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, Coordinators
Master of Science Program
**Psychology Graduate Office**

**Location:** H-830L  
**Phone:** (714) 278-3589

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**University Graduate Office**

**Location:** MH-103  
**Phone:** (714) 278-2618

Acting Associate Vice President  
Ray Young

Director  
Vacant

Evaluation Technician  
Pam Migliore
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 and supervision. The Psychology Graduate Office (H830L), 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. Housed in the Graduate Office are (1) collection of completed theses; (3) information regarding faculty mentors; (4) Psychological Association publications, including *Graduate Study in Psychology* (addresses of institutions and statistics on admissions requirements) and *Careers in Psychology*; (5) information regarding M.S. fieldwork placements. 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. Students requiring more time to complete the degree requirements do not need to file a petition for extension. 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. 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.

**Classified Standing**
Participation in the Graduate Programs in Psychology requires Classified Student Status. These 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 either (EWP) test passage, analytical GRE writing score of 4, or an undergraduate upper division writing course. If you choose the EWP Exam to fulfill your writing requirement, please contact our University Testing Center (LH-206; phone 278-3838) to schedule a test.
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 GPA. M.S. Students with a grade-point average of less than 3.0 are subject to academic probation and possible dismissal from the program.

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<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
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<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>4</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<td>B+</td>
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<td>B-</td>
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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 the Faculty is free to award grades within this range.

Appeals
Graduate students have the right to request an independent review of academic decisions made by faculty members, 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 and/or Graduate Studies Committee should be addressed to the Department Chair. Remedies are sought initially through discussion with involved parties. If agreement cannot be reached, the Department Chair will refer the matter to a Graduate Student Appeals Board comprising a three-person faculty committee from Psychology. 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.

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**

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

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>PSYC 548</td>
<td>3</td>
</tr>
<tr>
<td>Psychotherapeutic Techniques</td>
<td></td>
</tr>
<tr>
<td>PSYC 560</td>
<td>3</td>
</tr>
<tr>
<td>Treatment of Children &amp; Adolescents</td>
<td></td>
</tr>
<tr>
<td>PSYC 561</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Testing</td>
<td></td>
</tr>
<tr>
<td>PSYC 568</td>
<td>1</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td></td>
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<tr>
<td>PSYC 599</td>
<td>1</td>
</tr>
<tr>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>PSYC 510</td>
<td>3</td>
</tr>
<tr>
<td>Experimental Design</td>
<td></td>
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<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>PSYC 465</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Statistics (Prerequisite to PSYC 510)</td>
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**SECOND YEAR**

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>PSYC 549</td>
<td>3</td>
</tr>
<tr>
<td>Marriage/Family/Child Therapy</td>
<td></td>
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<tr>
<td>PSYC 560</td>
<td>3</td>
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<tr>
<td>Cross Cultural Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 594A</td>
<td>3</td>
</tr>
<tr>
<td>Fieldwork</td>
<td></td>
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<tr>
<td>PSYC 598A</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td></td>
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<tr>
<td>PSYC 510</td>
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</tr>
<tr>
<td>If Not Taken Spring Semester First Year</td>
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<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>PSYC 594B</td>
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</tr>
<tr>
<td>Fieldwork</td>
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</tr>
<tr>
<td>PSYC 598B</td>
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<tr>
<td>Thesis</td>
<td></td>
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<tr>
<td>PSYC 475</td>
<td></td>
</tr>
<tr>
<td>Psychopharmacology</td>
<td></td>
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<tr>
<td>Or</td>
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<tr>
<td>PSYC 520T</td>
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<tr>
<td>Seminar</td>
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<td>Or</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Approved by M.S. Coordinator</td>
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**TOTAL UNITS** 50
**Prerequisites for Master of Science Program**

PSYC 306  Biological Psychology (prerequisite for 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, you will have to take program electives either as overloads or during the summer in order to finish in two years.

**Master of Science Program Electives**

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 which would assist them in gaining admission to a Ph.D. program.

