

MASTER OF SCIENCE PROGRAM STUDENT HANDBOOK

DEPARTMENT OF PSYCHOLOGY
California State University, Fullerton

Welcome to the Department of Psychology at California State University, Fullerton. This handbook contains information about the Psychology Department and the M.S. Graduate Program relevant to your studies. The requirements and rules governing graduate students in psychology are provided. Information in this Handbook is **supplemental** to the University Catalog, which contains general University graduate degree program information.

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The faculty in the Department of Psychology wish you success with your graduate studies!

*Jack Mearns, Coordinator
Master of Science Program*

ADMINISTRATIVE PERSONNEL

Psychology Graduate Office

M.S. Program Coordinator

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Graduate Secretary

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Psychology Department Office

Chair

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Jack Mearns
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Department Administration

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ahayes@fullerton.edu

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Equipment Technician

Terry Jones
Phone: (657) 278-3562
Office: H-520
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University Graduate Office

Location: MH 112
Phone: (657) 278-2618

Psychology Advanced Computer Lab

Lab will be closed fall 2011 and spring 2012

Location: H 625
Phone: (657) 278-3386

MASTER OF SCIENCE PROGRAM INFORMATION

The Master of Science in Psychology requires 50 units of approved graduate work, including the completion of a Thesis (see Thesis information.)

Graduate Office

The M.S. Coordinator is responsible for advisement, supervision and approval of students' study plans. The Psychology Graduate Office (H835N), staffed by our Graduate Secretary, is a focal point for graduate student affairs. The Graduate Secretary is familiar with all aspects of our programs and is an invaluable source of information. **Students are responsible for keeping abreast of requirements and deadlines. Failure to do so may delay graduation.**

Master of Science Graduate Studies Committee

This committee is responsible for management of the Master of Science Program. Student requests and petitions are reviewed and acted on by the Committee. Two students from the Master of Science Program, one from the first year class and one from the second year class, serve as representatives on this committee (see Student Affairs- Student Representation).

Time Limit

The M.S. Program is designed for completion in two to three years (4 to 6 semesters). All M.S. core classes and fieldwork must be taken in sequence and completed during the first four semesters. This is a very challenging and demanding program; as a consequence, some students take longer than two years to complete the M.S. Program. Tenure in the program, however, cannot extend beyond five years (10 semesters) from the date of admission unless approved by the University. A petition must be submitted to the Graduate Affairs Office and is available from that office. For this petition to be approved, students must submit a memo from their thesis chair describing a time-line for the student to finish the thesis. Students who fail to complete the program in five years and fail to file a petition are automatically disenrolled from the program. Those disenrolled students who wish to return and complete their degrees must reapply for admission to the program. Readmission is not guaranteed.

Study Plan

The M.S. Study Plan serves as both a program-planning document and a formal declaration of degree requirements for each student. **Students are responsible for meeting with the M.S. Program Coordinator during their first semester in the program to create a study plan.** The Coordinator helps students choose courses that best fit their academic and career goals. The Study Plan for each student is reviewed by the Program and the University's Graduate Affairs Office. After a Study Plan has been filed, the student is expected to complete all course work and other requirements listed. Study Plan changes may be made with consultation and approval of the Graduate Coordinator. File a **"Request for Change in Study Plan for Master's Degree"** form with the Graduate Secretary. **Students must receive a grade of "B-" or better in all Study Plan classes, and maintain a minimum GPA of 3.0.**

Classified Standing

Participation in the Graduate Programs in Psychology requires Classified Student Status. The requirements are usually met as part of the admission procedures and include (1) official report of Graduate Record Examination (GRE) scores for both the aptitude and advanced subject test in psychology; (2) official undergraduate transcripts, which document appropriate course work completion in psychology; and (3) verification of Writing Proficiency by EWP test passage or analytical GRE writing score of 4 or higher. If you choose the EWP Exam to fulfill your writing requirement, you may register on line through the student portal.

Grades

Letter grades must be used for all classes listed on your study plan for Master of Science. Students should be careful not to choose CR-NC (Grade option 2) when registering for classes because it will delay graduation. Students must receive a grade of "B-" or better in all study plan classes. Students must maintain a minimum grade-point average of 3.0. **Students who receive lower than a "B-" in a study plan class must retake that class and receive a passing grade.** Receiving lower than a "B-" in a class that is a prerequisite for later classes will mean that those later classes cannot be taken until after the student has retaken and passed the prerequisite (i.e., a student who gets lower than a "B-" in Psyc 501, 545 or 547 during the fall semester cannot take Psyc 548 or 560 in spring). M.S. Students with a grade-point average of less than 3.0 are subject to academic probation and possible dismissal from the program.

GRADE	POINTS
A+	4
A	4
A-	3.7
B+	3.3
B	3
B-	2.7
C+	2.3
C	2
C-	1.7
D+	1.3
D	1
D	.7
F	0

Admission to the Graduate Program does not assure students automatic "A" grades in course work or thesis. The full range of grades may be used, and Faculty members are free to award grades within this range.

Master Program Evaluation

Following their first semester in the Program, all students will receive a formal evaluation of their performance in their fall course work. In addition, students' progress through the program will be periodically evaluated by the M.S. Program faculty. Consistent progress toward completion of the degree is expected.

The CSUF University Catalog states: "It should be noted that successful completion of course work is not sufficient to permit continuation in the program. In addition, faculty judgment must be satisfied with respect to the student's effectiveness, and professional and ethical behavior in dealing with potential clients. Continuation in the program is contingent upon satisfactory performance in all aspects of the program as judged by the Graduate Studies Committee."

Appeals

Graduate students have the right to request an independent review of academic decisions made by faculty members, the Program Coordinator, or the Master of Science Graduate Studies Committee. An attempt should first be made to reach a satisfactory solution with the party involved. Issues regarding faculty should be brought to the attention of the Program Coordinator. Appeals of decisions of the Coordinator or Graduate Studies Committee should be addressed to the Department Chair. Remedies are sought initially through discussion with involved parties. The final level of appeal is to appropriate authorities at the University.

Advancement to Candidacy

University policy dictates: A student who has been granted classified standing is normally advanced to candidacy after a request is filed for graduation by the student and an affirmative recommendation is made by the graduate program adviser. A minimum grade-point average of 3.0 for all study plan course work is required; other scholastic, professional and personal standards, the passing of examinations, and other qualifications may be prescribed. Only those students who continue to demonstrate a satisfactory level of scholastic competence and fitness, as determined by the appropriate authorities, shall be eligible to continue in graduate programs.

Prerequisites for Master of Science Program

PSYC 306 Biological Psychology (prerequisite for PSYC 475 Psychopharmacology)

PSYC 461 Psychological Testing (prerequisite PSYC 561 Advanced Testing; grade of "B-" or better)

PSYC 465 Advanced Statistics (prerequisite PSYC 510 Experimental Design; grade of "B-" or better)

If you are missing either PSYC 461 (Testing) or PSYC 465 (Advanced Statistics) you must take this class during your first semester in the program. If you are missing both, you should complete PSYC 461 (Testing) fall semester and PSYC 465 (Advanced Statistics) spring semester. If you lack prerequisite classes, to be able to finish in two years you will have to take program electives either as overloads or during the summer.

Master of Science Program Electives

Elective classes give breadth to students' study plans in the Program. Thus, elective courses may not have overlapping content with Program course work. Students may choose elective course work to fit their specific career or educational path. Students planning to continue in a Ph.D. program may choose to take additional statistics courses or other course work that would assist them in gaining admission to a Ph.D. program.

Graduate program seminars (PSYC 520T) do not need to be approved. A student may take additional seminars to fulfill elective course work requirements. Elective course work chosen from outside the Department, Department classes that are not approved seminars, or course work from another University will need M.S. Coordinator approval. If a student is under the residency unit requirement for CSUF, he or she may complete elective course work at another university. The course work must be acceptable to that university's graduate program and approved by the M.S. Graduate Studies Committee. Most students enroll in an elective course during the summer following their first year.

Scheduling

The Study Plan is developed by the student and the M.S. Coordinator in the first semester of the program. The Study Plan on the following page satisfies most of the MFT requirements for licensure. Child Abuse Reporting, Sexual Dysfunction and Psychopharmacology (if not completed as a program elective) must be taken in addition to the course work on this study plan to meet MFT requirements for licensing as it is currently defined

Clinical classes--set in italics--must be taken during your first four consecutive semesters in the program. Non-clinical classes may be scheduled after consultation with the Master of Science Program Coordinator

FIRST YEAR

FALL SEMESTER		<u>UNITS</u>
PSYC 501	<i>Professional/Legal Issues in Psychology</i>	3
PSYC 545	<i>Advanced Psychopathology</i>	3
PSYC 547	<i>Theories of Psychological Intervention</i>	3
PSYC 520T	Seminar	3
Or		
Elective	Must be Approved by the M.S. Coordinator	
Or		
Prerequisite	PSYC 461 (Testing), PSYC 465 (Adv. Stats), or if you plan to take Psychopharmacology as an elective, PSYC 306 (Biopsychology)	

SPRING SEMESTER		<u>UNITS</u>
PSYC 548	<i>Psychotherapeutic Techniques*</i>	3
PSYC 560	<i>Treatment of Children & Adolescents*</i>	3
PSYC 561	<i>Advanced Testing</i>	3
PSYC 568	<i>Substance Abuse</i>	1
PSYC 599	Independent Study	1
PSYC 510	Experimental Design	3
Or		
PSYC 465	Advanced Statistics (Prerequisite to PSYC 510)	
Or		
PSYC 520T	Seminar: Advanced Topics in Psychological Research	

SECOND YEAR

FALL SEMESTER		<u>UNITS</u>
PSYC 549	<i>Marriage/Family/Child Therapy*</i>	3
PSYC 594A	<i>Fieldwork*</i>	3
PSYC 598	Thesis	3
PSYC 510	(If Not Taken Spring Semester First Year)	3
Or		
PSYC 520T	Seminar	
Or		
Elective	Approved by M.S. Coordinator	3

SPRING SEMESTER		<u>UNITS</u>
PSYC 594B	<i>Fieldwork*</i>	3
PSYC 569	<i>Cross Cultural Psychology*</i>	3
PSYC 598	Thesis	3
PSYC 475	Psychopharmacology	3
Or		
PSYC 520T	Seminar	3
Or		
Elective	Approved by M.S. Coordinator	
<u>TOTAL UNITS</u>		50

***Must have satisfactorily completed first year course work**

Master of Science Program Advisement

Each student in the M.S. program must see the M.S. Coordinator during the first semester to complete his or her study plan. This is a good time to get acquainted and to discuss other topics regarding the program, your expectations, and your career plans in psychology. The Coordinator follows your progress through the program and is your first recourse if you have any problems, questions, criticisms or other input regarding the program.

