



California State University, Los Angeles
Psychology Department



Graduate Handbook



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CALIFORNIA STATE UNIVERSITY, LOS ANGELES

COLLEGE OF NATURAL AND SOCIAL SCIENCES

Department of Psychology

Dear Graduate Student:

Welcome! Thank you for deciding to be part of the Psychology Master's degree programs at California State University, Los Angeles. We appreciate your interest in considering our institution to continue your education. This Handbook contains basic information on our graduate procedures helpful in guiding you to successfully realize your academic goals. We hope that your academic career at CSLA will offer you many new intellectual challenges and rewards in the pursuit of your personal goals.

In addition to a variety of formal academic experiences available in psychology classes Psi Chi, our chapter of the national psychology organization and the Psychology Club provides students with a number of activities that should be of interest to you. You can find out about these opportunities and other department activities by inquiring at the Psychology office, King Hall, Room C3104 or visiting us at our webpage at <http://www.calstatela.edu/academic/psych/html/deptmenu.htm>

The careful planning of your academic program is an important first step toward ensuring your success at California State University, Los Angeles. Be sure to meet with your mentor to help plan your academic program.

Sincerely,
Fary M. Cachelin, Ph.D.
Chair, Department of Psychology

PROCEDURES FOR COMPLETING MASTER'S DEGREE

STEPS TO BECOME A CLASSIFIED GRADUATE STUDENT

1. Satisfy the Writing Proficiency Requirement. Students must pass the Writing Proficiency Examination during the first two quarters of their Masters Program. The examination is listed as UNIV 400 in the current Schedule of Classes. Those who do not pass this examination by the end of the second quarter in residence will be suspended from further work on their programs until they have passed the examination.
2. Establish an official Masters Program. The steps for accomplishing this are as follows:
 - 2.1 After receiving a letter of acceptance from the university or department, make an appointment with your mentor to discuss your enrollment status.
 - 2.2 Complete the worksheet (See Section 12.0) for the Masters degree in Psychology with the assistance of your Mentor. For Marriage and Family Therapy see Dr. Anson Levine; for the Forensic Psychology program see Dr. Mitchell Eisen.
 - 2.3 Return the completed worksheet to the Graduate Secretary (KH C3104). Students will be notified by mail when to return to the office to sign their official program.
 - 2.4 Within one quarter students will receive a letter from the Associate Dean of the College of Natural and Social Sciences confirming their classification.
 - 2.5 Graduate programs can be changed however, the application form (Form: GS-5) for a change must be made before the course to be substituted is completed. Students are permitted to take additional courses not on their programs.
 - 2.6 No more than 13 units of graduate credit, post-bachelor's degree and prior to classified standing may be applied to a Master's program in the psychology department. These credits may be completed at CSLA or another university. No credit toward graduation is given for courses taken at a community college or courses which are not listed on the student's official program.
 - 2.7 Classified standing means the student has an approved master's degree program filed in the school graduate studies office and signed by the student's mentor, department chair and Dean.

GRADUATE CORE REQUIREMENTS:

Graduate core courses must be completed within the first 16 units in order to be eligible to advance to candidacy. A grade of "B" must be attained in graduate core courses to continue in the graduate program.

1. Research Methodology (one course). All students must choose one course from the following:

PSY 411 Advanced Research Methods in Psychology,

PSY 414 Analysis of Variance,

PSY 417 Single Case Research Design

PSY 491 Methods of Data Analysis

PSY 504 Sem: Advanced Experimental Methods

PSY 515 Sem: Advanced Statistical Methods

2. Students who have completed the equivalent of these courses as an undergraduate with a grade of "B" or better, need not repeat these courses as graduate courses. The requirement must be met within the first 16 units of coursework taken or within the first two quarters.

ADVANCEMENT TO CANDIDACY

1. Students should submit an Application for Advancement to Candidacy (FormGS-10) upon completing 16 units of their graduate program. These may be obtained from any of the departmental Secretaries.

The 16 units of course work completed must include the graduate core courses and the WPE. In order to continue in the graduate program the student must have achieved a grade of 3.0 or better in the core courses (see catalog, pg. 605).

2. Only students who have been advanced to candidacy may enroll in the following courses:

PSY 585 Directed Clinical Practice

PSY 590 Practicum in Counseling

PSY 595 Field Experience in Psychology

PSY 596 Comprehensive Examination

PSY 597 Graduate Research

PSY 598 Directed Graduate Study, and

PSY 599 Thesis

THESIS OR COMPREHENSIVE EXAMINATION

In planning a program, students in the Master of Arts, the M.S. Forensic Option are required to submit a thesis as a culminating experience for the Masters Degree. Students in the MFT program complete a comprehensive examination.

1. The Thesis Option (PSY 597 and PSY 599):

The thesis option is generally open only to students in the Master of Arts and the M.S. Forensic Option. In special cases, other students who have a faculty member willing to sponsor them may apply to do a thesis. The thesis consists of either an original empirical research project or a novel theoretical or conceptual interpretation of existing psychological thought based on material previously published. In either case, the thesis must deal with a problem of some importance to the field of psychology, in a manner that is scholarly, logical, objective, and systematic.