Elective course work chosen from the approved graduate program seminars or M.A. Program content course offerings will not need to be approved by the M.S. Graduate Studies Committee. A student may take two seminars to fulfill the elective course work requirement. Elective course work chosen from outside the Department, Department classes that are not approved seminars or content courses, or course work from another University will need M.S. Graduate Studies 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. Many students enroll in an elective course during the summer following their first year.

**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 psychology in general, which may be of interest to you. 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 advisor 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 would benefit.

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. Should there occur an adverse recommendation by the M.S. faculty, the recommendation will be reviewed by the Master of Science Graduate Studies Committee.
### Study Plan Requirements

<table>
<thead>
<tr>
<th>Study Plan Requirements*</th>
<th>Units</th>
<th>Grade</th>
<th>Sem/Yr</th>
<th>Ext.</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>CORE COURSES</strong> (10 units)</td>
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<tr>
<td>Psych 501 Professional/Legal Issues in Clinical Psych**</td>
<td>3</td>
<td></td>
<td>F/05</td>
<td></td>
<td></td>
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<tr>
<td>Psych 510 Experimental Design</td>
<td>3</td>
<td></td>
<td>S/06</td>
<td>Or F/07</td>
<td></td>
</tr>
<tr>
<td>Psych 599 Independent Graduate Research</td>
<td>1</td>
<td></td>
<td>S/06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psych 520T Advanced Topics in Psychological Research</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Student’s Choice</td>
</tr>
<tr>
<td><strong>CLINICAL COURSES</strong> (28 units)</td>
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<tr>
<td>Psych 569 Cross Cultural Psychology**</td>
<td>3</td>
<td></td>
<td>F/06</td>
<td></td>
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<tr>
<td>Psych 594A Fieldwork**</td>
<td>3</td>
<td></td>
<td>F/06</td>
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<tr>
<td>Psych 594B Fieldwork**</td>
<td>3</td>
<td></td>
<td>S/07</td>
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<tr>
<td>Psych 545 Advanced Psychopathology**</td>
<td>3</td>
<td></td>
<td>F/05</td>
<td></td>
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<tr>
<td>Psych 547 Theories of Psychological Intervention**</td>
<td>3</td>
<td></td>
<td>F/05</td>
<td></td>
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<tr>
<td>Psych 548 Psychotherapy Techniques**</td>
<td>3</td>
<td></td>
<td>S/06</td>
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<tr>
<td>Psych 549 Marriage, Family and Child Therapy**</td>
<td>3</td>
<td></td>
<td>F/06</td>
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<tr>
<td>Psych 560 Child and Adolescent Treatment**</td>
<td>3</td>
<td></td>
<td>S/06</td>
<td></td>
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<tr>
<td>Psych 561 Clinical Psychological Assessment</td>
<td>3</td>
<td></td>
<td>S/06</td>
<td></td>
<td></td>
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<tr>
<td>Psych 568 Substance Abuse</td>
<td>1</td>
<td></td>
<td>S/06</td>
<td></td>
<td></td>
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<tr>
<td><strong>THESIS</strong> (6 units)</td>
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<tr>
<td>Psych 598 Thesis</td>
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<td></td>
<td>F06 S/07</td>
<td></td>
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<tr>
<td><strong>TOTAL UNITS REQUIRED</strong></td>
<td>50</td>
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</tbody>
</table>

- Minimum of "B" required in all study plan courses.
- ** Required by BBS for MFCC licensure. Please see Program Coordinator for additional course work necessary for MFCC License.

### Classified Standing

Classified standing is granted by committee (prerequisites met and Study Plan approved):

**Members:** Drs. Mearns, Marelich, and Mechanic

**MS Coordinator**

**Reviewed in Graduate Office**

**CLASSIFIED GRADUATE STANDING GRANTED**

**Associate Vice President, Academic Programs**
COURSE INFORMATION AND REGISTRATION

You can register for classes on line or by telephone. The following classes require additional procedures to register.