If you are considering dropping a course or dropping out of the program, you must consult with the M.S. Coordinator.

Other occasions for seeing the Coordinator might be regarding:

1. Selection of elective courses.
2. Unsatisfactory academic performance.
3. Adding courses/changing study plan.
4. Discussing internship plans, potential thesis advisor and postgraduate plans.
5. Problems and concerns about aspects of the program.
6. Personal problems that might impair your program performance.

In addition to the knowledge and abilities to be learned in formal classroom situations, it is necessary that every student in the M.S. Program possess a variety of skills essential to clinical work. Toward this end, the faculty of the clinical program will undertake to provide feedback to students with whom they have contact. Assessments of strengths, as well as suggestions for improvement and criticisms, will be given to students formally and informally, as necessary. Personal therapy may be recommended/required if it is felt a student's development as a clinician would be facilitated.

In rare cases, it may be necessary to disqualify the student from the program on grounds other than grades earned in courses. Such action would be taken only in the event of serious breach of professional ethics or because of massive deficiencies in the student's abilities or suitability for becoming a professional. Should there occur an adverse recommendation by the M.S. faculty, this will be reviewed by the M.S. Graduate Studies Committee.

**Study Plan
(Clinical)**
Master of Science in Psychology

 Name _____ Student ID No. _____
 Address _____ Phone: _____
 _____ ZIP _____ Work Phone: _____

The following Classification requirements have been met:

1. BA BS Other from _____ Month/Year _____
2. Research Methods Course and Introductory Statistics Course
3. Four upper-division courses from selected areas including a lab class
4. Psych 461 Psychology Testing or equivalent with B or better
Completed prior to admission OR Within the first semester
5. Psych 465 Advanced Psychological Statistics or equivalent with B or better:
Completed prior to admission OR Within the first year
6. Minimum GPA of 3.0 in psychology and 2.5 overall
7. Satisfactory scores on the GRE Tests. _____ Q _____ A _____ Advanced: _____
8. Three satisfactory letters of recommendation.
9. Previous clinical experience and paid or volunteer research experience.
10. Satisfactory interview
11. Graduate Writing Requirement will be met by (option and date) _____ *CSU EWP, GRE Analytical Score 4 or above*

ALL STATE AND UNIVERSITY REQUIREMENTS ARE TO BE MET INCLUDING FIVE-YEAR LIMIT

<i>Study Plan Requirements*</i>	<i>Units</i>	<i>Grade</i>	<i>Sem/Yr</i>	<i>Ext.</i>	<i>Comments</i>
CORE COURSES (10 units)					
Psych 501 Professional/Legal Issues in Clinical Psych**	3		F/11		
Psych 510 Experimental Design	3		S/12		Or F/12
Psych 599 Independent Graduate Research	1		S/12		
Psych 520T Advanced Topics in Psychological Research	3				Student Choice
CLINICAL COURSES (28 units)					
Psych 569 Cross Cultural Psychology**	3		S/13		
Psych 594A Fieldwork**	3		F/12		
Psych 594B Fieldwork**	3		S/13		
Psych 545 Advanced Psychopathology**	3		F/11		
Psych 547 Theories of Psychological Intervention**	3		F/11		
Psych 548 Psychotherapy Techniques**	3		S/12		
Psych 549 Marriage, Family and Child Therapy**	3		F/12		
Psych 560 Child and Adolescent Treatment**	3		S/12		
Psych 561 Clinical Psychological Assessment	3		S/12		
Psych 568 Substance Abuse	1		S/12		
Electives (6 units) Advisor Approved					
400 level classes require an M.S. Elective Contract	3				Student Choice
and must be approved by the M.S. Coordinator	3				Student Choice
THESIS (6 units)					
Psych 598 Thesis	3,3		F12-S13		
TOTAL UNITS REQUIRED	50				

• Minimum of "B-" required in all study plan courses.

** Required by BBS for MFT licensure. Please see Program Coordinator for additional course work necessary for MFT License.

CLASSIFIED STANDING recommended by committee (prerequisites met and Study Plan approved):

 Members: _____
 MS Coordinator _____ Date _____
 Reviewed in Graduate Office _____ Date _____
 CLASSIFIED GRADUATE STANDING GRANTED _____ Date _____

Associate Vice President, Academic Programs

COURSE INFORMATION AND REGISTRATION

The following classes require additional procedures to register

PSYC 599 (Independent Graduate Research) 1 Unit -- To receive Department credit for PSYC 599, please complete a Department of Psychology PSYC 599 Registration Form (available in the Department Office), have it signed by your instructor and the Program Coordinator and submit to the Graduate Secretary to receive a permit to register. Each instructor is assigned a separate schedule number. **If you are registering for more than 1 unit of PSYC 599, please consult with the graduate secretary regarding registration.**

PSYC 520T (Topical Seminars) 3 Units -- One seminar (3 units) must be completed to fulfill your seminar class requirement. Seminar courses may also be used to fulfill Elective Course requirements. Enrollment is limited. To register for a seminar course please contact the Graduate Secretary for a registration permit. Once the permit is entered on the computer you can register for the class.

Elective Courses (6 Units) – If you choose an elective course outside the Department of Psychology, please consult the Graduate Secretary to verify if the class has been approved. If the course has not been approved as an elective, you will need to get approval from the Program Coordinator. The Coordinator will require a copy of a recent class syllabus.

You should consult the department offering the class to verify if instructor approval is required or if the department needs to give you a permit on the computer to register for the class.

Master of Science 400 Level Course Contract – 400 level classes used as electives for your study plan require an assignment above and beyond the class requirements for undergraduate students in the same course. Graduate students may complete an extra assignment that undergraduates do not do. Or, graduate students may complete an undergraduate assignment with added length, depth or complexity. An M.S. 400 Level Course Contract should be completed, including a description of any extra paper or other work to be completed; it should be signed by the instructor and returned to the graduate office. 400 level classes will not be accepted for your study plan unless a contract is submitted. (Because Psyc 461 and Psyc 465 are program prerequisites not study plan classes, the 400 level course contract is not required.)

PSYC 598 (Thesis Research) 6 Units – Ask your Thesis chair to e-mail the Graduate Secretary indicating his or her permission for you to enroll in PSYC 598. The Graduate Secretary will issue a permit on the computer.

Registering For More Than 12 Units -- You will only be allowed to register for a maximum of 12 units during Titan. Please register for classes that may fill up and not be available later. You are assured a place in M.S. Program classes and in classes you have been given a permit for. Postpone registering for these classes until the first week of the semester. During the first week of the semester complete an additional units form available in the Graduate Office, have it signed by the Program Coordinator, and take it to the registration counter in Langsdorf Hall. You will be given a permit on the computer to register for more than 12 units.

Continuous Enrollment

Students must maintain continuous enrollment at the University until degree award. Your place in the program will be forfeited if enrollment is not maintained. Application for re-admission would be required if a break in enrollment occurs; re-admission is not guaranteed. Apply for a **leave of absence** if you expect to be absent from the program for one semester or more.

GS 700

Students may enroll for GS 700 credit to sustain their enrollment. Students may enroll in GS 700 through the University or through Extended Education. To enroll in GS 700 through Extended Education students must have (1) all course work completed, (2) an approved thesis proposal with faculty signatures on file with the Department's Graduate Office, and (3) "RP" grade for both semesters of PSYC 598.

Field Placements

In the second year, students in the M.S. Program enroll in three units of fieldwork each semester. A minimum of 12 hours per week of field experience is required. Students are strongly encouraged to complete 16-20 hours per week. Begin planning and discussing your internship in the spring semester of your first year in the program, when you will receive a packet of internship information. The Graduate Secretary can give you field placement locations, evaluations by former students, and names of students who have experience in the fieldwork placements of interest to you.

During spring semester of your first year, **two mandatory internship meetings are scheduled**. The first is a chance to go over required paperwork and to learn about placements. The second is a meeting where representatives of several placement agencies present their programs. All first year students must attend both meetings. A list of potential sites may be found at this web site: <http://hss.fullerton.edu/psychology/internshipsites.asp>. The following website lists internships in California that are approved by CAPIC, Calif. Psych Assoc. http://www.capic.net/internship_agencies.html

All placements must be approved by the Master of Science Program Coordinator. Approval is based on the breadth, depth and quality of the experiences the individual student is likely to receive. It is required that you assume responsibility for individual cases and some group therapy. You must receive individual supervision (a minimum of 1 hour per week). You must also have a minimum of 2 hours of group supervision per week. Students will need a minimum of 225 hours of face-to-face client contact and must videotape at least four sessions per semester. Students must be covered under liability insurance. If not covered under agencies' policies, students will need to purchase their own low-cost liability insurance (see <https://www.cphins.com/InstantQuote.aspx>). It is hoped that students can have diagnostic, testing, therapy consultation and community responsibilities.

