Psyc 6638	3				<input type="checkbox"/>
Psyc 6640	3				<input type="checkbox"/>
Psyc 6654	3				<input type="checkbox"/>
Psyc 6665	3				<input type="checkbox"/>
Psyc 6667	3				<input type="checkbox"/>
Psyc 6671	6				<input type="checkbox"/>
Psyc 6672	6				<input type="checkbox"/>
Psyc 6674	3				<input type="checkbox"/>
Psyc 6679	3				<input type="checkbox"/>
Psyc 6682	3				<input type="checkbox"/>
Psyc 6871	3				<input type="checkbox"/>
Psyc 6872	3				<input type="checkbox"/>
Psyc 6971	3				<input type="checkbox"/>
Psyc 6972	3				<input type="checkbox"/>
Core Total	60				
NOTE: UP TO EIGHTS UNITS OF PSYC 6971 AND 6972 MAY BE WAIVED FOR APPROPRIATE WORK EXPERIENCE.					
B. Thesis					
Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
Psyc 6641 or 6642	4				<input type="checkbox"/>
Psyc 6953	3				<input type="checkbox"/>
Psyc 3974	4				<input type="checkbox"/>
NOTE: STUDENTS WISHING TO OBTAIN MFT LICENSURE MUST TAKE PSYC 6617 (CLINICAL PSYCHOPHARMACOLOGY), PSYC 6679 (THERAPY THEORIES) AND WORKSHOPS IN CHILD ABUSE AND HUMAN SEXUALITY (OFFERED THROUGH EXTENDED ED). PSYC 6617 AND 6679 MAY BE USED TO SATISFY THE ELECTIVE REQUIREMENTS					
D. Upper Division Writing Requirement (Please select one)					
1. 3060 Course/Grade		Sem/Yr		For items 2 or 3 please attach documentation for proof of completion	
2. WREE Score		Date			
3. Waived by Graduate Studies		Date			
Ethical Violations					
Yes _____ No _____ Pending _____					

Thesis Advisor Signature _____ Date _____

Graduate Program Director Signature _____ Date _____

Student Signature _____ Date _____

CSUSB
 Advancement to Candidacy
 Graduate Approved Program Form
 M.S. Clinical Counseling Psychology

Comprehensive Exam Option
 Total Units 63

Student Information					
Date: _____	Semester Admitted: _____				
Student Name: _____	Coyote ID: _____				
Address: _____	Home Phone: (____) _____ - _____				
City: _____	Other Phone: (____) _____ - _____				
State, Zip: _____	Email: _____				
A. Core Curriculum					
Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
Psyc 6618	3				<input type="checkbox"/>
Psyc 6619	3				<input type="checkbox"/>
Psyc 6633	3				<input type="checkbox"/>
Psyc 6636	3				<input type="checkbox"/>
Psyc 6638	3				<input type="checkbox"/>
Psyc 6640	3				<input type="checkbox"/>
Psyc 6654	3				<input type="checkbox"/>
Psyc 6665	3				<input type="checkbox"/>
Psyc 6667	3				<input type="checkbox"/>
Psyc 6671	5				<input type="checkbox"/>
Psyc 6672	5				<input type="checkbox"/>
Psyc 6674	3				<input type="checkbox"/>
Psyc 6679	3				<input type="checkbox"/>
Psyc 6682	3				<input type="checkbox"/>
Psyc 6871	3				<input type="checkbox"/>
Psyc 6872	3				<input type="checkbox"/>
Psyc 6971	3				<input type="checkbox"/>
Psyc 6972	3				<input type="checkbox"/>
Core Total	60				
NOTE: UP TO EIGHTS UNITS OF PSYC 6971, AND 6972 MAY BE WAIVED FOR APPROPRIATE WORK EXPERIENCE.					
B. Comprehensive Exam					
Study Plan	Units	Grade	Sem/Yr	Comments	Grade Verified
Psyc 6123	3				<input type="checkbox"/>
Psyc 6980	0				<input type="checkbox"/>
NOTE: PSYC 6682, AND 688 ARE REQUIRED FOR THOSE STUDENTS INTERESTED IN LICENSURE AS A MARRIAGE AND FAMILY THERAPIST PRIOR TO APPLICATION TO LICENSURE.					
D. Upper Division Writing Requirement (Please select one)					
1. PSYC-6640 Grade _____		Sem/Yr _____		For Option 2 please attach documentation for proof of completion	
3. Waived by Graduate Studies _____		Date _____			
Ethical Violations					
Yes _____ No _____ Pending _____					

Comp Exam Advisor Signature _____ Date _____

Graduate Program Director Signature _____ Date _____

Student Signature _____ Date _____

DEPARTMENT OF PSYCHOLOGY
APPLICATION FOR CLASSIFIED STATUS

Name: _____

Date: _____

Coyote ID: _____

Email: _____

Program: _____

I have met the following as specified in my letter of acceptance:

<u>COURSE</u>	<u>SEMSETER TAKEN</u>	<u>GRADE RECEIVED</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. Other _____	_____	_____

SIGNATURE OF STUDENT

I certify that the conditions of classification have been met.