**PSYC 599 (Independent Graduate Research) 1 Unit** -- In order 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, the Program Coordinator and submit to the Graduate Secretary to receive a permit to register. 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 either on line or by phone.

**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 or has not 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.

An elective contract should be completed, signed by the class instructor and returned to the graduate office (contract forms are available in the Graduate Office).

**PSYC 598 (Thesis Research) 6 Units** -- Complete a Thesis Enrollment form for PSYC 598 (available in the Graduate Office), have your thesis advisor approve, and return the form to the Graduate Secretary. The Graduate Secretary will issue a permit on the computer before you can register.

**Registering For More Than 12 Units** -- You will only be allowed to register for a maximum of 12 units during early registration. Please register for classes that may not be available during the first week of the semester. You are assured a place in M.S. Program classes and in classes you have been given a permit. 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.

**Field Placements**
In the second year, students in the M.S. Program enroll for 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 the first year of the program. At this time, 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 meet with second year students and learn about their placements. The second is a meeting where representatives of several placement agencies present their programs. All first year students must attend both meetings.

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). Additionally to count supervision for MFT hours, you must have a minimum of 2 hours of group supervision per week. Students must be covered under liability insurance. If not covered under agencies' policies, students will need to purchase their own liability insurance. It is hoped that students can have diagnostic, testing, therapy consultation and community responsibilities.

You, your agency on-site supervisor, your campus faculty fieldwork supervisor and the M.S. Program Coordinator, together, complete a contract specifying the commitments and responsibilities of each of you.

**MFT License**
The Master of Science program of the CSUF Department of Psychology meets the majority 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

The content areas required for the MFT license are covered by most of 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.
The application for a Graduation Check should be filed one semester prior to the semester you are planning to graduate. The form is available from the Office of Admissions and Records (LH-111). The deadlines for the application are found in the Academic Calendar and posted in the Department's Graduate Office.

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, May and August). Students must file their theses by appropriate deadlines for degree award. Students are responsible for knowing and meeting all deadlines.

**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) and “RP” grade for both semesters of PSYC 598.

**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 the 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, tenure track, or a tenured 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.

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 be asked to accomplish, and on what basis grades will be assessed.
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 to assess fit.

1. Your Thesis Advisor supervises all aspects of the thesis requirements.

2. Your Thesis Advisor is the chair of your committee and will help you select appropriate faculty for your thesis committee and 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 administrative approvals necessary to conduct the project.

3. Your Thesis Advisor serves as the editor of the thesis manuscript, which includes supervising the 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 make numerous revisions of your thesis before it is approved.

Your Responsibilities

1. Work diligently towards 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.


5. Be aware of deadlines.

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 draft of your proposal is submitted to your Thesis Advisor for review and editing. After your Thesis Advisor has approved your draft, 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 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) 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! A Department Form Thesis Research Units must be completed before you enroll in Psychology 598. Deadlines governing the filing of your Thesis with the University Graduate Affairs Office are posted in the Psychology Graduate Office. Consult these deadlines in the fall semester and plan accordingly! The CSUF Graduate Thesis Regulations Student Handbook, available from the University Graduate Affairs Office, 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 subjects and equipment. Use of departmental equipment is coordinated with Terry Jones (H-616; 278-3562), the Department's Equipment Technician. If you need assistance or access to psychological tests, see your Thesis Chair/Advisor or the Testing Library Coordinator.

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 (only original 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 yourself and your advisor. Note that you can be the principle investigator and your advisor can be the co-investigator.

Approval notices will not be issued without an original signature by both the investigator and the faculty advisor. 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 webpage). 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.

**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. A number of revisions may 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 may 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. You will need several copies of your signed cover page. Be sure to have your cover page format preapproved by the Graduate Office (MH-103), and print it on heavy bond paper.