You and your agency on-site supervisor complete a contract specifying the commitments and responsibilities of each of you. This contract must be completed and signed before you begin working at your site.

MFT License

The Master of Science program of the CSUF Department of Psychology meets most of the requirements of the Business and Professions Code, Section 4980.37, if all courses indicated in the current catalog are completed. For your review, the departmental graduate office retains a copy of the complete requirements for the MFT license. To receive times and an application for the Board's written licensing exam, please contact the following address:

Board of Behavioral Science
400 R Street, Suite 3150
Sacramento, CA 95814-6240
Telephone: (916) 445-4933
<http://www.bbs.ca.gov>

Most of the content areas required for the MFT license are covered by your course work. We cannot guarantee that courses will match with future administrative or legal changes in MFT requirements; while the program attempts to keep abreast of these changes, you should always remain informed of MFT requirements, especially during your post-graduation, prelicensure period.

LPCC License

The Master of Science program of the CSUF Department of Psychology also meets statutory requirements for the LPCC (Licensed Professional Clinical Counselor) license. If you plan to apply for the LPCC license, in addition to Study Plan classes, you must complete COUN 502 Career and Lifestyle Development; this class may be counted as a program elective.

Graduation Check

The application for a Graduation Check should be filed **one semester** prior to the semester you are planning to graduate. **Filing this Grad Check late may delay your graduation!**

The University Graduate Office receives your application and notifies the Department of your intention to graduate. The Department reviews your Study Plan and verifies completion of course work. The Department's evaluation is sent to the University Graduate Office. Students are officially advanced to candidacy for their respective degrees at this time (see Advancement to Candidacy). A final evaluation is conducted by the University Graduate Office. If everything is in order, your degree will be awarded at the next graduation (January, June or August.) **Students must file their thesis by appropriate deadlines for degree award. Students are responsible for knowing and meeting all deadlines.**

Graduate Check Instructions on Titan Online: Students apply online for their grad check through the **Student Portal**. Once students have logged in to the **Student Portal**, they will enter **Titan Online** and then their **Student Center**. Once they have entered their **Student Center**, they need to locate the **drop down menu on the left that reads "Other Academic."** Activate the drop-down menu, **select "Apply for Graduation," click the >> icon and follow the remaining instructions. Students must pay the University Cashier (UH-180) within five business days.**

The Faculty Mentor Program

The Faculty Mentor Program facilitates students' early involvement in research, helps students develop their thesis topic, and provides academic and career counseling in areas of emphasis in psychology. New students, in consultation with the M.S. Coordinator, select a Mentor prior to their second semester in the program. Students may change Mentors at any time by obtaining the agreement of their new Mentor and informing the current Mentor. It is typical that students' Mentors will serve as their Thesis Advisor in the second year. However, students are free to select a different person for their advisor. All tenured and tenure-track faculty are qualified to serve as Mentors. Approval must be granted by the Master of Science Graduate Studies Committee if your advisor is not tenured or tenure track, or is a faculty member from another department.

Your Mentor's Responsibilities

1. Your Mentor will supervise your Psych 599 research during your second semester in the program. Expect to participate in various phases of your Mentor's research, such as library research, data collection, data analysis, and report preparation.
2. Your Mentor will provide you with academic and career counseling in his or her area of expertise.
3. Your Mentor will help you develop your thesis topic.

Your Responsibilities

1. Select a faculty mentor during the first semester of your program. The M.S. Coordinator will help you make this selection.
2. Work with your mentor in a timely manner to complete the required PSYC 599 project.

You should formalize your agreement about yours and your mentor's expectations in the PSYC 599 registration form. These expectations include how many hours of work you will be putting in per week, what tasks you will accomplish, and how grades will be determined.

Thesis

Your Thesis Advisor/Chair's Responsibilities

Your relationship with your thesis advisor will probably be your most important during graduate school. Choose your advisor carefully. Talk with the M.S. Coordinator to help you make your decision, and discuss your choice with other students who have worked with your advisor. It is important to find a thesis advisor who is a good fit not only for your area of interest but also for personal style.

1. Your Thesis Advisor supervises all aspects of thesis requirements.
2. Your Thesis Advisor is the chair of your committee and will help you to select appropriate faculty for your thesis committee and to develop a reasonable time-line for your project.
3. Your Thesis Advisor will help you to select a suitable project design and to execute the study. The advisor should also help you obtain any space, equipment, and IRB and administrative approvals necessary to conduct the project.
4. Your Thesis Advisor serves as the editor of the thesis manuscript, which includes supervising preparation of the initial drafts of the thesis prior to submission to the thesis committee, and editing the completed manuscript in preparation for your final thesis meeting. Students must receive approval from their Thesis Advisor before submitting their thesis to other committee members. Expect to submit numerous drafts of your thesis before it is approved.

Your Responsibilities

1. Work diligently toward preparation of a project that has a reasonable time line for completion. A time line for graduation is available from the Department Graduate Office.
2. Coordinate with your thesis advisor and committee to schedule the two required meetings (proposal and final oral) in accordance with the guidelines.
3. Keep your chair informed of your progress. There will be times during the graduate program when you will be extremely busy. Thesis work often suffers. Even if you are not making progress, it is extremely essential to remain in regular communication with your Thesis Advisor.
4. Know and follow the guidelines for thesis preparation. See *CSUF Graduate Thesis Regulations Student Handbook* available at the office of Academic Programs and Graduate Studies, MH-103
5. Be aware of deadlines.

Occasionally, misunderstandings develop between a student and his or her thesis chair. These should be resolved as soon as possible. Students are encouraged to discuss any concerns with the M.S. Coordinator.

Thesis Committee

This committee consists of a minimum of three members, at least two of whom must be full-time tenured or tenure-track members from the Psychology Department. Tenured faculty from other departments and part-time faculty from the Department of Psychology may co-chair your committee or serve as the third member. Individuals who are not employed by CSUF may serve as a visiting examiner, who would be a fourth committee member. Typically, all committee members will have a Ph.D.; however individuals with a master's degree may serve on a committee if they have a particular area of expertise that contributes to the project.

Thesis Proposal

The Thesis Proposal details the study you plan to complete, including rationale, theoretical and empirical background, methods and procedures, and proposed data analyses. Your Thesis Advisor will guide you in the preparation of this document and provide you with specific guidance concerning length and format. The first drafts of your proposal are submitted to your Thesis Advisor for review and editing. **After your Thesis Advisor has given approval, it is then appropriate to submit to the other members of the committee for review.** If feasible, scheduling PSYC 510 in your second semester will also allow you to present your proposal to your peers for feedback.

Thesis Proposal Meeting

Your committee chair will determine when you are ready to schedule your proposal meeting. The meeting is designed to review your research plans and, when necessary, to help you sharpen your conceptualization. At the meeting, you will make an oral presentation of your proposed research project and answer questions about it from your committee. At the conclusion of this meeting, your Committee may:

1. Approve your thesis plan as presented;
2. Request that you document, in writing, modifications to your thesis plan that were agreed to at the meeting and submit it to your Committee Chair for approval;
3. Require that you make revisions in your proposal and resubmit the proposal for Committee review;
4. Require that you go back to the drawing board.

Thesis plans are rarely approved without modification. Thus, the second alternative listed above is most likely for well-conceptualized projects. Your Thesis Advisor will help you draft the memo detailing changes agreed to at the meeting. **You may begin your thesis only after your approved thesis proposal (with accompanying memo, if required), with signed cover sheet, is filed with the Department's Graduate Office.**

Thesis Time-Line and PSYC 598

Thesis planning usually begins in your second semester. In the third semester, you should enroll in your first three units of Psychology 598 (Thesis Research), which allows unit credit for thesis planning and completion of the proposal. A second three units of Psychology 598 accompanies the data collection and thesis write-up. All phases of your activities are conducted in consultation with your Thesis Advisor. Keep him or her informed about your progress! Ask your Thesis Chair to e-mail the Graduate Secretary with permission to issue a permit for you to enroll in PSYC 598 Thesis units. Deadlines governing the filing of your Thesis with the University Graduate Affairs Office are posted in the Psychology Graduate Office, will be e-mailed, and are available on the Graduate Studies web site. Consult these deadlines in the fall semester and plan accordingly! The ***CSUF Graduate Thesis Regulations Student Handbook***, available at: <http://www.fullerton.edu/graduate/forms.htm>, details University regulations: ***read these carefully!*** It is the responsibility of the student to be aware of thesis guidelines and time line.

Equipment

Your Thesis Advisor will facilitate your acquisition of participants and equipment. Use of departmental equipment is coordinated with Terry Jones (H-520; 278-3562), the Department's Equipment Technician.

IRB INFORMATION

Studies involving human or animal subjects must be reviewed by either CSUF's Institutional Review Board (IRB) for research involving human subjects, or the Institutional Animal Care and Use Committee (IACUC) for research involving animals. The original of each application (plus one copy for exempt or expedited review; plus fifteen additional copies for full review; plus three additional copies for IACUC applications) must be submitted prior to collection of data. Applications must be submitted to the Regulatory Compliance Coordinator located within the Office of Grants and Contracts, MH-112. Allow 4 to 12 weeks for approval.

Applications can be completed on-line at www.ogc.fullerton.edu. The original application must be printed and signed by both you and your advisor. Note that you can be the principle investigator and your advisor can be the faculty sponsor. Typically you will not apply for IRB approval until *after* your proposal meeting.

Approval notices will not be issued without an original signature by both the investigator and the faculty sponsor. Additionally, IRB applications will not be processed without a 100% score and printed certification of completion on the IRB tutorial assessment (also located on the above web page). The printout of the certification should accompany the IRB application.

Data Collection and Analyses

Data collection for your thesis may commence only after your Thesis Committee approves your Thesis plan. Approval is designated by all members of your committee signing the cover sheet attached to your proposal. You must also have IRB approval before you may collect data from human or animal subjects.

