



## 2017-2018 Catalog

Palo Alto University  
Summary of Changes  
October 5, 2017, V1

**Page 66.**

DANIELLE BALZAFIORE, M.A.

**Added:** "Ph.D., Clinical Psychology, Palo Alto University"

**Added:** "M.S., Clinical Psychology, Palo Alto University"

**Page 104.**

CLIN 866 – TREATMENT OF TRAUMA IN CHILDREN AND ADOLESCENTS (ELECTIVE, 3 UNITS)

**Added:** Prerequisites "CLIN 864"

**Page 104.**

CLIN862 - ADVANCED SURVEY COURSE ON TRAUMA (ELECTIVE, 3 UNITS)

**Paragraph change:** "This course is offered every other year. The focus of the survey course will vary, but will explore current national and global issues pertaining to trauma and resilience."

**Page 104.**

CLIN864 - FOUNDATIONS OF CLINICAL TRAUMA PSYCHOLOGY (ELECTIVE, 3 UNITS)

**Paragraph change:** "This course is an introduction to the assessment and treatment of civilian and military-related trauma in adults. Students gain competency in the following areas: knowledge of the diagnostic criteria for PTSD; familiarity with the epidemiology of PTSD, including issues of comorbidity; theories of stress, coping, trauma and resilience, familiarity with the typical course of PTSD; familiarity with stages of PTSD treatment, and with evidence-based therapies for trauma. Lectures will reference relevant research in the field; however, students will be asked to consider these findings in the context of practical application."

**Page 159**

**Added:** "Service Animal Policy"

# Palo Alto University 2017-18 Catalog

This catalog and its contents are subject to change without notice. Updates will be posted in an electronic format on the website at the following links:

<http://www.paloalto.edu/admissions/admissions-resources/catalog>

<http://www.paloalto.edu/institutional-policies>

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## SECTION I: INTRODUCTION TO PALO ALTO UNIVERSITY (PAU)

### PALO ALTO UNIVERSITY PROFILE

#### DISCLOSURE STATEMENT

This Catalog and its contents are subject to change without notice as the School deems necessary and appropriate. All disputes regarding School compliance with the contents are subject to exclusive resolution under the Institutional Grievance Procedure. Students are provided a copy of this document at time of enrollment and this document is maintained on the PAU website at <http://www.paloaltou.edu>. Students expected to keep themselves apprised of any changes, and are held responsible for knowledge of them.

#### OVERVIEW

Palo Alto University (PAU) is a private, not-for-profit educational institution, founded in 1975 as the Pacific Graduate School of Psychology (PGSP), an independent professional school. To reflect the growth of the institution to include masters and undergraduate programs, PGSP re-incorporated as Palo Alto University in August 2009. PAU is dedicated to education with an emphasis in the behavioral and social sciences; to promoting future innovators and leaders for the benefit of society; to generating knowledge through research and scholarship of the highest level; and to providing services to the community informed by science and scholarship. PAU engages regularly in a multi-year strategic planning process, the most recent of which may be accessed at <http://www.paloaltou.edu/about/strategic-plan>.

As of 2017, PAU confers degrees in clinical psychology (M.S., Ph.D., and Psy.D.), counseling psychology (M.A.), psychology (M.S.) and general psychology with emphases in business and social action (B.S.). PAU is accredited by the WASC Senior College and University Commission (WSCUC), with the doctoral programs accredited by the American Psychological Association (APA) and the MA program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

PAU frequently collaborates with regional and international institutions to achieve its mission of engaging minds and improving lives. The student body is highly diverse and represents those seeking a first-time degree, re-specialization in clinical psychology, or an additional degree in their field of practice. Students come to PAU with undergraduate and graduate training backgrounds from a wide range of fields including education, sociology, biology, business, law, and physics.

#### UNIVERSITY PRESIDENTS

In 1975, Dr. Robert Kantor became the school's first president and faculty were hired to begin instruction. Dr. Kantor was a prominent psychologist who trained at UC Berkeley.

Dr. Allen Calvin was hired in 1984 after serving as Dean of the School of Education at the University of San Francisco. To enhance the credibility of the school and the ability of its graduates to be licensed, Dr. Calvin began the process of evolving the institution so as to meet accreditation standards. Under Dr. Calvin's 30+ years of leadership, PGSP transformed from a graduate school with a single doctoral program of psychology into an accredited university with multiple undergraduate and graduate programs, and particular strengths in areas such as diversity. During these years, the Board of Trustees approved a tenure system for faculty at the University, a Faculty Senate was established, and an AAUP Chapter was formed. Dr. Calvin retired in 2016.

Dr. Maureen O'Connor was hired as president in 2016. She came to PAU after 18 years at the City University of New York (CUNY). Dr. Connor completed a dual degree program from the University of Arizona, where she received a Ph.D. and J.D. in

Psychology, Law, and Policy. She is a member of the bar in Arizona and Washington, D.C., and clerked for the Honorable Patricia Wald, then Chief Judge of the D.C. Circuit Court of Appeals. She served as Chair of the Psychology Department at John Jay College from 2002-2008, where she hired close to 30 faculty and built a leading program in law and psychology. From 2008-2016 she directed the Doctoral Program in Psychology at CUNY.

## SELF-DEFINITION IN A CHANGING FIELD

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During PAU's initial period of seeking accreditation, accrediting agencies across the country attempted to reconcile Ph.D. degrees that differed in content. Specifically, the clinical psychology PhD degree that PGSP and other professional schools awarded at the time was quite different from the PhD awarded by university-based PhD programs. University programs trained small numbers of students, were heavily research-oriented, and had as their mission the training of the next generation of faculty members in clinical psychology. Professional schools trained many more students, were more practice oriented, and sought to train practicing clinicians. Accrediting agencies sought greater consistency between the training students received and the degree the institution offered. Many professional schools chose to move to the Psy.D. degree as a way of clarifying their mission. PGSP, at the time, decided to continue offering a Ph.D., and this decision required a rigorous balance of research and clinical training consistent with a practitioner-scientist model for the Ph.D. program. These decisions continue to define PAU's unique place in the field today, including the nature of its faculty.

## EXTERNAL PARTNERSHIPS AND GROWTH IN PROGRAMS

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Responding to managed care and other social changes in the 1980s and 1990s affecting mental health service provision, PAU began to broaden its offerings. A WASC-approved, joint Law and Psychology program leading to a J.D. and Ph.D. was established in 1997 with Golden Gate University; this program matriculated its last students in the 2014-15 academic year. The PGSP-Stanford Psy.D. Consortium began and was approved by WASC in 2002, followed by PAU's first B.S. completion program in conjunction with De Anza College in 2006. This program focused on Psychology and Social Action and offered courses on the community college campus to improve access to undergraduate education. In 2009, the undergraduate Business Psychology program began at Foothill Community College, paralleling the program at De Anza in structure, with students obtaining their bachelor's degree from PGSP after completing their associate of arts degree at the community college. In 2013, a second Psychology and Social Action site was started at the College of San Mateo.

PAU was granted WASC approval for a distance education M.S. in Psychology program in 2000. The M.S. in Psychology is primarily a preparatory program for students seeking entrance to a Ph.D. program. WASC accredited the PAU M.A. in Mental Health Counseling distance education program in 2009, as well as onsite and distance education programs leading to an M.A. in Counseling or Counseling Psychology in 2011. PAU onsite masters' degree programs are offered at the main campus and the Gronowski Center facility in Los Altos.

The University participates in collaborations with many community organizations, including Stanford, the Department of Veterans Affairs Palo Alto Medical Center, and numerous community mental health care organizations. In addition, PAU sponsors several academic centers devoted to child mental health, evidence-base care for LGBTQ clients, excellence in diversity and community care, and Internet-based global healthcare. PAU also maintains several international collaborations, supporting local clinical practicum training in Asia, Africa and Europe for students who participate in the online PAU M.A. in Counseling and Counseling Psychology programs. PAU has also supported research and assistance to communities recovering from trauma (for example, in Rwanda, Central African Republic and Cambodia).

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## CORE PURPOSE

Expanding the frontiers of psychological science and practice.

Faculty, students, administrators, trustees, alumni, and staff are committed to fulfilling the core purpose by assuming responsibility for their vital and varied roles at PAU. Trustees establish policy and steward the quality and integrity of the institution; faculty create and maintain academic programs which define the quality and character of the institution; faculty and students actively engage in research, scholarship and instruction; administration oversee the functioning of the institution as a

whole and its academic programs and the staff oversee administrative matters, facilities and learning resources. All nurture an environment conducive to teaching, learning, and working. The entire community is dedicated to the intellectual, personal, and professional development of its members and the pursuit of academic integrity.

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## CORE VALUES AND MISSION

All existing and envisioned programs should embody the following core values:

- Diversity in all endeavors
- Excellence and distinction in all aspects of programs and operations
- Innovation in the pursuit of science, evidence-based practice, and pedagogy
- Operational transparency
- Fiscal responsibility
- Strong, collaborative relationships with local, national, and international partners
- Commitment to each student's personal and professional growth

Mission Statement: Engaging Minds and Improving Lives Locally and Globally through Innovative Education

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## VISION

Through collaborative leadership, we transform in measurable and accountable ways the quality of lives through psychological insights, scientific rigor, and compassion for humanity.

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## INSTITUTIONAL AND PROGRAM ACCREDITATION

PAU has been accredited by the WASC Senior College and University Commission (WSCUC) since 1987. Information regarding PAU and WSCUC may be obtained at

**WASC Senior College and University Commission**

985 Atlantic Avenue, Suite 100  
Alameda, CA 94501  
Phone: (510) 748-9001  
[www.wascsenior.org](http://www.wascsenior.org)

The National Register of Health Service Providers in Psychology has approved listing Pacific Graduate School of Psychology at Palo Alto University as a Designated Doctoral Program in Clinical Psychology and PGSP graduates are eligible for application to the National Register's directory.

The PGSP Ph.D. Program in Clinical Psychology has been accredited by the American Psychological Association (APA) since 1988.

The PGSP-Stanford Psy.D. Consortium training program has been accredited by the American Psychological Association (APA) since 2006.

Documents describing the licensing, approvals to operate, accreditation of PAU by WSCUC, and accreditation by APA are available in the Omar Seddiqui Research Library. Information regarding accredited programs can also be obtained by contacting APA directly at

**Office of Program Consultation and Accreditation**

American Psychological Association  
750 1st Street, NE, Washington, DC 20002  
Phone: (800) 374-2721 / (202) 336-5500

The MA in Counseling and Counseling Psychology is accredited the Council for Accreditation of Counseling and Related Educational Programs since 2017. Information regarding CACREP accredited programs can be obtained by contacting CACREP directly.

**Council for Accreditation of Counseling and Related Educational Programs**

1001 North Fairfax Street, Suite 510

Alexandria, VA 22314

Phone: (703) 535-5990 / Fax (703) 739-6209

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INSTITUTIONAL AND PROGRAM LEARNING GOALS

PALO ALTO UNIVERSITY INSTITUTIONAL LEARNING GOALS

- 1. Disciplinary Knowledge and Skill:** Demonstrate a systematic, coherent understanding of the academic field of study, as well as culturally competent proficiency in the application of discipline-specific content and skills.
- 2. Critical Thinking:** Demonstrate ability to analyze a body of knowledge and evaluate arguments in a manner that is disciplined, reasoned, reflective, self-critical, and informed by scientific evidence and scholarship.
- 3. Scientific and Quantitative Reasoning:** Demonstrate competence in the interpretation and application of scientific reasoning and problem solving, including the use of effective research methods and the principles and methods of statistical analysis and interpretation.
- 4. Cultural Competence in a Diverse World:** Demonstrate understanding, appreciation, and sensitivity with respect to cultural differences, including differences associated with multiple and intersecting gender, age, sex, ethnicity, sexual orientation, language, identity, language, and social-economic status; demonstrate commitment and competence to engage effectively and respectfully in a diverse multicultural society; demonstrate knowledge and application of culture and diversity science; develop a global perspective.
- 5. Communication:** Demonstrate competence in writing, oral, and interpersonal communication skills.
- 6. Literacy:** Demonstrate competence in the ability to access, evaluate, and utilize a variety of appropriate information sources.
- 7. Moral and Ethical Responsibility:** Demonstrate a commitment and competence to apply ethical, moral, and professional standards to personal conduct and to the evaluation and conduct of scholarship, science, and professional practice
- 8. Community Engagement and Service:** Demonstrate responsible behavior; engage broadly in the intellectual life of the university; demonstrate a commitment to community and the public good.

## BS IN BUSINESS PSYCHOLOGY LEARNING GOALS

B.S. Business Psychology PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
<b>Knowledge Base in Psychology</b> Students demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in Psychology. They are able to describe key concepts, principles, and overarching themes in psychology, develop a working knowledge of psychology's content domains, and describe applications of psychology.	X					X		

  

B.S. Business Psychology PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
<b>Scientific Inquiry and Critical Thinking</b> Students develop skills that involve the development of scientific reasoning and problem solving, including effective research methods. They use scientific reasoning to interpret psychological phenomena. They demonstrate psychological information literacy, engage in innovative and integrative thinking and problem solving, develop the ability to interpret, design, and conduct basic psychological research, and they incorporate sociocultural factors in scientific inquiry.		X	X					
<b>Ethical and Social Responsibility in a Diverse World</b> Students develop ethical and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. They apply ethical standards to evaluate psychological science and practice, build and enhance interpersonal relationships and adopt values that build community at local, national, and global levels.		X		X			X	X



B.S. Business Psychology PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
<b>Communication</b> Students develop competence in writing and in oral and interpersonal communication skills. Students are able to write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students are able to produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.	X	X			X	X		

B.S. Business Psychology PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
<b>Professional Development</b> Students are able to apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. They develop work habits and ethics that enable them to succeed in academic settings, preparing them for postbaccalaureate employment, graduate school, or professional school.	X	X			X	X		X
<b>Business Concepts</b> Students will understand the major concepts in the functional areas of accounting, marketing, finance, and management. They will understand and value the legal, social and economic environments of business.	X	X	X					X
<b>Global &amp; Ethical Responsibilities</b> Students will understand the global nature of business and they will understand the ethical obligations and responsibilities of business.				X			X	X
<b>Integrating Business Concepts</b> Students will master knowledge of business concepts and functions in an integrated manner.	X	X			X			

## BS IN PSYCHOLOGY AND SOCIAL ACTION LEARNING GOALS

BS Psychology & Social Action PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
<b>Knowledge Base in Psychology</b> Students demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in Psychology. They are able to describe key concepts, principles, and overarching themes in psychology, develop a working knowledge of psychology's content domains, and describe applications of psychology.	X	X	X			X		
<b>Scientific Inquiry and Critical Thinking</b> Students develop skills that involve the development of scientific reasoning and problem solving, including effective research methods. They use scientific reasoning to interpret psychological phenomena. The demonstrate psychological information literacy, engage in innovative and integrative thinking and problem solving, develop the ability to interpret, design, and conduct basic psychological research, and they incorporate sociocultural factors in scientific inquiry.	X	X	X		X	X		
BS Psychology & Social Action PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
<b>Ethical and Social Responsibility in a Diverse World</b> Students develop ethical and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. They apply ethical standards to evaluate psychological science and practice, build and enhance interpersonal relationships and adopt values that build community at local, national, and global levels.		X		X	X		X	X

BS Psychology & Social Action PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
<b>Communication</b> Students develop competence in writing and in oral and interpersonal communication skills. Students are able to write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students are able to produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.	X	X	X		X	X	X	X

  

BS Psychology & Social Action PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
<b>Professional Development</b> Students are able to apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. They develop work habits and ethics that enable them to succeed in academic settings, preparing them for postbaccalaureate employment, graduate school, or professional school.	X	X	X	X	X	X		X



## MA IN COUNSELING LEARNING GOALS

MA COUNSELING PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
<b>GOAL 1-Academic rigor.</b> Graduates will acquire, refine, and demonstrate appropriate Master's level knowledge and skill as a counselor in a variety of settings.	x	x	x			x		
<b>GOAL 2- Professional identity.</b> Graduates will develop a professional identity as a counselor as well as the personal qualities related to effective practice, including integrity, sensitivity, flexibility, insight, compassion, and personal presence.	x				x		x	
<b>GOAL 3- Leadership.</b> Graduates will become an organizational leader, a group process expert, and a positive force in achieving high levels of participation, cooperation and cohesion.					x			x

MA COUNSELING PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
<b>GOAL 4- Social Justice.</b> Graduates will develop an understanding of various cultures and the implications of diversity for social justice. Gain insight into the social and psychological implications of socioeconomic position and how poverty and social stress can affect an individual's mental health and recovery.				x			x	x
<b>GOAL 5- Recovery Orientation.</b> Graduates will incorporate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.	x							x
<b>GOAL 6- Compliance and Risk Management.</b> Graduates will learn to manage the risks of a professional counseling practice, ensure personal and client safety, and remain compliant with all laws and regulations and moral and ethical guidelines.							x	

MA COUNSELING PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
<b>GOAL 7- Professional practice.</b> Graduates will integrate the principles and practices of marriage and family counseling throughout the professional practice of counseling and mental health.	x			x		x		
<b>GOAL 8- Licensure.</b> Graduates will become a licensed Professional Clinical Counselor or Marriage and/or Family Counselor in California or achieve a similar license in the other states and territories of the United States, Canada and other international partners.	x							x

## MS IN PSYCHOLOGY LEARNING GOALS

MS Psychology (PHD prep) PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
GOAL 1: To produce students and graduates who are critically reflective and informed, masters level consumers of psychological knowledge and associated clinical sciences	X	X	X	X	X	X	X	
GOAL 2: To produce masters level psychologist with the requisite clinical knowledge, skills, and attitudes to pursue doctoral-level graduate training in clinical psychology.	X	X	X	X	X	X	X	X
GOAL 3: To acquire foundational, masters-level competence in scientific knowledge, skills, and attitudes	X	X	X	X	X	X		
GOAL 4: To produce culturally competent masters-level psychologists	X			X	X	X	X	
GOAL 5: To produce masters-level psychologists whose conduct exemplifies excellence in professionalism and ethics	X	X		X			X	X

## PH.D. IN CLINICAL PSYCHOLOGY LEARNING GOALS

Clinical Psychology PHD PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
GOAL 1: To produce students and graduates who are critically reflective and informed consumers and producers of psychological knowledge and associated clinical sciences	X	X	X	X	X	X	X	
GOAL 2: To produce clinicians with the requisite clinical knowledge, skills, and attitudes to successfully practice as entry PhD-level clinical psychologists in a variety of clinical settings and with a variety of clinical problems	X	X	X	X	X	X	X	X
GOAL 3: To produce researchers with the requisite scientific knowledge, skills, and attitudes to both consume and generate research	X	X	X	X	X	X		

Clinical Psychology PHD PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
GOAL 4: To produce culturally competent clinical psychologists	X			X	X	X	X	
GOAL 5: To produce clinical psychologists whose conduct exemplifies excellence in professionalism and ethics				X			X	X

## PSY.D. IN CLINICAL PSYCHOLOGY LEARNING GOALS

Clinical Psychology PSYD PROGRAM LEARNING GOALS	PAU INSTITUTIONAL LEARNING GOALS							
	1	2	3	4	5	6	7	8
	Disciplinary Knowledge and Skill	Critical Thinking	Scientific and Quantitative Reasoning	Cultural Competence in a Diverse World	Communication	Literacy	Moral and Ethical Responsibility	Community Engagement and Service
GOAL 1: To graduate critically reflective, informed consumers of psychology and associated clinical sciences	X	X	X	X	X	X		
GOAL 2: To graduate highly skilled clinical psychologists whose clinical practice is grounded on an informed appreciation of the scientific literature.	X	X	X	X	X	X	X	
GOAL 4: To graduate psychologists who are proficient in psychological consultation, supervision, and multidisciplinary collaboration.	X	X			X	X		X
GOAL 3: To graduate culturally competent clinical psychologists	X			X	X	X	X	
GOAL 5: To graduate psychologists whose conduct exemplifies the highest levels of professionalism	X			X			X	X

## GENERAL INFORMATION

### ACADEMIC CALENDARS

#### UNDERGRADUATE CALENDAR

<b>PAU Undergraduate 2017-2018 Academic Calendar</b>	
<b>Fall Quarter 2017: September 25 – December 15</b>	
Late Registration Fee \$100.00 [continuing students only]	August 18
Fall 2017 Tuition due	August 25
Labor Day Holiday	September 4
All Undergrad Programs Orientation at DeAnza College	September 23
First day of Fall quarter classes	September 25
First day to distribute Fall 2017 refund checks	September 25
Withdrawal period (100% refund)	September 25 - October 1
Withdrawal period (90% refund)	October 2 - 8
End of the add/drop period	October 8
Withdrawal period (80% refund)	October 9 - 15
Withdrawal period (70% refund)	October 16 - 22
Unpaid students administratively withdrawn from PAU	October 20
Withdrawal period (60% refund)	October 23 - 29
Withdrawal period (50% refund)	October 30 - November 5
Withdrawal period (no refund)	November 6 - 12
Winter 2018 registration deadline	November 8
Veteran's Day Holiday (undergrad campuses only)	November 10
Last day to withdraw from a course	November 12
No Withdrawal/No refund	November 13 - December 15
Thanksgiving recess – (Campus Closed)	November 23 & 24
Winter 2018 tuition due	December 8
Final Exams	December 11 - 15
Last day of Fall quarter	December 15
Winter recess	December 18 - January 7
Last day for faculty to submit Fall Quarter grades	December 22



<b>PAU Undergraduate 2017-2018 Academic Calendar</b>	
<b>Winter Quarter 2018: January 8 – March 30</b>	
Late Registration Fee \$100.00 [continuing students only]	November 9
Winter 2018 tuition due	December 8
First day of Winter quarter classes	January 8
First day to distribute Winter 2018 refund checks	January 8
Withdrawal period (100% refund)	January 8 - 14
Martin Luther King Day Holiday (campus closed)	January 16
Withdrawal period (90% refund)	January 15 - 21
End of the add/drop period	January 21
Withdrawal period (80% refund)	January 22 - 28
Withdrawal period (70% refund)	January 29 - February 4
Unpaid students administratively withdrawn from PAU	February 2
Withdrawal period (60% refund)	February 5 - 11
Withdrawal period (50% refund)	February 12- 18
Withdrawal period (no refund)	February 19 -25
Spring 2018 registration deadline	February 14
President's Day Holiday (campus closed)	February 19
Last day to withdraw from a course	February 25
No Withdrawal/No refund	February 26 - March 30
Spring 2018 tuition due	March 12
Final Exams	March 26 - 30
Last day of Winter quarter	March 30
Spring Break	April 2 - 8
Last day for faculty to submit Winter Quarter grades	April 6

<b>PAU Undergraduate 2017-2018 Academic Calendar</b>	
<b>Spring Quarter 2018: April 9 – June 29</b>	
Late Registration Fee \$100.00 [continuing students only]	February 15
Spring 2018 tuition due	March 12
First day of Spring quarter classes	April 9
First day to distribute Spring 2018 refund checks	April 9
Withdrawal period (100% refund)	April 9 - 15
Withdrawal period (90% refund)	April 16 - 22
<b>End of the add/drop period</b>	<b>April 22</b>
Withdrawal period (80% refund)	April 23 - 29
Withdrawal period (70% refund)	April 30 - May 6
<b>Unpaid students administratively withdrawn from PAU</b>	<b>May 4</b>
Withdrawal period (60% refund)	May 7 - 13
Withdrawal period (50% refund)	May 14 - 20
Withdrawal period (no refund)	May 21 - 27
Last day to withdraw from a course	May 27
No Withdrawal/No refund	May 28 - June 29
Registration for 2018 - 2019	TBA
<b>Summer 2018 Registration deadline</b>	<b>May 10</b>
<b>Memorial Day (campus closed)</b>	<b>May 28</b>
Summer 2018 tuition due	June 11
<b>Commencement Ceremony</b>	<b>TBA</b>
Final Exams	June 25 - 29
Last day of Spring quarter	June 29
Last day for faculty to submit Spring Quarter grades	July 6



<b>PAU Undergraduate 2017-2018 Academic Calendar</b>	
<b>Summer Quarter 2018: July 9 – September 14</b>	
Late Registration Fee \$100.00 [continuing students only]	May 11
Summer 2018 tuition due	June 11
Independence Day Holiday (campus closed)	July 4
First day of Summer quarter classes	July 9
First day to distribute Summer 2018 refund checks	July 9
Withdrawal period (100% refund)	July 9 - 15
End of the add/drop period	July 15
Withdrawal period (80% refund)	July 16 - 29
Unpaid students administratively withdrawn from PAU	July 27
Withdrawal period (70% refund)	July 30 - August 5
Withdrawal period (60% refund)	August 6 - 12
Withdrawal period (50% refund)	August 12 - 19
Fall 2018 registration deadline	August 16
Last day to withdraw from a course	August 19
No Withdrawal/No refund	August 20 - September 14
Fall 2018 tuition due	August 24
Labor Day Holiday (campus closed)	September 3
Final Exams	September 10 - 14
Last day of Summer quarter	September 14
Last day for faculty to submit Spring Quarter grades	September 21
<b>All dates subject to change without notice.</b>	
as of 7/20/17	