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-103, for review and approval. Formatting and other editorial revisions may be required. Your unbound thesis (which the Graduate Studies Office has approved) should be submitted to the bookstore for binding. One copy will be housed in the University Library (copy must be bound at the bookstore). A bound thesis must also be filed with the Department of Psychology Graduate Office. Change of grade cards for PSYC 598 (Thesis) will not be submitted by the Graduate Office until a bound copy of your thesis is received. It is also traditional for students to present a bound copy of their thesis to their thesis advisor. Additional copies of your thesis do not need to be bound at the bookstore. Relatively inexpensive binding of theses is available through the Oral History Program located in the Pollack Library South, Room 363. You must also submit an IRB completion form to MH-112 before your grade for PSYC 598 will be processed.
THESIS
PSYCHOLOGY 598
GRADING POLICY

FIRST
THREE UNITS

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

SECOND
THREE UNITS

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

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

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

**Enroll in PSYC 598 (Thesis) first 3 units:** complete a *Thesis Enrollment Form*, have your thesis advisor sign the form and return to the Graduate Secretary to receive a permit to register for the class.

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

**Enroll in PSYC 598 (Thesis) second 3 units:** complete a *Thesis Enrollment Form*, have your thesis advisor sign the form and return to the Graduate Secretary to receive a permit to register for the class.

**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.

**Reserve a room for your Thesis Defense:** contact Terry Jones, Kay Karlson or Frances Sanchez.

**Special Equipment:** not available in the room assigned for your defense, please contact *Terry Jones*.

The following should be provided to the Department Graduate Office no later than **one week prior to your defense**:

- Copy of your thesis
- Abstract (please e-mail)
- Time, Room and Date of your defense (please e-mail)
- Thesis Committee Members (please e-mail)

**Thesis cover sheets:** (title sheets/signature sheets) provide several copies for your committee members to sign at your thesis meeting. The signatures must be in *Black Ink and printed on paper required by graduate affairs*.

**Additional thesis information:** the Department of Psychology Graduate Handbook, The Graduate Affairs Office Thesis Handbook (you will receive in PSYC 510) and the CSU, Fullerton University Catalog.

**CSU, Fullerton Library copy:** must be bound at the Titan Bookstore.

**A bound copy of your thesis must be provided to the Department of Psychology Graduate Office:** your PSYC 598 (Thesis) grade will not be issued until proof of binding or a bound copy is received in the Department Graduate Office. Please supply the Graduate Secretary a copy of your receipt for binding your Department thesis copy, to avoid a delay in your grade being submitted or your graduation.

**Thesis Advisor:** A bound copy of your thesis should be presented to your thesis advisor (Note: this is separate from the copy submitted to the Graduate Secretary.)

**Additional copies of your thesis may be bound at:** the bookstore or the Oral History Program

- Oral History program
- Pollack Library South
- Room 363
- (714) 278-3580

*YOUR THESIS IS NOT CONSIDERED COMPLETE UNTIL THE DEPARTMENT OF PSYCHOLOGY GRADUATE OFFICE HAS RECEIVED A BOUND COPY OF YOUR THESIS*
FORMS

FORMS AVAILABLE IN THE GRADUATE OFFICE–H-830 L

1. Study Plan
2. Request for Change in Study Plan
3. Graduate Assistant Application
4. PSYC 599, Independent Study Enrollment Form
5. PSYC 598, Thesis Enrollment Form (First Three Units)
6. PSYC 598, Thesis Enrollment Form (Second Three Units)
7. Request for Excess Units for Graduate Students
8. Thesis Deadlines and Information regarding completion of your thesis