During data collection, consult with your Thesis Chair and Committee Members about data analysis plans. Students are expected to know how to use the statistical packages necessary to carry out their data analyses. Tutors and consultants are available. For assistance, contact the Social Science Research Center, MH-33.

Use of Archival and Secondary Data for Thesis

The use of previously collected archival or secondary data for one's thesis is up to the discretion and judgment of the thesis committee. The terms "archival" and "secondary" are very similar, and hence are inclusive (but not limited to) available statistical archives (e.g., data from the Inter-university Consortium for Political and Social Research – ICPRS), survey archives (e.g., National Opinion Research Center), verbal and personal records (e.g., interviews, public documents, correspondence, etc.), and mass communications (e.g., content analysis of television shows, newspapers, etc.). When considering this decision, remember that the goal of the Master's program is to make all students competent with the entire research process (e.g., research design, data collection, analysis).

Thesis Preparation and Final Meeting

Following data collection and analyses, you will prepare a draft of your thesis for your Advisor's review. Your manuscript should be prepared according to the ***Publication Manual of the American Psychological Association*** and ***Format Guidelines*** published by the University Graduate Affairs Office available at <http://www.fullerton.edu/graduate/forms.htm>. A number of revisions will be necessary before it is distributed to the members of your Thesis Committee. After the committee reviews your thesis draft (give them about two weeks), the oral examination is held. Scheduling of this meeting is coordinated by you, your Thesis Advisor and the Graduate Secretary. An announcement of your Thesis Meeting is published **one week** prior to your meeting. **You will need to e-mail the Graduate Secretary an abstract of your study, for inclusion in this announcement, with the date, time and room number of your meeting.** Your thesis meeting is open to all interested faculty and students.

At the final thesis meeting, you will report your research findings. Emphasis is placed on presenting research results, interpretation, and conclusions. You will likely be asked several questions about your project by your Committee Members regarding results and interpretation. Your Thesis is officially approved when all members of the Committee sign the cover page. Obtain several copies of your signed cover page. Be sure to have your cover page format preapproved by the Graduate Office (MH-112). The cover page (signature page) should be printed on rag content paper 25-100%.

Students may submit the initial review copy of the thesis to the Graduate Studies office on regular printer paper, although the signed approval page must be on rag-content bond paper. After you complete your corrections, you must print the final copy of the thesis on 8½" x 11" white bond paper, 20-pound weight, with a 25-100% rag or cotton content. This archive-quality paper assures durability and permanence. (Bond paper containing rag or cotton content shows a watermark when held up to the light and can be purchased in most office supply stores.)

There are three typical outcomes to a final thesis meeting:

1. Pass the oral defense: All Committee Members sign your cover page.
2. Minimum revision required: Two committee members sign your cover page and the Thesis Chair signs when the revisions are complete.
3. Substantial revision required: A second Oral Defense meeting is necessary; none of the Committee Members sign.

After your thesis has been formally accepted and passed by all committee members, you are required to submit your final thesis manuscript to the University Graduate Office, MH-112, for review and approval. Formatting and other editorial revisions may be required. Once the Graduate Studies Office has approved your thesis, you will then print a copy on bond paper to submit to the bookstore for binding. One copy will be housed in the University Library (copy must be bound at the bookstore). Change of grade forms for PSYC 598 (Thesis) will not be submitted by the Graduate Office until the bookstore confirms receipt of your thesis manuscript for binding. Many students also present a bound copy of their thesis to their thesis advisor. Finally, you must also submit an IRB completion form to MH-112 before your grade for PSYC 598 will be processed.

Summer Completion of Thesis

Summer completion of thesis cannot be guaranteed. It will depend on availability of faculty on the thesis committee. Unless faculty are teaching summer school, they are not being paid during the summer. Thus, any supervision of thesis work during the summer typically is as an unpaid volunteer. In addition, faculty may have other commitments during the summer. If you wish to finish your thesis during the summer, you should coordinate this with your Thesis Advisor well in advance of the summer.

Thesis Deadlines

Faculty understand that students desire to finish their thesis in time for deadlines. However, your thesis advisor's first priority is making sure that your thesis is a worthy academic document. Do not expect your mentor and your committee to pass a thesis that is inadequate.

Thesis Psychology 598 Grading Policy

FIRST THREE UNITS

RP (Satisfactory Progress)	Student has made reasonable progress toward completing thesis proposal
I (Incomplete)	Student has begun thesis work but has not made reasonable progress toward completing thesis proposal
WU (Unacceptable)	Student shows little effort toward making progress on thesis

SECOND THREE UNITS

RP (Satisfactory Progress)	Thesis proposal is approved and a signed copy is on file in the Department's Graduate Office
I (Incomplete)	Thesis Proposal not Completed
WU (Unacceptable)	Student has not made reasonable progress on the project

NOTE: Your PSYC 598 (Thesis) final letter grade will be issued after you have turned in a copy of the final draft of your thesis to the Titan Book Store for binding. You must also submit an IRB Completion Form to MH-112.

THESIS CHECKLIST

Mentor: Choose a mentor with the guidance of the M.S. Coordinator, and enroll in PSYC 599.

Enroll in PSYC 598 (Thesis) first 3 units: Ask your thesis advisor to e-mail the graduate secretary requesting that you be permitted to register for thesis units.

Thesis Committee: With your advisor's guidance, choose two other faculty to serve on your thesis committee. Once your advisor has approved your thesis proposal, submit it to your committee and schedule a proposal meeting. Bring cover sheets to be signed by the committee to signify passing your proposal.

Reserve a room for your Proposal: Contact the University Scheduling Office at scheduling@fullerton.edu

Proposal Meeting: following the proposal meeting, make any revisions specified by the committee and submit a copy of your signed title page and your proposal to the **Department Graduate Office**.

Submit IRB Documents

Enroll in PSYC 598 (Thesis) second 3 units: Ask your thesis advisor to e-mail the graduate secretary requesting that you be permitted to register for thesis units.

Reserve a room for your Thesis Defense: Contact the University Scheduling Office at scheduling@fullerton.edu

The following should be provided Via E-Mail to the **Department Graduate Office** no later than **ONE WEEK** prior to your defense:

- Abstract
- Thesis Title
- Time, Room and Date of your defense
- Thesis Committee Members

Thesis cover sheets: (title sheets/signature sheets) provide several copies for your committee members to sign at your thesis meeting, **PRINTED ON 8 ½" X 11" WHITE BOND PAPER, 20 POUND WEIGHT, WITH A 25-100% RAG OR COTTON CONTENT.** The signatures must be in **BLACK INK.**

Additional thesis information: See the Department of Psychology Graduate Handbook, The Graduate Affairs Office Thesis Handbook located at: <http://www.fullerton.edu/graduate/forms.htm> and the CSU Fullerton University Catalog.

CSU Fullerton Library copy: must be bound at the Titan Bookstore, after the thesis has been approved by the Graduate Studies Office.

Thesis Advisor: You may wish to present a bound copy of your thesis to your thesis advisor

Department of Psychology Graduate Program Forms

FORMS	WHEN TO SUBMIT
Study Plan	Meet with the Program Coordinator during the first semester of your program to develop and complete your study plan.
Change of Study Plan HTTP://WWW.FULLERTON.EDU/GRADUATE/FORMS.htm	To change original study plan after it has been submitted to Graduate Studies Office. Changes to your study plan must be approved by the Program Coordinator and submitted to the Psychology Grad Office.
Request for Excess Units Department Graduate Office HTTP://WWW.FULLERTON.EDU/GRADUATE/FORMS.htm	Enroll in more than 12 units of course work. The Program Coordinator's approval is required. Excess units cannot be added to your schedule until the first week of classes. Completed and signed form is submitted to the registration window in Langsdorf Hall. After permit is issued you can register on Titan On Line for the extra units.
Independent Study (PSYC 599) Department of Psychology H-830M	To receive Department credit for Independent Study. Complete the form, sign have your instructor approve, sign and return to the Graduate Secretary. You will receive a permit on the computer to register.
M.S. Elective Course Contract or Email Graduate Secretary	To receive graduate credit for an approved 400 level course
Thesis Manual HTTP://WWW.FULLERTON.EDU/GRADUATE/FORMS.htm	Published by the University Graduate Affairs Office. Contains information regarding thesis formatting guidelines.
Request for Leave of Absence University Graduate Affairs Office MH-103 HTTP://WWW.FULLERTON.EDU/GRADUATE/FORMS.htm	If you are unable to attend classes for a semester, you need to apply for a leave of absence. Unless an official leave of absence is granted, you will be disenrolled from the University. Readmission to the Program is not guaranteed once you are disenrolled.
Application for a Graduation Check Admissions & Records Information Counter or	Apply for a graduation check one semester prior to the semester you wish to graduate. You may not graduate on schedule if you have not completed the application in a timely manner.
Change of Graduation Date Univ. Graduate Affairs MH 103 HTTP://WWW.FULLERTON.EDU/GRADUATE/FORMS.htm	If you have applied for a Graduation Check, but are unable to complete requirements by your scheduled date, you must officially change your date of graduation to remain eligible.
Petition for Summer Completion University Graduate Affairs MH 103 HTTP://WWW.FULLERTON.EDU/GRADUATE/FORMS.htm	If you have filed a Graduation Check for June graduation and are unable to complete your thesis on time, you may file a petition for August completion. Please ascertain whether your committee will be available to meet during the summer. The form needs the approval of your Thesis Chair and the Program Coordinator.
GS 700 Extended Education Enrollment University Graduate Affairs MH 103 HTTP://WWW.FULLERTON.EDU/GRADUATE/FORMS.htm University Enrollment Enroll with schedule number for Graduate Studies 700 found in current class schedule	<p>If you have completed all course work, your thesis proposal has been approved, and a copy of your thesis proposal is on file with the Department Graduate Office, you may enroll in GS 700 through Extended Education to complete your thesis for a minimal fee. Form is available on the University Graduate Affairs web site or in the Department Graduate Studies Office.</p> <p>If you have completed classes but not completed your proposal you will need to enroll in GS 700 through the University and pay tuition equal to 6 units. You may enroll online. The schedule number is available in the University schedule.</p> <p>To maintain enrollment, you must register for GS 700 each semester until you complete your thesis and graduate.</p>
Petition for Extending Time Limit Univ. Graduate Affairs MH 103 HTTP://WWW.FULLERTON.EDU/GRADUATE/FORMS.htm	If you have not graduated within the five year limit, you may petition for extending your time limit up to two years. Students will need to document their time line for thesis completion for the extension to be approved.