SIGNATURE OF DIRECTOR

LTR Sent _____
Initials _____

DEPARTMENT OF PSYCHOLOGY
REQUEST FOR CHANGE IN STUDY PLAN FOR MASTER'S DEGREE
(Classified Graduate Students Only)

Coyote ID: _____

Name: _____

Address: _____

Telephone #: _____

Email: _____

Psychology Master's Program: _____

List course names, numbers, and units, and/or thesis committee chair & members

From

To

State reason for request: _____

Student Signature

APPROVED _____

DENIED _____

Faculty Thesis Chair:

Date: _____

Date: _____

Graduate Program Director:

DEPARTMENT OF PSYCHOLOGY
ORAL DEFENSE OF THESIS INFORMATION FORM

Today's Date: _____

Student Name: _____

Coyote ID: _____

Date of Orals: _____

Time: _____

Title of Thesis: _____

Location: _____

Thesis Committee: _____, **Chair**

Orals Passed: **Yes** _____ **No** _____

Signature of Committee Chair

Date

**PETITION FOR ACCEPTANCE OF COURSEWORK
TAKEN AS AN UNCLASSIFIED POST BACCALAUREATE/TRANSFER
STUDENT TO PSYCHOLOGY M.A. OR M.S. DEGREE**

DATE _____
NAME _____ COYOTE ID _____
ADDRESS _____
EMAIL _____
_____ CITY & STATE _____
DEGREE PROGRAM _____

I hereby petition for acceptance of the following courses taken as an unclassified graduate student to be considered as graduate work in fulfillment of the requirements for the above-mentioned Degree in Psychology.

These courses may include up to 13 units of extension and transfer credit from other colleges OR up to 12 units of work taken in unclassified status.

	Title	Department	University	Course #	Units	Grade
1.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____

STUDENT SIGNATURE

GRADUATE PROGRAM DIRECTOR

cc: 1. Admissions & Records, attn: Graduate evaluator
2. Department
3. Student

California State University, San Bernardino (CSUSB)
Postbaccalaureate/Graduate Petition for Waiver of University Regulations

PLEASE TYPE OR PRINT CLEARLY

Name _____

Date _____

Telephone _____

Street _____

Address _____

Coyote ID# _____

City, State, Zip _____

Coyote Email _____@coyote.csusb.edu

I am enrolled in the following degree: _____

I hereby petition for waiver of the following University regulation:

a. Waiver of the Graduate Entrance Writing Requirement. *Documentation required*

If submitting a writing sample (please check one): ☐ DI would like to be contacted to pick up my writing sample

☐ DI would like Graduate Studies to recycle/shred my writing sample

b. Waiver of the 12 unit limit prior to classification.

c. Waiver of the 7 year limit on applicable coursework.

Requires certification of currency by faculty member. See instructions for wording. List all courses to be waived: _____

d. Extension of time to complete an incomplete course.

Course number and title: _____

Year: _____

Incomplete received: Qtr: _____

Instructor Signature _____

Extended to Qtr _____

Year: _____

**e. Retroactive
Withdrawal for Qtr:**

Year: _____

Documentation required

List Courses: _____

Instructor's Signature

Instructor's Signature

Instructor's Signature

Student's Statement.
Other:

(Indicate why you feel this petition should be granted. Attach additional page if necessary.)

I certify that I have read the attached information sheet pertaining to the waiver of University regulations that I am requesting, have attached all pertinent information and required documentation to support my request, and have obtained all necessary signatures of certification.

Student's Signature

Program Certification.

Graduate Program Coordinator's Signature

Approved Reason:

Not Approved

Dean of Graduate Studies Signature

Date

Distribution: Records, Office of Graduate Studies, Graduate Coordinator, Program Office, Student

Updated 10/10

Department of Psychology
Thesis Proposal Acceptance Form

Name: _____ **Coyote ID:** _____

Has submitted a thesis proposal entitled: _____

Thesis Committee:

_____, **Chair**

Date of Acceptance: _____

Time: _____

Location: _____

cc: Student –
original Yuchin Chien –
copy
Thesis chair - copy
Graduate Secretary – copy
Student file - copy

Input on to db _____
Initials