## GRADUATE CALENDAR

<b>2017-2018 Graduate Academic Calendar</b>	
<b>Fall Quarter 2017: September 7 - November 22</b>	
Late Registration Fee \$100.00 [continuing students only]	July 28
Fall 2017 Tuition due	August 19
M.A. Counseling Orientation (Palo Alto)	August 29
Labor Day Holiday – (Campus Closed)	September 4
Ph.D. Last day to waive Oral Clinical Competency Examinations	September 5
M.S. Psychology -- Orientation (Online)	September 5
M.A. Counseling -- Orientation (Online)	September 5
Psy.D. New Student Orientation	September 5 and 6
Ph.D. New Student Orientation	September 5 and 6
First day of Fall quarter classes	September 7
First day to distribute Fall 2017 refund checks	September 7
Add/Drop period (100% refund)	September 7 - 17
PhD Oral Clinical Competency Examinations	September 11
Psy.D. Deadline for successful Diss. Proposal Defense Mtg (Internship Readiness-4th yr)	September 15
Psy.D. Clinical Competency Examination (1st Admin, 3rd years)	September 16
Add/Drop period (90% refund)	September 18-24
End of the Add/Drop period	September 24
Withdrawal period (80% refund)	September 25 - October 1
Ph.D. Registration Deadline for December Competency Examinations	September 25 - October 1
Withdrawal period (70% refund)	October 2 - 8
Unpaid students administratively withdrawn from PAU	October 6
Withdrawal period (60% refund)	October 9 - 15
Withdrawal period (50% refund)	October 16 - 22
Winter Registration Deadline	October 19
Withdrawal period (no refund)	October 23 - 29
No Withdrawal/No refund	October 30 - November 22
Ph.D. Registration for January Oral Clinical Competency Examinations	October 30 - November 3
Ph.D. 16 Hours of Individual Psychotherapy Completion Letter (Jan.Oral) Due	November 3
Psy.D. Clinical Competency Examination (2nd Admin, 3rd years)	November 4
Last day of Fall quarter	November 22
Independent study proposals due for Winter Quarter	November 22
Thanksgiving recess – (Campus Closed)	November 23 - 24
PhD Written Competency Examinations	
Clinical	November 28
Assessment	November 29
Research	November 30
Last day to clear prior term Incompletes	December 1
Last day for faculty to submit Fall Quarter grades	December 1
Winter 2018 tuition due	December 1
Winter recess – (Campus Closed)	December 21 - January 1

<b>2017-2018 Graduate Academic Calendar</b>	
<b>Winter Quarter 2018: January 8 – March 23</b>	
Late Registration Fee \$100.00 [continuing students only]	October 20
Winter 2018 Tuition Due	December 1
PAU Open for Business	January 3
First day of Winter quarter classes	January 8
First day to distribute Winter 2018 refund checks	January 8
Add/Drop period (100% refund)	January 8 - 14
Psy.D. Clinical Competency Examination (3rd Admin, 3rd years)	TBD
Martin Luther King Day (campus closed)	January 15
Ph.D. Registration Deadline for March Written Competency Examinations	January 15 - 19
Add/Drop period (90% refund)	January 15 - 21
Ph.D. Last day to waive January Oral Exam	January 16
End of the Add/Drop period	January 21
Ph.D. Oral Clinical Competency Examinations	January 22
Withdrawal period (80% refund)	January 22 - 28
Withdrawal period (70% refund)	January 29 - February 4
Unpaid students administratively withdrawn from PAU	February 2
Withdrawal period (60% refund)	February 5 - 11
Withdrawal period (50% refund)	February 12 - 18
Spring Registration Deadline	February 15
Withdrawal period (no refund)	February 19 - March 23
President's Day (campus closed)	February 19
Spring 2018 tuition due	March 5
No Withdrawal/No refund	March 5 - 23
Independent study proposals due for Spring Quarter	March 23
Last day of Winter quarter	March 23
Spring Break	March 26 - 30
PhD Written Competency Examinations	
Clinical	March 27
Assessment	March 28
Research	March 29
Last day to clear prior term Incompletes	March 30
Last day for faculty to submit Winter Quarter grades	March 30

<b>2017-2018 Graduate Academic Calendar</b>	
<b>Spring Quarter 2018: April 2 – June 15</b>	
Late Registration Fee \$100.00 [continuing students only]	February 16
Spring 2018 Tuition Due	March 5
Ph.D Registration for May Oral Clinical Competency Examinations	March 12 - 16
M.A. Counseling – Orientation (Online)	March 21
First day of Spring quarter classes	April 2
First day to distribute Spring 2018 refund checks	April 2
Add/Drop period (100% refund)	April 2 - 8
Ph.D. 16 Hours of Individual Psychotherapy Completion Letter (May Oral) Due	April 6
PhD Application: Research Group	April 9
Ph.D Registration Deadline for June Written Competency Examinations	April 9 -13
Last day to submit application form for participation in commencement	TBA
Pacific Research Society student research conference	TBD
Add/Drop period (90% refund)	April 9 - 15
End of Add/Drop period	April 15
Withdrawal period (80% refund)	April 16 - 22
Withdrawal period (60% refund)	April 23 - 29
Ph.D Last day to cancel May Oral Clinical Competency Examinations	April 27
Unpaid students administratively withdrawn from PAU	April 27
Withdrawal period (50% refund)	April 30 - May 6
Ph.D Oral Clinical Competency Examinations	May 4, 7, and 8
Withdrawal period (no refund)	May 7 -13
Summer Registration Deadline	May 10
No Withdrawal/No refund	May 14 - June 15
Memorial Day (campus closed)	May 28
Summer 2018 tuition due	May 29
Registration for 2018- 2019	TBA
Commencement	TBA
PsyD Assessment Comprehensive Exam - ( 1st Admin, 2nd Years)	June 11
Last day of Spring quarter	June 15
Last day to clear prior Quarter's Incompletes	June 22
Last day for faculty to submit Spring Quarter grades	June 22
Ph.D Written Competency Exams	
Clinical	June 26
Assessment	June 27
Research	June 28

<b>2017-2018 Graduate Academic Calendar</b>	
<b>Summer Quarter 2018: June 25 – August 17</b>	
Late Registration Fee \$100.00 [continuing students only]	May 11
Summer 2018 Tuition Due	May 29
Ph.D. Registration Deadline for August Written Competency Examinations	June 18 - 22
First day of Summer quarter classes	June 25
First day to distribute Summer 2018 refund checks	June 25
Add/Drop period (100% refund)	June 25 - July 1
End of the Add/Drop	July 1
Withdrawal period (80% refund)	July 2 - 8
Independence Day Holiday (campus closed)	July 4
Withdrawal period (60% refund)	July 9 - 15
Unpaid students administratively withdrawn from PAU	July 13
PsyD Assessment Comprehensive Exam - (2nd Admin, 2nd Years)	TBD
Withdrawal period (50% refund)	July 16 - 22
No Withdrawal/No refund	July 23 - August 17
PhD Written Competency Examinations	
Clinical	August 14
Assessment	August 15
Research	August 16
Last day of Summer Quarter	August 17
Last day for faculty to submit Summer Quarter grades	August 27
Fall 2018 Registration Deadline	TBA
Fall 2018 Tuition Due	TBA
AS OF: 7/20/2017	
KEY:	
Applies to Ph.D students only	
Applies to Psy.D. students only	
Black applies to all students	



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## TUITION AND FEES

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### BACHELORS

Students assume responsibility for all costs incurred as a result of enrollment at Palo Alto University. It is the student's responsibility to be aware of their account balance and financial aid information and to pay their tuition on the deadlines specified by the PAU business office. Failure to pay tuition by these deadlines can result in being administratively withdrawn and having to pay a reinstatement and late registration fee in order to re-enroll.

PAU's tuition and fees are charged at a flat rate equally divided by 3 quarters for the Day programs and by 4 quarters for the Hybrid programs. The tuition remains the same for each quarter. The undergraduate programs are full-time programs that students complete in two years. Full-time status consists of students being enrolled in 12 quarter units to 20 quarter units per quarter. Students who, for exceptional reasons and with the approval from the Program Director, register for less than 12 quarter units or more than 20 quarter units will be charged a per unit tuition rate for units less than 12 or units in excess of 20. The per-unit rate is calculated by dividing the total cost of the program by the number of units required to complete the program, which is 96.

Tuition and fee schedules are posted on the PAU website at:

<http://www.paloaltou.edu/admissions/admissions-resources/tuition-and-costs>

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### MASTERS

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#### MA IN COUNSELING

For students enrolled during the 2017-18 academic year total tuition and fees for the full 93-unit program is \$48,453. This is based on:

- Tuition charged at \$508 per unit
- Fees charged at \$34 per unit

In addition to tuition and fees, students are responsible for textbooks, online computer equipment, parking passes and [American Counseling Association Student Membership](#) fees. They also are responsible for their travel expenses to the one-week residency, if applicable.

Palo Alto University's Tuition Stabilization Plan guarantees that students pay the same tuition and fees each year they are enrolled with no tuition increases.

For more information regarding tuition and fee rates visit:

<http://www.paloaltou.edu/graduate-programs/masters-programs/ma-counseling/faqs-tuitionfees>

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#### MS IN PSYCHOLOGY

For students enrolled during the 2017-18 academic year total tuition and fees for the full 46-unit program is

\$43,379. This is based on:

- Tuition charged at \$6,727 per quarter
- Fees charged at \$431 per quarter (including Summer)

Students pay tuition and fees for six quarters of coursework and pay fees only for the one-week summer residency.

In addition to tuition and fees, students are responsible for textbooks and test proctoring as well as travel expenses for the one-week summer clinical interviewing course in Palo Alto, California.

Palo Alto University's Tuition Stabilization Plan guarantees that students pay the same tuition and fees each year they are enrolled with no tuition increases.

For more information regarding tuition and fee rates visit:

<http://www.paloaltou.edu/graduate-programs/masters-degree-programs/ms-psychology-phd-preparation/faqs-tuitionfees>

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## PH.D.

Tuition for the basic program is charged at the full-time rate of for the first three years of the program. There is no part-time tuition. For current information about tuition and fees, visit <http://www.paloaltou.edu/departments/admissions/tuition-fees>

Students pay 100% of the full-time tuition rate each year during years one through three no matter how many units they choose to take, up to an annual cap of 50, 42, 36 core academic units in the first, second, and third years respectively. Advanced sequences and additional courses taken during the fourth and/or fifth year will be charged on a per unit basis.

During dissertation year, students pay approximately 80% of the full-time tuition for the required 30 dissertation units. Any additional dissertation units, taken after the completion of the required 30 unit minimum, will be charged on a per unit basis. The internship year costs approximately 20% of the full-time tuition for the required 12 internship units.

In summary, five years of the basic program cost is approximately equivalent of four years of full-time tuition, representing the minimum tuition requirement for the Ph.D. degree. An individual student, depending on his or her program, preparation, and choices may need to take longer than the basic five years to earn the degree.

Payment of the equivalent of four full-time tuition years for the basic five year program ensures that a reasonable proportion of the school's expenses for providing a high quality education are met from tuition income, particularly the expense of small classes and the need for individual attention in clinical supervision, research groups and during the dissertation phase. These expenses remain constant even if a student accelerates in the first three years and satisfies degree requirements in less than the suggested five years. In such cases, a student can receive the degree early, but will pay full-time tuition, ensuring that PAU is compensated for the full residency period. Advanced course work and any units above the annual cap above the three-year cap of 130 core academic units will be billed on a per unit basis. Students must get the approval of both their advisor and the Chief Academic Officer to take more than the annual cap in a year and will be eligible for classes above normal load on a "space available" basis only.

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## PSY.D.

Tuition for the basic program is charged at the full-time rate of for the first three years of the program. There is no part-time tuition. For current information about tuition and fees, visit <http://www.paloaltou.edu/departments/admissions/tuition-fees>

Students pay 100% of the full-time tuition rate each year during years one through three no matter how many units they choose to take, up to an annual cap of 50, 42, 36 core academic units in the first, second, and third years respectively. Advanced sequences and additional courses taken during the fourth and/or fifth year will be charged on a per unit basis.

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In summary, five years of the basic program cost is approximately equivalent of four years of full-time tuition, representing the minimum tuition requirement for the Ph.D. degree. An individual student, depending on his or her program, preparation, and choices may need to take longer than the basic five years to earn the degree.

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## FINANCIAL AID

Financial assistance is available to eligible PAU students in the form of federal and state grants, institutional scholarships/fellowships, Federal Student Loans, Private Student Loans, and on-campus employment. Some types of government subsidized and/or alternative student loan funding is available to most all students.

The PAU FAFSA School Code: 021383-00

Mailing Address Palo Alto University Financial Aid Office: 1791 Arastradero Road Palo Alto, CA 94304

Email [financialaid@paloaltou.edu](mailto:financialaid@paloaltou.edu) Phone Number 650-433-3824

Fax Number 650-433-3897

Office Hours Main Campus: Monday-Friday 9:00 am-5:00 pm

Satellite Campuses – By Appointment

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## FINANCIAL AID CALENDAR

October 1.....	FAFSA application available for the next academic year
March 2nd.....	California State Grant Deadline (Undergraduates only)
March 15th .....	New student financial aid application priority date
May 15th.....	Returning student financial aid application priority date
First or second week of classes.....	First round of refund checks available

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## ESTIMATED COST OF ATTENDANCE FOR FINANCIAL AID PURPOSES

Financial Aid eligibility at PAU is based on actual charges for tuition and fees (direct costs) as well as allowances for reasonable expenses not paid directly to the University (indirect costs). Eligible expenses are as follows:

- ❖ Tuition and fees (<http://www.paloaltou.edu/admissions/admissions-resources/tuition-and-costs>)
- ❖ Allowance for books, supplies, transportation and miscellaneous personal expenses
- ❖ Allowance for room and board
- ❖ Allowance for dependent care costs for students with dependents



## THE FINANCIAL AID PROCESS AT PAU

1. Be admitted to PAU. A student must be accepted into a program before an evaluation of financial aid eligibility will be made.
2. Complete the FAFSA application at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
3. Upon receipt of the FAFSA, the Office of Financial Aid will email student any documents that are needed.
4. Complete the Financial Aid Questionnaire in the financial aid portal.
5. Once all documents are received and student's file is complete, including the Financial Aid Questionnaire, the Office of Financial Aid will award the student and send an email containing the award information. Awarding is processed in order of students' completed files.
6. Upon receipt of the award letter/ email, the student logs back into the portal to accept/decline/ reduce any aid and complete the associated documents required.
7. Once aid is accepted and documents are complete, the anticipated aid will show on the student's billing account.

## FINANCIAL AID ELIGIBILITY:

### General Financial Aid Requirements:

- ❖ Be formally admitted into a degree-granting program
- ❖ Be a U.S. citizen or Permanent Resident of the U.S. to be evaluated for Federal Aid
- ❖ Be a U.S. citizen, a Permanent Resident, or undocumented California High School graduate for the California State Grant Program
- ❖ Be enrolled or intending to enroll at least a half-time (see your program manager or admissions counselor for details of enrollment)
- ❖ Be registered with the Selective Service if required to do so
- ❖ Be making Satisfactory Academic Progress every quarter
- ❖ Not be in default on a federal loan or owe a refund on other federal student aid programs

## DISBURSEMENT OF FUNDS

Financial aid is awarded for the academic year, and financial aid is disbursed (funds arrive at PAU and post to the student account) each quarter. Financial aid funds posted to the student account will be used to cover any PAU charges first. Any remaining credit balance will be refunded directly to the student. Both Financial Aid and the Business Office collaborate to make refund checks available to most all eligible students in the first week of each quarter; however, that time frame is not guaranteed. If an undergraduate, Pell eligible student, does not have a refund check within the first 7 days of the quarter, but does have an anticipated Pell Grant credit balance, the student may apply for the FURST loan through the Business Office.

Students have the option to receive refunds via direct deposit by completing the Direct Deposit Form available in the student portal and submitting it to the Business Office. Students who do not wish to enroll in direct deposit will have to pick up their paper check from the business office during regular business hours.

## SATISFACTORY ACADEMIC PROGRESS

Palo Alto University (PAU) has the following academic standards for students who receive federal student aid. These standards require students to enroll in an eligible program and courses to receive Federal Title IV aid. Students must make reasonable and timely advancement toward the completion of their educational goal. This is known as Satisfactory Academic Progress (SAP).

Federal law requires schools to measure SAP in both a quantitative and a qualitative manner. A student is measured both on the number of credits earned in a year and the grades obtained for those credits. Satisfactory Academic Progress is evaluated from the first classes attended by a matriculated student at PAU, regardless of whether or not the student received aid for

these classes. Satisfactory Academic Progress is reviewed at the end of each quarter (fall, winter, spring, and summer). In order to be considered making Satisfactory Academic Progress, all financial aid applicants and recipients must meet the following criteria:

- ❖ **Qualitative Measure** – Cumulative PAU grade point average (GPA)
  - **Undergraduate:** All undergraduate students are required to maintain a cumulative GPA of 2.0. This GPA is based on the classes taken at PAU and does not include GPA from transfer courses.
  - **Graduate:** All graduate students are required to maintain a cumulative GPA of 3.0
- ❖ **Quantitative Measure** – Cumulative Pace of Completion
  - At minimum, students must successfully complete 67% of the credits attempted and maintain a 67% cumulative completion rate. This calculation is performed by dividing the total number of successfully completed PAU credits by the total number of cumulative attempted credits. Transfer credits will be used in this calculation.
  - Maximum Time Frame for Degree **Completion** (completing program of study within 150% of program length. Students must complete their degree requirements within 150% of the published length of their academic program. This includes both PAU credits attempted and those accepted in transfer. For example, a program that requires 180 units to earn a degree must be completed within a maximum of 270 units.
  - Definitions of Course Completion
    1. In the undergraduate and graduate programs, completed credits include A, B, C, and D
    2. Grades of F, NC, W, I, or Audit do not count toward total units completed.
    3. An incomplete grade will count as attempted credits and credits not earned. Once the grade changes to a passing grade (A, B, C, D), it will be counted in both attempted credits and credits earned.
    4. If a student is permitted to repeat a course, both the original and the repeat course will be noted on the student's transcript. However, only unit credit and grade points earned for the higher grade are counted in computing the grade point average. Both the repeat course and the original course will be counted as attempted units.
- ❖ **Satisfactory Academic Progress Statuses:** PAU reviews student's Academic Progress at the end of each quarter (fall, winter, spring, and summer).
  - **Good**
    1. Student met SAP standards and is eligible to receive financial aid.
  - **Warning**
    1. A student who fails to meet the SAP standards for a quarter will be placed on Financial Aid "Warning" status for the following quarter. The student can still receive financial aid while on **Warning** status, but must meet SAP standards by the end of the **Warning** quarter for continued eligibility.
  - **Suspension**
    1. Students who fail to maintain SAP standards for **two consecutive** quarters or who have exceeded the maximum time frame to complete their program will be placed on Financial Aid **Suspension**, and lose eligibility for all forms of financial aid for any future quarters enrolled at PAU.
    2. Students exceeding the maximum time frame will be placed on Financial Aid **Suspension**. Students who are placed on financial aid suspension will receive notification from the financial aid office via email. Students that are placed on Financial Aid Suspension have the right to file an appeal. Please see **Appeal Process**.
  - **Probation**
    1. Students who re-establish financial aid eligibility via an approved appeal will be placed on **Probation** status. Students placed on probation status will be reviewed at the end of the next quarter of enrollment at PAU. It is expected that at the end of the quarter, the student will have met all SAP standards. If s/he does not, the student will be placed on suspension status and is not eligible for another appeal, unless the student submitted an approved academic plan and met the requirements of the academic plan. As long as the probation student is meeting the requirements of an approved academic plan, they will remain eligible for financial aid.
- ❖ **Re-Establishing Financial Aid Eligibility :**
  - Students may pay out of pocket for their course work until they meet SAP standards and are back in "good" standing.

- **Appeal:** students may file an appeal to re-establish their aid eligibility if they have experienced extenuating circumstances. In general, extenuating circumstances may include, but are not limited to, illness, injury, death of relative or friend, difficulties with accommodations for students with disabilities and adversity due to unforeseen events. If the appeal is approved, the student's aid eligibility is reestablished.
  1. Student submits a letter of appeal to the Financial Aid Office at: [financialaid@paloalto.edu](mailto:financialaid@paloalto.edu) with the subject line: "Letter of Appeal".
  2. Student must explain in writing how the situation has changed to allow the student to meet the minimum requirements by the end of the next quarter.
  3. Student must submit supporting documentation that demonstrates what contributed to the student's inability to meet the minimum standards of academic progress. **Acceptable Documentation** is supporting documentation or supporting statements are a detailed statement from someone (preferably in a professional capacity) familiar with those circumstances described in the appeal. Statements from doctors, counselors, teachers, advisors, etc. are acceptable. Statements from roommates, family members, and/or friends are usually inadequate for an appeal.
  4. Students who will require more than one payment period to meet the progress standards must submit an **approved academic plan** developed in conjunction with the student's academic advisor. The academic plan must clearly outline the time it will take to complete the program.
  5. Students who have exceeded the maximum timeframe to complete their program must submit an appeal along with an **approved academic plan** that clearly outlines the time it will take to complete their program.
- If a student is on probation status and is meeting the requirements of the academic plan.

### THIRD PARTY RELEASE FORMS (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is detailed in another section of the catalog. In compliance with federal regulations, the Financial Aid Office at PAU will not release a student's Financial Aid information to third parties (including parents of dependent students) without specific written permission from the student. The FERPA release is found in the Financial Aid Questionnaire (online document) or by request in the Office of Financial Aid.

### STUDENT LOAN DEFERMENT REQUEST FORMS AND VERIFICATION OF ENROLLMENT

Verification of Enrollment and Student Loan Deferment Requests are processed by the Registrar's Office at PAU. Please be sure that the student section of all forms is complete, signed and dated. There should be an address or fax number on the form for the Registrar to route the document once completed. The Registrar cannot certify enrollment for a student until the first day of classes. The Registrar automatically provides the Student Loan Clearinghouse with enrollment confirmations each quarter. Students must be enrolled half-time or greater for federal student loans purposes.

### CHANGES IN ENROLLMENT

Your award package is based on enrolling and completing a certain number of units, which in most cases is full-time. If you drop below full time, withdraw from the University, or go on Leave of Absence, some or all of your aid may be pro-rated or cancelled, depending on the regulations and policies governing the particular aid program. Before you decide to change your enrollment status, please be sure that you contact the Office of Financial Aid to determine how it will affect your award package.

- ❖ **Census Date-** In accordance with federal regulations, the Office of Financial Aid will recalculate federal, state, and institutional student aid awards based on the enrollment status as of the published Census Date (Count Day). Generally, the Census Date typically coincides with the end of the drop/add period for each quarter. All federal, state, and institutional aid will be based upon the Census Date enrollment status. Refer to the Academic Calendar for those dates and/or see below for upcoming terms. After Census Date, students cannot request changes to the Federal Pell Grant, SEOG Grant, institutional aid, nor Cal Grant. Changes to Federal Direct Subsidized, Unsubsidized, and PLUS loan programs are

allowed if a student wishes to decrease or decline loan(s) or increase a loan if the student had previously declined a portion of or all of any one of these loans, as long as all other eligibility requirements are met. Eligibility for federal and state programs may be affected by those who have had FAFSA information or corrections submitted after the Census Date.

- **If a student drop credits prior to the 10th day of class** (the census date), the student may be required to repay some or all of his/her aid that was disbursed to him/her if they do not, at that time, meet the enrollment requirements for the types of aid the student was awarded.
- **If a student adds credits after the 10th day of class** (the census date), s/he may not be eligible to receive additional financial aid. The Office of Financial Aid is not able to adjust all types of aid after the Census Date but will work with special situations on an individual basis. Students may contact the Office of Financial Aid before adding courses after the Census Date that would affect enrollment level (for example: moving from half to three-quarter time, etc.).
- ❖ **Withdraw or Leave of Absence**
  - **Prior to the starter of the quarter:** Students who withdraw or go on Leave of Absence (LOA) before the first day of instruction will have 100% of their financial aid cancelled and (if applicable) refunded to various aid program(s).
  - **After the quarter begins:** If a student completely withdraws or goes on LOA from the college during any point in the quarter, the school is required to use a specific formula established by the federal government to calculate the amount of student aid that the student has “earned” up to the point of their withdrawal or leave. If a student receives more aid than what they earned, the excess funds will need to be returned. Further, the responsibility of returning unearned aid is jointly shared by PAU and by the student. Be aware that sometimes, the returning of funds creates a balance owed to the school.

The Office of Financial Aid will notify the student if any financial aid funds will need to be returned. In addition, if a student borrowed federal loans while attending Palo Alto University, they will be required to complete Exit Loan Counseling online at [www.studentloans.gov](http://www.studentloans.gov). The counseling will ensure that the student understands their rights and obligations of borrowing through the direct student loan program.

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## REGISTRATION

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### ADD AND DROP CLASSES

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#### ADDING A CLASS

Students can register for classes through the Registrar’s tab on the PAU portal during the registration periods or can submit an “Add Form” for their program through the Registrar Office Forms page located under the Student Resources tab on the PAU portal.

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#### DROPPING A CLASS

Students who drop a course or courses may be entitled to a full or partial refund of tuition charges. In order to be eligible for refund of tuition, the student must formally drop by completing and submitting a “Drop Form” for their program through the Registrar Office Forms page located under the Student Resources tab on the PAU portal.

The amount of tuition that is refundable depends on the date the student formally drops courses. Students who withdraw from courses after the refund period are fully responsible for payment for the courses.

The tuition refund schedule that indicates official drop/withdrawal dates is published in the Academic Calendar <http://www.paloalto.edu/admissions/admissions-resources/academic-calendar>

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## LEAVE AND WITHDRAWAL

A student who plans to withdraw and/or request a leave of absence from PAU should complete either a Withdrawal or Leave of Absence form via the PAU Registrar's portal. Students must sign, obtain advisor approval, and receive authorization from the program director. It is also important that you notify the financial aid office staff of your plans.

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## DIRECTORY

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### BOARD OF TRUSTEES

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Jorge Wong, Ph.D., CCEP, CHC

Tom Yeh

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## FACULTY

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### BACHELORS

See [page 58](#) for BS in Business Psychology and [page 66](#) for BS in Psychology and Social Action

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### MASTERS

See [page 77](#) for MA in Counseling and [page 84](#) for MS in Psychology

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### PH.D.

See [page 109](#)

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### PSY.D.