Department Web Sites:

<http://hss.fullerton.edu/psychology/>

The Department website has department forms and information about:

Contacting faculty/staff
Graduate Program Information
Graduate Handbooks
Financial Aid
Student Organizations
Faculty Office Hours
Professional Organizations

Department Address:

Department of Psychology
P.O. Box 6846
Fullerton, CA 92834-6846

Street and Shipping Address:

Department of Psychology
800 N. State College Blvd
Fullerton, CA 92834

University Graduate Studies Office:

<http://www.fullerton.edu/graduate/index.htm>

University Graduate Studies Office Forms

<http://www.fullerton.edu/graduate/forms.htm>

These forms can be completed on-line and then printed. Each must be submitted as paper copy with original signatures to the Graduate Studies office.

- [Changes in Study Plan](#)
- [Excess Units Request](#)
- [GS700 Request Form](#)
- [GS700 Enrollment Instructions](#)
- [Graduate Student Checklist](#)
- [Graduate Equity Application](#)
- [Graduate Equity Flyer](#)
- [Leave of Absence](#)
- [Summer Completion Petition](#)
- [Thesis Approval Form](#)
- [Thesis Manual](#)
 - [Front Pages Template](#)
 - [Chapter Template](#)
 - [Thesis One File](#)
- [Time Limit Extension Petition](#)
- [Validation for Outdated Course Petition](#)
- [Fleckles Graduate Travel Award Flyer](#)
- [Fleckles Graduate Travel Award Application Form](#)

Paulina June & George Pollak Library

Resources for Department of Psychology Students

The library supports the Department of Psychology's learning outcomes for students. Through its reference and instruction services, they strive to assist you in the development of your information literacy skills, such as:

1. Identifying resources that will best meet your information needs	3. Evaluating your resources <ul style="list-style-type: none">• <i>Understanding the nature of peer-reviewed, scholarly articles</i>• <i>Recognizing the unique features of empirical studies</i>• <i>Identifying popular sources (both print and online)</i>
2. Conducting effective searches using various resources (especially the online databases) <ul style="list-style-type: none">• <i>Finding books and other resources using the library's catalog</i>• <i>Effectively searching PsycINFO</i>• <i>Acquiring search strategies for PubMed</i>• <i>Locating and searching other relevant subject-specific databases</i>	4. Acquiring tools to properly cite your sources <ul style="list-style-type: none">• <i>Formatting citations in APA style</i>• <i>Navigating and effectively using RefWorks</i>• <i>Understanding the importance of academic integrity</i>

Please visit the Pollak Library homepage to access their many services, including links to the library's online catalog, online databases, research information, subject guides, library blog, live help features, policies and guidelines, and more:

<http://www.library.fullerton.edu>

You have access to the Pollak Library's research guide for psychology students via the Department of Psychology Web site:

<http://hss.fullerton.edu/psychology>

"Forms and Links" tab → "Psychology Links" → "Psychology Resources" section → "Psychology Research Guide-Pollak Library, CSUF" link

For more information, please contact:

Adolfo Prieto
Reference & Instruction Librarian
(657) 278-5238
aprieto@fullerton.edu

Mary Anne Lynn
Reference & Instruction Librarian
(657) 278-7420
malynn@fullerton.edu

STUDENT AFFAIRS

Student Representation

M.S. students are represented on the Master of Science Graduate Studies Committee by two students, one first year and one second year. M.S. students are also represented at faculty meetings by the PDSA representative. Student representatives participate in all phases of the meetings except personnel matters.

Graduate Assistants (GA's)

Several graduate assistantships are available each semester. Assistantships are awarded on a semester basis to full-time students in good standing.

Open GA positions are e-mailed to students. Faculty members requiring a Graduate Assistant interview candidates and recommend appointments to the Department Chair. Both the faculty member and student come to an agreement about workload and responsibilities **prior** to commencement of the assistantship.

Financial Aid

The University Financial Aid Office (UH-146; 278-3125) provides information about student loans and funds available through Work Study Programs.

Student Organizations

Your membership in Psi Chi (National Psychology Honor Society), Psychology Department Student Association (PDSA), Association for Psychological Science Student Caucus (APSSC), and Psychology Peer Mentors is encouraged. These organizations sponsor a variety of academic and social activities. If you wish further information on these organizations or would like to become involved, please consult the department web site:

<http://hss.fullerton.edu/psychology/stuOrganization.asp>

Student Research Grants

The University, the parent group of PDSA, provides funds for activities of the Associated Students.

Each year, some of these funds are set aside for student research, including travel funds to participate in the meetings of scientific societies. Contact your student PDSA representative for more information. The Department of Psychology also provides an opportunity for students to be reimbursed for conference registration fees. Applications are available in April of each year from the department's main office. Funding for thesis supplies is also available from the College of Humanities and Social Sciences (HSS) Intercollegiate Council (ICC): <http://hss.fullerton.edu/hss/icc.asp>

Election of the Outstanding Master of Science Student(s)

Nominations: In April a memo is circulated to the faculty to solicit nominations. The memo includes a roster of graduating M.S. students. To be qualified for this nomination, the M.S. Student must be advanced to candidacy and be near completion (June or August) of his or her thesis. Faculty choosing to nominate an M.S. Student must write a nomination letter. Letters in support of the nominee may be submitted as well. The nominated student must provide a CV that will be included with the nomination.

Voting: A folder with the nomination letters, vita, and a copy of the study plan will be retained in the Psychology Graduate Office. The award winner will be determined by the M.S. Graduate Studies Committee.

Recipients of the Master of Science Outstanding Student Award

1982	Dorothy Ford Patricia Williamson	2000	Jill Cain Tamara Mastri Pernilla Sass
1983	Marlene Phillips	2001	Samantha Etchells Virginia Mintzlaff Catherine VanRietie
1984	Patricia Breit		
1985	Rebecca Stirges	2002	Timothy Kovacs Jyotsnaben Patel
1986	Kristie Winkle		
1987	Linda Nold	2003	Timea Kohegyi Kathryn Rice
1988	Mary Hale	2004	Barbara Endreson Brett Wheeler
1989	Sara Sutton		
1990	Lucyann Carlton	2005	James Seghers
1991	Betty Wadkins	2006	Danielle Pajer
1992	Tasha Akhtarkhavari	2007	Christina Sun
1993	Jennifer Brindley	2008	Shruti Mukkamala Yuko Watabe
1994	Vicki Kennedy	2009	Maricela Aceves Jennifer Bartlett King
1995	Steven Bautista		
1996	Stephanie Miller	2010	Crystal McIndoo Keiko (Kono) Taguchi Emaka Takashima
1997	Jodi Greenblatt		
1998	Emese Csipke Rachael Mason	2011	Chloe Boyle Shiela Kelley
1999	Sara Marcoux David Sitzer		

DEPARTMENT OF PSYCHOLOGY FULL-TIME FACULTY

The following individuals have served as Psychology Department Chair.

Louis J. Schmidt	1962-1966
Robert E. Edwards	1966-1969 (deceased)
Ernest H. Dondis	1969-1973
David Perkins	1973-1979
P. Chris Cozby	1979-1984
David Perkins	1984-1985
Patricia Worden	1985-1989
Richard McFarland	1989-1992
Daniel W. Kee	1992-1998
David Perkins	1998-2003
William Smith	2003-2005
Daniel Kee	2005-2008
Jack Mearns	2008-

Faculty Research Information is Available in the Psychology Department Office H 830M
or at: <http://psych.fullerton.edu/faculty.html>

FACULTY

Kristin P. Beals

U.C.L.A. (Ph.D. 2003)
Office: H-710M
Phone: 278-3136
kbeals@fullerton.edu

Research interests include gay and lesbian identity and mental health issues, gay and lesbian relationships, and sport psychology. Currently examining how identity support and devaluation impacts the LGB community.

Michael H. Birnbaum

U.C.L.A. (Ph.D. 1972)
Office: H-628C
Phone: 278-7653
mbirnbaum@fullerton.edu

Research interests are in the field of judgment and decision making, specifically mathematical models. Particular applications include prospect theory, priority heuristic, and similarity evaluation models.

Melinda Blackman

U.C. Riverside (Ph.D. 1996)
Office: H-810E
Phone: 278-3569
mblackman@fullerton.edu

Research topics include the accuracy of personality judgments, counterproductive behavior in the workplace, and the psychology behind nutrition adherence and eating behavior.

Iris Blandon-Gitlin

Claremont Graduate University (Ph.D. 2004)
Office: H-710J
Phone: 278-3496
iblandon-gitlin@fullerton.edu

Research interests include detecting deception, suggestibility of memory, flashbulb memories, and the effectiveness of expert and eyewitness testimony.

Barbara Cherry

U.S.C. (Ph.D. 1995)

Office: H-725F

Phone: 278-3035

bcherry@fullerton.edu

Research interests include memory, attention, cognitive aging, hemispheric asymmetries, and hormones relation to cognitive performance. Current research also includes fibromyalgia, and bilingualism related to performance on attention tasks.