FORMS AVAILABLE IN GRADUATE AFFAIRS OFFICE–MH-103

1. Request for Leave of Absence
2. Application for Graduate Check for Master’s Degree
   (Also Available in Admissions & Records)
3. Request to Change your Graduation Date
4. Petition for Summer Completion of Thesis and Graduation
5. GS 700 Enrollment Form
<table>
<thead>
<tr>
<th>FORMS</th>
<th>WHEN TO SUBMIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Plan</td>
<td>Meet with the Program Coordinator during the first semester of your program to develop and complete your study plan.</td>
</tr>
<tr>
<td>Change of Study Plan</td>
<td>To institute changes to your original study plan. Changes to your study plan must be approved by the Program Coordinator and submitted to the Psychology Grad Office.</td>
</tr>
<tr>
<td>Request for Excess Units</td>
<td>To enroll in more than 12 units of coursework. The Program Coordinator's approval is required. Excess units cannot be added to your schedule until the first week of classes.</td>
</tr>
<tr>
<td>Independent Study (PSYC 599)</td>
<td>To receive Department credit for Independent Study.</td>
</tr>
<tr>
<td>Thesis Enrollment Form (PSYC 598)</td>
<td>To enroll in the first or second three units of Thesis (PSYC 598) form must be completed, approved by your thesis chair and returned to the Psychology Grad Office to receive a permit to register.</td>
</tr>
<tr>
<td>Thesis Manual</td>
<td>Published by the University Graduate Affairs Office. Contains information regarding thesis formatting guidelines.</td>
</tr>
<tr>
<td>Request for Leave of Absence</td>
<td>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. Readmittance to the Program is not guaranteed once you are disenrolled.</td>
</tr>
<tr>
<td>Application for a Graduation Check</td>
<td>Please 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.</td>
</tr>
<tr>
<td>Change of Graduation Date</td>
<td>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.</td>
</tr>
<tr>
<td>Petition for Summer Completion</td>
<td>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 your committee will be available to meet during the summer.</td>
</tr>
<tr>
<td>GS 700</td>
<td>If you have completed all course work, your thesis proposal has been approved, 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. You must enroll in GS 700 each semester until you complete your thesis and graduate.</td>
</tr>
<tr>
<td>Petition for Extending Time Limit</td>
<td>If you have not graduated within the five year limit, you may petition for extending your time limit up to two years.</td>
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</table>
**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 PDA 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.

Applications for Graduate Assistantships are available in the Psychology Graduate Office. 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), American Psychological Society 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 contact the faculty advisor:

**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.
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 with their overall GPA in graduate school. 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, a vita, and a copy of the study plan will be prepared and retained in the Psychology Graduate Office. The award winner will be determined by the Graduate Studies Committee.

Recipients of the Master of Science Outstanding Student Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>1982</td>
<td>Dorothy Ford</td>
<td>2000</td>
<td>Jill Cain</td>
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<tr>
<td></td>
<td>Patricia Williamson</td>
<td></td>
<td>Tamara Mastri</td>
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<td></td>
<td></td>
<td></td>
<td>Pernilla Sass</td>
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<tr>
<td>1983</td>
<td>Marlene Phillips</td>
<td>2001</td>
<td>Samantha Etchells</td>
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<tr>
<td>1984</td>
<td>Patricia Breit</td>
<td></td>
<td>Virginia Mintzlaff</td>
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<td></td>
<td></td>
<td></td>
<td>Catherine VanRiette</td>
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<tr>
<td>1985</td>
<td>Rebecca Stirges</td>
<td>2002</td>
<td>Timothy Kovacs</td>
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<td></td>
<td></td>
<td></td>
<td>Jyotsnaben Patel</td>
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<tr>
<td>1986</td>
<td>Kristie Winkle</td>
<td>2003</td>
<td>Timea Kohegyi</td>
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<td></td>
<td></td>
<td></td>
<td>Kathryn Rice</td>
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<tr>
<td>1987</td>
<td>Linda Nold</td>
<td>2004</td>
<td>Barbara Enderson</td>
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<td></td>
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<td></td>
<td>Brett Wheeler</td>
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<tr>
<td>1988</td>
<td>Mary Hale</td>
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<tr>
<td>1989</td>
<td>Sara Sutton</td>
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<tr>
<td>1990</td>
<td>Lucyann Carlton</td>
<td>2005</td>
<td>James Seghers</td>
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<tr>
<td>1991</td>
<td>Betty Wadkins</td>
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<tr>
<td>1992</td>
<td>Tasha Akhtarkhavari</td>
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<tr>
<td>1993</td>
<td>Jennifer Brindley</td>
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<tr>
<td>1994</td>
<td>Vicki Kennedy</td>
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<tr>
<td>1995</td>
<td>Steven Bautista</td>
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<tr>
<td>1996</td>
<td>Stephanie Miller</td>
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<tr>
<td>1997</td>
<td>Jodi Greenblatt</td>
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<tr>
<td>1998</td>
<td>Emese Csipke</td>
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<td></td>
<td>Rachael Mason</td>
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<tr>
<td>1999</td>
<td>Sara Marcoux</td>
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<td></td>
<td>David Sitzer</td>
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DEPARTMENT OF PSYCHOLOGY
FULL-TIME FACULTY