See [page 135](#)

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## ADMINISTRATION

Jim Breckenridge, Ph.D. (Dean for Institutional Effectiveness, Analysis, and Planning)

Denise Daniels, Ph.D. (Vice President of Enrollment Management)

Luli Emmons, Ph.D. (Vice President of Professional Advising and Development Associate Professor)

William J. Froming, Ph.D. (Provost, Vice President of Academic Affairs, Chief Academic Officer)

June Klein, Ed.D., M.B.A., C.P.A. (Vice President of Business Affairs, Chief Financial Officer)

Maureen O'Connor, Ph.D., J.D. (President)

Helena Ting, Ed.D. (Vice President of Community Development)

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## STAFF

Mary Anderson (Librarian, Head of Technical Services, Interlibrary Loan, and Circulation)

Jessica Ayres (Director of Financial Aid)

Rose Barlow (Research Project Director, i4Health)

Lupe Carrillo (VA Administrative Program Support Assistant)

Ana Castrillo (Director for the Office of Accessible Education, Associate Director for Student Services)

Patrick Cayabyab (Master's Admissions Counselor)

Grace Chen, Ph.D. (Practicum Coordinator)

Samiyah Currimbhoy (Master's Program Manager)

Elizabeth Damouny (Registration and Degree Audit Assistant)

Chris Dauer (Administrative Assistant)

Cindy Eaton (Practicum Co-Coordinator, Clinic Supervisor)

Rachel Flatt (Research Project Manager)

Fernando Galeano (Facilities Manager)

Valerie Garcia (Registration and Degree Audit Assistant)

Kristen Guy (Director of Institutional Research)

Sharon Hamrick (Library Technician II)

Lisa Harris (Associate Director of Student Services for International Student Advising)

Jo Harvey (Advancement Associate)

Nouran Hashimi (Institutional Research Analyst)

Shahram Hassan (Executive Assistant to the VP for Business Affairs and CFO)

Rhonda Hayes (Chief Executive Assistant to the President, Board of Trustees Secretary, Fundraising Facilitator)

Scott Hines (University Librarian Director of Academic Technology)

April House (Ph.D. Program Manager)

Dave Leavitt (Chief Information Officer)

Teresa Lee (Executive Assistant to the Provost, Director of Military and Veteran Student Services)

Yan Li (ERP and Accounting Manager)

Stacey Lien (Psy.D. Program Manager)

Holly Lindley (Human Resources Manager)

Anna Lisita (Billing Supervisor)

John Liu (Accounts Payable Supervisor)

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James Stuart (Facilities Administrator)



Yessenia Torres (Bachelor's Admissions Counselor)

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Phuong Tran (Senior Accountant)

Eirian Williams (Director of Admissions)

Lenard Wilson (Assistant Director, Undergraduate Admissions)

Debbie Wu (Accounting Manager)

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## GOVERNANCE AND COMMITTEES

Palo Alto University is governed by a Board of Trustees – representing the fields of psychology, medicine, education, business, and community service – that puts forth the policy of the PAU program. The President is in a pivotal position, linking the school, the Board, the profession and the community at large. Governing faculty and administrative councils, 4 student councils, various committees, and task forces deal with the balance of school issues and needs. A faculty, student, and staff representative is selected to serve on each committee and task force.

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### THE PRESIDENT'S COUNCIL

The President's Council provides oversight of a range of issues that affect the PAU community. The Council is composed of the President, the Provost, the Vice-President for Finance, the Dean for Institutional Effectiveness, Analysis, and Planning, the Directors of the Academic Programs, the Chair of the Staff Council, the Chair of the Faculty Senate, and the Director of Student Services. CIO currently serves on the Presidents Council.

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### THE PROVOST'S COUNCIL

Coordinates the administration of the following areas:

- Academic Affairs
- Enrollment Management
- Library and Academic Technology
- Student Professional Development
- Student Services
- Staff Chair

The Council is currently composed of the Vice Presidents who coordinate the above areas. It is chaired by the Provost. Members of the Council work with Board committees on specific issues.

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### THE FACULTY SENATE

The Faculty Senate of Palo Alto University is established in order to develop and express the opinion of the Faculty on academic and professional matters, to make the collective experience and knowledge of the Faculty available to the University President, and to facilitate the participation of the Faculty in forming the policies of the University. The Faculty Senate represents and serves as a voice for the faculty, is led by the Chair of the Faculty, and is comprised of elected representatives from the Voting Faculty. Refer to the Faculty Senate Constitution (in the Appendix of PAU's faculty handbook) for additional details.

## THE PROGRAM FACULTY

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Each degree program is led by a Program Director who organizes the faculty to deal with program specific issues including: creating, administering and changing curriculum, and evaluating student learning and progress.

## THE STUDENT COUNCIL

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Each degree program has a Student Council. There is one combined Student Council for the Undergraduate Programs. The Student Councils facilitate and ensure communication within the PAU community. Composed of elected student representatives and student members of the governing committees, the Student Councils voice student concerns and promote student goals within the governance process.

## THE STAFF COUNCIL

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The Staff Council serves as the voice for staff through policy advocacy and community involvement, providing an organization that enables staff to realize their full potential and impact the quality of life of the PAU workplace.

## RESOURCES AND FACILITIES

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Through strategic partnerships with the surrounding community, Palo Alto University's (PAU) central location in the Silicon Valley provides opportunities for students to learn the psychological implications in the business environment locally and globally. PAU campuses range from San Mateo in the north Peninsula to Aptos on Monterey Bay. In addition, PAU's global online M.A. Counseling program has on the ground clinical supervision sites in China and Argentina through the Global Advancement of Counseling Excellence (GACE).

In addition to PAU's two main campuses in Palo Alto and Los Altos, PAU partners with four community colleges and one major university to offer convenient locations for its degree program and class offerings. For more detail on locations visit <http://www.paloalto.edu/pau-locations>

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## PAU CAMPUS SETTING

PAU's Main Campus is nestled in the Palo Alto Hills on the San Francisco Bay Area Peninsula. Palo Alto is the gateway to the Silicon Valley, a world-renowned epi-center for innovation in a variety of fields including Information technology and Biotechnology.

Culturally diverse and scenically rich, the San Francisco Bay Area has many attractions and activities for all types of individuals. Palo Alto is close to the Santa Cruz Mountains, which include several State parks and a protected habitat for Coastal Redwoods. The San Mateo county Coast also provides miles of public beaches that can be enjoyed almost year round due to our mild climate.

Located in the middle of the peninsula Palo Alto offers many chances to take in the sites and activities of two big cities, San Jose and San Francisco.

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## STANFORD DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES SETTING (PSYD CONSORTIUM)

The Department of Psychiatry and Behavioral Sciences is located at 401 Quarry Road, Stanford, CA, where approximately 50% of the PGSP-Stanford PsyD Consortium courses are taught. Students spend additional time at the Department of Psychiatry working on practica and pursuing other research and clinical interests with Stanford faculty and staff. For more information or specific inquiries about Stanford resources, students should contact the Administrative Associate for the Department of

Psychiatry at Stanford University. In addition, all PGSP-Stanford PsyD Consortium students are given a SUNet ID, the Stanford University unique 3-8 character account name that identifies them as affiliated members of the Stanford community, allowing them access to the Stanford University Network of computing resources and services, including online library resources.

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## LIBRARY

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### OMAR SEDDIQUI RESEARCH LIBRARY AND DEPARTMENT OF ACADEMIC TECHNOLOGY

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The Research Library and Department of Academic Technology provide expertise, services, resources, and academic technologies to meet the needs of the institution's instructional, research, and service programs. The Research Library, located on the Arastradero Campus, maintains a highly specialized collection of books, journals, psychological tests, and audiovisual materials, many of which are in digital format and accessible online. The Department of Academic Technology provides resources and services related to online instruction, audio and visual recording and presentation, classroom and research technologies, and library technologies.

You may visit the Research Library and Academic Technology website at <http://www.paloaltou.edu/about/departments-and-offices/library> for current hours and contact information.

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### RESEARCH LIBRARY AND ACADEMIC TECHNOLOGY STAFF

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The Research Library and Department of Academic Technology is managed by the University Librarian and Director of Academic Technology and is staffed by a Research Librarian, a Technical Services Librarian, an Academic Technologist/ Instructional Designer, a Library Technician, and Student Assistants.

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## COLLECTIONS

The Research Library makes available extensive digital resources, paper volumes of books and journals, and multiple copies of psychological tests. PAU student dissertations are available in digital format and in paper format from the Research Library. Audiovisual materials in the Library's collections include DVDs, CDs, and databases of streaming videos.

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### RESEARCH LIBRARY AND ACADEMIC TECHNOLOGY SERVICES AND RESOURCES

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The Research Library and Department of Academic Technology offers a full range of research and instructional services and resources. The Library Computer Lab provides a scanner, a printer/copier, and multiple computer workstations. The Research Librarians offer research assistance and instruction both in the classroom and on an individual drop-in or by-appointment basis. Librarians and the Academic Technologist offer consultation, instruction, and support for academic technologies, audiovisual technologies, research technologies, and citation management technologies. Laptop computers and projectors are available for class presentations, dissertation proposals and defenses, research group meetings, and other university meetings and events. Recording of classroom lectures and special events is provided by and supported by the Department of Academic Technology. The Library is open daily throughout the year, except for holiday closures, and provides study rooms by reservation for use by students, faculty, and staff for group and individual study, research group meetings, student activities, and other meetings.

Classroom technology services and room reservations may be scheduled by contacting the Library Circulation Desk at 650-433-3808.

Access to more extensive collections is made available through interlibrary loan. Free interlibrary loan services (Link +) are also available at local public libraries such as Palo Alto Public, Mountain View Public, and San Francisco Public Library.

PAU students may use Stanford's Cecil H. Green Library and the Cubberley Education Library as a member of the general public at any time. Lane Medical Library at the Stanford University Medical Center is open to everyone.

## COMPUTER LAB

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A Computer Lab with eight Windows computers is located in the PAU Library on the Arastradero Campus. In addition, all students, no matter where they are located, have access to a virtual computer lab that provides our students with access to software packages such as SPSS and Microsoft Office® software. The virtual computer lab is available from on/off campus and works on most computer operating systems. High speed wireless internet access is available throughout the Arastradero and Los Altos campuses. The on-site computer lab is open the same hours as the library, including evenings and weekends. The virtual computer lab is accessible 24x7x365.

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## MILITARY AND VETERAN SERVICES

### HEALTH PROFESSIONS SCHOLARSHIP PROGRAM (PSYCHOLOGISTS)

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The Air Force, Army, and Navy offer the Health Professions Scholarship Program (HPSP). The program covers 100% of a student's graduate school tuition to become a Psychologist. In addition, the program offers to pay for books and fees, plus a monthly stipend. Students who complete the program will enter the service as a commissioned reserve officer on active duty and receive officer's pay and benefits. Students are obligated to serve at least three (3 years). Each branch of service has basic requirements to qualify for the program.

U.S. Air Force - <https://www.airforce.com/careers/specialty-careers/healthcare/training-and-education>

U.S. Army - <http://www.goarmy.com/amedd/education/hpsp.html>.

U.S. Navy - <https://www.navy.com/joining/college-options/hpsp.html>

### MILITARY EDUCATION BENEFIT PROGRAMS RECOGNIZED AT PALO ALTO UNIVERSITY

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Montgomery GI Bill – Active Duty (Chapter 30)

Vocational Rehabilitation and Employment (VR&E) Program (Chapter 31)

Post 9/11 GI Bill (Chapter 33)

The Yellow Ribbon Program (*must be 100% eligible for chapter 33*)

Transfer of Educational Benefits (TEB)

Survivors and Dependents Assistance (Chapter 35)

Army, Air Force, and Navy Tuition Assistance (TA) Program

Veterans and their dependents may qualify for other federal, state, institutional and private financing programs in addition to the Military Education Benefit Programs described above.

For more information on these programs and eligibility, please visit:

[http://benefits.va.gov/gibill/get\\_started.asp](http://benefits.va.gov/gibill/get_started.asp)

### VETERANS BENEFITS

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Palo Alto University is committed to serving our military and veteran community. We appreciate and recognize the service and sacrifices of our nation's active and veteran military personnel and their families. You've met the challenges of military service and we are here to help you meet your educational challenges and fulfill your goals with the best possible academic programs and exceptional student support.

Palo Alto University has been recognized as a leader for serving military and veterans. PAU has been named one of GI Jobs magazine's "Military Friendly Schools", an honor reserved for the top 15% of "veteran friendly" post-secondary institutions.

For questions regarding your eligibility for educational benefits please call the Department of Veterans Affairs toll free at 1-888-442-4551 or visit them on the web at [www.gibill.va.gov](http://www.gibill.va.gov). Eligibility is determined by the Department of Veterans Affairs (V.A.).

Inquiries regarding your enrollment certification for VA Educational benefits should be directed to the Palo Alto University Military & Veteran Student Service Office at 650-433-3822 or you may contact Teresa Lee (certifying official) at [tlee@paloaltou.edu](mailto:tlee@paloaltou.edu).

## VETERANS BENEFITS – PRIOR CREDIT POLICY FOR VETERANS

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PAU will conduct an evaluation of previous education and training for all veterans and eligible persons, grant appropriate credit, and shorten the training period proportionately. All official transcripts of prior training will be requested.

The Army, Navy, Marine Corps, and Coast Guard now use the centralized Joint Services Transcript System, which will electronically send your official transcript to PAU. The transcript includes your military training and occupational experience along with American Council on Education college credit recommendations. Upon receipt, your JST transcript will be reviewed for prior learning credit eligible for transfer to PAU. To request your Joint Services Transcript visit: <https://jst.doded.mil/official.html>. The Air Force uses the Community College of the Air Force (CCAF). To request a CCAF transcript visit: <http://www.au.af.mil/au/barnes/ccaf/transcripts.asp>

Palo Alto University may award academic credit to United States military personnel for courses and their job specialty, based on the American Council of Education (ACE) Guide for Military Transfer Credit. Job specialties (MOS, AFSC, Rate) must have a recommendation evaluation by ACE (in the ACE Guide) for credit to be awarded. Course equivalencies and credit hours awarded for a particular degree are determined by the admissions and/or academic departments. The number of credit hours awarded will be determined by the school and/or academic department.

## STUDENT RESPONSIBILITIES TO BEGIN RECEIVING BENEFITS

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The following steps must be completed prior to a student receiving VA educational benefits at PAU:

- Students must be admitted to a degree program
- Complete the PAU Veterans Benefit Application online at [http://paloalto.edcms.net/sites/paloalto.edcms.net/files/veteran\\_student\\_application.pdf](http://paloalto.edcms.net/sites/paloalto.edcms.net/files/veteran_student_application.pdf)
- Submit program acceptance letter, VA Certificate of Eligibility (CoE), original transcripts, and PAU application for VA benefits to the Military & Veteran Student Service office.

## STUDENT RESPONSIBILITIES WHILE RECEIVING BENEFITS

---

Students must notify their Certifying Official (CO) at PAU when any of the following occurs:

- Dropping or adding course(s)
- Withdrawing from course(s)
- Discontinuing regular class attendance
- Change in programs (academic majors)

VA educational benefits are payable for regular attendance in courses that are part of the veterans' program (major) curriculum. VA educational benefits are NOT payable for:

- Classes not attended regularly
- Repeating a course for which a passing grade was received
- Classes taken on an audit basis
- Classes that are dropped
- Classes taken that are not part of the student's academic program (major) curriculum

## YOUR ROLE TO CONTINUE TO RECEIVE BENEFITS

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### REPORTING REQUIREMENTS

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Recertification for benefits is not automatic and must be requested each quarter. The Certifying Official (CO) must report the actual beginning and ending dates and the number of units the military student is enrolled in. This requirement includes certifications for non-standard term enrollments (i.e., 5 week sessions, 8 week sessions, etc.). To prevent overpayment and subsequent indebtedness to the Federal Government, it is important to notify the CO immediately of changes that may affect your eligibility for benefits. It is the responsibility of each student to keep their CO apprised of the following:

**Class Registration:**

After registering, students should send a copy of their course schedule to the CO for VA-Once certification. The earlier a student registers and notifies registration information to the CO, the earlier certification can be transmitted to the Department of Veterans Affairs.

Students are responsible for notifying their CO of their registration each quarter or summer term at PAU. All students receiving VA benefits have a responsibility to notify the CO of any changes in credit hours enrolled once the quarter begins. ***Failure to notify the CO may result in incorrect payment for which the student may be held liable.***

**Changes to Schedule:**

Any additions, drops, withdrawals, or other interruptions must be immediately reported to the CO by the student.

**Failure to Attend Class:**

Routine class attendance is required for students receiving VA benefits. Students who are unable to attend class for an extended period of time should notify their professors, program office, and their CO.

**Change of Major:**

The VA must be notified when a student changes a major. These changes may be approved if there is minimal loss of credit hours.

**Change of Address:**

If a student's address changes, both the Department of Veterans Affairs and Palo Alto University must be notified.

## VETERANS BENEFITS - ACADEMIC PROBATION

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Veterans and eligible persons not meeting academic standards of progress will be placed on academic probation. If after two terms on probation the student is still not meeting academic standards, the VA will be notified and benefits terminated. Once the student is meeting academic standards, benefits will be reinstated.

## YOUR ROLE AS A STUDENT—IRRESPECTIVE OF YOUR MILITARY/VA BENEFIT PROGRAM

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The Veterans' Administration requires all students attending Palo Alto University under Veterans Educational Assistance Benefits to make satisfactory academic progress and systematic advancement toward an educational objective or be liable for over payments from the Veterans' Administration. Satisfactory progress and regular class attendance are expected. You are liable for over payments from the Veterans Administration.

Note: Most veteran & military students at PAU meet the conditions for "satisfactorily pursuing" a program of study for receiving VA benefits by meeting the Palo Alto University general catalog requirements for their program of study. However, a few VA requirements are more stringent than the Palo Alto University general catalog requirements and are as follows:

1. **Regular Attendance:** Students must be in regular attendance of all classes for which they are registered.

2. **Unsatisfactory Progress:** The University must notify the Veterans Administration that a student has made unsatisfactory progress if the student:
  - a. fails or withdraws from all classes or,
  - b. placed on academic probation for 2 terms
  - c. Is suspended by the University
3. **Classes not completed:** Unless there are extenuating circumstances, students do not receive benefits for any portion of a class dropped after the add/ drop period or for classes in which incomplete (delayed) grades are received and not resolved within one year.

## CALLED TO SERVE

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Palo Alto University is committed to providing the highest quality services for active military students and those affiliated with the military. It is our goal to provide a seamless transition for students from Palo Alto University to national and international military service and deployment and back. PAU employees realize every student's situation is unique dependent upon course load, financial aid status, and date called to serve to name a few. As such, each and every student "called to serve" will be provided individualized service to address their specific needs.

### Policy

PAU will ensure students do not face an academic disadvantage as a result of being called to national or international service. When a student (or family member) receives orders to deploy, the University works with the student to determine the best options based on the circumstance. In these circumstances, students can withdraw from the University with a 100% refund and without penalty. The University will also make every effort to restore students returning from national and military service to the status they held prior to their departure.

If classes are in session at the time of activation, each case may be evaluated individually and professors consulted as appropriate. The Financial Aid Office has guidelines for students called to serve. Given the differences in the programs of external lenders, students should coordinate with their lenders directly to obtain deferments as prescribed by federal law.

### Process

1. **Withdrawal.** At any point in the term, a student called to serve may withdraw from PAU by submitting a withdrawal request form obtained from the Registrar's office along with a copy of deployment orders to the Veteran Student Service Office. The student will receive a full credit of tuition and fees. The Registrar's Office will process the withdrawal and arrange for appropriate adjustments to the student's account.
2. **Incompletes.** Students who have successfully completed the majority of work for a course may be awarded a grade of "Incomplete" at the discretion of the professor. Professors are strongly encouraged to grant additional time for students to make up the required work.
3. **Final Grades.** A final grade option becomes available if the following requirements are met:
  - a. The professor determines a sufficient amount of the course work has been completed, and,
  - b. Sufficient information about a student's performance in the course has been obtained.

Students must consult with their professors to determine whether these two requirements have been met for a final grade to be awarded.

## CALLED TO SERVE – READMISSIONS POLICY

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Any student whose absence from Palo Alto University is necessitated by reason of service in the uniformed services shall be entitled to readmission if:

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to a Palo Alto University CO.
- The cumulative length of the absence and of all previous absences from PAU by reason of service in the uniformed services does not exceed five years, and except as otherwise provided in this section, the student submits a notification of intent to re-enroll at Palo Alto University.

#### *Exceptions include*

- No notice is required if giving of such notice is precluded by military necessity, such as: mission, operation, exercise, or requirement that is classified or,
- A pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge.

Any student who did not give advance written or verbal notice of service to the appropriate PAU Official may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation to Palo Alto University that they performed service in the uniformed services that necessitated the student's absence from PAU.

A student who is readmitted to PAU under this section, shall be readmitted with the same academic status as such student had when such student last attended PAU.

Exception from Readmission Eligibility – upon the occurrence of the following events a student's eligibility might be terminated:

- Separation of such person from the Armed Forces (including the National Guard and Reserves) with dishonorable or bad conduct discharge, or
- Dismissal of such person permitted under section 1161(a) of Title 10, United States Code.

#### CONTACT INFORMATION:

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Teresa Lee

Director, Military & Veteran Student Services, VA Certifying Official, PAU Alumni & Retired USAF

Email: [tlee@paloaltou.edu](mailto:tlee@paloaltou.edu)

Phone Number: 650-433-3822

Dr. Matthew Cordova

Faculty Advisor for Veteran Student Group

Email: [mcordova@paloaltou.edu](mailto:mcordova@paloaltou.edu)

Student Veteran Organization

[svo@paloaltou.edu](mailto:svo@paloaltou.edu)

For questions about your benefit processing:

VA Regional Office

PO Box 8888

Muskogee, OK 74402-8888

<http://www.gibill.va.gov/muskogee>

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#### AMERICANS WITH DISABILITIES ACT (ADA)

#### DISABILITY ACCOMMODATIONS ALSO SEE PAGE 141

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Palo Alto University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Accordingly, no otherwise qualified disabled student shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any academic, research, counseling, financial aid or other postsecondary education program or activity which PAU provides for all students. PAU's disabled students meet the requirements and levels of competency, required of all students in the program. In order to assist students with qualified learning physical and other disabilities, which request reasonable disability accommodations, a student must provide current documentation of any disability and other relevant information to the Office of Accessible Education. Details of the accommodation request will be discussed interactively with the student and determined according to individual student needs. All applicants with disabilities are advised of this policy at the time of their application to the school. For purposes of reasonable accommodation, a disabled student or applicant is a person who: (a) has a physical or mental impairment which limits one or



more major life activities (such as walking, seeing, speaking, learning, or working); (b) has a record with the School of such impairment; or (c) is regarded by the School as having such an impairment, or who is otherwise defined by law as a qualified disabled student or applicant. The individual must meet the qualifications and requirements expected generally of PAU students, and must be able to perform the essential requirements of the curriculum, either with or without reasonable accommodation. PAU's Palo Alto campus has wheelchair access to all areas. Restrooms are wheelchair accessible. Every attempt is made to work with the disabled student to meet his/her special needs. In order to request disability accommodations, students must fill out the request for accommodations forms, available from the Office of Accessible Education no later than seven days after the start of the academic quarter. When this form is on record with Office of Accessible Education and the request has been approved, the Office of Accessible Education will notify appropriate faculty that the student is eligible for accommodation. Faculty will also be informed as to the nature of the accommodations that have been approved. If a student's request for accommodation is refused by the Office of Accessible Education, he or she may appeal the decision to the Institutional Grievance and Appeals Committee.

## SERVICE ANIMAL POLICY

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Service animals assisting individuals with disabilities are permitted on campus. To utilize a service animal for ongoing accommodation, the student should first register with Office of Accessible Education and supply appropriate documentation of disability. "Service animal" is defined by the Americans with Disabilities Act (ADA) as any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.

A service animal may be asked to leave PAU facilities or programs if the animal's behavior or presence poses a direct threat to the health or safety of others. For example, a service animal that displays vicious behavior toward people may be excluded. Questions related to the use of service animals on campus should be directed to the Director for the Office of Accessible Education /Associate Director for Student Services at (650) 433-3836.

Service animals may also be excluded in areas where the presence of a service animal fundamentally alters the nature of a program or activity or is disruptive. In addition, animals not covered under the ADA service animal definition can be asked to leave.

The person whom a service animal assists is referred to as a "partner." The service animal's partner is at all times solely responsible for the cost of care, arrangements, and responsibilities for the well-being of the service animal, as well as any property damage.

Service animals on campus must do the following:

1. Meet all requirements for the presence of animals in public places (vaccinations, licensure, ID tags, etc.) mandated by state or local ordinance.
2. Be Healthy: The animal must be in good health.
3. Be Under Control of Partner: The person with a disability must be in full control of the animal at all times. Reasonable behavior is required from service animals while on campus.

The partner must follow local ordinances in cleaning up after the animal defecates. Partners who are not physically able to pick up and dispose of feces are responsible for making necessary arrangements for assistance.

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## INTERNATIONAL STUDENTS

Supporting its PAU Vision of improving lives around the globe, PAU warmly welcomes and supports international students. If you are an international student and have questions about your status or applying to PAU, please contact the Student Services office at 650-433-3851.

The International Student Services website has information for both current and prospective International students:  
<http://www.paloaltou.edu/about/departments-and-offices/student-services/international-student-services>

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## PROSPECTIVE INTERNATIONAL STUDENTS

For students whose first language is not English, a demonstrated proficiency in English is required for admission. PAU recognizes the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) as measures of English language proficiency.

International students who plan to be in their home country while being enrolled in an online PAU Master's program are eligible to apply. International students currently living in the U.S. in F-1 status and those interested in becoming F-1 international students for studying in the U.S. are not currently able to apply to PAU Master's Residential Programs. PAU has a pending application on file with U.S. immigration/DHS, that if/when it is approved, will allow F-1 students to apply. Please contact your PAU admissions staff for updates on this issue.

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## RESIDENTIAL AND DISTANCE LEARNING OPTIONS

Programs have residential options and can support students with F-1 Visa support to allow them to study on campus. Distance learning options exist in many programs to allow international students to remain in their home country and still pursue their studies at PAU.

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## MAINTAINING LEGAL F-1 INTERNATIONAL STUDENT STATUS

- Keep your passport valid for six months into the future at all times.
- Maintain a valid I-20: have your I-20 updated by Student Services if you have changes such as your major, change of name, and/or completion of degree date.
- Enroll in a full course load every quarter. Full time for undergraduates is 12 units per quarter. Full time for graduates is 9 units per quarter, except during practicum and internship.
- Do NOT work on or off campus without appropriate authorization from Student Services or the United States Citizenship and Immigration Services (USCIS) as required. For more information on off campus work permission, see <http://www.paloaltou.edu/admissions/admissions-resources/future-international-students/employment>
- Contact Student Services if you need to transfer to another institution, extend your program or if you have a new address.
- Have your passport and I-20 checked by Student Services before traveling internationally.
- While no Federal regulatory requirements exist for F-1 students, PAU policy mandates that all students be enrolled in a medical insurance plan.