Russ Espinoza

University of Nebraska (Ph.D. 2005)

Office: H-725H

Phone: 278-7566

ruespinoza@fullerton.edu

Interests include psychology and law, prejudice in the legal system, cognition and implicit prejudice, and multicultural issues including prejudice against low SES populations in healthcare, education and business.

David Gerken

Texas A&M University (Ph.D. 2004)

Office: H-710G

Phone: 278-2553

dgerken@fullerton.edu

Current research centers on memory blocking and recovery. This includes examining the accuracy of recovered versus continuously accessible memories of experimenter provided materials (e.g., word lists), and the blocking and recovery of autobiographical memory.

Aaron Goetz

Florida Atlantic University (Ph.D. 2007)

Office: H-725G

Phone: 278-7578

agoetz@fullerton.edu

Interests include evolutionary psychology, and sexual conflict. Current research includes sexual coercion in intimate relationships and infidelity.

Allen W. Gottfried

New School for Social Research (Ph.D. 1974)

Office: H-519E

Phone: 278-2147

agottfried@fullerton.edu

Research interests include developmental psychology; environment/development relationships, gifted intelligence, temperament, family characteristics relating to children's development, longitudinal data analyses, and continuity and stability in development.

Jinni Harrigan

University of Cincinnati (Ph.D. 1979)

Office: H-710I

Phone: 278-2580

harrigan@fullerton.edu

Social and Clinical Psychology; anxiety, verbal and nonverbal behavior analysis, and social interactions. Current topics also include examining hand movement associated with speech and emotion, and examining others' impressions of nonverbal behavior.

Richard A. Lippa

Stanford University (Ph.D. 1976)

Office: H-710N

Phone: 278-3654

rlippa@fullerton.edu

Research areas include gender, gender differences, gender variation within each sex (masculinity-femininity), sexual orientation and how it differs for men and women, and gender differences in sex drive and sociosexuality (how committed vs. uncommitted sexual attitudes and behaviors are).

William D. Marelich

Claremont Graduate University (Ph.D. 1997)
Office: H-715D
Phone: 278-7374
wmarelich@fullerton.edu

Interests include health psychology, social psychology, and intimate relationships. Current research topics are decision making and alternative medication practice, condom intervention study, and various projects related to intimate relationships. These include intimate relationship lying, negative relationship events, and precursors to jealousy reactions.

Jack Mearns (Department Chair)

University of Connecticut (Ph.D. 1989)
Office: H-7100
Phone: 278-3514
jmearns@fullerton.edu

Teaching interests include abnormal and clinical psychology, personality, personality assessment and graduate fieldwork. Research interests include mood regulation expectancies; personality factors in health and coping, particularly among Japanese speakers; personality test construction.

Mindy Mechanic

University of Illinois -Urbana (Ph.D. 1996)
Office: H-715C
Phone: 278-2302
mmechanic@fullerton.edu

Research interests focus on the psychosocial consequences of trauma and interpersonal violence, especially against women. Teaching interests include the psychology of women, psychopathology, and the psychology of victimization.

Eriko Miyahara

University of Chicago (Ph.D. 1993)
Office: H-835M
Phone: 278-7388
emiyahara@fullerton.edu

Teaching interests include sensation and perception, visual science, physiological psychology, and research methods. Research interests center on visual and auditory perception; hearing behavior and auditory thresholds relating to a potential correlation to premature hearing loss.

Lisa T. Mori

University of Missouri-Columbia (Ph.D. 1987)
Office: H-835K
Phone: 278-3761
lmori@fullerton.edu

Clinical psychology with an emphasis in cross-cultural psychology issues. Research topics include anxiety, factors influencing perceptions of sexual assault and victim blame, intimate partner violence and racial socialization within diverse groups, and ethnic and gender differences regarding mental illness and therapy.

Douglas J. Navarick

U.C. San Diego (Ph.D. 1973)
Office: H-835J
Phone: 278-7040
dnavarick@fullerton.edu

Teaching interests are learning, motivation, introductory psychology. Research interests include learning, motivation, and human choice behavior; specifically impulsive vs. self-controlled choice behavior.

Angela-MinhTu Nguyen, Ph.D.

U.C. Riverside (Ph.D. 2010)
Office: H-725C
Phone: 278-2149
amnguyen@fullerton.edu

Experiences of multicultural individuals, such as their acculturation, bicultural identity, bilingualism, cultural frame-switching and cultural intelligence.

Jessie Peissig

University of Iowa (Ph.D. 2001)
Office: H-710L
Phone: 278-8278
jpeissig@fullerton.edu

Cognitive Psychology, specifically the theoretical and applied aspects of visual recognition of objects and faces.

Kathleen Preston

UCLA (Ph.D. 2011)
Office: H-725D
Phone: 278-8215
kpreston@fullerton.edu

Measurement, Item Response Theory, Structural Equation Modeling, Factor Analysis

Nancy Ryba

University of Alabama (Ph.D. 2004)
Office: H-725B
Phone: 278-5904
nryba@fullerton.edu

Primary interest is in clinical forensic psychology, including forensic assessment related to competency to stand trial and malingering, juvenile competence and maturity relating to the waiver to adult court, and standard practices in forensic psychology.

Christine Scher

San Diego State Univ./U.C. San Diego (Ph.D. 2000)
Office: H-710F
Phone: 278-8428
cscher@fullerton.edu

Cognitive and developmental factors in risk for and maintenance of anxiety and depression. Measuring development and psychometric evaluation.

Nancy Segal

University of Chicago (Ph.D. 1982)
Office: H-426C
Phone: 278-2142
nsegal@fullerton.edu

Areas of interests include individual differences, behavioral-genetics, life-span development and ethnology. Research includes evolutionary psychology, behavioral-genetic analyses, and twin studies. Current topics include behavioral similarities in twins and unrelated siblings, bereavement in twin survivors, and Chinese twins reared apart and together.

Joanne Hoven Stohs

University of Chicago (Ph.D. 1987)
Office: H-810D
Phone: 278-3105
jestohs@fullerton.edu

Teaching interests include reasoning and problem solving, abnormal psychology, and field placement. Research concerns the relationship of twins separated at birth, in collaboration with Dr. Segal.

Julie E. Stokes

U.C. Riverside (Ph.D. 1994)
Office: H-324F
Phone: 278-3485
jstokes@fullerton.edu

Research interests in alcohol/substance use/abuse across gender ethnicity and race (various populations: college students, cross-cultural samples, clinical and at-risk samples); ethnic/racial identity issues affecting the psychosocial functioning of individuals and groups; and African American elderly. Teaching interests are in social psychology, developmental psychology, research methods, learning and memory, afro-ethnic and cross-cultural.

Susan Sy

University of Michigan (Ph.D. 2002)
Office: H-835L
Phone: 278-5338
susansy@fullerton.edu

Research interests are cultural and family influences on children and adolescents during school transitions; particular emphasis on Latino and Asian groups and the transition to college.

Jennifer Trevitt

University of Connecticut (Ph.D. 2000)
Office: H-830K
Phone: 278-2669
jtrevitt@fullerton.edu

Research focuses on biopsychology, behavioral pharmacology, basal ganglia anatomy and function, and Parkinson's disease. Current projects include the interaction between dopamine and adenosine in the basal ganglia as it relates to movement disorders, examination of cellular activity in populations of striatal neurons using ICC techniques, and development of a novel method of gait analysis in parkinsonian rats.

Laura Zettel-Watson

U.C. Irvine (Ph.D. 2004)
Office: H-710H
Phone: 278-3898
lzettel-watson@fullerton.edu

Research includes investigating the social support networks of at risk individuals as they age. This includes those aging without a spouse and/or children, caregivers of elderly or dementia patients, and individuals with fibromyalgia. Specific interest is given to the roles that extended family members, friends, and acquaintances play in helping to maintain the psychological, emotional and functional well-being of these individuals as they age.

Ethical Principles Regarding Professional Relationships

Graduate work is expected to be conducted in accordance with the APA Ethical Principles of Psychologists. While all the principles are important, Principle 1, Principle 4, Principle 6, and Principle 8 of these address issues of particular importance to students and supervisors. These say in part:

1.11 Sexual Harassment

(a) Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either: (1) is unwelcome, is offensive, or creates a hostile workplace environment, and the psychologist knows or is told this; or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts.

(b) Psychologists accord sexual harassment complainants and respondents' dignity and respect. Psychologists do not participate in denying a person academic admittance or advancement, employment, tenure, or promotion, based solely upon their having made, or their being the subject of, sexual harassment charges. This does not preclude taking action based upon the outcome of such proceedings or consideration of other appropriate information.

1.17 Multiple Relationships

(a) In many communities and situations, it may not be feasible or reasonable for psychologists to avoid social or other nonprofessional contacts with persons such as patients, clients, students, supervisees, or research participants. Psychologists must always be sensitive to the potential harmful effects of other contacts on their work and on those persons with whom they deal. A psychologist refrains from entering into or promising another personal, scientific, professional, financial, or other relationship with such persons if it appears likely that such a relationship reasonably might impair the psychologist's objectivity or otherwise interfere with the psychologist's effectively performing his or her functions as a psychologist, or might harm or exploit the other party.

(b) Likewise, whenever feasible, a psychologist refrains from taking on professional or scientific obligations when preexisting relationships would create a risk of such harm.

(c) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist attempts to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

1.19 Exploitative Relationships

(a) Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients or patients. (See also Standards 4.05-4.07 regarding sexual involvement with clients or patients.)

(b) Psychologists do not engage in sexual relationships with students or supervisees in training over whom the psychologist has evaluative or direct authority, because such relationships are so likely to impair judgment or be exploitative.