The following individuals have served as Psychology Department Chair.

Louis J. Schdmidt 1962-1966
Ernest H. Dondis 1969-1973
David Perkins 1973-1979
P. Chris Cozby 1979-1984
David Perkins 1984-1985
Patricia Worden 1985-1989
David Perkins 1998-2003
Daniel Kee 2005-

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

Kristin P. Beals  Ph.D. University of California, Los Angeles
kbeals@fullerton.edu  Office: H-710M Phone: 278-3136
Research Interests: are gay and lesbian identity and mental health issues, gay and lesbian relationships, HIV/AIDS care giving and sport psychology. Also a new project that examines how the political and media focus on gay identity impacts gay men and lesbians.

Michael Birnbaum Ph.D., University of California, Los Angeles, 1972
mbirnbaum@fullerton.edu Office: H 532 Phone: 278-2102
Research interests are in the field of judgment and decision making, concerned with how people combine evidence from different sources to make integrated judgments, and how people compare or contrast information. Particular applications include theories of moral, evaluative and equity judgment; theories of perceptual and psychophysical judgment; theories of intuitive probability and statistics; and theories of stimulus comparison.

Melinda Blackman  U.C. Riverside, 1996
mblackman@fullerton.edu Office H 810E Phone: 278-3569

Iris Blandon-Gitlin  Ph.D. Claremont Graduate University, 2005
iblandongitlin@fullerton.edu Office: H-710F Phone: 278-3496
Research Interests: Eyewitness Memory, suggestibility of memory, deception, face recognition and autobiographical memory.

David Gerkins  Ph.D., Texas A&M University, 2005
dgerkens@fullerton.edu Office: H 710G 278-2553
Memory blocking and recovery. This research includes examining the accuracy of recovered versus continuously accessible memories of experimenter provided materials (e.g. word lists). Examine how individual differences may affect memory.
Allen W. Gottfried  Ph.D., New School for Social Research, 1974
agottfried@fullerton.edu  Office: H 507  Phone: 278-2582

Jinni Harrigan  Ph.D., University of Cincinnati, 1979
Harrigan@fullerton.edu  Office: H 710I  Phone: 278-2580
Social and Clinical Psychology: anxiety, verbal and nonverbal behavior analysis, interpersonal communication and social skills, empathy and rapport in psychotherapy and medical interviews

Daniel W. Kee  Ph.D., University of California, Berkeley, 1974
dkee@fullerton.edu  Office: H 810A  Phone: 278-2935
Developmental psychology.  Cognitive development: brain-behavior relationships; learning and memory; and educational psychology

Richard A. Lippa  Ph.D., Stanford University, 1976
rlippa@fullerton.edu  Office: H 710L  Phone: 278-3654
Interested in person perception and nonverbal behavior, particularly the relation between expressive behavior and personality.  His research has focused on the expressive display of anxiety, extroversion-introversion, and masculinity-femininity and on how the expressive display of these personality traits is affected by impression management

William D. Marelich  Ph.D. Claremont Graduate University, 1997
wmarelich@fullerton.edu  Office: H 710L  Phone: 278-7374
Quantitative methods with emphasis in group dynamics, social relations, and statistical/methodological approaches to experimental and applied research.  Research areas include application of socialpsychological theory/methods to health-related issues, decision-making in interpersonal relationships, and social influence on individual and group attitudes/behaviors.  Other interests include survey research/methodology, health and organizational psychology, qualitative methodology, and sociological theory.