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## ON CAMPUS EMPLOYMENT

On-campus employment opportunities are extremely limited. Refer to the Student Employment section of this catalog. F-1 students may work up to 20 hours/week while school is in session, 40 hours/ week during school breaks. F-1 students are not eligible for Federal College Work/Study Program.

## OFF CAMPUS EMPLOYMENT

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F-1 International students must have immigration authorization to work off campus. Doctoral international student must apply for CPT for required practica and internship. Please be sure to review the information on Curricular Practical Training (CPT) and Optional Practical Training (OPT) before pursuing any off-campus employment.

<http://www.paloalto.edu/admissions/admissions-resources/future-international-students/employment>

## RESIDENCY REQUIREMENT

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Doctoral programs are completed in residence.

## INTERNATIONAL STUDENTS COURTESIES

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If you (a) are a permanent resident in a non-English speaking country, (b) have been in the United States for 5 years or less, and (c) upon showing that you are not sufficiently proficient in English because it is not your primary or equivalent language, then you may apply to have a translation dictionary and an extra half-hour for testing. The grading criteria are the same as for non-international students. If you are eligible for this courtesy, please present a copy of your visa or passport to the Office of Accessible Education.

## RESIDENTIAL INTERNATIONAL STUDENTS COURTESIES

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If you (a) are a student in a PAU residential international program outside of the United States, (b) have been in the country where the international program is being offered for 5 years or less, (c) are a permanent resident in a country that speaks a different language than that of the country in which the international program is being offered, and (d) upon showing that you are not sufficiently proficient in the given language because it is not your primary or equivalent language, then you may apply to have a translation dictionary and an extra half-hour for testing. The grading criteria are the same as for the other students in the residential international program. If you are eligible for this courtesy, please present a copy of your visa or passport to the Office of Accessible Education.

## SECTION II: ACADEMIC PROGRAMS

### BACHELORS PROGRAMS

#### BS IN BUSINESS PSYCHOLOGY (BP)

##### DEGREE DESCRIPTION

Palo Alto University grants Bachelor of Science (BS) degrees in two majors: Psychology & Social Action and in Business Psychology rather than Bachelor of Arts (BA) degrees. BA degrees are liberal arts degrees, consisting of lower level general education classes, a concentration of some 10 to 15 classes in a particular major, and elective courses, which can be taken in any discipline. The goal of a Bachelor of Arts degree is to provide students with a general set of college-level academic skills, an in-depth exposure to a particular discipline and then the opportunity to “liberate” the mind by taking a variety of elective courses. A Bachelor of Science degree is much more focused. Students complete the same general education requirements as for the BA degree, and the same major requirements. But instead of taking electives, students take another set of courses that complement the major. In the BS in Psychology & Social Action program at PAU, students take 12 upper-level courses in Psychology, 10 upper level courses in related Social Sciences, such as Anthropology, Sociology, Politics, Economics and Philosophy. They also complete a required 9 month internship. There are no electives. In the BS in Business Psychology program, students take 15 upper-level courses in Business and another 9 upper-level courses in Psychology and related Social Sciences. A Bachelor of Science degree is not a “science” degree but rather a much more focused degree than a Bachelor of Arts degree.

The PAU Bachelor of Science major in Business Psychology is a 2 year degree completion program for students who have completed 90 quarter unit hours or 60 semester unit hours of transferable college credit from an accredited college or university. The Business Psychology major provides two years of upper-level, undergraduate coursework in psychology, business, and related courses. The goal of the Business Psychology program is to provide a strong foundation in business administration and psychological principles related to business, which insure that graduates of the program have an ability to apply the science of human behavior to practical business problems. The curriculum includes courses in business administration, human behavior, psychology, sociology and human resources with a focus on practical applications.

Graduates from the Business Psychology program are prepared to enter careers in Management, Human Resources, Marketing and Sales, Organization Development or Consultants, or to prepare students for further education towards a Masters or Doctorate Degree.

The Business Psychology curriculum and its specific educational objectives was developed using input from professionals in the field, by examining the curriculums of other, top ranked institutions for benchmarks, and by incorporating the recommended learning outcome standards of nationally recognized professional associations, notably the American Psychological Association and the Society for Industrial and Organizational Psychology.

##### GOALS OF THE BS IN BUSINESS PSYCHOLOGY PROGRAM

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Develop strategies for problem-solving and decision-making using business analytics.
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solving problems related to consumer behavior and mental processes.
- Understand the theory and application of issues regarding the nature and process of group development and organizational dynamics.
- Understand the theory and application of financial and management accounting.
- Understand and apply the principles of market research and marketing.
- Understand and apply psychological principles to personal, social, and organizational issues.

- Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of business and psychology.
- Demonstrate information competence and the ability to use computers and other technology for many purposes.
- Communicate effectively and professionally in a variety of formats.
- Develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement and career development.
- Develop strategies to implement psychological knowledge, skills, and values in occupational pursuits.

## REQUIREMENTS

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Completion of 96 quarter units of upper division psychology, business and social science courses is required. All courses in the major are required. A total of 186 quarter units of undergraduate courses (90 units of transferable credit and 96 units completed in the PAU program) and completion of the Major Field Test in Business are required for graduation, with an overall Grade Point Average of 2.00 or better. Student must also obtain grades of C or higher in each of the core courses listed below.

## CURRICULUM

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### CORE COURSE REQUIREMENTS

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BUSI302 Business Writing Fundamentals

BUSI303 Business Communication

BUSI309 Organizational Behavior

BUSI310 Employee Motivation and Satisfaction

BUSI320 Fundamentals of Management

BUSI340 Human Resource Management

BUSI381 Career Planning and Development

BUSI383 Introduction to Marketing

BUSI395 Fundamental of Accounting and Finance

BUSI405 Information Technology Management

BUSI406 Senior Seminar

BUSI410 Consumer Behavior Analysis

BUSI412 Corporate Accounting and Finance

BUSI430 Business Ethics

BUSI490 Senior Internship (Students have the option of taking 2 quarters of Sr. Internship or 2 other courses)

## NON-CORE COURSE REQUIREMENTS

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ANTH351 Multicultural Studies

ECON400 Global Economics

MATH325 Research Methods & Data Analysis

PSYC320 Social Psychology

PSYC325 Psychology of Leadership and Team Development

PSYC331 Theories of Personality and Assessment

PSYC365 History of Psychology

PSYC440 Human Behavior/Interpersonal Effectiveness

MGMT400 Strategic Management & Negotiation

PSYC381 Developmental Psychology

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## ADMISSION REQUIREMENTS

Complete undergraduate admissions information can be found at the following link:

<http://www.paloalto.edu/admissions/undergraduate-admissions>

PAU's Bachelor degree completion programs are designed for students who have completed two years of college course work, including their lower level general education requirements, at an accredited community college or university. The PAU Bachelor degree programs provide the junior and senior year of coursework leading to the Bachelor of Science degree in Psychology & Social Action or Business Psychology. The PAU Bachelor of Science programs are full-time, two-year degree completion programs.

## ADMISSION CHECKLIST

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To be considered for admission to the program all applicants must submit:

1. A completed undergraduate application form.
2. Unofficial or official transcripts of all prior undergraduate study.
3. A Statement of Purpose.

Applicants should have satisfied the following requirements or be in the process of satisfying them prior to the start of courses at PAU:

- Completion of 90 quarter unit hours or 60 semester unit hours of college-level coursework at an accredited community college or university. (Remedial or college preparatory coursework is not eligible for transfer credit)
- Completion of the California State University (CSU) general education breadth requirements (see below).
- College Level Examination Program (CLEP) exams and High School Advanced Placement (AP) exams may be used as substitutes for some general education requirements (speak with an admissions counselor about this).
- Cumulative GPA of 2.0 or higher for college and university level courses.
- For the Psychology & Social Action program, recommended completion of a General Psychology course and one to two other psychology course.
- For the Business Psychology program, recommended completion of a General Psychology course.

Applicants who are deficient in any of these areas should speak with an undergraduate admissions counselor.

Each prospective student's application is evaluated carefully to determine if the applicant is a good fit for the program in which they are interested. The Admissions Office looks for a previous record of satisfactory academic achievement and the potential to successfully manage studies at the Bachelor's level. Students are also evaluated in terms of how their personal and professional goals are a match for the programs' Psychology and Social Action theme or the Business Psychology theme.

## GENERAL EDUCATION REQUIREMENTS

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The Bachelor of Science programs at PAU provide the upper-level course work required for completion of the major and the Bachelor degree. PAU requires that transferring students have completed the general educational/breadth requirements of the California State University (CSU) system requirements or their equivalent. These include:

Written & Oral Communication in the English Language and Critical Thinking	12-15 quarter units
One Physical Science, one Life Science and a College-Level Math Course	12-15 quarter units
Arts & Humanities	12-15 quarter units
Social Sciences	16 quarter units
Lifelong Understanding and Self-Development	4-5 quarter units

Students, matriculating from colleges outside of the California Community College system, which have different general education pattern requirements, will be evaluated on an individual basis, and PAU reserves the right to waive general education requirements when a student's educational and professional experiences are equivalent to these requirements.

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## COURSE DESCRIPTIONS

### ANTH351 - MULTICULTURAL STUDIES (4 UNITS)

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This course explores the social construction of race, ethnicity, and gender through international and historical perspective. Each of these three kinds of hierarchical differences joins a set of ideas about natural and cultural essences that serve to define and justify social boundaries. This course will survey the evolving theories of race, ethnicity, and gender among anthropologists, historians, and other scholars over the past three decades. It will also examine the role that these social constructs play in society and the workplace.

### BUSI302 - BUSINESS WRITING FUNDAMENTALS (4 UNITS)

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This course will develop writing, reading and critical thinking skills. Students will learn fundamental writing skills aimed at targeting the reader, organizing information and getting important points across. Students will learn to set the proper tone in their writing, fix common grammatical errors and recognize the necessary difference in style when writing a memo, email, professional letter or formal report.

### BUSI303 - BUSINESS COMMUNICATION (4 UNITS)

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This course will cover theory and practice of effective communication in a business environment. Students will practice what they learn with oral presentations and written assignments that model real-life business situations. Students will explore the use of language and conversation in business settings and their role in coordinating actions, resolving conflicts, negotiations and providing customer satisfaction.

### **BUSI309 - ORGANIZATIONAL BEHAVIOR (4 UNITS)**

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This course explores the current theories and research about individual and small group behavior in organizations. This course explores the issues facing organizations in today's world. Emphasis is placed on the study of organizational behavior and factors critical to achieving improved individual job performance and organizational commitment as well as overall organizational effectiveness.

### **BUSI310 - EMPLOYEE MOTIVATION AND SATISFACTION (4 UNITS)**

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This course explores what motivates people in their work and place of employment. Students will be given an overview of the evolution of various psychological and business theoretical models. Students will learn ways to apply the theoretical models and to develop a business management model using various forms of motivational techniques to optimize employee performance and assess employee satisfaction. They will learn and practice communication skills and conflict management skills. Students will explore ways to maintain and foster constructive relationships at work and in social situations.

### **BUSI320 - FUNDAMENTALS OF MANAGEMENT (4 UNITS)**

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Students will be introduced to the history of management and explore the theories of management and leadership. This course will also explore effective management characteristics and practices in successful organizations. Students will study cases about companies and best management practices. Students will also learn about the issues, challenges and requirements faced by business leaders of today and in the future.

### **BUSI340 - HUMAN RESOURCES MANAGEMENT (4 UNITS)**

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This course will facilitate an understanding of strategies to improve individual and organizational performance utilizing a strategic human resource management perspective. It links such concepts as compensation, performance management, law, conflict management, communication, diversity, ethics, and managerial skill. Problems of motivation, leadership, moral, social structure, groups, communications, hierarchy, and control in complex organizations are addressed.

### **BUSI381 - CAREER PLANNING AND DEVELOPMENT (4 UNITS)**

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This course will cover the process of analyzing and creating a career path, as well as facets of Career Counseling for those who wish to pursue this area as a career. Students will learn how to recognize the various stages of career development and better understand how to manage and advise employees at different points in their career. This course will also cover the process of preparing oneself for the job search: identifying one's skills and qualifications. Furthermore, it will help students prepare a 'career story', research the job market, work with professional associations, develop and expand one's network, learn effective interviewing techniques, and learn how to handle the "highs" and "lows" that come with the job search process. Students will learn to examine their career choices. The course will provide techniques for long-term career management and development. Students will learn to make intelligent and well-informed decisions in choosing a career path and how to prepare for a career that fits with their goals, interests, and values.

### **BUSI383 - INTRODUCTION TO MARKETING (4 UNITS)**

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The course will explore the evolution of markets and marketing, market research, market structure, marketing cost and efficiency, public and private regulation, and the development of marketing programs, including decisions involving products, price, and promotional distribution. This course will also cover the social, legal and ethical responsibilities of marketing.



### BUSI395 - FUNDAMENTAL OF ACCOUNTING AND FINANCE (4 UNITS)

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This course will provide students with an introduction to basic accounting practices and Excel. Students will also be given an overview of personal financial planning, budgeting, savings and investments, tax planning and income smoothing. They will review foundational principles of accounting and finance in an applied context.

### BUSI405 - INFORMATION TECHNOLOGY MANAGEMENT (4 UNITS)

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This course will cover effective and efficient uses of technology and computers in business as problem-solving tools. Topics include computer systems components, systems analysis, database management systems, telecommunications, productivity tools, and mini-projects related to computer-based solutions to business problems.

### BUSI406 - SENIOR SEMINAR (4 UNITS)

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The senior capstone course is a topical course taught by a leading industry expert. The course objective is to integrate what students have learned over the course of the Business Psychology program and apply that knowledge to understand and solve real world business problems and to demonstrate a mastery of the learning outcomes of the Business Psychology program. The senior seminar topic will change each year and will be chosen by the faculty.

### BUSI410 - CONSUMER BEHAVIOR ANALYSIS (4 UNITS)

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This course will provide an understanding of consumer behavior and the foundation of behavioral economics. Students will learn to identify systematic anomalies in decision-making. Students will compare rational choice theory with behavior. Students will review common anomalies such as “the winner’s curse,” the status quo bias and hyperbolic discounting.

### BUSI412 - CORPORATE ACCOUNTING AND FINANCE (4 UNITS)

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This course will cover the identification, measurement, and reporting of financial effects on enterprises, with a particular emphasis on business organizations. Students will study the principles of finance and their application to typical business financial problems. A special emphasis will be placed on financial analysis, management of working capital, the cost of capital, capital budgeting, long-term financing, dividend policy, and internal financing.

### BUSI430 - BUSINESS ETHICS (4 UNITS)

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This course will cover the study and analysis of ethics in business. Students will study the Interaction between business and other institutions. They will review the role of business in the development of social values, goals, and national priorities. The course will explore the expanding role of the corporation in dealing with social problems and issues. Students will discuss the relationship between business managers and the social, economic, and political environment within which they operate; business ethics, antitrust policy, social responsibility, and consumer protection.

### BUSI 490 – SENIOR INTERNSHIP (4 UNITS)

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The senior internship is a professional learning experience that students may opt to do in the place of two classes in the last two quarters of the Business Psychology program. Students are required to find an internship in a local business or organization. Such internships are usually competitive, and students must apply, interview, and secure an internship prior to registering. The internship required a minimum of 8 hours per week of work during two academic quarters. Students will need to receive satisfactory evaluations from their internship site supervisor, and they must complete several academic assignments to receive credit and a grade for the senior internship.

## ECON400 - GLOBAL ECONOMICS (4 UNITS)

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Analysis of the microeconomics and macroeconomics of global trade, growth, development, investment, foreign exchange markets, international capital movements, global competitiveness, international treaties, and laws. Countries and economies are increasingly becoming more interconnected by the flow of information, trade, money, immigrants, technology, and culture. Students will learn what globalization is and how it affects economic and social development.

## MATH325 - RESEARCH METHODS AND DATA ANALYSIS (4 UNITS)

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This course provides an overview of investigative designs and methods used in research and data analysis. Students learn to critically evaluate research design and analysis. Introduces students to data cleaning, analysis, and visualization. Students will learn how to look at raw data and extract meaningful information using statistical tools. The course will focus on data analysis used to gain useful insights and make decisions based on such analysis.

## MGMT400 - STRATEGIC MANAGEMENT & NEGOTIATIONS (4 UNITS)

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This course covers the process of strategic decision-making and organizational change. Students will be given an introduction to the principles, practices, and processes of negotiations as a management skill with bosses, subordinates, peers, clients, and customers. Discussion of the preparation and planning for negotiation, the strategy, and tactics of negotiation, issues regarding both distributive and integrative bargaining, and ethics in negotiation.

## PSYC320 - SOCIAL PSYCHOLOGY (4 UNITS)

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Students will learn about the scientific investigation of social behavior. Studies include the theory and empirical research in social psychology: conformity, obedience, helping, aggression; attitudes, persuasion, identity and roles; person perception, attribution, social judgment; interpersonal and intergroup relationships, social conflict, prejudice, stereotyping. Students will explore the implications of these concepts for explaining current social phenomenon.

## PSYC325 - PSYCHOLOGY OF LEADERSHIP AND TEAM DEVELOPMENT (4 UNITS)

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This course explores how human beings relate to one another. It provides students with the skills that are needed to promote healthy and constructive relationships in the workplace. Students will learn and practice communication skills, including listening skills, effective skills in relating to others and conflict management assessment tools. They will explore ways to maintain and foster constructive relationships in work and social situations. This course introduces students to the four stages of team development and the elements of effective teamwork.

## PSYC331 - THEORIES OF PERSONALITY AND ASSESSMENT (4 UNITS)

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This course will introduce students to the major theoretical perspectives for understanding personality. They will be exposed to a variety of competing paradigms on personality, e.g., trait theories, psychoanalytical theories, humanistic and cultural theories, learning theories, and cognitive theories and shown how to use these theories to understand human behavior in their personal and professional lives. Students will also be introduced to the methods of personality assessment, particularly those used to assist individuals in making career decisions and those used in employee selection.

## PSYC365 - HISTORY OF PSYCHOLOGY (4 UNITS)

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This course explores the history of psychology and key areas of conflict/development in research in social, clinical and developmental psychology. The course will cover how psychology as a field has evolved in terms of its, goals, methods, beliefs and applications to modern life.

## PSYC381 - DEVELOPMENTAL PSYCHOLOGY (4 UNITS)

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This course explores psychological development from adolescence, early, middle and late adulthood. Topics include the principles and theories of development; physical, intellectual, and social development; identity; sexuality; changing in working and social contexts and life transitions. Theories of career and professional development will be explored in relation to development across the adult life span.

## PSYC440 - HUMAN BEHAVIOR/INTERPERSONAL EFFECTIVENESS (4 UNITS)

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This course will explore human behavior on a continuum with a focus on factors that facilitate resilience. Overview of the classification system for abnormal behavior will be explored using the DSM 5 diagnostic system. The major theories about the development of psychological disorders will be explored: analytic theories, behavioral, cognitive, humanistic, and biological. Attention will be given to the types of psychological and personality disorders commonly encountered in organizations.

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### FACULTY

#### RITA CHIANG, PH.D.

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### CONSTANCE WILLIAMS, ED.D

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B.S., Business Administration, University of Phoenix

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## BS IN PSYCHOLOGY AND SOCIAL ACTION (PSA)

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### DEGREE DESCRIPTION

The Bachelor of Science in Psychology and Social Action major at PAU is a 2 year degree completion program for students who have completed 90 quarter units or 60 semester units of college coursework and their general education requirements from an accredited college or university. The program provides two years of upper-level, undergraduate coursework in psychology and related social science courses. The program is built around the theme of "The Science of Social Action in a Global Community." This theme brings together several critical elements. Psychology is the science of human behavior. The focus on social action emphasizes the manner in which we impact others and can bring about social change. Understanding human behavior involves not only psychology but also a range of other perspectives that place the behavior in a social, cultural, ethnic, political and economic context. Both the psychology courses and the other social science courses in the program are designed to provide students with perspectives and skills to become effective agents of social change in their personal and professional lives.

## GOALS OF THE BS IN PSYCHOLOGY AND SOCIAL ACTION PROGRAM

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- Students will develop knowledge of the most current theories and findings in psychology to understand human behavior.
- Students will have knowledge of how biological and social factors influence human behavior.
- Students will have knowledge of how cultural factors influence both individual and social behavior.
- Students will develop knowledge of how economic and political factors influence behavior.
- Students will have knowledge of how to use research to identify effective processes of behavior change.
- Students will develop an understanding of how human service organizations function to assist their clients.
- Students will develop practical skills through coursework and internships to become effective agents of behavior and social change.
- Students will develop an educational support system in the form of core and adjunct faculty.

## REQUIREMENTS

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Completion of 96 quarter units of psychology and social science courses, including coursework in Anthropology, Biology, Philosophy, Intercultural Studies, Political Science, Sociology, Economics and a three-quarter long Internship. A total of 186 quarter units of undergraduate courses (90 units of transfer credit and 96 units completed in the PAU program) and the completions of the Major Field Test in Psychology are required for graduation, with an overall Grade Point Average of 2.00 or better. All coursework in the PAU undergraduate programs is required. There are no elective courses. To graduate, students must also obtain grades of C or higher in all of the Core Courses, which are all of the Psychology courses.

## CURRICULUM

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### CORE COURSE REQUIREMENTS

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PSYC300 Psychological Writing

PSYC310 Psychology of Learning & Memory

PSYC320 Social Psychology

PSYC330 Theories of Personality

PSYC340 Research Design & Methods

PSYC360 Psychology of Gender

PSYC375 Cross-Cultural Psychology

PSYC380 Psychology of Life Span Development

PSYC385 Theories of Counseling & Psychotherapy

PSYC390 Abnormal & Clinical Psychology

PSYC395 Senior Internship (3 quarters)

PSYC400 Senior Capstone

## NON-CORE COURSE REQUIREMENTS

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ANTH350 Cultural Anthropology

ANTH370 Ethnic Identity, Social Stratification

BIOL350 Biological Psychology

MATH320 Statistics for the Social Sciences

PHIL300 Philosophy of Science

PHIL310 Philosophy of Ethics

POLI310 International Political Economy

SOCI300 Social Problems

SOCI320 Globalization

SOCI340 Fundamentals of Social Action

## PSYCHOLOGY AND SOCIAL ACTION INTERNSHIP

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Students in the Psychology and Social Action major are required to complete a 9 month, credit bearing internship at a community agency or other organization, which will provide the student with practical experience in the application of the theoretical materials they have studied in class. Students may also satisfy their internship requirement by doing research for an equivalent number of hours. The internship involves approximately 8 hours of work per week over three quarters. The internship provides students with work experience in an area where psychology is applied to real world problems. The internship also provides valuable professional experiences that will assist the student with their entry into a professional field or in acquiring admission to a graduate program. During their internship, students receive supervision from a professional who is on site, and they receive support in making the links between their internship experience and their coursework by the PAU Internship Coordinator, who will assign them a grade for the internship.

## SENIOR CAPSTONE COURSE

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The senior capstone course is a topics course, the theme of which changes each year. One or more experts in a particular field of psychology and social action will teach the course, bringing their knowledge and expertise to the topic. Students will examine these topics in great depth, using the knowledge and skills they have developed in the two years of the program and demonstrating their mastery of the program learning outcomes.

## ADMISSION REQUIREMENTS

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Complete undergraduate admissions information can be found at the following link:

<http://www.paloaltou.edu/admissions/undergraduate-admissions>

PAU's Bachelor degree completion programs are designed for students who have completed two years of college course work, including their lower level general education requirements, at an accredited community college or university. The PAU Bachelor degree programs provide the junior and senior year of coursework leading to the Bachelor of Science degree in Psychology & Social Action or Business Psychology. The PAU Bachelor of Science programs are full-time, two-year degree completion programs.

## ADMISSION CHECKLIST

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To be considered for admission to the program all applicants must submit:

4. A completed undergraduate application form.
5. Unofficial or official transcripts of all prior undergraduate study.
6. A Statement of Purpose.

Applicants should have satisfied the following requirements or be in the process of satisfying them prior to the start of courses at PAU:

- Completion of 90 quarter unit hours or 60 semester unit hours of college-level coursework at an accredited community college or university. (Remedial or college preparatory coursework is not eligible for transfer credit)
- Completion of the California State University (CSU) general education breadth requirements (see below).
- College Level Examination Program (CLEP) exams and High School Advanced Placement (AP) exams may be used as substitutes for some general education requirements (speak with an admissions counselor about this).
- Cumulative GPA of 2.0 or higher for college and university level courses.
- For the Psychology & Social Action program, successful completion of 4 undergraduate psychology courses, including: Introduction to or General Psychology; and 3 other introductory level psychology courses.
- For the Business Psychology program, successful completion of a minimum of 2 undergraduate psychology courses, including Introduction to or General Psychology, and 2 courses in Business and/or Economics.

Applicants who are deficient in any of these areas should speak with an undergraduate admissions counselor

Each prospective student's application is evaluated carefully to determine if the applicant is a good fit for the program in which they are interested. The Admissions Office looks for a previous record of satisfactory academic achievement and the potential to successfully manage studies at the Bachelor's level. Students are also evaluated in terms of how their personal and professional goals are a match for the programs' Psychology and Social Action theme or the Business Psychology theme.

## GENERAL EDUCATION REQUIREMENTS

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The Bachelor of Science programs at PAU provide the upper-level course work required for completion of the major and the Bachelor degree. PAU requires that transferring students have completed the general educational/breadth requirements of the California State University (CSU) system requirements or their equivalent. These include:

Written & Oral Communication in the English Language and Critical Thinking	12-15 quarter units
One Physical Science, one Life Science and a College-Level Math Course	12-15 quarter units
Arts & Humanities	12-15 quarter units
Social Sciences	16 quarter units
Lifelong Understanding and Self-Development	4-5 quarter units

(1 quarter unit hour is equivalent to .75 semester units. A 3 semester unit course is equivalent to a 4 quarter unit course.)