6.05 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish an appropriate process for providing feedback to students and supervisees. (b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

8.01 Familiarity with Ethics Code

Psychologists have an obligation to be familiar with this Ethics Code, other applicable ethics codes, and their application to psychologists' work. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct.

8.02 Confronting Ethical Issues

When a psychologist is uncertain whether a particular situation or course of action would violate this Ethics Code, the psychologist ordinarily consults with other psychologists knowledgeable about ethical issues, with state or national psychology ethics committees, or with other appropriate authorities in order to choose a proper response.

8.03 Conflicts between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, seek to resolve the conflict in a way that permits the fullest adherence to the Ethics Code.

8.04 Informal Resolution of Ethical Violations When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.

In the M.S. Program, we interpret these principles to mean that clinical supervisors do not date or have sex with their current students or supervisees.

Faculty or Clinical Supervisors do not see students for personal therapy while they are enrolled in their class, while they are their supervisees or if they reasonably anticipate contact with that individual in an evaluative role in the future.

The foregoing does not preclude doing research in collaboration with students and supervisees.

If students would like guidance about an ethical matter or are concerned that an ethical violation has occurred, they are encouraged to discuss it with the Coordinator, of the M.S. Program, their supervisor, or other third party faculty member.

You are encouraged to read and periodically reread the APA Principles in their entirety. Copies are available in the Graduate Studies Office.

SRCD Ethical Standards for Developmental Psychologists

Research with humans necessitates that investigators carry out the research with respect and concern for the dignity and welfare of those participating in the research. Investigators are explicitly required to take cognizance of federal and state regulations as well as of professional standards governing the ethical conduct of research. Whenever a research project is being planned, investigators must weigh the scientific and human value of the project relative to possible risks to which participants may be exposed. Ethical Advice must be sought whenever the rights and welfare of potential human participants appear to be jeopardized by the research procedures.

When a particular research project is judged worthy to be carried out, investigators must ensure that participants are adequately informed of the research procedures and are also informed of their right to withdraw from participation at any time, without explanation, and for any reason without penalty. At all times investigators should aim to protect participants from physical and mental discomfort, harm, and danger that may arise from the research procedures. If undesirable consequences do arise, investigators have the responsibility to remove or correct the procedures responsible for them. After data are collected, investigators are to provide participants with relevant information about the nature of the study and remove any misconceptions that the research procedures may have produced. In all cases, information obtained about the identity of research participants should be kept confidential unless agreed upon in advance. Lastly, investigators are responsible for ensuring that all those working on the project, such as assistants and technical personnel; incur similar ethical obligations to the research participants.

Children as research participants present ethical problems for the investigator that are different from those presented by adult participants. Children are more vulnerable to stress than adults and, having less experience and knowledge than adults, are less able to evaluate the social value of the research and less able to comprehend the meaning of the research procedures themselves. In all cases, therefore, the child's consent or assent to participate in the research, as well as the consent of the child's parents or guardians must be obtained.

In general, no matter how young children are, they have rights that supersede the rights of the investigator. The investigator is therefore obligated to evaluate each proposed research operation in terms of these rights, and before proceeding with the investigation, should obtain the approval of an appropriate Institutional Review Board. Permanent review boards should be established in any setting where children are likely to be participants in continual research. The principles are not intended to infringe on the right and obligation of researchers to conduct scientific research with children. While aimed at providing for the meaningful and protection of children participating in research, the principles by themselves do not provide ready-made solutions to ethical problems. They provide, instead, a framework of obligations within which investigators must weigh the benefits and risks of research both for the child and for society.

Working within such a framework does not mean that all problems can be automatically solved. A particular research project, for example, may involve a procedure that produces a temporary loss of self-esteem on the part of the participant, the ultimate goal of such research being the addition of significant information to the general body of knowledge of self-esteem. The ethical conflict raised by the procedure could be resolved by taking immediate action upon the completion of the project to restore self-esteem. Another research project, in contrast, may require a level of deception that conceivably will incur an unusually high level of psychological pain. In such a case, the research would be judged as ethically unacceptable, regardless of the scientific merits of the study, and therefore not conducted.

In balancing the risks and benefits of research that raise ethical questions, investigators should not rely solely upon their own judgments. The judgments of colleagues, members of the general public, and of those in the position of being research participants should also be taken into consideration whenever possible and appropriate. Institutional Review Boards are constituted to ensure that such judgments are also added to those of the investigators and for this reason should be routinely consulted whenever research is to be conducted.

PRINCIPLES

1. Non-harmful procedures--The investigator should use no research operation that may harm the child either physically or psychologically. The investigator is also obligated at all times to use the least stressful research operation whenever possible. Psychological harm in particular instances may be difficult to define: nevertheless, its definition and means for reducing or eliminating it remain the responsibility of the investigator. When the investigator is in doubt about the possible harmful effects of the research operations, consultation should be sought from others. When harm seems inevitable, the investigator is obligated to find other means of obtaining the information or to abandon the research. Instances may, nevertheless, arise in which exposing the child to stressful conditions may be necessary if diagnostic or therapeutic benefits to the child or associated with the research. In such instances, careful deliberation by an Institutional Review Board should be sought.

2. Informed Consent--Before seeking consent or assent from the child, the investigator should inform the child of all features of the research that may affect his or her willingness to participate and should answer the child's questions in terms appropriate to the child's comprehension. The investigator should respect the child's freedom to choose to participate in the research or not by giving the child the opportunity to give or not give assent to participation as well as to choose to discontinue participation at any time. Assent means that the child shows some form of agreement to participate without necessarily comprehending the full significance of the research necessary to give informed consent. Investigators working with infants should take special effort to explain the research procedures to the parents and be especially sensitive to any indicators of discomfort in the infant.

In spite of the paramount importance of obtaining consent, instances often arise in which consent or any kind of contact with the participant would make the research impossible to carry out. Non-intrusive field research is a common example. Conceivably, such research can be carried out ethically if it is conducted in public places, participant's anonymity is totally protected, and there are no foreseeable negative consequences to the participant. However, judgments on whether such research is ethical in particular circumstances should be made in consultation with an Institutional Review Board.

3. Parental Consent--The informed consent of parents, legal guardians or those who act in loco parents (e.g., teachers, superintendents of institutions) similarly should be obtained, preferably in writing. Informed consent requires that parents or other responsible adults be informed of all the features of the research that may affect their willingness to allow the child to participate. This information should include the profession and institution affiliation of the investigator. Not only should the right of the responsible adults to refuse consent be respected, but they should be informed that they may refuse to participate without incurring any penalty to them or to the child.

4. Additional Consent--The informed consent of any persons, such as school teachers for example, whose interaction with the child is the subject of the study should also be obtained. As with the child and parents or guardians, informed consent requires that the persons interacting with the child during the study be informed of all features of the research which may affect their willingness to participate. All questions posed by such persons should be answered and the persons should be free to choose to participate or not, and to discontinue participation at any time.

5. Incentives--Incentives to participate in a research project must be fair and must not unduly exceed the range of incentives that the child normally experiences. Whatever incentives are used the investigator should always keep in mind that the greater the possible effects of the investigation on the child, the greater is the obligation to protect the child's welfare and freedom.

6. Deception--Although full disclosure of information during the procedure of obtaining consent is the ethical ideal, a particular study may necessitate withholding certain information or deception. Whenever withholding information or deception is judged to be essential to the conduct of the study, the investigator should satisfy research colleagues that such judgment is correct. If withholding information or deception is practiced, and there is reason to believe that the research participants will be negatively affected by it, adequate measures should be taken after the study to ensure the participant's understanding of the reasons for the deception. Investigators whose research is dependent upon deception should make an effort to employ deception methods that have no known negative effects on the child or the child's family.

7. Anonymity--To gain access to institutional records, the investigator should obtain permission from responsible authorities in charge of records. Anonymity of the information should be preserved and no information used other than that for which permission was obtained. It is the investigator's responsibility to ensure that responsible authorities do, in fact, have the confidence of the participant and that they bear some degree of responsibility in giving such permission.

8. Mutual Responsibilities--From the beginning of each research investigation, there should be clear agreement between the investigator and the parents, guardians or those who act in loco parents, and the child, when appropriate, that defines the responsibilities of each. The investigator has the obligation to honor all promises and commitments of the agreement.

9. Jeopardy--When, in the course of research, information comes to the investigator's attention that may jeopardize the child's well-being, the investigator has a responsibility to discuss the information with the parents or guardians and with those expert in the field in order that they may arrange the necessary assistance for the child.

10. Unforeseen Consequences--When research procedures result in undesirable consequences for the participant that were previously unforeseen, the investigator should immediately employ appropriate measure to correct these consequences, and should redesign the procedures if they are to be included in subsequent studies.

11. Confidentiality--The investigator should keep in confidence all information obtained about research participants. The participants' identities should be concealed in written and verbal reports of the results, as well as in informal discussion with students and colleagues. When a possibility exists that others may gain access to such information, this possibility, together with the plans for protecting confidentiality, should be explained to the participants as part of the procedure of obtaining informed consent.

12. Informing Participants--Immediately after the data are collected, the investigator should clarify for the research participant any misconceptions that may have arisen. The investigator also recognizes a duty to report general findings to participants in terms appropriate to their understanding. Where scientific or humane values justify withholding information, every effort should be made so that withholding the information has no damaging consequences for the participant.

13. Reporting Results--Because the investigator's words may carry unintended weight with parents and children, caution should be exercised in reporting results, making evaluative statements, or giving advice.

14. Implications of Findings--Investigators should be mindful of the social, political and human implications of their research and should be especially careful in the presentation of findings from the research. This principle, however, in no way denies investigators the right to pursue any areas of research or the right to observe proper standards of scientific reporting.