Jack Mearns  Ph.D., University of Connecticut, 1989
jmearns@fullerton.edu  Office: H 810D  Phone: 278-3566
Teaching interests include abnormal and clinical psychology, personality, and personality assessment.  Research interests include mood regulation expectancies, personality factors in health and coping, personality test construction, ethical issues in clinical training

Mindy Mechanic  Ph.D., University of Illinois, Urbana-Champaign, 1996
mmechanic@fullerton.edu  Office H 825K  Phone 278-2302
Research interests focus on the psychological consequences of trauma and interpersonal violence, as well as psychology and law.  Teaching interests include the psychology of women, psychopathology, and the psychology of victimization.

Eriko Miyahra  Ph.D., University of Chicago, 1993
emiyahara@fullerton.edu  Office: H 835M  Phone: 278-7388
Teaching interests include sensation and perception, visual science, physiological psychology, and research methods.  Research interests center around visual perception, in particular normal and defective color vision.
Lisa Mori  
Ph.D., University of Missouri, 1987  
lmori@fullerton.edu  
Office: H 835K  
Phone: 278-3761  
Clinical and child clinical psychology. Teaching interests include psychopathology, diagnosis and assessment, treatment, and cross-cultural psychology. Research interests include trauma, stress, and coping, and clinical cross-cultural psychology.

Douglas J. Navarick  
Ph.D., U. C. San Diego, 1973  
dnavarick@fullerton.edu  
Office: H 835J  
Phone: 278-7040  
Teaching interests are learning, motivation, introductory psychology. Research interests include learning, motivation and human choice behavior.

Nancy L. Segal  
Ph.D., University of Chicago, 1982  
nsegal@fullerton.edu  
Office: H 426C  
Phone: 278-2142  
Teaching interests include individual differences, behavior-genetics, life-span development and ethology. Research interests include behavior-genetic analyses, in particular twin studies of mental ability, social behavior and olfaction.

Joanne Hoven Stohs  
Ph.D. University of Chicago, 1987  
jstohs@fullerton.edu  
Office: H 628B  
Phone: 278-3105  
Teaching interests include reasoning and problem solving, abnormal psychology, personality theories psychology of women, introduction to psychology and developmental psychology. Research concerns the household division of labor. In particular, I am investigating the causes of conflict over the household division of labor among a diverse population of Asians, African Americans, Hispanic, Caucasians and Middle Eastern couples.

Julie E. Stokes  
Ph.D. U.C. Riverside, 1994  
jstokes@fullerton.edu  
Office: H 324F  
Phone: 278-3485  
Research interests are 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  
Ph.D. University of Michigan, 2002  
sy@fullerton.edu  
Office: H 710H  
Phone: 278-3898  
Research interests are cultural and family influences on children and adolescents during school transitions; particular emphasis on Latino and Asian groups on early education (kindergarten, first grade), and the transition to college.

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Research focused on the neuroanatomy and pharmacology of the basal ganglia, primarily as it related to Parkinsonism. I use behavioral techniques to assess pharmacological manipulations of the system in an effort to gain a greater understanding of the connections within the nuclei of the basal ganglia and to develop improved medications and therapies for the treatment of Parkinson’s disease.

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Psychology & Aging: Research includes investigating the social support networks of individuals who are aging without a spouse and/or children. Interest in the roles that extended family members, friends, and acquaintances play in helping to maintain the psychological, emotional, and functional well-being of the divorced, widowed or never-marred 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 judgement 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.
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 that 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, participants 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 parentis, 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.