PSY 597

The first step in the process of doing a thesis is to complete Psy 597. It is recommended that student begin thinking about their thesis topic several quarters before beginning Psy 597. During this course, the student is expected to establish a suitable topic, review pertinent literature, design their study or topic, and write a proposal. The proposal includes a statement of the proposed topic, review of literature on the topic, and, for empirical studies, a statement of hypotheses to be tested and the research methodology to be used. The student should identify two additional faculty members willing to serve on their thesis committee. The proposal should be approved by the thesis chair and by the two other committee members. The three committee members should sign a GS-12 form, this form plus a copy of your proposal must be filed in the Psychology Office by the seventh week of the quarter in which PSY 597 is taken.

Psy 599

The next step is for the student to enroll in Psy 599. Upon approval of the research design by the thesis committee, the student will undertake the thesis, working under the guidance of the thesis chair. One year from the point of first enrollment in Psy 599 is allowed to complete the thesis units. If the thesis is not completed after registering in all of the 599 units on the program (maximum=4), the student must register for Psy 900 (which carries no credit) in order to complete thesis requirements and graduate. Progressively revised drafts of the thesis will be submitted to the chair of the thesis committee periodically for review and comment. The chair may, from time to time, require the student to submit copies to other members of the committee as well. The final draft must show clarity of purpose, competent critical analysis, tight organization, and originality. The presentation must be both accurate and complete. In style, it must follow the recommendations of the Publication Manual of the American Psychological Association (latest edition). It should include a separate title page and the following sections:

- ABSTRACT:** A brief summary of both the problem and results.
- INTRODUCTION:** Definition of the problem, development of the background, and statement of the study's purpose and rationale.
- METHODOLOGY:** Information and subjects, apparatus, measures and procedures. (This section and the next may not apply to a non-experimental thesis.)
- RESULTS:** A complete factual statement of the findings, including any tables, figures, and statistical analyses.
- DISCUSSION:** This section should include a thoughtful and logical analysis of the implications of the findings as well as conclusions that can be drawn, and any limitations.
- REFERENCES:** The references should reflect a thorough literature review of the salient literature dealing with the subject.
- APPENDICES:** Copying of letters, forms, measures, or other written materials used in the study.

After the draft has been approved by the thesis committee, a date is fixed for the final oral defense of the thesis. An abstract and copy of the thesis should be submitted to committee members at least two weeks before the oral defense. The student is required to prepare and bring to the oral defense the following materials for committee signature: The Title Approval Page (Form GS-13) in triplicate and one copy of The Final Oral Examination Results Page. These materials are available at the psychology office. The oral defense is open to any who wish to attend. After a successful oral defense, the student must return both of the above forms to the psychology office. Final thesis corrections are made and a final typed thesis with copies are prepared for distribution. Students are advised to consult with the thesis advisor in the Library at an early date, in order to conform to the Library requirements. The original must be delivered to the University Library, in the required format, no later than the last day of final exams in the quarter of graduation. The Library also requires two original copies of the title page, with the appropriate signatures. Another bound copy of the thesis should be made for the Psychology Department Office. Additional copies, as required by committee members should be prepared as needed.

The Comprehensive Exam Option: (PSY 596 and PSY 598 for MFT & ABA Students Only)

PSY 598

Students taking the comprehensive examination, will usually have 2-3 units of PSY 598 Graduate Directed Study on their programs which provides an opportunity for guidance of work done in preparation for the examination. The student should complete their PSY 598 units under faculty supervision during the quarter prior to enrolling in the comprehensive exams. Typically, students will work independently with their advisor who will guide their study, recommend reading materials and give feedback on their preparation. For more information students should consult Dr. Brigitte Matthies (MFT students) or Dr. Schlinger (ABA students).

1. A Multiple Choice Exam covering broad principles of psychology as a scientific discipline.
2. Essays on Clinical Vignettes covering issues of diagnostics, therapy, ethics, judgement and the law.

The examination is given on two successive days, during Spring and Fall quarters only, in sessions lasting three hours each day. The first day, covers areas one; the second day covers area two. The student is required to write on two clinical vignettes. Each examination response will be scored on a pass/fail basis, being read independently by at least two professors. To pass the examination, a student must receive "pass" scores from both professors on two of the four questions. In the case of a split evaluation on a comps question, a third reader will be asked to evaluate the question. A student who successfully passes two questions on a particular day but does not pass overall, does not have to repeat the portion passed on a subsequent sitting. A student who enters the examination room, and then leaves without attempting an answer, will be considered to have "sat" for that examination. The comprehensive examination must be passed within three sittings.