ADDENDUM

In addition to the above, investigators should take cognizance of the following:

1. Instructors of courses on children should demonstrate their concern for the rights of research participants by discussing ethical issues with their students so that the participants' rights are regarded as important as substantive findings and experimental design.
2. Editors of journals reporting investigations of children have certain responsibilities to the authors of studies they review: they should provide space where necessary for investigators to justify their procedures and to report the precautions they have taken. When the procedures seem questionable, editors should ask for such information.
3. Authors of textbooks or other instructional materials dealing with children and research should make a serious attempt to present ethical concerns, issues, and research principles in their books and materials.
4. Investigators have a responsibility to maintain not only their own ethical standards but also those of colleagues.
5. Members of the Society for Research in Child Development have a continuing responsibility to question, amend, and revise the Society's ethical standards and principles.

MS PROGRAM LEARNING GOALS

(rev. 6/05)

- Students will develop a conceptual understanding of a range of psychological theories describing development of personality through the lifespan and be able to apply these theories to clinical case material.
- Students will master contemporary diagnostic standards for mental disorders and be able to apply them to clinical case material.
- Students will develop a conceptual and practical understanding of ethical and legal principles governing therapeutic treatment and the treatment of research participants.
- Students will understand the use in clinical settings of a variety of assessment techniques, including their administration and interpretation.
- Students will learn an array of clinical methods for treating mental disorders in a variety of populations, including children, families and individual adults.
- Students will understand how culture influences psychological development, the development of mental disorders, and the psychotherapy process.
- Students will develop their practical abilities to employ diagnosis, theory, ethics and treatment methods through supervised clinical experience in a psychotherapeutic setting.
- Students will understand principles and methods of psychological research and statistics, which they will employ under supervision while completing a master's thesis.

Resources

At Cal State Fullerton there are several departments on campus to facilitate your success. The Student Health and Counseling Center offers workshops and groups you can join throughout the semester for details click [here](#). Our office has created a Resource Guide that includes a list with contact information for multiple departments on campus that can assist you with your success here at Cal State Fullerton.

University Learning Center

In addition, the University Learning Center (ULC) now has two Graduate Learning Specialists devoted exclusively to tutoring and coaching graduate students. **Graduate Learning Specialists also specialize in building study skills for those that are on academic probation.**

Graduate Learning Specialists are available for **free!** Get **coaching in**

- writing, research methods, APA/MLA, study strategies, study skills, presentation skills, and much more.

In addition, throughout the semester you will find workshops in

- presentation skills, managing your academic career, APA, interpreting research, plagiarism, conference presentation, task completion, from planning to execution, gutting the book, and building bibliographies

Workshops available this semester are tailored to your specific needs current Summer workshops - click [here](#) for details.

Introducing the Graduate Learning Specialists:

- Helen Alexander | (657) 278-2738 | halexander@fullerton.edu
- Dr. Gerardo Arellano | (657) 278-2738 | garellano@fullerton.edu

If you would like to schedule an appointment please call (657) 278-2738.

- *Fall 2011 Appointments* are available Monday-Thursday, 4-6p.m.
- *Fall 2011 Walk-ins* are available on Monday and Wednesday from 10 a.m. to noon.
- Location: Library second floor North, PLN 221 B and C.

This service is funded by EPOCHS grant from the U.S. Dept. of Education awarded to Office of Graduate Studies

Graduate Studies and Counseling and Psychological Services

The office of Graduate Studies and Counseling and Psychological Services has teamed up to offer enrichment services that are provided to graduate students as part of the EPOCHS grant. These enrichment services encompass **group workshops** (i.e. time management, handling stress), **support services** (i.e. social and emotional well-being), and **counseling/psychological services**. All of these enrichment services are **free of charge** to currently enrolled graduate students. We would like to introduce, Chandeline Francis, your Graduate Support Specialist she can be reached at cfrancis@fullerton.edu or during her walk in hours Tuesday and Wednesday from 5pm-7pm in MH103. In addition, several services will be offered:

- Workshops on Stress management for Graduate Students, dealing with test anxiety, relaxation workshop series, and balancing academic and family life obligations.
- Graduate Support Group: a regular informal group that's open to graduate students to talk about their experience, frustrations, anxiety and about being a graduate student.
- Counseling: supportive counseling and mental health related counseling is also available.

Please contact Chandeline Francis directly for details on upcoming services or check out the Graduate Studies website.

This service is funded by EPOCHS grant from the U.S. Dept. of Education awarded to Office of Graduate Studies

The Women's Center & Human Services Department

The Women's Center and the Human Services Department collaborated to create a brand new service for our students and staff: Universityblues.org. This website, was designed to assist students who are confronted with emotional and social problems that might, if left unaddressed, result in students leaving school. If you have an emergency, please call 911.

Graduate Learning Specialist: Workshop Schedule

For the Fall, 4 series of workshops shall be offered weekly to help graduate students make the most of studies.

The first, the Writing and Study Skills Clinic, offers an in-depth look at the elements of written communication, and how these elements work together to create meaning. These workshops are designed to support all levels of writers—whether you are just beginning your studies or have already begun your thesis, you will discover ways to more accurately express your ideas, to develop your style, and to meet the syntactic and discourse structural requirements of your field. All workshops are interactive, with illustrative samples and activities taken from published research articles across the disciplines. This is an opportunity for all grad-level writers to take control of their language through a better understanding of the underlying elements of written communication, and the protocols inherent in their respective fields: truly meaning what you say in your written work because you know exactly what you're saying.

Writing and Study Skills Clinics Days and Topics (6:30-7:30 p.m. on Tuesdays; 2-3 p.m. on Fridays) :
Tuesdays at 6:30-7:30 p.m. UH 239 Fridays at 2-3 p.m. UH 204

8/30	Lit Reviews	9/2	Commas & periods
9/6	Introductions	9/9	Semi-colons & independent clauses
9/13	Results/Discussion	9/16	Adverb phrases & clauses
9/20	Methods/Materials	9/23	Noun clauses
9/27	Pronouns	9/30	Active & passive voice
10/4	Coherent transitions	10/7	Paraphrase, summarize, quote
10/11	Cohesive transitions (paragraphs)	10/14	Analytical & evaluative language
10/18	Commas & periods	10/21	Lit Reviews
10/25	Semi-colons & independent clauses	10/28	Introductions
11/1	Adverb phrases & clauses	11/4	Results/Discussion
11/8	Noun clauses		
11/15	Active & passive voice	11/18	Methods/Materials
11/29	Paraphrase, summarize, quote	12/2	Pronouns
12/6	Analytical & evaluative language	12/9	Coherent transitions

The second series, and special twice-a-semester offering, focuses on two forms of technical writing that many grad students will use in both their classes and their professional lives. Come learn about some of the basic principles that inform how proposals and reports are organized, and some techniques for writing them more efficient!

Technical Writing Techniques: Proposal and Report Writing

9/2 UH 204 & 10/21 3:30-5 p.m.

The third series we're offering is a Critical Thinking Crash Course, designed to help any and all grad students reconceptualize the fundamental principles of the reasoning and evaluative standards that are most common in the American academic context. Come get some insight into the expectations that professors are expressing when they say "critical thinking," and hone your skills for all manner of communication tasks.

Critical Thinking Crash Course Days and Topics (6-7 p.m.) LH 315 A:

1. 8/31 & 10/26 Deductive versus Inductive: Deduction Explored
9/7 & 11/2 Deductive versus Inductive Part II: Inductive Types and Reasoning Application
2. 9/14 & 11/9 Breaking Sources Down Part I: Fact, Opinion, and Authority
3. 9/21 & 11/16 Breaking Sources Down Part II: Language Use and Objectivity
4. 9/28 & 11/30 Breaking Sources Down Part III: Hidden Assumptions
5. 10/5 & 12/7 Reading to Research, Reading to Synthesize
6. 10/12 Teaching Yourself: Socratic Solitaire
7. 10/19 Creative Thinking versus Critical Thinking

Finally, each Thursday there will be a specialty workshop geared toward building strategies for grad students to work smarter, not harder. Strategy-based techniques are geared toward creating habits of Socratic-style inquiry that can be applied to any and all situations encountered in both the academic and professional realms. The hallmarks of a Master's level graduate from an American university are their interpretive accuracy, cognitive flexibility, and systematic yet creative approach to work-related (and life's) challenges. Come get insight into skills for grad school, and simultaneously build the skills you'll need for life!

For more information, please email Helen Alexander at halexander@fullerton.edu

9/1/2011	Researching Strategies for the Busy Grad Student Room E 22	5:00-6:00 p.m.
9/8/2011	Reading for Meaning: Consuming Literature Effectively and Accurately Room E 22	5:00-6:00 p.m.
9/8/2011	EWP Strategies for Grad Students Room UH 239	6:00-7:00 p.m.
9/15/2011	Overcoming Writer's Block: The Key to Successful Paper Planning and Writing	5:00-6:00 p.m.
9/22/2011	Editing Techniques for Coherent Papers	5:00-6:00 p.m.
9/29/2011	Polishing the Paper: Editing for Sentence and Paragraph Cohesion	5:00-6:00 p.m.
10/6/2011	Citation versus Plagiarism: APA, Turabian, and You	5:00-6:00 p.m.
10/13/2011	Mid-Semester Management: From Academic Probation to Academic Success and Beyond	5:00-6:00 p.m.
10/20/2011	Citation versus Plagiarism II: Summarizing, Paraphrasing, and Misquoting	5:00-6:00 p.m.
10/27/2011	Effective Presentation Strategies for the Classroom and the Boardroom	5:00-6:00 p.m.
11/3/2011	EWP Strategies for Grad Students	6:00-7:00 p.m.
11/17/2011	Academic or Academy? The Write Word in the Right Place	5:00-6:00 p.m.
12/1/2011	Effective Communication: Strategies for Interpersonal Communication in Collaboration	5:00-6:00 p.m.
12/8/2011	Peer Review Editing Just in Time for Finals	5:00-6:00 p.m.