



# Department of Psychology

California State University, San Bernardino

## M.S. Clinical Counseling

Graduate Student  
Handbook

**Fall 2022**



## Department of Psychology

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### California State University San Bernardino

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Fall 2022

Dear Psychology Graduate Student:

Congratulations on the start of your graduate education in the Department of Psychology at California State University, San Bernardino. On behalf of the faculty and staff, it is with great pride and enthusiasm that I welcome you to the Department of Psychology! Your acceptance to this program is a testament to your academic success and abilities, hard work, and persistence thus far in your educational journey. The applicant pools for our graduate programs are very competitive with many qualified applicants—but you rose to the top, impressed our admissions committees 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 graduate 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 educational 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 future 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 experience in our graduate program. Please 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 cursive script that reads "M R L".

Michael R. Lewin, Ph.D.

Professor and Interim Chair

Department of Psychology



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Fall 2022

New Clinical Counseling Graduate Students,

Welcome to the 2022-23 academic year. Becoming a therapist is a unique challenge and responsibility. I hope that you can stay present and open in the training process. 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](http://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](http://www.camft.org))

Welcome. We look forward to working with you.

Sincerely,

A handwritten signature in cursive script that reads "Manijeh Badiee".

Manijeh Badiee, MS Clinical Counseling Program Coordinator

The Clinical/Counseling Faculty

Stacy Forcino, Community Counseling Center Director & MS Clinical Counseling Faculty Member

David Chavez, 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****2022/23**

Adeline Abrahimy (CSU, Long Beach)

Mary Bangcawayan (CSUSB)

Alberto Diaz (CSU, Northridge)

Tristan Freeman (CSUSB)

Shaina Goss (CSUSB)

Lea Hemphill (CSUSB)

Sandra Hernandez Alonso (CSUSB)

Maliana Pahulu (CSUSB)

Dania Ramirez (UC, Berkeley)

Hannah Spivey (San Diego State University)

Ulises Velasco (UC, Riverside)

Cyrstal Walker (CSUSB)

## Two Year Schedule

Master of Science in Clinical/Counseling Psychology (MSCC)							
C: Comprehensive Exam Option (60 Units)				T: Thesis Option (68 units)			
2022-2023 (First Year)				2023-2024 (Second Year)			
Fall 2022		Spring 2023		Fall 2023		Spring 2024	
C	<b>PSYC 6633 (3)</b> Professional Ethics and Law in Counseling	C	<b>PSYC 6618 (3)</b> Community and Public Mental Health	C	<b>PSYC 6636 (3)</b> Multicultural Counseling	C	<b>PSYC 6619 (3)</b> Community Disaster, Trauma and Resilience
T		T		T		T	
C	<b>PSYC 6665 (3)</b> Psychopathology	C	<b>PSYC 6640 (3)</b> Advanced Methods in Psychological Research	C	<b>PSYC 6638 (3)</b> Substance Abuse: Detection, Assessment and Treatment	C	<b>PSYC 6654 (3)</b> Advanced Life-Span Developmental Psychology
T		T		T		T	
C	<b>PSYC 6671 (6)</b> Marriage and Family Therapy Skills I	C	<b>PSYC 6667 (3)</b> Family Processes	C	<b>PSYC 6682 (3)</b> Clinical Assessment	C	<b>PSYC 6674 (3)</b> Child Therapy
T		T		T		T	
C	<b>PSYC 6679 (3)</b> Theories of Counseling and Psychotherapy	C	<b>PSYC 6672 (6)</b> Marriage and Family Therapy Skills II	C	<b>PSYC 6971 (2)</b> Advanced Practicum in Counseling Psychology I	C	<b>PSYC 6972 (1)</b> Advanced Practicum in Counseling Psychology II
T		T		T		T	
C	<b>PSYC 6871 (3)</b> Marriage and Family Therapy Practicum I	C	<b>PSYC 6872 (3)</b> Marriage and Family Therapy Practicum II	▼ Culminating Experience ▼			
T		T					
				C	<b>PSYC 6123 (3)</b> Directed Readings	C	<b>PSYC 6980 (0)</b> Comprehensive Examination
				▼ PSYC 6641 or PSYC 6642 ▼			
				T	<b>PSYC 6641 (4)</b> Analysis of Variance	T	<b>PSYC 6642 (4)</b> Regression and Nonparametric Statistics
				T	<b>PSYC 6953 (3)</b> Advanced Independent Study	T	<b>PSYC 6974 (4)</b> Thesis
<b>PSYC 6630 (2)</b> Teaching of Psychology (See Note 1)			<b>PSYC 6630 (2)</b> 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<sup>st</sup> year if they would like to be considered for teaching during their 2<sup>nd</sup> year.

## M. S. Degree Requirements

The M.S. degree requires completion of 68 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](http://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

The California Board of Behavioral Sciences, or BBS, accredits and regulates Marriage and Family Therapists. It is important that you familiarize yourself with the [BBS website](#). That is where you will obtain all the required forms for licensure. To access the forms, click on Applicant, [then LMFT](#). Currently, the required forms include the **Weekly Summary of Experience Hours**, **Supervision Agreement**, and **In-State Experience Verification**. You are responsible for completing the **Weekly Summary of Experience Hours** once you start counting hours in your second semester. Log your hours on a weekly basis and have your supervisor sign on a weekly basis. Your supervisor(s) will initiate the **Supervision Agreement** and **In-State Experience Verification** forms.

## 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 (2<sup>nd</sup> 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 (2<sup>nd</sup> 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.

## **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 (2<sup>nd</sup> 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 (2<sup>nd</sup> 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.

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 lead to 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).

## **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.
- 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 (2<sup>nd</sup> 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 (2<sup>nd</sup> 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.

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.**

#### 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.

### 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);

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, complete the Application for Classified Status form from [the Psychology Department website](#).

## 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

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 [on the Graduate Studies website](#).

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.

To learn more about thesis preparation and completion, read the thesis handbook [from the psychology department website](#). Info about the review process and finalizing the thesis can be accessed [from the graduate studies website](#).

## Advancement To Candidacy

After completing at least 30 semester units of graduate coursework, 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. A Change in Study plan form can be found through the [Psychology Department website](#).

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. be deemed to have engaged in ethical and professional conduct with regard to clients, classmates, and faculty as reported by faculty and supervisors;
5. filed an approved Advancement to Candidacy form, which is downloadable from [the department website](#). Make sure you select the correct option (i.e., comps exam or thesis).

## 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.

**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. You can learn more about CSUSB’s leave policies and access relevant forms through the [Graduate Studies website](#). Please keep abreast of BBS requirements for MFT licensure as a leave of absence may impact your licensing process.

**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.

## 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](http://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. The IRB must approve all research projects, including theses. To learn more about the CSUSB IRB, visit the [CSUSB IRB website](#). You should be working with a faculty mentor in all phases of a research project, including IRB.

## Graduate Student Teaching Positions

Teaching assignments vary by year but usually include the courses below. [Click here](#) for more info about graduate teaching.

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

### 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](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](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.

## Clinical Counseling Psychology Faculty Research Interests

Manijeh Badiie , 2013 (Ph.D., University of Nebraska-Lincoln) Resilience of marginalized groups, multicultural issues in mental health treatment, and non-monogamy.

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.

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

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

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

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.

You can learn about the psychology faculty's research interests by [clicking on their names](#).