Students, matriculating from colleges outside of the California Community College system, which have different general education pattern requirements, will be evaluated on an individual basis, and PAU reserves the right to waive general education requirements when a student's educational and professional experiences are equivalent to these requirements.

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## COURSE DESCRIPTIONS

### ANTH350 - CULTURAL ANTHROPOLOGY (4 UNITS)

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This course provides an introduction to the concepts in the anthropological study of human behavior. It explores the ways of life of people in different societies and outlines various strategies anthropologists have used to study and understand them. Cultural anthropologists use the concept of culture to account for the tremendous variety of practices and beliefs that appear throughout the world. The capacity to create and sustain cultural understandings is unique to humans--culture is central to the human adaptation to physical, social and psychological environments. Topics to be covered will include the concept of culture, language, kinship and social organization, economics, socialization, psychology, politics, religion, and global issues.

### ANTH370 - ETHNIC IDENTITY AND SOCIAL STRATIFICATION (4 UNITS)

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This course is an introductory study of ethnic and racial identities--their meanings and functions--as they relate to the culturally diverse and socially stratified U.S. society. Students will explore the relationship between ethnic and racial identities and social stratification from different theoretical and personal perspectives. The course will assist students in developing their own perspective on several matters of social policy and debate, such as racial profiling, affirmative action, immigration, diversity-training programs, and reparations.

### BIOL350 - BIOLOGICAL PSYCHOLOGY (4 UNITS)

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This course is a basic study of the structure and functioning of the human nervous system. Emphasis will be placed on the interrelationships among different biological systems and upon developing a general understanding of the nervous systems and the brain. Students will investigate major biological principles; understand how cells function; examine the major physiological and anatomical characteristics of the human brain; study how body organ systems function as a unit; and develop an appreciation for the interconnectedness of the nervous system.

### MATH320 - STATISTICAL METHODS FOR THE SOCIAL SCIENCES (4 UNITS)

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This course is an introduction to the statistical methods used in psychological research and will include topics, such as, techniques for organizing data, computing and interpreting measures of central tendency, variability, and association, estimating confidence intervals, tests of hypotheses, t-tests, correlation, and regression, analysis of variance and chi-square tests, and the use of computer statistical packages.

### PHIL300 - PHILOSOPHY OF SCIENCE (4 UNITS)

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This course explores what science is, what it does, and how it works. Students will examine the features of the scientific method, which distinguish science from pseudo-science; how theoretical considerations and experiments interact to shape the scientific picture of the world; how scientific theories evolve and how theories from different scientific disciplines are related; and whether science does or should purport to provide a literally true picture of the world. The course will consider not only what is peculiar to the culture of science, but also how this scientific culture fits into the culture of the larger society.

### PHIL310 - PHILOSOPHY OF ETHICS (4 UNITS)

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This course provides an introduction to moral philosophy and ethics. Students will examine problems that arise when individuals and organizations make moral decisions. Students will also consider several historically important and still prominent theoretical approaches to ethics that attempt to provide systematic procedures for answering questions about right and wrong. Students will examine a variety of important moral issues, such as famine relief, euthanasia, abortion, and genetic engineering in order to develop methods of thinking about the reasons for and against moral judgments.



## **POLI 310 INTERNATIONAL POLITICAL ECONOMY (4 UNITS)**

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Students will explore political and economic issues facing today's dynamic global environment. Globalization refers to a variety of political, economic, cultural, and social changes that are currently transforming the world. Countries and economies are increasingly becoming more interconnected by the flow of information, trade, money, immigrants, technology, and culture. Students will learn what globalization is and how it is affecting economic and social development.

## **PSYC300 - PSYCHOLOGICAL WRITING (4 UNITS)**

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This course enables students to develop their writing, reading, critical thinking, and literature search skills within traditional formats for communicating scholarship in psychology. The course will cover the use of APA style for experimental reports and literature reviews. Assignments will emphasize how to interpret experimental findings and evaluate support for hypotheses. Other assignments will require students to synthesize findings from several published studies and draw conclusions about a body of research.

## **PSYC310 - PSYCHOLOGY OF LEARNING AND MEMORY (4 UNITS)**

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This course provides students with an understanding of the scientific investigation of learning and memory. Both experimental and related theoretical developments are considered, as well as the application of the basic principles of learning and memory. Topics include classical and operant conditioning, stimulus control, schedules of reinforcement, choice and punishment. Current theories about memory, including cognitive and neural organization of memory, mechanisms of remembering and forgetting, and why people sometimes falsely remember events that never happened will be explored.

## **PSYC320 - SOCIAL PSYCHOLOGY (4 UNITS)**

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Students will learn about the scientific investigation of social behavior. Studies include the theory and empirical research in social psychology: conformity, obedience, helping, aggression; attitudes, persuasion, identity and roles; person perception, attribution, social judgment; interpersonal and intergroup relationships, social conflict, prejudice, stereotyping. Students will explore the implications of these concepts for explaining current social phenomenon.

## **PSYC330 - THEORIES OF PERSONALITY (4 UNITS)**

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The purpose of this course is to introduce students to the major theoretical perspectives and fundamental principles of personality. Students will be exposed to a variety of competing paradigms on personality, e.g., trait theories, psychoanalytical theories, humanistic and cultural theories, learning and cognitive theories. Students will develop an understanding of the relationship between these perspectives and how they apply to individuals in contemporary society.

## **PSYC340 - RESEARCH DESIGN AND METHODS (4 UNITS)**

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This course teaches students the investigative designs and methods used in psychological research. Issues involved in the design of non-experimental and experimental methods of research, collection, analysis and interpretation of data and writing reports will be covered. Students will conduct a research project and produce a professional report.

## **PSYC360 - PSYCHOLOGY OF GENDER (4 UNITS)**

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This course surveys the major issues concerning gender and the science of psychology in an attempt to answer the question: why is there a gender gap when women and men share more psychological similarities than differences? Topics include: developmental processes and gender; biology and gender; cross-cultural perspectives of gender; gender and power; language and gender.

## PSYC375 - CROSS-CULTURAL PSYCHOLOGY (4 UNITS)

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This course studies psychology from various cultural perspectives with a view to identifying patterns of behavior that are universal and those that are culturally specific. The course looks at the extent to which American research findings apply to other societies and where such research fails to explain the behavior of other cultures. Also examined will be issues that arise in cross-cultural encounters and the methods students can develop to facilitate cross-cultural communication and constructive engagement with individuals from different cultures.

## PSYC380 - PSYCHOLOGY OF LIFE SPAN DEVELOPMENT (4 UNITS)

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This course explores psychological development from birth to adulthood. Infancy and the early and middle childhood years will be explored, followed by examining adolescence, early, middle and late adulthood. Topics will include: the principles and theories of development; perceptual, cognitive, social, and personality development; family, school, and other societal influences on development; physical, intellectual, and social development; identity; sexuality; changing social contexts; and life transitions.

## PSYC385 - THEORIES OF COUNSELING AND PSYCHOTHERAPY (4 UNITS)

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This course introduces students to the theories behind the major models of psychotherapy practiced today, including psychodynamic, humanistic, behavioral, gestalt, cognitive and cognitive behavioral, feminist and family systems. Students will learn the methods employed by these therapeutic approaches and will review the ethical guidelines that inform psychotherapists' work.

## PSYC390 - ABNORMAL AND CLINICAL PSYCHOLOGY (4 UNITS)

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This course examines the classification systems for abnormal behavior and uses the DSM-5 diagnostic system as the basis for studying currently recognized major diagnostic categories. The major theories about the development of psychological disorders will be explored: analytic theories, behavioral, cognitive, humanistic, and biological. The course will review the various psychological and biological treatments currently used to assist clients with these disorders.

## PSYC395 - SENIOR INTERNSHIP (4 UNITS)

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The Senior Internship is 9 months long and provides practical work experience at a human services organization, a nonprofit organization, a public agency or some other organizations involved with social action or social issues. The internship may also be related to research in psychology or social issues. The Senior Internship consists of approximately 280 hours of work experience spread over three-quarters of the student's senior year. It is designed to provide the student with hands-on experience working with some of the social or psychological issues and the applications of psychology that have been discussed in classes.

## PSYC400 - SENIOR CAPSTONE (4 UNITS)

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This is a topics course taught by an expert in the field of psychology and/or social action. The topics will be broad, requiring students to bring together the theories, practices, concepts and ideas that have been explored in earlier coursework and the experiences they have gained in their internships and practical experiences. The Senior Capstone course provides students with an opportunity to demonstrate their knowledge of and mastery of the learning outcomes of the program. The topic will be chosen by the faculty in the program each year.

## SOCI 300 - SOCIAL PROBLEMS (4 UNITS)

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This course exposes students to the method of analyses used in sociology. It uses these tools to examine and understand a variety of contemporary issues that are relevant to the program theme of social action. Social problems are examined from the perspective of the societies they emerge in and the forms of human social interaction which promote and foster them.

## SOCI320 - SOCIOLOGY: GLOBALIZATION (4 UNITS)

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Globalization refers to a variety of political, economic, cultural, and social changes that are currently transforming our world. Countries are increasingly interconnected by flows of information, trade, money, immigrants, technology, and culture. Transnational corporations and political organizations (e.g., the UN) have grown in size and influence, as have the organized social movements that lobby or oppose them. The goal of the course is to clarify what globalization is and how it is affecting societies around the world. This course provides an overview of globalization and its consequences, drawing on new theoretical ideas from sociology and related fields.

## SOCI340 - FUNDAMENTALS OF SOCIAL ACTION (4 UNITS)

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This course teaches students the basics of non-profit work: organization, leadership, communications, institutional research, budget management, volunteer workers, turning ideas and political beliefs into actions, etc. The course will be taught by an instructor and by guest lecturers who represent various aspects of the non-profit world. The course is designed to help students clarify their interests and identify potential organizations at which to do their senior internship.

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### FACULTY

#### DANIELLE BALZAFIORE, PH.D.

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Ph.D., Clinical Psychology, Palo Alto University  
M.S., Clinical Psychology, Palo Alto University  
M.A., General Psychology, Adelphi University  
B.A., Psychology, St. Joseph's College

#### DANIEL BUNCE, PH.D.

---

Ph.D. in Clinical Psychology, Duquesne University.  
M.A. in Philosophy and Psychology, Duquesne University  
B.A. in Philosophy and Psychology, U.C. Santa Cruz

#### RITA CHIANG, PH.D.

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Ph.D., International Political Economy, Claremont Graduate University  
M.A., Political Science, National Taiwan University  
B.A., Political Science, National Taiwan University

#### JAMES O. CLIFFORD, JR., PH.D.

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Ph.D., Experimental Psychology, University of California Santa Cruz  
M.A., Experimental Psychology, San Francisco State University  
B.A., Psychology, San Francisco State University  
B.A., Physical Anthropology, San Francisco State University

#### CHRIS COX, M.A.

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M.A., Sociology, San Jose State University  
B.A., Sociology, California State University, San Bernardino

#### JESSICA FARBER, PSY.D.

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Psy.D. Clinical Psychology, The American School of Professional Psychology  
B.A., Psychology, University of California, Berkeley

#### MARK C. HEALY, M.A.

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M.A., Psychology, University of Akron  
B.A., Psychology, University of California, Santa Cruz

#### YOTAM HEINEBERG, PSY.D.

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Psy.D. in Clinical Psychology, Palo Alto University/Stanford University Consortium  
M.A. in Clinical Psychology, Palo Alto University/Stanford University Consortium  
B.A. in Psychology, Tel Aviv University

#### LISA HOYMAN, PH.D.

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Ph.D., Clinical Psychology, Palo Alto University  
M.S., Clinical Psychology, Palo Alto University  
B.S., Business Administration, Boston University

#### DERRICK JONES. PH.D.

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Ph.D. Sociology, University of California, Santa Cruz  
M.A., Sociology, University of California, Santa Cruz  
M.A., Sociology, California State University, Dominguez Hills (Emphasis in Research)  
B.A., Sociology, California State University, Dominguez Hills

#### COURTNEY LOCKWOOD, PH.D.

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Ph.D., Clinical Psychology, Pacific Graduate School of Psychology, Palo Alto University  
M.S., Clinical Psychology, Pacific Graduate School of Psychology, Palo Alto University  
B.A., Psychology, University of San Francisco

#### PAUL J. MARCILLE, PH.D

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Ph.D., Clinical Psychology, Chicago Medical School  
B.A., Psychology, Ohio University

#### LIZ ROBERTS, M.A.

---

M.A., Sociology, University of California, Santa Cruz  
M.A., Interdisciplinary Studies, University of Idaho  
B.F.A., Studio Art, University of Idaho

#### ANGEL ROQUE, M.A.

---

Doctoral Candidate, Anthropology, Stanford University  
M.A., Cultural and Social Anthropology, Stanford University  
B.A. Social Anthropology, University of California, Irvine

#### KATHERINE SCHAEFERS, M.A.

---

M.A. Classical Archaeology, Universiteit Leiden, Netherlands  
B.A. Physical Anthropology, University of California, Santa Barbara

#### SERENITY SERSECON, PH.D.

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Ph.D., Clinical Psychology, Palo Alto University  
M.S., Clinical Psychology, Palo Alto University  
M.S., Counseling, California State University, East Bay  
B.A., Psychology, University of Maine at Farmington

#### CASSIDY STERLING, PH.D.

---

Ph.D. Psychology, University of California, Santa Cruz  
B.S. Computer Science, Gonzaga University

#### CARRIE TALESFORE, PH.D.

---

Ph.D. Clinical Psychology, University of Hawaii  
B.A. Psychology, San Diego State University

#### MELISSA TAMAS, PH.D.

---

Ph.D. Developmental Psychology, Clark University  
M.A. General Psychology, New York University  
M.A. Cultural & Media Studies, New York University  
B.GS. Film, Video & Communication, University of Michigan

#### SANDRA TRAFALIS, PH.D.

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Ph.D. Experimental Psychology, DePaul University  
M.A. Experimental Psychology, DePaul University  
B.A. Psychology, Rollins College

## MASTERS PROGRAMS

### MA IN COUNSELING

#### DEGREE DESCRIPTION

The master's degree in counseling program prepares students to serve their communities as licensed mental health professionals. This master's in counseling degree can expand career options or retool a career in a profession that makes a difference to the community. The M.A. Counseling degree emphasis areas became CACREP accredited in January 2017.

California graduates of this program can pursue both the Marriage and Family Therapist (LMFT) and Professional Clinical Counselor (LPCC) licenses. Graduates living in other states can pursue similar licenses (see your state's licensure board regulations for qualifying degree requirements).

With residential hybrid (on-campus) and low-residency distance learning (online) options and evening class scheduling, the program offers flexibility to students who want to pursue graduate studies without needing to relocate.

This program offers a Master of Arts in Counseling with two areas of emphasis, both preparing students to pursue licensure:

- [Marriage, Family and Child emphasis](#) (CACREP accredited)
- [Clinical Mental Health emphasis](#) (CACREP accredited)

This program focuses on developing and strengthening skills in four core areas: assessment, intervention/counseling, research/critical thinking, and ethics/professional practice. Students develop proficiencies in multiple dimensions that align with Palo Alto University's core values:

**Academic rigor**. Graduates will acquire, refine, and demonstrate appropriate Master's level knowledge and skill as a counselor in a variety of settings

**Professional identity**. Graduates will develop a professional identity as a counselor as well as the personal qualities related to effective practice, including integrity, sensitivity, flexibility, insight, compassion, and personal presence.

**Leadership**. Graduates will become an organizational leader, a group process expert, and a positive force in achieving high levels of participation, cooperation and cohesion.

**Social Justice**. Graduates will develop an understanding of various cultures and the implications of diversity for social justice. Gain insight into the social and psychological implications of socioeconomic position and how poverty and social stress can affect an individual's mental health and recovery.

**Recovery Orientation**. Graduates will incorporate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.

**Compliance and Risk Management**. Graduates will learn to manage the risks of a professional counseling practice, ensure personal and client safety, and remain compliant with all laws and regulations and moral and ethical guidelines.

**Professional practice**. Graduates will integrate the principles and practices of marriage and family counseling throughout the professional practice of counseling and mental health.

**Licensure**. Graduates will become a licensed Professional Clinical Counselor or Marriage and/or Family Counselor in California or achieve a similar license in the other states and territories of the United States, Canada and other international partners.

## MFT LICENSURE

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The Master's in Counseling degree with emphasis on Marriage, Family, and Child is the first step to obtaining an MFT license. Before and after graduation, students will need to accumulate two years (104 weeks) of supervision and 3,000 pre- and post-Master's hours of supervised work experience. After accruing the required experience, graduates take the written exams for the MFT license. Upon achieving a passing grade, they are issued a license to practice in the State of California.

## LPCC LICENSURE

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The M.A. COUNSELING degree is the first step to obtaining an LPCC license. The State of California requires graduates to accumulate two years (104 weeks) of supervision and 3,000 hours of post-Master's supervised work experience. Other states' requirements may differ. After accruing the required experience, graduates take the written exams for the LPCC license. Upon achieving a passing grade, they are issued a license to practice in the State of California. (Business and Professions Code §4999.33).

## LEGAL BACKGROUND CHECKS

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Students who seek licensure may be required to pass legal background checks to include fingerprinting, records review.

The M.A. Counseling Marriage, Family, and Child emphasis (CACREP Accredited) may not be appropriate for students who will require licensure for marriage and family therapy practice outside of California. Requirements for this emphasis vary considerably from state to state. Before applying to Palo Alto University, non-California residents should research the specific requirements for the state where they plan to practice.

The M.A. Counseling Clinical Mental Health emphasis (CACREP Accredited) fulfills most requirements for students seeking licensure in other U.S. states and countries. Once enrolled, Palo Alto University advisors work with students to identify appropriate fieldwork placements in the student's local area. Requirements for this emphasis may vary from state to state. Before applying to Palo Alto University, non-California residents should research the specific requirements for the state where they plan to practice.

## NON-LICENSED EMPLOYMENT OPTIONS

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While most graduates of this program pursue licensure, students who defer seeking licensure may find positions in education, research, publishing, administration, advocacy, business, and other fields, or pursue further education at the doctoral level.

## GOALS OF THE MA IN COUNSELING PROGRAM

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- Students will acquire, refine, and demonstrate appropriate Master's level knowledge and skill as a counselor in a variety of settings.
- Students will develop a professional identity as a counselor as well as the personal qualities related to effective practice, including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
- Students will become an organizational leader, a group process expert, and a positive force in achieving high levels of participation, cooperation, and cohesion.
- Students will develop an understanding of various cultures and the implications of diversity for social justice. Gain insight into the social and psychological implications of socioeconomic position and how poverty and social stress can affect an individual's mental health and recovery.
- Students will incorporate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
- Students will learn to manage the risks of a professional counseling practice, ensure personal and client safety, and remain compliant with all laws and regulations and moral and ethical guidelines.

- Students will integrate the principles and practices of marriage and family counseling throughout the professional practice of counseling and mental health.
- Students will become a licensed Professional Clinical Counselor or Marriage and/or Family Counselor in California or achieve a similar license in the other states and territories of the United States, Canada, and other international partners.

## REQUIREMENTS

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This M.A. Counseling program consists of 93 quarter-units as well as mandatory fieldwork, workshops and intensives. The curriculum is progressive in its scope and sequence and designed to prepare students for fieldwork culminating in a capstone project.

Course sequences vary somewhat depending on when students start their practicum fieldwork. The duration of the program depends on whether the student is enrolled in the on-campus or online program. Students enrolled in the on-campus blended program complete the curriculum in 9 quarters. Students enrolled in the Distance Learning-Virtual Remote Online Classroom program complete the program in 11 quarters.

## COURSEWORK

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Entering students (individuals or cohorts) are assigned an academic plan based on quarter in which they enroll and their area of emphasis. Within each emphasis, students receive the same curriculum regardless of previous education or experience. There are no electives. Students are encouraged to explore areas of personal interest by tailoring their counseling, practicum placements and research experiences.

## PRACTICUM REQUIREMENT AND TRAINING

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As the program progresses, students gain experience by spending increasing amounts of time in supervised counseling work. The practicum is a nine-month supervised clinical placement that comprises a major training component of the program. The practicum typically begins in the fall after one to two years of coursework.

Palo Alto University assists students in finding suitable placements in their communities and provides ongoing support through the practicum and internship process. Ultimately, the student is responsible for securing their fieldwork site. All practicum sites must be formally approved by the advisor and the clinical training director.

Supervision occurs at the student's practicum site and with PAU faculty. During the internship year, students maintain a clinical portfolio of their experiences, which eventually becomes a capstone project.

A clinical practicum or fieldwork experience is a required part of the master's in counseling program. Students complete a minimum of 700 hours over a 9-12 month period, including a minimum of 280 face-to-face client hours with the student working in the role of Counselor Trainee or Therapist Trainee. Palo Alto University provides guidance and assistance to aid students in securing a practicum site. Common types of placements include community mental health organizations, county mental health agencies, school-based mental health centers, and non-profit counseling centers.

## ON CAMPUS AND ONLINE COURSE SEQUENCES

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All course sequences and cohort course plans can be found here:  
<https://paloaltou.instructure.com/courses/2305/pages/degree-plans>

## ADMISSIONS REQUIREMENTS

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Students applying to the M.A. in Counseling program can choose a fall or spring quarter start. The priority deadline for fall quarter is June 30 and regular deadline is July 31; however, completed applications received until August 31 will be reviewed if



there is space available in the incoming class. The deadline for spring quarter is February 28; however completed applications received until March 21 will be reviewed if there is space available in the incoming class. Students with complete applications will be extended invitations to interview with the program director via videoconference. Students are notified of final decisions on a rolling schedule.

Applicants must hold a bachelor's degree from a regionally-accredited institution, or the international equivalent, and have a recommended GPA of 3.0. For those whose undergraduate major was not psychology, four additional courses are recommended, but not required, for the M.A. Counseling program:

- Developmental psychology
- Physiological or biological psychology
- Personality or abnormal psychology
- Statistics

Complete Master's admissions information can be found at the following link:

<https://www.paloaltou.edu/graduate-programs/masters-degree-programs/ma-counseling/admissions>

For application details and to apply, please follow the link:

<http://www.paloaltou.edu/apply>

## APPLICATION CHECKLIST

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### ONLINE APPLICATION

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Applicants must complete the online application for their degree, emphasis and format of choice.

### APPLICATION FEE

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A nonrefundable application fee of \$40.00 must be paid to complete the application. This fee can be paid online or by mail. Checks should be made payable to Palo Alto University.

### OFFICIAL TRANSCRIPTS

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College transcripts verifying a Bachelor's degree are required. Only official, sealed transcripts from the Registrar's office of each institution are acceptable.

Admissions decisions based on submission of unofficial transcripts are provisional until official transcripts are received.

International transcripts must be translated through the World Education Service website, [www.wes.org](http://www.wes.org). It is the student's responsibility to have transcripts translated before applying. Contact the PAU Admissions Office, [admissions@paloaltou.edu](mailto:admissions@paloaltou.edu), with any questions before incurring the expense of translating documents.

Official transcripts should be mailed by the issuing institution directly to PAU.

### RESUME OR CURRICULUM VITAE

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The resume or CV should list professional and academic experience, education, awards, publications, etc.

## LETTERS OF RECOMMENDATION

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Letters of recommendation from two academic or professional references are required. They are submitted electronically by the persons making the references. Applicants will receive an email with instructions for electronically requesting letters of recommendation after they submit the PAU online application form.

## STATEMENT OF PURPOSE

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The statement of purpose serves as a sample of the applicant's ability to write in an academic and professional manner. It should be no longer than two 1.5- line-spaced pages and should represent the highest quality of expression and scholarship.

Points to cover:

- A brief autobiographical sketch/background, including what led to an interest in counseling.
- Details of goals and purpose in applying to Palo Alto University and how this applies to future career goals.
- Strengths and accomplishments thus far that demonstrate preparation for graduate psychology education.
- Personal and professional qualities that will be important assets as a practicing clinical counselor or therapist.

## INTERVIEW

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After applications are received, applicants who satisfy admission requirements are selected for interviews with the Program Director via videoconference.

## ACCEPTANCE AND ENROLLMENT

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Students accepted into the M.A. Counseling program receive an official acceptance letter by e-mail and mail. To enroll in the program, students who have been accepted must submit a \$250 tuition deposit within two weeks after receiving their acceptance letter to secure their place. The tuition deposit can be submitted [online](#), or mailed to PAU.

## COURSE DESCRIPTIONS

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### ASMT600 - DIAGNOSIS AND TREATMENT PLANNING I (3 UNITS)

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This is the first of a two-course sequence that introduces students to the multiaxial diagnostic system of the DSM-IV. The emphasis is on understanding, identifying, and accurately diagnosing adult Axis I disorders (Adult Clinical Disorders) with social, genetic, biological, and cultural factors examined. Descriptive psychopathology is complemented by readings on current research, theory, and evidence based best practices and treatment.

### ASMT601 - DIAGNOSIS AND TREATMENT PLANNING II (3 UNITS)

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This course is the second of a two-course sequence that continues to develop a student's ability to use the multiaxial diagnostic system of the DSM-IV. The emphasis is on understanding, identifying, and accurately diagnosing disorders of infancy, childhood, and adolescence, as well as Axis II disorders (Adult Personality Disorders). Social, genetic, biological, and cultural factors are examined. Descriptive psychopathology is complemented by readings on current research, theory, and evidence based best practices and treatment.

### ASMT603 - APPRAISAL AND ASSESSMENT IN COUNSELING (4.5 UNITS)

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This course purposes to give an overview of the use of appraisal and assessment within the clinical practice of counseling individuals, family and children. Screening, assessment, and measurement skills are developed and psychometric theory is emphasized. Students are introduced to appropriate testing instruments and trained in the administration, scoring, interpretation, and application of the resulting data. Report writing skills are developed and the culturally appropriate use of assessment tools is examined.

### CLDV601 - MULTICULTURAL COUNSELING THEORIES AND TECHNIQUES (4.5 UNITS)

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The course will cover competencies in counseling and therapy related to the knowledge, skills, and attitudes of diversity and cultural competence. The goal of this course is to introduce cultural differences and issues pertaining to conducting research, assessment, diagnosis, and treatment with multicultural populations. We will cover theory, research, assessment, and interventions as they apply to race, ethnicity, social class, gender, sexual orientation, and variability related to differential abilities. The course will also address ethics, acculturation, ethnic identity, the impact of racism and discrimination, community interventions, policy, and the education and training of counselors and therapists.