Students may have no more than one course remaining to complete on their graduate program following the quarter in which they first take the comprehensive examination. Students must formally apply to take the examination the quarter before it is scheduled. This is done by filing an application with the graduate secretary of the Psychology Department. They must also register for PSY 596 (0) during the quarter in which they expect to take the examination. Those who subsequently wish to withdraw from taking the examination without penalty may do so no later than the scheduled date of the examination by notifying the graduate secretary. The faculty will from time to time prepare up-to-date lists of suggested readings to assist students in preparing for the examination. However, students are expected to show an acceptable breadth of mastery in the field, acquired not only from the lists of recommended readings, but also from class work.

FACULTY MEMBERS AND THEIR AREAS OF INTEREST

Theodore S. Bell (tbell2@calstatela.edu) Teaches cognition, language, sensation and perception; Quantitative methods.

Fary Cachelin (fcachel@calstatela.edu) Teaches developmental psychology, behavior disorders in children, experimental psychology, personality psychology and introductory psychology. Research interests in clinical psychology with particular emphasis on eating disorders and developmental psychopathology.

Desdemona Cardoza (dcardoz@calstatela.edu) Teaches courses in women's issues in Psychology. Research focuses on symbolic racism, psychosocial predictors of achievement among Latino college students, and issues related to sexual harassment.

Ramani Durvasula (rdurvas@calstatela.edu) Teaching interests include abnormal, clinical and health psychology. Research interests have focused on psychopathology, substance use and sexual risk in persons living with HIV and AIDS.

Mitchell Eisen (meisen@calstatela.edu) Teaching interests include introductory psychology, personality psychology, psychopathology, learning and memory, personality assessment and family therapy. Research focuses on impact of trauma and stress on abused children, memory and suggestibility and coping strategies of maltreated children.

Joel Ellwanger (jellwan@calstatela.edu) Teaches undergraduate and graduate level courses in physiological psychology and statistics. Research interests include cognitive neuroscience, including the study of attention and memory through the use of physiological indices of cognition.

Gaithri Fernando (gfernan2@calstatela.edu) Teaching interests include abnormal psychology and clinical psychology, personality, and developmental psychopathology, as well as clinical and neuropsychological assessment. Primary interests are in posttraumatic stress in the context of war and extreme traumas such as torture, bomb blasts, and assassination attempts.

Alicia Izquierdo-Edler (aizquie@exchange.calstatela.edu) Teaches experimental research methods, physiological psychology, and motivation and emotion. Primary interests are cognitive and behavioral neuroscience and animal models of decision-making and reward-related processes.

Robert Kenninson (rkennin@exchange.calstatela.edu) Teaches cognitive psychology.
Kimberly King (kking3@calstatela.edu) Teaches courses in clinical, abnormal psychology, introductory psychology, psychology of prejudice, and other special topics in psychology related to ethnicity, class and gender. Research centers on individual and environmental differences that influence how people perceive and cope with discrimination.

Eric Kohatsu (ekohats@calstatela.edu) Teaches courses in research methods, clinical/counseling, human sexuality, cross-cultural psychology. Asian American psychology and cultural issues in mental health. Research focuses on racial identity issues, race relations, and the psychosocial effects of racism.

Brigitte Matthies (bmatthi@calstatela.edu) Teaches individual therapy, family therapy and abnormal psychology, and supervises MFT students in the psychology clinic. Research interests include phobias, acceptance of models of psychotherapy, diversity in interpersonal relationships, child and adolescent fitness, and assessment of personality and mood disorders

Pamela Regan (pcregan@earthlink.net) Teaches social psychology and univariate and multivariate statistics. Research focuses on interpersonal attraction, gender, and sexuality.

Heidi R. Riggio (hriaggio@exchange.calstatela.edu) Teaches social psychology, statistics and Theories of personality.

Henry Schlinger (hshclin@calstatela.edu) Teaches courses related to the M. S. degree in Psychology, Applied Behavior Analysis option, as well as Introductory Psychology and History and Systems of Psychology. His research interests include basic learning processes, schedules of reinforcement, conceptual issues in behavior analysis and psychology, rule-governed behavior, and verbal behavior.

Daniel Shabani (bshaban@exchange.calstatela.edu) Teaches courses related to the M. S. degree in Psychology, Applied Behavior Analysis option. His research interests are in the area of autism and related developmental disabilities.

Munyi Shea (mshea@exchange.calstatela.edu) Teaches courses related to multicultural psychology, social psychology, counseling and psychotherapy. Her research interests are organized around (1) examining sociocultural influences on behaviors and psychological experiences of undeserved groups; (2) developing and conducting outcome research on culturally appropriate interventions.

Doug Stenstrom (dstenst@exchange.calstatela.edu) Teaches courses related to social psychology, psychology and the law, violence and aggression, forensic psychology and statistics and research methods.

Kaveri Subrahmanyam (ksubrah@calstatela.edu) Teaches courses in introductory psychology, life span development, developmental psychology, cognitive development, adolescent development, and intro statistics. Research focuses on youth and digital media such as the Internet (e.g., MySpace, Facebook), and Spanish-speakers' learning of English