### CLIN604 - SUBSTANCE ABUSE (4.5 UNITS)

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This course will cover addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources. This will also provide opportunity for students to meet with various individuals and family members involved in substance abuse treatment and recovery.

### CLIN610 - LEGAL AND ETHICAL FOUNDATIONS (4.5 UNITS)

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This course will expose students to many of the ethical, legal, and professional issues involved in the counseling profession and give them a basis for making informed professional decisions. It will help each student develop a philosophical basis for making ethical decisions in the professional situations they encounter. During the course each student will have an opportunity to discuss many of the ethical, legal, and professional issues involved with counseling. They will then be presented with a number of situations and questions that contain ethical and professional issues they may face as counselors in their professional positions. They will analyze those situations and questions in terms of the ethical and legal codes of the organizations under which all human service personnel work. Finally, they will understand the differences in legal and ethical standards for the different types of settings in which they may work. This course includes a California required workshop on child abuse and reporting (Course Number LCNS602).

### CLIN612 - CLINICAL ADVANCEMENT PROJECT (3 UNIT)

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Students demonstrate their ability to enter their practicum experience by conducting an intensive case study of a fictitious client case. With the guidance of program faculty, they complete this formal written document and submit it for review and evaluation.

### CLIN615 - CLINICAL INTERVIEWING (3 UNITS)

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This course prepares students to enter their practicum and engage in clinical work. The course will provide theoretical material and an opportunity to observe demonstrations of clinical applications, to practice basic listening and inquiry skills, substance abuse and risk assessment, treatment planning, and to discuss the impact of culture and personal attitudes on clinical interviewing. Students' participation will include discussion, clinical role-playing, and creating audiotape and videotape demonstrations of role-played interviews.

### CLIN618 - FAMILY SYSTEMS THEORY (3 UNITS)

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This course is an introduction to family therapy and general systems theory and will offer a broad perspective of systems theory with a historical overview of the development of therapeutic models, practice in conceptualizing case material from a family system's perspective, and an understanding of current integrative models for family therapy.

### CLIN619 - COUPLES COUNSELING (3 UNITS)

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This course focuses exclusively on the applications of the systemic approach to couples counseling. This course will provide an overview of theories, assessment methods, and treatment interventions used in couples therapy. Students will gain knowledge in the area of couples counseling through lectures, research-based readings, in-class discussions, in-class experiential exercises, and videotaped counseling role-plays. This includes a weekend workshop in domestic violence (Course Number LCNS601) covering assessment, detection, intervention strategies, and same-gender abuse dynamics.

### CLIN621 - GROUP COUNSELING (4.5 UNITS)

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This course includes principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

### CLIN622 - ADVANCED FAMILY COUNSELING (3 UNITS)

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This course focuses exclusively on working with whole families emphasizing intervention and change. Students are provided with the opportunity to learn and apply various family therapy approaches and interventions through experiential in-class exercises, in-class discussions, and research-based readings.

### CLIN634 - HUMAN SEXUALITY (3 UNITS)

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This course includes the study of the physiological, psychological, and social-cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction. It also provides treatment implications for working with couples in counseling.

### CLIN650 - COMMUNITY MENTAL HEALTH WITH COGNITIVE BEHAVIORAL AND BRIEF THERAPY (3 UNITS)

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This course focuses on including the application of advanced counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics. A special emphasis is placed on Cognitive Behavioral Therapy and other evidenced-based practices in the context of community mental health.

### CLIN655 - SPECIAL ISSUES IN COUNSELING (3 UNITS)

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This seminar focuses on advanced topics in counseling. Students will gain advanced knowledge on special topics in the field as well as advanced practice through lectures, research-based readings, in-class discussions, in-class experiential exercises, and videotaped counseling role-plays.

## CLIN680 - PSYCHOPHARMACOLOGY (4.5 UNITS)

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This course includes the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified.

## COUN600 - COUNSELING THEORY (3 UNITS)

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This graduate level course provides an introduction to major theoretical orientations for the practice of mental health counseling. It is designed to encourage students to go beyond reading in the abstract about counseling theories and techniques to think concretely about applying them in actual clients' lives. It provides students with an opportunity to view videotaped demonstrations of an expert counselor working with a specific case, with the goal of helping students lay the foundation for their own personal approach to counseling. This course has been designed to meet the standards of best practice guidelines for marital and family therapists and counselors.

## COUN601 - PROFESSIONAL IDENTITY (3 UNITS)

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This course is designed to help initiate the student into the field of Mental Health Counseling and Marriage, Family and Child Counseling. By the end of the course students will have a basic understanding of the history and development of the professions, responsibilities of professional counselors, credentialing and licensure requirements and their roles as future LPCs and MFTs. It also explores the relationship to other professionals, including, LCSWs, Psychologists, and Psychiatrists. Students will also learn to involve themselves in collaborative treatment approaches utilizing community resources, recovery oriented practice settings, public and private services and other systems of care.

## COUN607 - CAPSTONE PROJECT IN COUNSELING (3 UNITS)

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Students demonstrate their end-of-program competency by conducting an intensive case study of a practicum client of their choosing. With the guidance of program faculty they complete this formal written document and submit it for review and evaluation.

## COUN630 - CRISIS AND TRAUMA COUNSELING (4.5 UNITS)

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This course provides a theoretical base for crisis assessment, the assessment of trauma, and associated treatments. Students will learn about models that clarify the process of assessing and assisting people in crisis and those who have experienced trauma. Targeted strategies for effectively addressing a variety of situations are introduced and specific skills and treatment interventions will be practiced. A special focus of this course is an understanding of personal resilience to include the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses.

## COUN661 - CAREER DEVELOPMENT THEORIES AND TECHNIQUES (4.5 UNITS)

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This course provides an overview of the theories and techniques for helping individuals on the journey of exploration in finding and developing careers that are congruent with their personality, interests, abilities and skills. It explores models of career exploration, decision making, mentorship and coaching. The course further looks at work roles and their relationship to family, gender, multicultural and other life issues.

## MTHD600 - RESEARCH AND PROGRAM EVALUATION (4.5 UNITS)

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Knowledge of research methodology, statistical concepts, and program evaluation is imperative for professionals within the counseling field. This course is designed to introduce students to the theory and evaluation of statistical concepts and research methodology in order to become a competent practitioner-scientist. During the course, students will gain a basic understanding of research concepts and will learn how to use them in applied clinical settings. Statistical methods used in conducting research, needs assessment, and program evaluation is reviewed.

## PRAC603 - PRACTICUM (3 UNITS)

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This is a three-quarter (Fall, Winter, Spring) 9-unit sequence of supervised field study experience in a clinical setting. Each student's practicum is tailored to their area of emphasis, Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis. Students will gain a range of counseling experience (a minimum of 280 hours of face-to-face supervised clinical experience) counseling individuals, families, or groups. This includes experience in applied therapeutic techniques; assessment; diagnosis; prognosis; treatment; issues of development, adjustment, and maladjustment; health and wellness promotion; professional writing, including documentation of services, treatment plans, and progress notes; how to find and use resources; and other recognized counseling interventions. Student is responsible for gaining 700 clinical hours of which 280 should be client hours.

## PSYS605 - CHILD AND ADOLESCENT COUNSELING (3 UNITS)

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This course will provide an in-depth understanding and applied knowledge of empirically-supported treatment approaches, case conceptualization, assessment, and treatment planning used in child and adolescent counseling. The focus is on the application of child and adolescent treatment modalities in clinical practice and their integration into the practice of marital and family therapy.

## PSYS610 - LIFESPAN DEVELOPMENT (4.5 UNITS)

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Life-span developmental psychology provides the conceptual framework for examining development from birth through adulthood. Major theoretical approaches and current research are reviewed. Psychodynamic, social learning, systems, dialectic, and cognitive developmental theories provide the framework for examining cognitive, physical, emotional, and social development. Topics covered include the developmental tasks of adulthood, middle age, and old age; cognitive development and intellectual performance; personality consistency and change; social roles; and sociocultural influences on development and the family life cycle. This course includes a weekend or online seminar on aging and long term care (Course Number LCNS600) covering biological, social, cognitive, and psychological aspects of aging, instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.

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## FACULTY, CORE

### DAREEN BASMA, PH.D.

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Remote Core Faculty

Ph.D. in Counselor Education and Supervision (CACREP)

Areas of Emphasis: Multi-Cultural Counseling, challenges of immigrant populations

### TIM BAIMA, PH.D.

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Associate Professor and Clinical Training Director

Residential Programs

Ph.D. in Marriage and Family Therapy

Areas of Emphasis: Family, child/adolescent and home-based therapy; violence prevention and intervention

### DARLENE CHEN PH.D.

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Assistant Professor  
Ph.D. in Counselor Education and Supervision (CACREP)  
Areas of Emphasis: Culture, Play Therapy

### KELLY COKER PH.D.

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Associate Professor and Clinical Director of Distance Learning Programs  
Ph.D. in Counselor Education and Supervision (CACREP)  
Areas of Emphasis: Research, assessment, accreditation, clinical practice and supervision

### SCOTT HINKLE, PH.D.

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Remote Core Faculty  
Ph.D. in Counseling Psychology  
Areas of Emphasis: Marriage, child family counseling; psychodiagnosis; research

### JENNIE JU, PH.D., LPC

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Remote Core Faculty  
Ph.D. in Counseling  
Areas of Emphasis: Family dynamics; Human development; Narrative therapy; Diagnosis and Treatment Planning; Multiculturalism; Cultivating human resiliency

### MARGARET LAMAR, PH.D.

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Assistant Professor  
Ph.D. in Counselor Education and Supervision (CACREP)  
Areas of Emphasis: Research education, researcher development, ethics, professional identity

### KAREN ROLLER, PH.D.

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Assistant Professor  
Ph.D. in Clinical Psychology  
Areas of Emphasis: Attachment, Somatic Psychotherapy

### WILLIAM SNOW, PH.D.

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Associate Professor and Director of M.A. Counseling  
Ph.D. in Social Welfare  
Areas of Emphasis: Research and program evaluation, professional identity, career development theories, social justice and, organizational leadership

### DONNA SHEPERIS, PH.D.

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Associate Professor and Clinical Director of Distance Learning Programs  
Ph.D. in Counselor Education and Supervision (CACREP)  
Areas of Emphasis: Research education, assessment, clinical supervision

### MEGAN SPECIALE, PH.D.

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Assistant Professor  
Ph.D. in Counselor Education (CACREP)  
Areas of Emphasis: Feminist and queer perspectives of counseling, issues related to LGBTQQIA populations, sexuality counseling and education, community-based and participatory action research

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## WENDY WADE, PH.D.

Core Faculty

Ph.D. in Psychology

Areas of Emphasis: Addictions, Clinical Interviewing, CBT

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## CRISTEN WATHEN, PH.D.

Core Faculty

Ph.D. in Counselor Education (CACREP)

Areas of Emphasis: Multi-cultural counseling, research, counseling skills and supervisor techniques

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## MS IN PSYCHOLOGY

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### DEGREE DESCRIPTION

The M.S. Psychology Ph.D. Prep program is an online Master's degree program designed to prepare students for Ph.D. studies in clinical psychology at PAU or another institution. All coursework is delivered online and can be completed evenings and weekends. Students travel to the Palo Alto campus once during the program for a one-week clinical interviewing course during summer quarter of the first year. This highly structured, part-time format enables students to continue working and defer relocating while completing the first two years of doctoral studies.

With the exception of the summer clinical interviewing course in Palo Alto, the course work is didactic in nature and does not include an applied clinical component. Thus, the specific degree associated with the program is an M.S. in Psychology, not clinical psychology, even though some of the curriculum is relevant to clinical psychology.

In addition, this Master's in Psychology degree does not qualify graduates for licensure to practice marriage and family therapy or clinical mental health counseling. Student seeking the MFT or LPCC credential should apply to Palo Alto University's M.A. Counseling program and choose the Marriage, Family, and Child or Clinical Mental Health emphasis.

Upon satisfactory completion of the program requirements, accepted and qualified students transition directly into the Palo Alto University residential Ph.D. program, pursue Ph.D. studies at another institution, or receive a Master of Science in Psychology degree that supports career advancement in fields that require social science research capability and an understanding of human behavior.

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### REQUIREMENTS

Students must successfully complete the 44 quarter units outlined in the curriculum.

Normally, all required course work is completed by the end of the second spring quarter following matriculation. Any deviations from this timetable must be approved by the Masters Student Evaluation Committee.

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### CURRICULUM

#### Sequence Classes Units

MTHD509 Research Methods and Statistics I

STAT510 Research Methods and Statistics II

STAT511 Research Methods and Statistics III

ASMT501 Psychopathology and Psychodiagnosis I



ASMT502 Psychopathology and Psychodiagnosis II

CLIN500 Ethics in Clinical Psychology

CLIN501 Professional Standards I

CLIN506 Clinical Interviewing

PSYS500 Psychological Science I: History and Systems

PSYS501 Psychological Science I: Child and Adolescent Development

PSYS502 Psychological Science I: Cognitive Bases of Behavior

PSYS504 Psychological Science II: Affective Bases of Behavior

PSYS505 Psychological Science III: Biological Bases of Behavior: Biological Psychology

PSYS507 Psychological Science III: Adult Development and Aging

PSYS509 Psychological Science III: Biological Bases of Behavior II: Psychopharmacology

PSYS511 Psychological Science III: Social and Personality Psychology

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## ADMISSIONS REQUIREMENTS

Students applying to the M.S. in Psychology (Ph.D. Prep) program start in fall quarter only. The priority deadline for fall quarter is June 30 and regular deadline is July 31; however, completed applications received until August 31 will be reviewed if there is space available in the incoming class. Students with complete applications will be extended invitations to interview with the program director via videoconference. Students are notified of final decisions on a rolling schedule.

Applicants must hold a bachelor's degree from a regionally-accredited institution, or the international equivalent, and have a recommended GPA of 3.3 or higher is recommended. If the undergraduate major was not psychology, four prerequisite courses are required for the M.S. in Psychology Ph.D. Prep program:

- Developmental psychology
- Physiological or biological psychology
- Personality or abnormal psychology
- Statistics

Complete Master's admissions information can be found at the following link:

<https://www.paloalto.edu/graduate-programs/masters-degree-programs/master-counseling/admissions>

For application details and to apply, please follow the link:

<http://www.paloalto.edu/apply>

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## APPLICATION CHECKLIST

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## ONLINE APPLICATION

Applicants must complete the online application for the [M.S. PSYCHOLOGY PROGRAM](#).

## APPLICATION FEE

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A nonrefundable application fee of \$40.00 must be paid to complete the application. This fee can be paid online or by mail. Checks should be made payable to Palo Alto University.

## OFFICIAL TRANSCRIPTS

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College transcripts verifying a Bachelor's degree are required. Only official, sealed transcripts from the Registrar's office of each institution are acceptable.

Admissions decisions based on submission of unofficial transcripts are provisional until official transcripts are received.

International transcripts must be translated through the World Education Service website, [www.wes.org](http://www.wes.org). It is the student's responsibility to have transcripts translated before applying. Contact the PAU Admissions Office, [admissions@paloaltou.edu](mailto:admissions@paloaltou.edu), with any questions before incurring the expense of translating documents.

Official transcripts should be mailed by the issuing institution directly to PAU.

## RESUME OR CURRICULUM VITAE

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The resume or CV should list professional and academic experience, education, awards, publications, etc.

## LETTERS OF RECOMMENDATION

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Three letters of recommendation from academic or professional references should be mailed by the recommenders directly to the PAU admissions office.

Please have each recommender complete the [Graduate Admissions Recommendation Form](#) (Word document) and include it with their personal letter. This form is necessary for processing the application and must be returned with each letter of recommendation.

## STATEMENT OF PURPOSE

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The statement of purpose serves as a sample of the applicant's ability to write in an academic and professional manner. It should be two to three 1.5- line-spaced pages and should represent the highest quality of expression and scholarship.

Points to cover in Statement of Purpose:

- A brief autobiographical sketch/background, including what led to an interest in a psychology pre-doctoral program.
- Details of goals and purpose in applying to Palo Alto University and how this applies to future career goals.
- Strengths and accomplishments thus far that have prepared the applicant for graduate psychology education.
- Personal qualities that will be important assets as a practicing psychologist.

## INTERVIEW

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After applications are received or in progress, applicants will be scheduled for a 30-minute Zoom interview with Program Director, Dr. Olga Rosito.

## ACCEPTANCE AND ENROLLMENT

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Students accepted into the M.S. in Psychology Ph.D. Prep program receive an official acceptance letter by e-mail and mail. To enroll in the program, students who have been accepted must submit a \$250 tuition deposit within two weeks after receiving their acceptance letter to secure their place. The tuition deposit can be submitted [online](#), or mailed to PAU.

## COURSE DESCRIPTIONS

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### ASMT500 - PSYCHOPATHOLOGY AND PSYCHODIAGNOSIS I (3 UNITS)

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This course introduces students to the diagnostic system of the DSM V. The emphasis is on understanding, identifying, and accurately diagnosing adult clinical disorders. Descriptive psychopathology is complemented by readings on current research, theory, and treatment.

### ASMT501 - PSYCHOPATHOLOGY AND PSYCHODIAGNOSIS II (3 UNITS)

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This course, a continuation of ASMT500, focuses on infancy, childhood, and adolescence, as well as personality disorders. Integration of the DSM V dimensional diagnostic system with developmental and lifespan considerations as well as social, genetic, biological, and cultural factors is examined.

### CLIN500 - ETHICS IN CLINICAL PSYCHOLOGY (3 UNITS)

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This course is an introduction to ethical, professional and legal standards of practice and research. This course examines a number of basic ethical and professional issues faced by the practicing clinical psychologist. The course has a number of objectives: 1) To provide the beginning student with an understanding of recent developments and changes in psychology as a profession, as well as an understanding of contemporary trends and changes in ethics, professional practice, liability, risk management, malpractice exposure, and ethical guidelines. 2) To develop an appreciation of the complexities of the basic ethical and legal issues that are a routine component of the general practice of clinical psychology (e.g., the actual clinical and legal issues that may be involved in cases of duty to warn, duty to protect, reporting obligations, exceptions to confidentiality, competence, etc.) Human diversity issues - ethnicity, gender, age difference, language differences - are highlighted in the areas of psychotherapy and assessment. The APA ethical standards concerning human diversity are addressed as well as the Guidelines for Providers of Psychological Services to Diverse Populations. (Must be taken at PAU.)

### CLIN501 - PROFESSIONAL STANDARDS I: IDENTITY, DISCIPLINE, CULTURE (1 UNIT)

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This course prepares students to navigate their way through graduate programs in clinical psychology. Classes will present materials relevant to what is expected of students in each year of the program, including research, clinical and professional competencies, licensing, and post-graduate issues. This course must be successfully completed to begin the first phase of supervised clinical training for students who transition into the Ph.D. program.

### CLIN515 - CLINICAL INTERVIEWING (3 UNITS)

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This course is an introduction to the theoretical and applied components of conducting clinical interviews. Observations and applied exercises may include role-plays, videotaped interviews in the clinic, etc.

## MTHD509 - RESEARCH METHODS AND STATISTICS I (4 UNITS)

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This course provides an overview of psychological research. Topics covered include research ethics, measurement issues, reliability, validity, experimental and quasi-experimental designs, single-case designs, specification of constructs, and sociocultural issues in research. Students learn to write APA style, produce posters for presenting at professional conferences, conduct literature reviews using electronic databases, evaluate current psychological research studies, and write a research proposal based on their research interests. Students also learn the basics of SPSS, as well as how to critique research articles, and complete lab assignment on particular lecture content (e.g. research ethics, internal validity, reliability).

## PSYS500 – PSYCHOLOGICAL SCIENCE I: HISTORY AND SYSTEMS (3 UNITS)

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This course studies historical developments in the scientific study of human and animal behavior. The history of particular subject areas, such as biological, developmental, and social psychology, as well as general system movements in psychology in the 19th and 20th centuries are reviewed.

## PSYS501 - PSYCHOLOGICAL SCIENCE I: CHILD AND ADOLESCENT DEVELOPMENT (1.5 UNITS)

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This course is an advanced study of psychological development from birth through adolescence. Psychodynamic, social learning, dialectic, and cognitive developmental theories provide the framework for examining cognitive, physical, emotional, and social development. Social and cultural influences that impact upon development are also addressed.

## PSYS502 - PSYCHOLOGICAL SCIENCE I: COGNITIVE BASES OF BEHAVIOR (2.5 UNITS)

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This course examines cognitive-affective dynamics and the interdependent relations between thinking and feeling. In particular, this course considers how affective states influence a variety of cognitive processes, including attention, perceptual organization, memory (encoding, storage, and retrieval), and cognitive biases and heuristics that guide judgment, inference, decision making, and problem solving. Current theory and research are emphasized.

## PSYS504 - PSYCHOLOGICAL SCIENCE II: AFFECTIVE BASES OF BEHAVIOR (2.5 UNITS)

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This course directly extends PSYS502 and considers the cognitive antecedents and underpinnings of affective states and experience. More specifically, the course examines how cognitive processes may contribute to the onset, maintenance, exacerbation, and regulation of affect. Current theory and research receive equal emphasis.

## PSYS505 – PSYCHOLOGICAL SCIENCE II: BIOLOGICAL BASES OF BEHAVIOR (2.5 UNITS)

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This course is an advanced study of the neurobiological bases of human behavior. Topics studied include: neuroanatomical structures and functions; neuronal bases of perception, motor function, language, memory, and emotion; hemispheric specialization. Biological correlates of psychiatric and neurological disorders are reviewed.

## PSYS507 – PSYCHOLOGICAL SCIENCE III: ADULT AGING AND DEVELOPMENT (1.5 UNITS)

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This course is designed to provide a general knowledge base of the maturation of human beings, with the understanding, however, that aging varies tremendously among persons. The second half of human development that includes early adulthood, middle age, and old age is the focus of this class. Students learn about the biological, cognitive, psychological, and social changes that occur as people age. Diversity issues of ethnic/ and or cultural, gender, and sexual orientation will also be introduced. This course includes a review of ethical practices and issues related to aging.

## PSYS511 – PSYCHOLOGICAL SCIENCE III: SOCIAL AND PERSONALITY PSYCHOLOGY (3 UNITS)

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Topics examined in this course include application of theory and research from social and personality psychology toward the better understanding of the alleviation of psychological problems and distress, the enhancement of psychological well-being among the psychologically healthy, and the interpersonal process of psychotherapy.

## STAT510 – RESEARCH METHODS AND STATISTICS II (4 UNITS)

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This course applies inferential concepts to more complex data analysis designs: n-way between subjects ANOVA, repeated measures and mixed designs, unequal n's. Advanced multiple regression and analysis of covariance as well as moderators, mediators, and suppressors are also covered. Students are taught to use computer software to assist data analysis. They also conduct critical reviews of research articles.

## STAT511 - RESEARCH METHODS AND STATISTICS III (4 UNITS)

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This course mathematically applies inferential concepts to more complex designs: one-way between subjects ANOVA, repeated measures, and mixed designs. Advanced multiple regression and analysis of covariance are also covered. Students are taught to use computer software to assist with data analysis covered. They also conduct critical reviews of research articles.

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### FACULTY

#### KIMBERLY BALSAM, PH.D.

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Associate Professor, Co-Director of the Center for LGBTQ Evidence-Based Applied Research (CLEAR), and the Co-Director of the LGBTQ Emphasis Area

Areas of Emphasis: LGBT psychology, same-sex and heterosexual couples

#### ALINNE BARRERA, PH.D.

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Associate Professor and Associate Director of Clinical Training

Areas of Emphasis: Maternal mental health, Spanish-speaking individuals with mood disorders, use of technology to reach underserved communities

#### LIAN BLOCH, PH.D.

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Assistant Professor

Areas of Emphasis: emotion, emotion regulation

#### EDUARDO BUNGE, PH.D.

---

Associate Professor, Member of the Institute for International Internet Interventions for Health (i4Health)

Areas of Emphasis: internalizing disorders in youth; Internet and mobile phone applications for delivering mental health services and education

#### GLENN M. CALLAGHAN, PH.D.

---

Adjunct Professor

Interest: psychopharmacology

#### KRISTEN CAPUOZZO, J.D. PH.D.

---

Adjunct Professor

Areas of Emphasis: cognitive processes, social psychology, judgment and decision making in trial law

### SUPRIA GILL, PH.D.

---

Associate Faculty

Areas of Emphasis: healthcare utilization, ethics

### ROWENA GOMEZ, PH.D.

---

Associate Professor and Director of Clinical Training for the Ph.D. Program

Areas of Emphasis: aging, neuropsychology, depression

### OLGA ROSITO, PH.D.

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Director, Associated Faculty

Areas of Emphasis: trauma, older adults, end-of-life and caregiver issues, mindfulness based practices

### NAOMI WAGNER, PH.D.

---

Associated Faculty

Areas of Emphasis: positive psychology, developmental psychopathology, evolutionary psychology.

### LAURA WEINBERG, PH.D.

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Associate Faculty

Areas of Emphasis: recovery and rehabilitation psychology, TBI, neuropsychology

## PH.D. IN CLINICAL PSYCHOLOGY PROGRAM

### DEGREE DESCRIPTION

The Ph.D. Clinical Psychology Program at Palo Alto University (PAU), Pacific Graduate School of Psychology (PGSP) is deeply committed to educating well-rounded clinical psychologists who are capable and competent as both researchers and clinicians. Students are taught to be science minded while appreciating the larger role of psychology in alleviating suffering in the world. This balance includes learning to value evidence-based clinical models while maintaining the responsibilities psychologists have to their community, society, and profession. An outstanding faculty of clinicians and researchers provides rigorous classroom instruction, clinical supervision, and research mentoring to help students find the right balance for them. Working within a training model best described as "practitioner-scientist," students systematically move through five years of coursework and practica to acquire Ph.D. level competence and capability in areas of psychological theory, research, and practice. The Ph.D. Clinical Psychology program is [accredited by the American Psychological Association](#) (APA).

### GOALS OF THE PH.D. CLINICAL PSYCHOLOGY PROGRAM

- To produce students and graduates who are critically reflective and informed consumers and producers of psychological knowledge and associated clinical sciences;
- To produce clinicians with the requisite clinical knowledge, skills, and attitudes to successfully practice as entry Ph.D.-level clinical psychologists in a variety of clinical settings and with a variety of clinical problems;
- To produce researchers with the requisite scientific knowledge, skills, and attitudes to both consume and generate research;
- To produce culturally competent clinical psychologists;
- To produce clinical psychologists whose conduct exemplifies the excellence in professionalism and ethics.

### REQUIREMENTS

The PhD program requires a minimum of 3 full-time academic years of graduate study (full-time is defined as at least 27 units per year; starting in Year 5, full-time is defined as a minimum of 3 units per quarter) and completion of an internship prior to awarding the doctoral degree. The program is typically completed in approximately five years: three years for academic course work, one year for the dissertation and one year for internship. At least 2 of the 3 academic training years (1st-3rd year required coursework) must be at the PAU PhD program, and at least 2 years of which must be in full-time residence. Students must also complete at least 2 years of practicum clinical training (2<sup>nd</sup> and 3<sup>rd</sup> year in the program; however most, if not all, students also complete an additional external practicum in their 4<sup>th</sup> year of the program), 2000 hours of pre-doctoral internship clinical training, and an empirical dissertation to complete the graduation requirements.

### CURRICULUM

The program of study for the Ph.D. is informed by the American Psychological Association's (APA's) guidelines for doctoral education in clinical psychology, and emphasizes the integration of scientific research and clinical practice. The Ph.D. Program includes intensive study in five areas: basic theoretical concepts in psychology, research, psychological evaluation, psychotherapy theory and process, and clinical foundations and field experience. In addition, students have the opportunity to focus a minimum of 18 units of elective coursework in specific areas of interest.

The five areas of required courses are:

## 1. PSYCHOLOGICAL SCIENCE FOUNDATION

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Graduate course work in psychological theory provides a firm grounding in scientific psychology and places current theory and research in the larger context of the history of psychology as a discipline. The curriculum examines human behavior from many perspectives. Courses address the biological, cognitive, and affective bases of behavior, social and cultural influences on human development and behavior, individual differences, as well as the psychology of multi-cultural and special interest groups. The graduate courses required in this area are:

### COURSE UNITS

PSYS800 Psychological Sciences I: History & Systems 3

PSYS801 Psychological Sciences I: Child & Adolescent Development 1.5

PSYS802 Psychological Sciences I: Cognitive Bases of Behavior I 2.5

PSYS804 Psychological Sciences II: Affective Bases of Behavior I 2.5

PSYS805 Psychological Science II: Bio-Bases I: Biological Psychology 2.5

PSYS807 Psychological Sciences III: Adult Development & Aging 1.5

PSYS809 Psychological Science III: Bio Bases of Behavior II: Psychopharmacology 2.5

PSYS811 Psychological Science III: Social & Personality Psychology 3

CLIN825 Prof. Standards in Clinical Psychology I: Identity, Discipline, Culture 1

CLIN826 Prof. Standards in Clinical Psych II: Practicum Prep. & Advising 1

CLIN827 Prof. Standards in Clinical Psych III: Internship Prep. & Advising 1

CLDV800 Cultural Differences: Cross-Cultural Issues in Psychology 3

Total 25

## 2. RESEARCH

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Course work in both quantitative and qualitative research methods and statistics prepares students to critically evaluate current research and to undertake dissertation research. After successfully completing the Research Methods and Statistics courses in the first year, students are required to pass the Research Competency Examination.

Participation in small faculty-led research labs involves students in ongoing research projects, facilitates development of mentoring relationships, and assists students in dissertation planning. Six consecutive quarters of research lab participation (generally taken in the second and third academic years) are required. Dissertation units are typically completed during the fourth academic year. The graduate courses required in this area are:

### COURSE UNITS

MTHD808 Research Methods and Statistics I 4

STAT809 Research Methods and Statistics II 4



STAT810 Research Methods and Statistics III 4

RSGP8xx Research Lab 6

DISS800 Dissertation 30

Total 48

### 3. PSYCHOLOGICAL EVALUATION

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The curriculum in psychological evaluation and assessment includes basic concepts in psychopathology and clinical diagnosis, theoretical bases of testing and test construction, and practical training and experience in the administration, scoring and interpretation of tests. Psychopathology course work is usually completed in the first year, while psychological assessment courses are required in the second year. After successfully completing all psychological assessment courses (ASMT809 Intellectual Assessment, ASMT825 Assessment of Personality & Psychopathology, and ASMT807 Integrated Test Batteries), students are required to pass the Assessment Competency Examination. The graduate courses required in this area are:

#### COURSE UNITS

ASMT800 Psychopathology and Psychodiagnostics I \*3

ASMT801 Psychopathology and Psychodiagnostics I \* 3

ASMT810 Psychometric Theory 4

ASMT809 Intellectual Assessment 4

ASMT825 Assessment of Personality & Psychopathology 3

ASMT807 Integrated Test Batteries 3

Total 20

### 4. PSYCHOTHERAPY THEORY AND PROCESS

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The curriculum in psychotherapy theory and process requires the completion of five courses that survey a variety of theoretical perspectives, clinical orientations, and treatment modalities. These courses are generally completed during the first and second academic years. Students who successfully complete courses in the Psychological Evaluation (indicated by \*) and Psychotherapy Theory and Practice areas are required to pass the Clinical Competency Examination at the end of the first academic year and prior to starting Practicum 2 at the Gronowski Center. The graduate courses required in this area are:

#### COURSE UNITS

CLIN802 Introduction to Psychotherapy: Evidence Based Approaches 3

CLIN803 Psychodynamic Psychotherapy I 3

CLIN806 Cognitive-Behavioral Psychotherapy I 3

CLIN809 Introduction to Child, Adolescent, and Family Psychotherapy 3

CLIN896 Supervision, Consultation, and Program Evaluation 3

Total 15

## 5. CLINICAL PRACTICA

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After passing the Clinical Competency Examination, students begin practicum. These practica provide diverse training opportunities integrating academic skills with experiential learning and prepare students for a full clinical internship in year five. The initial clinical practicum experience takes place in the Gronowski Center, PAU's outpatient community clinic, under the direct supervision of clinical faculty and supervisors. Every student is required to complete 24 practicum units before advancement to candidacy, accumulating nine units in Practicum 2A, 2B, and 2C and fifteen units in the third year in Practicum 3A, 3B, and 3C. The graduate courses required in this are:

### COURSE UNITS

CLIN800 Ethics in Clinical Psychology 3

CLIN801 Clinical Interviewing 3

PRAC800 Practicum 2 A 3

PRAC801 Practicum 2 B 3

PRAC802 Practicum 2 C 3

PRAC804 Practicum 3A 5

PRAC805 Practicum 3B 5

PRAC806 Practicum 3C 5

PRAC830 Practicum Forum 0

INTR800 OR INTR801 Internship 12

Total 42

## 6. ELECTIVE COURSES

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In addition to the required course work detailed above, Ph.D. students must complete a minimum number of 18 units of electives, but may choose to take more. These elective units may be focused in a particular area of emphasis (depth of training) or may be used to gain additional training in a variety of areas (breadth of training). Electives are drawn from the five areas described above and in several course sequences and areas of emphasis, as well as individual courses.

### AREAS OF EMPHASIS

Areas of Emphasis are offered at PAU as supplemental training opportunities to our generalist Ph.D. program in clinical psychology. These Areas of Emphasis, listed below, include 1) a structured sequence of 3 courses or more, 2) more than 1 faculty member involved, 3) some development of practicum sites, 4) possibility of a research lab and dissertation, and 5) approval by the Curriculum Committee and Leadership Council. For additional information about each area's requirements, visit the Area of Emphasis section of the PAU website.

## THE CHILD AND FAMILY EMPHASIS

Provides the opportunity for select students to develop specialized knowledge and skills in the understanding and treatment of children, adolescents, and families within a psychological and developmental framework. Students acquire knowledge and experience through additional coursework, clinical practicum placements, and research. Students can also participate in regularly scheduled Child and Family meetings and discussion groups. Students who participate in the Child and Family emphasis complete the core courses required of all clinical students. In addition, they complete a series of five advanced courses that focus on child, adolescent, and family psychology.

## THE DIVERSITY AND COMMUNITY MENTAL HEALTH (DCMH) AREA OF EMPHASIS

Provides students the opportunity to develop competency in the provision of psychological services within the public mental health sector through a combination of coursework, research, and clinical training. CMH services are often atypical of traditional clinical psychology training; community mental health care involves the consumer and family members, and is integrated with the community in collaborative interdisciplinary teams. Not only is CMH work embedded within unique approaches to care, but it is devoted to the service of clients dealing with a unique combination of mental health problems (e.g., co-occurring disorders, chronic and serious mental illness) from diverse underserved and unserved communities (e.g., homeless, disability, LGBT, racial and linguistic ethnic minorities, indigent, elderly, rural). The DCMH track provides students with the specialized skills and knowledge to assume a variety of roles – not only as CMH clinicians, but also consultants, researchers, policy advocates, community organizers, and administrators.

## THE FORENSIC PSYCHOLOGY AREA OF EMPHASIS

Is a sequence of elective courses offered in PAU's greater Clinical Ph.D. Program. As such, the focus of our training program is Clinical-Forensic in nature. At PAU, students receive training in the broader practitioner-scientist Ph.D. program while learning to apply their clinical and research skills to forensic issues. The forensic program emphasizes didactic learning as well as research and clinical experience.

## THE LGBTQ PSYCHOLOGY AREA OF EMPHASIS

Provides select students with advanced knowledge and skills to meet the highest standards in the field of Lesbian, Gay, Bisexual, Transgendered and Questioning (LGBTQ) Clinical Psychology. The program includes three areas of intensive training: classroom instruction, clinical practice, and research. Clinical practicum placements throughout the Bay Area that focus on LGBTQ mental health are available.

## THE MEDITATION AND PSYCHOLOGY AREA OF EMPHASIS

Involves clinical and research training concerning the interplay of mind-body factors in health and well-being. Students and faculty conduct psychoeducational programs, clinical interventions, professional training, and research concerning the applications of mind-body therapies, especially meditation, for mental, emotional, physical, and spiritual well-being. Students gain training and experience in psychoeducational and skills-based interventions, based on mind-body and cognitive-behavioral principles, for the enhancement of positive coping and the prevention and alleviation of stress symptoms and stress-related disorders. Clinical training is focused on interventions that have empirical support. In addition, students are encouraged to use mindfulness and meditation for their own self-care and to enhance their ability to be mindful therapists.

## THE NEUROPSYCHOLOGY AREA OF EMPHASIS

Designed for those students in the Ph.D. program who wish to develop a proficiency in neuropsychological assessment. This specialization includes successful completion of a sequence of required courses on clinical neuropsychology and neuropsychological assessment in conjunction with clinical practica training experience in neuropsychological assessment, as

well as successful defense of a dissertation with some component in neuropsychology. If a student fulfills the requirements of this area of emphasis, they obtain a certificate of completion, signifying that they fulfilled the educational requirements portion of clinical neuropsychological assessment training in a Ph.D. Clinical Psychology program based on APA Division 40 specifications. However, successful completion of this area of emphasis in Neuropsychology at PAU is only one component in the education and supervised clinical training necessary to become a clinical neuropsychologist.

## THE TRAUMA AREA OF EMPHASIS

The Trauma Area of Emphasis is aligned with the American Psychological Association's Core Competencies for Trauma. Specialization in the Trauma Area of Emphasis provides students with specialized education and training in evidence-based assessment and treatment modalities used in trauma psychology. Although the courses offered in the Trauma Area of Emphasis fulfill the didactic education criteria, successful completion of the Trauma Area of Emphasis is only one component in obtaining the education and clinical training necessary to become a competent clinician. Further specialty preparation is expected at the pre-doctoral and post-doctoral level. Completion of the trauma specialization requires completing a sequence of five courses that are focused on adult populations or children, adolescents, and families, a clinical practica that provides experience in working with traumatized people as well as completion of a dissertation with a trauma focus. The Trauma Area of Emphasis uses a series of benchmarks to identify and assess successful attainment of trauma competencies.

## THE CLINICAL NEUROSCIENCE IN WOMEN'S HEALTH AREA OF EMPHASIS

This area of emphasis is no longer accepting student enrollment as of 2014-2015. For the students remaining enrolled, this Area of Emphasis was a collaboration between PAU and Stanford University's School of Medicine Department of Psychiatry. This innovative pro-gram provides a unique training experience in the psychology and neuroscience of women's health. Students learn about the multiple and complex biological systems which can create, exacerbate or mediate mental illness. In particular, students learn about the impact of women's hormonal, and reproductive health on the mental health of women. In addition to this foundation in the neurosciences, students learn about the sociological and contextual factors affecting women and their health in addition to clinical training. The mission of the CNWH Program at PAU is to assure that participating students 1) maintain better than minimum performance in broad and general clinical courses and practical experience, and 2) maintain good performance throughout a sequence of specialized courses on neuroscience and women's health.

## JOINT J.D./PH.D. PROGRAM IN PSYCHOLOGY AND LAW

This program is no longer accepting enrollment. The program is collaboration between Pacific Graduate School of Psychology, Palo Alto University (PAU) and Golden Gate University School of Law (GGU) leading to a Ph.D. degree in Clinical Psychology and a J.D. degree. Students complete requirements for both degrees and are eligible for licensure as a clinical psychologist, subject to the post-doctoral statutory requirements in each jurisdiction, and for admission to the bar.

## ELECTIVE COURSES

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ASMT830 Forensic Assessment 3

ASMT841 Child Assessment 3

ASMT853 Assessment of Trauma in Adults 3

ASMT852 Assessment of Trauma in Children and Adolescents 3

ASMT860 Neuropsychological Assessment I 3

ASMT861 Neuropsychological Assessment II 3

ASMT862 Clinical Neuropsychology I 3

ASMT863 Clinical Neuropsychology II 3

ASMT864 Neuroanatomy & Neuroimaging 3

ASMT865 Cognitive Rehabilitation 2

CLIN807 Cognitive Behavioral Psychotherapy II 3

CLIN810 Transdiagnostic Approach to Child and Family Psychotherapy 3

CLIN823 Evidence-Based Internet Intervention 3

CLIN830 Advanced Ethical and Professional Issues in Forensic Psychology 3

CLIN831 Forensic Psychology I 3

CLIN832 Forensic Psychology II 3

CLIN833 Advanced Forensic Seminar 3

CLIN835 Behavioral Healthcare Administration and Economics 3

CLIN838 LGBTQ 3

CLIN839 Substance Abuse 3

CLIN845 Family Therapy I: Family Systems Therapy 3

CLIN848 Developmental Psychopathology I: Conception to Pubescence 3

CLIN849 Developmental Psychopathology II: Adolescent through Emerg. Adulthood 3

CLIN851 Health Psychology I 3

CLIN852 Health Psychology II 3

CLIN854 Foundations of Developmental Theories and History in Childhood 3

CLIN855 Pediatric Mental Health: Chronic Illness 3

CLIN864 Foundations of Clinical Trauma Psychology 3

CLIN865 Treatment of Trauma in Adults 3

CLIN866 Treatment of Trauma in Children and Adolescents 3

CLIN880 Community Mental Health I 3

CLIN881 Community Mental Health II 3

CLIN882 Serious Mental Health Illness and Risk Management 3

CLIN883 Mental Health Disparities 3

CLIN884 Introduction to Global Mental Health 3

PSYS820 Cognitive and Affective Neuroscience Seminar 3

PSYS835 Psychology of Mindfulness and Meditation 3

XXX Grand Rounds Speaker: Neuropsychology 0

PRAC803 Clinic Practicum 2D 0

PRAC807 Practicum 3D 0

PRAC809 Practicum 4A 0

PRAC811 Practicum 4B 0

PRAC814 Practicum 4C 0

PRAC808 Practicum 4D 0

PRAC815 Supplemental Practicum Training 0

PRAC819 Practicum Electives 0

Independent Study Variable 1-6

Special Topics in Psychology Seminar 3

## REQUIRED COURSE UNIT SUMMARY UNITS

Psychological Science Foundation (Theory) 25

Research 48

Psychological Evaluation 20

Psychotherapy Theory and Process 15

Clinical Practice 42

Electives 18

Total 168

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## ADMISSIONS REQUIREMENTS

Complete graduate admissions information can be found at the following link:

<http://www.paloalto.edu/admissions/graduate-admissions>

PAU's APA accredited Ph.D. Program aims to attract and educate students who are distinguished by their academic achievement, capacity for critical thinking, interpersonal skills, motivation to become exceptional clinicians, and commitment to service.

Each application is given a comprehensive review by the admissions committee. All aspects of the application, including undergraduate academic record (and graduate record, if applicable), general GRE scores, professional and/or research experience, and strong recommendations are qualities carefully considered. In addition, PAU also assumes that recruitment of a student body that is both highly qualified and diverse are both very important to the assessment process. Thus, factors such as the quality of early educational environment, socioeconomic status, culture, race, ethnicity, and life or work experiences are also considered.

PAU accepts students into the Ph.D. Program for the fall quarter. The application for admission is due January 2nd for those who want to be considered for a PAU fellowship; however, applications received after that date are still accepted and reviewed on a space-available basis. Applicants are invited to make an appointment with a representative from the Admissions Office for an informational interview and tour. Arrangements can be made to accommodate students who wish to visit classes while they are in the application process. Open House events are held several times a year and are often helpful in acquainting applicants with the program, faculty and students.

## INTERVIEW

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Each successful applicant is reviewed and interviewed independently by a minimum of two faculty members during the Ph.D. program interview weekends.

The goal of the Ph.D. program interview weekend is to ensure a good fit between the applicant and the program.

## GRADE POINT AVERAGE

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The Admissions Committee has established Grade Point Average (GPA) guidelines for applicants. For undergraduate study, the cumulative GPA should be at least 3.0 on a 4.0 scale; for graduate study, at least 3.3 on a 4.0 scale.

## COURSE PREREQUISITES

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For applicants with a Bachelor's degree in a field other than psychology, completion of four undergraduate courses are required for admission to the Ph.D. program: Introduction to Statistics, Developmental Psychology, Abnormal Psychology, and Biopsychology (e.g., Biological Psychology, Sensation and Perception, Brain and Behavior). These prerequisites are required to be completed before entry into the Ph.D. program.

## PH.D. PROGRAM - ENTRY LEVEL TYPES

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The curriculum is designed to accommodate entry from a range of educational levels. The levels are characterized as follows:

### BACHELOR'S LEVEL ENTRY:

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The applicant has a Bachelor's degree in psychology or another field from a regionally accredited school or university. For applicants with a Bachelor's degree in a field other than psychology, completion of four undergraduate courses is required for admission to the Ph.D. program: Introduction to Statistics, Developmental Psychology, Abnormal Psychology and Biopsychology (e.g., Biological Psychology, Sensation and Perception, Brain and Behavior). **These pre-requisites are required to be completed before entry into the PhD program.**

### ADVANCED STANDING ENTRY:

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This applicant typically has a minimum of a Master's degree in psychology or a closely related field and may be able to transfer up to 30 quarter units into the Pacific Graduate School of Psychology Ph.D. Program at Palo Alto University. Transfer units are evaluated on a course by course basis. Additional courses may be challenged by examination, and waived if appropriate. Admission to the PhD program cannot be confirmed and the student may not matriculate at PAU until the prerequisite courses have been completed. PAU MS Psychology exception for transfer units into the PhD Program: Applicants who successfully completed the Palo Alto University Master's Psychology Program and were offered admission to the PAU PhD Clinical Psychology Program will automatically have their PAU MS course units transferred to the PAU PhD program.

## "CROSSOVERS" FROM OTHER FIELDS:

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The PAU student body includes a number of students who have come to psychology from other disciplines such as computer science, anthropology, and law. The written statements of applicants applying from other fields of study should reflect a reasonable process of movement from that discipline to an interest in being a psychologist. Psychology course prerequisites as described above will still apply for admissions in this category.

## RESPECIALIZATION ENTRY:

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This applicant has a doctoral degree in psychology and wishes to receive additional training in clinical psychology, but not earn another degree. An individual curriculum is designed in consultation with the Director of Clinical Training. The program of study will ensure that, in conjunction with the student's prior training, the student will complete a training program in clinical psychology that is equivalent to that required of PAU graduate students. A respecialization certificate is awarded upon completion of the program. Please contact the Office of Admissions at PAU for further information.

## NON-MATRICULATING STUDENTS:

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Non-matriculated students (students not in a degree program) may take most courses offered in the Ph.D. curriculum for credit or audit providing they have met the prerequisites at the appropriate academic level (auditors may be waived from the prerequisites with the instructor's permission). Registration materials and an application for non-matriculated students may be obtained in the Admission's Office.

Non-matriculated students may register for up to three quarters of course work; extensions beyond three quarters may be granted in some instances by the Admission's Office. For example, if a person has a Ph.D. in psychology and wishes to take additional clinical courses or wishes to take courses for the clinical board, then the three quarter limit normally would be lifted since this person has no intention of matriculating. Up to three consecutive quarters of academic work which have been taken for credit at PAU may be transferred into PAU upon formal admittance/matriculation.

The cost for non-matriculated students is as follows: Full fee if registration is "for credit;" half fee if registration is "for audit;" full fee if registration is for any course with a "U" prefix, whether the course is taken "for credit" or "for audit."

Registration to audit a course automatically makes the course nontransferable upon matriculation. Non-matriculated students taking courses for credit will have a transcript on file in the Registrar's Office. Registration of PAU's matriculated students has first priority over the registration of non-matriculated students. For courses listed in the PAU required curriculum, faculty may restrict some or all non-matriculated students from entry.

## POLICIES AND CRITERIA FOR TRANSFER OF CREDIT

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Admitted students may request transfer credit for eligible graduate courses (see below) by contacting the admissions office. PAU MS Psychology exception for transfer units into the PhD Program: Applicants who successfully completed the Palo Alto University Master's Psychology Program and were offered admission to the PAU PhD Clinical Psychology Program will automatically have their PAU MS course units transferred to the PAU PhD program.

Graduate Level Courses: Only graduate level courses are acceptable for transfer credit. A graduate level course is any course for which a student received graduate credit at their previous institution(s). This may include graduate level courses the student took as an undergraduate.

Acceptable Grades: A grade of "B" or better is required in a graduate level course to be acceptable for transfer credit.

Accreditation: Previous graduate work must have been completed at a regionally accredited institution unless otherwise approved by the Curriculum Committee.



**Time Limit for Requesting Transfer Credit:** Requests for transfer of units must be completed and filed with the Admissions Office by the last day of the add/drop period of the Fall quarter of their first year.

**Maximum Units Transferable:** A maximum of 30 units may be transferred into the Ph.D. program. If a student receives a waiver of courses beyond the transferable units, he/she must take elective units to meet the total unit requirement for graduation. No Elective credits are transferable.

**Units Awarded:** A student receives the number of transfer units equal to the course at PAU, despite the number of units received at their previous institution. The number of units of a course the student wishes to transfer must be equal to or greater than the units of the corresponding PGSP course.

**Time Limit for Transfer Courses:** There is a five-year time limit for all courses from the time the courses were taken at the previous institution to the time of matriculation at PAU.

**Waiver of Courses:** A waiver of a course exempts a student from the requirement to take that course, but without the award of credit for the course. Beyond the transferable units, a student may request a waiver of required courses by either submitting materials (i.e., transcripts, syllabi) of completed equivalent and approved graduate coursework, or by passing challenge exams. If a course is waived, the student must take an equivalent number of units in advanced electives to meet the program's unit requirement. Courses that are not transferable (see below) are also not waivable.

**Courses Not Transferable:** Courses that are not transferable or waivable and therefore must be completed at PAU include: Research Methods and Statistics I, Ethics in Clinical Psychology, Integrated Test Batteries, Cultural Differences, Professional Issues (I & II), Second and Third Year Practica, Dissertation, and Internship.

**Ph.D. Program Transfer Credit After Students are Enrolled:** If a student enrolled in the PhD program at PAU wishes to take a course at another graduate school, for transfer back to PAU, the student needs to secure, in advance, the approval of the Provost and the Director of Clinical Training in order to take such a course, which is only possible for electives.

**Appeals and Exceptions:** A student may appeal transfer credit decisions, in writing, to the Curriculum Committee.

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## COURSE DESCRIPTIONS

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### ASMT800 - PSYCHOPATHOLOGY & PSYCHODIAGNOSIS I (REQUIRED, 3 UNITS)

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This course introduces students to the diagnostic system of the DSM-V. The emphasis is on understanding, identifying, and accurately diagnosing adult psychopathology (excluding childhood and personality disorders which are covered in ASMT801: Psychopathology & Psychodiagnosis II).

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### ASMT801 - PSYCHOPATHOLOGY & PSYCHODIAGNOSIS II (REQUIRED, 3 UNITS)

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This course covers diagnostic criteria for child & adolescent psychopathology, and personality disorders as detailed in the DSM-V. Case material is integrated to demonstrate how children and clients with Axis I diagnoses might present in the clinical setting.

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### ASMT807 - INTEGRATED TEST BATTERIES (REQUIRED, 3 UNITS)

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The primary focus in this course is on the interpretation of batteries of psychological tests, particularly as they impact treatment interventions and outcomes. The course encompasses the use of standardized tests to assess adult intellectual, emotional and cognitive functioning and integration of multiple sources of information into a coherent description of the client.

### ASMT809 - INTELLECTUAL ASSESSMENT (REQUIRED, 4 UNITS)

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This course is focused on the use of standardized tests to assess intellectual and cognitive functioning, including an understanding of theories and issues relevant to intelligence testing. The course has two components: a didactic component involving lecture, presentations, demonstrations and discussion; and a laboratory-based component focused on administration, scoring, and interpretation of the various tests.

### ASMT810 - PSYCHOMETRIC THEORY (REQUIRED, 4 UNITS)

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This course is based in classical and modern psychometric theory and applied practices. Topics include: historical developments, reliability, validity, test bias, latent variables, scale development, Item Response theory, Generalizability theory, Bayesian theory, and applicability of these concepts to both the health and social sciences. The course includes didactic and lab components resulting in an integrated understanding of basic measurement practices related to both research and the clinical practice of psychology.

### ASMT825 - ASSESSMENT OF PERSONALITY AND PSYCHOPATHOLOGY (REQUIRED, 3 UNITS)

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This course is in the use of standardized tests to assess adult personality and psychopathology, including an understanding of theories and current issues related to personality assessment. The course has two components: a didactic component involving lecture, presentations, demonstrations and discussion; and a laboratory-based component focused on administration, scoring, and interpretation of the various tests.

### ASMT830 - FORENSIC ASSESSMENT (ELECTIVE, 3 UNITS)

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This course serves to provide more in-depth knowledge regarding the science and practice of forensic assessment, building upon the material learned in Forensic I and II. This includes the legal contours of various evaluations, research regarding the relevant psychological constructs and assessment measures, and best practices in the field. The course focuses primarily on assessment in criminal rather than civil contexts. This is a discussion-based and inter-active class that assumes a certain amount of background knowledge in the field.

**Prerequisites:** Successful completion of the Assessment Competency Exam; ASMT807, ASMT825, CLIN831; Completion of either CLIN832 or CLIN830; good standing in the Forensic Psychology Area of Emphasis (or instructor permission).

### ASMT841 - CHILD ASSESSMENT (ELECTIVE, 3 UNITS)

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The major purpose of this course is to provide students with background and practical experience in diagnostic testing of children. This includes readings, observations, and discussion of diagnostic testing of selected subjects as well as practical testing experience. Human diversity issues in the assessment of children (language differences, ethnicity, SES) are addressed, as are areas of cognitive testing, visual/motor, and assessment of personality and emotional development.

### ASMT850 - ASSESSMENT OF TRAUMA IN ADULTS (ELECTIVE, 3 UNITS)

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This course provides a comprehensive introduction to assessment of trauma in adults and covers a spectrum of traumatic events that range from single car accidents to disasters. The readings, discussions, multimedia presentations, and assignments will acquaint students with ethical issues and cultural considerations that guide selection and administration of select screening tools and assessment measures. Students will discuss issues pertaining to evaluating and measuring both positive and negative psychological consequences of traumatic stress and current controversies in the field of trauma.

**Prerequisite:** CLIN 864

## ASMT851 - ASSESSMENT OF TRAUMA IN CHILDREN AND ADOLESCENTS (ELECTIVE, 3 UNITS)

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This course provides a comprehensive introduction to assessment of trauma in children and adolescents and covers a spectrum of traumatic events including medical trauma, disasters, neglect and physical abuse, school and community violence, and refugee and war zone trauma. The readings, discussions, multimedia presentations, and assignments will inform students of ethical issues and cultural considerations that guide selection and administration of screening tools and assessment measures. Students will become familiar with assessments that can be used with children, youth, and families and the consequences of undetected trauma.

**Prerequisites:** CLIN 864

## ASMT860 - NEUROPSYCHOLOGICAL ASSESSMENT I (ELECTIVE, 3 UNITS)

---

This is the first course in a two-part course that serves as a hands-on introduction to the psychometric properties of neuropsychological test administration. Students will become familiar with commonly-used neuropsychological tests and learn to administer and score these tests following standardized procedures. They will be knowledgeable about the various cognitive domains assessed during a comprehensive neuropsychological evaluation and be able to select appropriate tests to address a referral question. Students will learn to identify test patterns (e.g., recall versus recognition) both within and across cognitive domains. An introduction to neuropsychological report writing will also be provided. This course is intended to provide students with the practical background needed to begin the supervised practice of neuropsychological assessment.

**Prerequisites:** ASMT800, ASMT801, ASMT804, ASMT807, ASMT810, ASMT825, PSYS805 148 149

## ASMT861 - NEUROPSYCHOLOGICAL ASSESSMENT II (ELECTIVE, 3 UNITS)

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This is the second course in a two-part course that serves as a hands-on introduction to the psychometric properties of neuropsychological test administration. Students will become familiar with commonly-used neuropsychological tests and learn to administer and score these tests following standardized procedures. They will be knowledgeable about the various cognitive domains assessed during a comprehensive neuropsychological evaluation and be able to select appropriate tests to address a referral question. Students will learn to identify test patterns (e.g., recall versus recognition) both within and across cognitive domains. An introduction to neuropsychological report writing will also be provided. This course is intended to provide students with the practical background needed to begin the supervised practice of neuropsychological assessment.

**Prerequisite:** ASMT860

## ASMT862 - CLINICAL NEUROPSYCHOLOGY I (ELECTIVE, 3 UNITS)

---

This is the first course in a two-part course that will cover the relationships between brain functioning and cognitive, affective, and behavioral functioning. The course will provide an understanding of how various medical and psychiatric disorders (e.g., dementia, ADHD, depression) can affect functioning across cognitive domains across the lifespan. Students will learn to interpret patterns of neuropsychological functioning to aid in differential diagnosis. This course will build neuropsychological report writing skills and teach students to incorporate background information, behavioral observations, and interpretation of test results into differential diagnosis and treatment recommendations. Students will become familiar with case presentation and fact-finding formats.

**Prerequisite:** ASMT860, 861

### ASMT863 - CLINICAL NEUROPSYCHOLOGY II (ELECTIVE, 3 UNITS)

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This is the second course in a two-part course that will cover the relationships between brain functioning and cognitive, affective, and behavioral functioning. The course will provide an understanding of how various medical and psychiatric disorders (e.g., dementia, ADHD, depression) can affect functioning across cognitive domains across the lifespan. Students will learn to interpret patterns of neuropsychological functioning to aid in differential diagnosis. This course will build neuropsychological report writing skills and teach students to incorporate background information, behavioral observations, and interpretation of test results into differential diagnosis and treatment recommendations. Students will become familiar with case presentation and fact-finding formats.

**Prerequisite:** ASMT860, ASMT861, ASMT862

### ASMT864 - NEUROANATOMY & NEUROIMAGING (ELECTIVE, 3 UNITS)

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This course will provide students with an understanding of the structure and function of the central nervous system. Students will also learn about current structural and functional neuroimaging methodologies used to investigate the integrity of the central nervous system. Applications of neuroimaging findings to medical and psychiatric disorders in the context of both clinical and research settings will be explored. Students will also learn how clinical neuroimaging findings can be integrated into neuropsychological case conceptualization. The course will also include reviews of exemplary and flawed papers, and a discussion of the merits and limitations of neuroimaging as a tool for clinical psychology. The weekly course meetings will combine seminar discussion and lectures.

**Prerequisite:** ASMT860, ASMT861, ASMT862, ASMT863

### ASMT865 - COGNITIVE REHABILITATION (ELECTIVE, 3 UNITS)

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This course will provide advanced neuropsychology students with an overview of current theories, research, and practical applications in cognitive rehabilitation. This course will address how cognitive rehabilitation can be applied to a wide range of disorders including TBI, polytrauma, ADHD, serious mental illness, dementia, and age-related cognitive impairment. Students will learn how information gained from neuropsychological assessment can be used to guide rehabilitation recommendations that are tailored to each individual. The role of interventions (cognitive and otherwise) in preventing cognitive decline will also be discussed.

**Prerequisite:** ASMT860, ASMT861, ASMT862, ASMT863, ASMT864

### CLIN800 - ETHICS IN CLINICAL PSYCHOLOGY (REQUIRED, 3 UNITS)

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This course examines professional, ethical, and legal standards related to the practice of psychology. The course covers competence, boundaries, informed consent, limits of confidentiality, and respect for persons. There is an emphasis on informed consent as a foundation for a proactive approach to risk management, as well as an emphasis on ethical decision-making.

### CLIN801 - CLINICAL INTERVIEWING (REQUIRED, 3 UNITS)

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This course is an introduction to the theoretical and applied components of conducting clinical interviews and therapy sessions. Observations and applied exercises include role-plays and videotaped interviews.

## CLIN802 - INTRODUCTION TO PSYCHOTHERAPY: EVIDENCE BASED APPROACHES (REQUIRED, 3 UNITS)

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This course integrates an overview of the scientific methodology used to evaluate treatment effectiveness, research on relationship and technical factors, manual-based approaches, and case formulation. Accordingly, the course is consistent with the parameters defining practitioner-scientist training, APA guidelines, and current standards of clinical practice. Students gain a rudimentary sense of how to implement treatment with a range of psychopathology.

## CLIN803 - PSYCHODYNAMIC PSYCHOTHERAPY I (REQUIRED, 3 UNITS)

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This course provides an introduction to basic theoretical and clinical concepts used in the practice of psychodynamic psychotherapy, including transference, countertransference, resistance, defenses, neutrality, empathy, and the unconscious. Long-and short-term therapies are discussed. Contemporary psychodynamic approaches to psychotherapy are emphasized.

## CLIN806 - COGNITIVE BEHAVIORAL PSYCHOTHERAPY I (REQUIRED 3 UNITS)

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This course will present the foundations for understanding and utilizing cognitive behavioral psychotherapeutic techniques.

## CLIN807 - COGNITIVE BEHAVIORAL PSYCHOTHERAPY II (ELECTIVE, 3 UNITS)

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This course will focus on cognitive behavioral approaches to the prevention and treatment of depression. Lectures consist of four segments: Theory, Research, Practice, and Action. The goals of the course are for students to learn the main elements of cognitive-behavioral approaches to psychopathology from each of these perspectives.

## CLIN809 - INTRODUCTION TO CHILD, ADOLESCENT, AND FAMILY PSYCHOTHERAPY I (REQUIRED, 3 UNITS)

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In this course, students are exposed to evidence-based treatments for children and adolescents. Emphasis will be placed on treatments designed to be effective with the most commonly occurring disorders. The focus will be placed on the new modular approach to psychotherapy which leads to a unified, transdiagnostic approach to emotional regulation. Additionally, emphasis will be placed on increasing familiarity the research supporting the effectiveness\efficacy of the treatments.

## CLIN810 - TRANSDIAGNOSTIC APPROACH TO CHILD AND FAMILY PSYCHOTHERAPY (ELECTIVE, 3 UNITS)

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This advanced level course equips students with skills, attitudes and knowledge to apply a transdiagnostic approach to child psychotherapy. The course content focuses on clinical models that consider new paradigms and delivery systems. Innovative prototypes are essential since tired ideas and worn-out templates will not suffice in advancing the profession. Transdiagnostic models transcend multiple iterations of diagnostic systems, solve the “many manuals” dilemma, propel more effective patient care, foster dissemination, and align with funding priori-ties.

## CLIN823 - EVIDENCE-BASED INTERNET INTERVENTION (ELECTIVE, 3 UNITS)

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This course will focus on how to blend psychology and technology to help the greatest number of people possible. The use of digital tools to enhance the efficacy and effectiveness of interventions and to expand their reach to serve those currently underserved, will be examined. Emphasis will be on the growing number of psychological interventions for health using the Internet (Websites, mobile applications, and other digital tools) that have been shown to be effective in for-mal outcome studies.

### CLIN825 - PROFESSIONAL STANDARDS I: IDENTITY, DISCIPLINE, AND CULTURE (REQUIRED, 1 UNIT)

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This course is designed to promote critical thinking and critical discussion about ethics and suffering, the process and content of professionalization, personal and professional identities, and the positive and negative aspects of the “psychology” industry.

### CLIN826 - PROFESSIONAL STANDARDS II: PRACTICUM PREP AND ADVISING (REQUIRED, 1 UNIT)

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This course is the first of a two-course series taught by the Office of Professional Advising and Development (OPAD) to prepare students for external clinical training. The focus is on Practicum training and coincides with the time most students are beginning their first clinical training at the Gronowski Center. Competencies expected for practicum level of clinical training will be emphasized.

### CLIN827 - PROFESSIONAL STANDARDS III: INTERNSHIP PREP AND ADVISING (REQUIRED, 1 UNIT)

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This course is the second of a two-course series taught by the Office of Professional Advising and Development (OPAD) to prepare students for external clinical training. To better prepare students for internship, this required course provides a comprehensive approach to the internship application process. Course content includes understanding how and when to apply, identifying site “fit” and developing a realistic site list, writing internship cover letters, CVs, essays, and preparing for internship interviews.

### CLIN830 - ADVANCED ETHICAL AND PROFESSIONAL ISSUES IN FORENSIC PSYCHOLOGY (ELECTIVE, 3 UNITS)

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This course is a survey of advanced legal and ethical issues in various fields within psychology and law. It is designed to be the “capstone” course in the PAU forensic sequence. The topics and procedures are created to finalize your presentation and thinking skills in the Forensic Program competency areas.

**Prerequisite:** CLIN831, good standing in the Forensic Psychology Area of Emphasis (or instructor permission).

### CLIN831 - FORENSIC PSYCHOLOGY I (ELECTIVE, 3 UNITS)

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In this course students will learn about the variety of ways in which psychologists may be involved in the legal system, definitions of forensic psychology, ethical considerations specific to the field of forensic psychology, and the nature of and regulations regarding expert witness testimony. Students will be exposed to several sub-disciplines within psychology and the law, including criminal and civil contexts.

### CLIN832 - FORENSIC PSYCHOLOGY II (ELECTIVE, 3 UNITS)

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This course is an advanced academic and practical course in clinical forensic psychology. Students will learn to integrate legal and scientific research and knowledge into evidence-based and legally-grounded practice.

**Prerequisite:** CLIN831, good standing in the Forensic Psychology Area of Emphasis (or instructor permission).

### CLIN833 - ADVANCED FORENSIC SEMINAR (ELECTIVE, 3 UNITS)

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An elective course in forensic psychology. Topics rotate, and have recently included: child custody, juvenile forensic, psychopathy, police psychology, etc.

**Prerequisite:** CLIN831, good standing in the Forensic Psychology Program (or instructor permission).

### CLIN835 - BEHAVIORAL HEALTHCARE ADMINISTRATION AND ECONOMICS (ELECTIVE, 3 UNITS)

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This course enables students to make the transition from clinical practitioners to mental healthcare administrators. The course heavily emphasizes practice based learning models (PBL) that integrate economics and management concepts with behavioral health care objectives. The economic principles of supply, demand, and pricing structure will be applied to clinic management including service delivery and staffing management. Students will learn how to incorporate geographic marketplace factors with service delivery offerings, how to recognize and flexibly respond to uncertain mental health care environments, and learn to measure outcomes, with quality indicators metrics.

### CLIN838 - LGBTQ (ELECTIVE, 3 UNITS)

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This course provides background material related to the latest thinking and research about sexual identity development, distinctions within the spectrum of sexual identities, determinants of sexual orientation, historical and cross cultural presentations, and the relationship between sexual minority status and mental health problems. Didactic material will be woven into small group discussion of practical approaches to assist individual move from sexual confusion and conflict to sexual identity resolution, being mindful of diversity within the LGBTQ population.

### CLIN839 - SUBSTANCE ABUSE (ELECTIVE, 3 UNITS)

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This is an advanced course in the study of substance use and misuse. The course adopts a biopsychosocial model and provides a comprehensive study of substance abuse issues, including the behavioral pharmacology of drugs of abuse, theoretical perspectives on substance use and abuse, assessment, treatment, and applications with special populations. Additional foci of the class are to gain a better understanding of the socio-political issues surrounding substance use and critically review the literature on substance abuse-related research.

### CLIN845 - FAMILY THERAPY I: FAMILY SYSTEMS THERAPY (ELECTIVE, 3 UNITS)

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This course is an introduction to family therapy and general systems theory. This course is devoted primarily to the assessment and treatment of couples and families. The course offers a broad perspective of systems theory by providing a historical overview of the development of differing therapeutic models, and how diverse families are served.

### CLIN848 - DEVELOPMENTAL PSYCHOPATHOLOGY I: CONCEPTION TO PUBESCENCE (ELECTIVE, 3 UNITS)

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This is an advanced course in Developmental Psychopathology and transcends the basic material presented in Psychopathology-II. This course adopts a developmental approach to child psychopathology. Developmental context, risk factors, and cultural vicissitudes are mindfully considered in this course. Emphasis is placed on adopting a practitioner scholar perspective to academic and clinical work.

### CLIN849 - DEVELOPMENTAL PSYCHOPATHOLOGY II: ADOLESCENT THROUGH EMERGING ADULTHOOD (ELECTIVE, 3 UNITS)

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This is an advanced course in Developmental Psychopathology that covers pre-puberty through emerging adulthood (ages 10-25) and transcends the basic material presented in Psychopathology-II. This course adopts a developmental approach to psychopathology and clinical issues that arise during these developmental periods as well as emerging social issues with a clinical focus. Developmental context, risk factors, and cultural vicissitudes are mindfully considered in this course and an emphasis is placed on adopting a practitioner scholar perspective to academic and clinical work.

### CLIN851 - HEALTH PSYCHOLOGY I (ELECTIVE, 3 UNITS)

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This course is part one of a two-part health psychology course. Disease states discussed differ between the two sections. It introduces general principles and content areas that serve as a foundation for the practicing clinical health psychologist, including roles/work settings, theoretical perspectives relevant to physical health and health behavior, basics of various disease states, the influence of behavior on disease onset and progression, and a range of clinical intervention techniques. The course aims to enhance students' abilities to read, understand, and critique research literature and to facilitate students' understanding of ethical and diversity issues related to health and behavior.

### CLIN852 - HEALTH PSYCHOLOGY II (ELECTIVE, 3 UNITS)

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This course is part two of a two-part health psychology course. Disease states discussed differ between the two sections. This course introduces general principles and content areas that serve as a foundation for the practicing clinical health psychologist, including roles/work settings, theoretical perspectives relevant to physical health and health behavior, basics of various disease states, the influence of behavior on disease onset and progression, and a range of clinical intervention techniques. The course aims to enhance students' abilities to read, understand, and critique research literature and to facilitate students' understanding of ethical and diversity issues related to health and behavior.

### CLIN854 - FOUNDATIONS OF DEVELOPMENTAL THEORIES AND HISTORY IN CHILDHOOD (ELECTIVE, 3 UNITS)

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This course is designed to provide students with a critical foundation in developmental theory and the history of childhood. Developmentalism is distinguished from developmental theory and lifespan developmental psychology and is placed in context of the history of ideas in the West. Emphasis is placed on the fundamentally metaphoric and ideational character of the concept of development and how it has imbued theories of development with both telic and critical potential as illustrated in the study of developmental psychopathology.

### CLIN859 - CLINICAL EMERGENCIES AND CRISES: THE SUICIDAL PATIENT (ELECTIVE, 3 UNITS)

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This course will provide students with specialized knowledge and skills in suicide risk management. It will cover legal aspects of suicide risk assessment, clinical strategies and guidelines for assessing risk, and pitfalls to avoid when working with patients at imminent risk. Further, ways to improve cultural competence within suicide risk assessment practices will be explored. This topic will include discussion of the cultural model of suicide. Students will increase their skills and competence in working with suicidal patients.



## CLIN862 - ADVANCED SURVEY COURSE ON TRAUMA (ELECTIVE, 3 UNITS)

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This course is offered every other year. The focus of the survey course will vary, but will explore current national and global issues pertaining to trauma and resilience.

## CLIN864 - FOUNDATIONS OF CLINICAL TRAUMA PSYCHOLOGY (ELECTIVE, 3 UNITS)

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This course is an introduction to the assessment and treatment of civilian and military-related trauma in adults. Students gain competency in the following areas: knowledge of the diagnostic criteria for PTSD; familiarity with the epidemiology of PTSD, including issues of comorbidity; theories of stress, coping, trauma and resilience, familiarity with the typical course of PTSD; familiarity with stages of PTSD treatment, and with evidence-based therapies for trauma. Lectures will reference relevant research in the field; however, students will be asked to consider these findings in the context of practical application.

## CLIN 865 - TREATMENT OF TRAUMA IN ADULTS (ELECTIVE, 3 UNITS)

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This course provides a comprehensive introduction to treatment of trauma in adults. The readings, discussions, multimedia presentations, and assignments will acquaint students with ethical issues and cultural considerations that inform differential diagnoses, shape treatment planning, and guide implementation of evidence-based therapies. Students will explore cultural factors that affect research and conceptualizations of disorders and treatment. How research and practice in trauma psychology contributes to the development, administration, and evaluation of programs and policies to promote and sustain mental health will be discussed.

**Prerequisites:** CLIN 864, CLIN 806, ASMT 850

## CLIN 866 - TREATMENT OF TRAUMA IN CHILDREN AND ADOLESCENTS (ELECTIVE, 3 UNITS)

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This course provides a comprehensive introduction to treatment of trauma in children and adolescents. The readings, discussions, multimedia presentations, and assignments will inform students of ethical issues and cultural considerations that inform differential diagnoses, shape treatment planning, and guide implementation of evidence-based therapies. Students will explore cultural factors that affect research and conceptualizations of disorders and treatment. Government and non-profit agencies, clearinghouses, and programs that are developing, evaluating, and offering trauma treatment will be highlighted and discussed.

**Prerequisites:** CLIN 864, CLIN 806, ASMT 851

## CLIN880 - COMMUNITY MENTAL HEALTH I (ELECTIVE, 3 UNITS)

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Students learn about the historical emergence and future directions of community mental health in the field. Theoretical, research, and clinical foundations central to working in community mental health are covered, including systems and ecological models, empowerment, wellness and recovery approaches, community organizations, the wraparound process, strength-based work, social justice, policy, and psychoeducation. Enrollment priority is given to DCMH students.

### CLIN881 - COMMUNITY MENTAL HEALTH II (ELECTIVE, 3 UNITS)

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Students learn about the new roles and skills psychologists are expected and required to have to operate in the 21st Century community mental health setting. Psychologists are often viewed as change agents in the community necessitating a diversity of skills to be effective in their roles. These skills include but are not limited to administrative, fiscal and procurement, policy development, advocacy, consultation and supervision, research, organizational analysis and strategic thinking. Conceptual and applied multileveled administrative, organizational, leadership and quick multidisciplinary primary care setting consultation skills will be explored and practiced. Enrollment priority is given to DCMH students.

**Prerequisite:** CLIN880

### CLIN882 - SERIOUS MENTAL HEALTH ILLNESS AND RISK MANAGEMENT (ELECTIVE, 3 UNITS)

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This course provides a broad survey of evidence based treatment for serious mental illness focusing on the dissemination and transportation of evidence based treatment programs in real world community settings. The course will cover the unique role of psychologists in community mental health, addressing research and organization-based knowledge needed in such roles as consultant, administrator, researcher, director, or supervisor. Enrollment priority is given to DCMH students.

**Prerequisites:** ASMT800, ASMT801

### CLIN883 - MENTAL HEALTH DISPARITIES (ELECTIVE, 3 UNITS)

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This course will engage students with the literature of mental health and mental health care disparities in underserved and unserved communities, including individuals from multiple disadvantaged backgrounds. The course covers best practices, theoretical models, and advocacy and policy issues involved in working with and engaging underserved communities. Students learn knowledge, skills, and attitudes needed to both decrease mental health and mental health care disparities and effectively serve the needs of underserved individuals, often within the context of community mental health. Enrollment priority is given to DCMH students.

### CLIN884 - INTRODUCTION TO GLOBAL MENTAL HEALTH (ELECTIVE, 3 UNITS)

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The course will explore the socio-cultural and political forces that shape the assessment, manifestation, and treatment of mental illnesses globally. Students will take a critical view of diagnostic systems and examine the scientific research suggesting culturally specific, systematic differences in presentation of mental illnesses worldwide. We will review clinical and treatment practices when working with individuals with mental illnesses from low resource settings within low and middle income countries worldwide. Specifically, students will explore topics around task sharing, culturally-specific communication styles, idioms of social relatedness, emotional expression, familial structure, stigma, and power dynamics.

### CLIN896 – SUPERVISION, CONSULTATION, AND PROGRAM EVALUATION (REQUIRED, 3 UNITS)

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This course introduces the roles and responsibilities of clinical supervisors, consultants and program evaluators. While the majority of the course will cover clinical supervision, it will also cover the major topics related to consultation and program evaluation. An overview of the models, theories, processes, strategies and issues related to supervision, consultation and program evaluation will be presented. Specifically this course will a) review contemporary supervision, consultation, and program evaluation literature, b) examine diversity issues pertaining to supervision, program evaluation and consultation, c) present ethical and legal considerations in supervision, consultation and program evaluation, and d) describe how to deal with difficult issues that may emerge during supervision, consultation, and program evaluation.

## CLVD800 - CULTURAL DIFFERENCES: CROSS-CULTURAL ISSUES IN PSYCHOLOGY (REQUIRED, 3 UNITS)

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This course will dynamically review, discuss, and explore fundamental issues concerning cultural competence and the provision of psychological services for people from different cultural, ethnic, and national backgrounds, and, to some extent, other people who have been “marginalized” in some way. Emphasis is placed on understanding cultural similarities and differences, approaches and techniques useful in diagnoses, research, assessment, and treatment of culturally different clients. Students participate in active discussions about current and historical cultural events where exploration of factors that differentiate one group from another are analyzed, identified and defined as culturally relevant issues.

## DISS800 - DISSERTATION UNITS (REQUIRED, 10 UNITS)

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All students in the Ph.D. Program are required to engage in dissertation research activities during their fourth year in the program. In order for students to obtain a grade in Dissertation Units, and in accordance with APA requirements, students are required to complete the Dissertation Progress Form to track their individual dissertation progress and to systematically work toward the completion of the dissertation in a timely fashion. This form must be completed quarterly and is available through DocuSign.

## INTR800 OR INTR801 - INTERNSHIP UNITS (X2) (REQUIRED, 0 UNITS)

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Successful progress and completion of predoctoral internship training. Grade awarded at the completion of all quarters. Full-time internship is equivalent to 3 units per quarter for 4 quarters; Part-time internship is 1.5 units per quarter for 8 quarters.

## MTHD808 - RESEARCH METHODS AND STATISTICS I (REQUIRED, 4 UNITS)

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This course provides an overview of psychological research. Topics covered include research ethics, measurement issues, reliability, validity, experimental and quasi-experimental designs, single-case designs, specification of constructs, and sociocultural issues in research. In the lecture for this course, combined with the accompanying laboratory section, students learn to evaluate current psychological research studies, conduct literature reviews using electronic databases, produce posters for presenting at professional conferences, and write a research proposal that applies knowledge and skills developed during this course.

## PRAC800 - CLINICAL PRACTICUM (REQUIRED, 3 UNITS) PRAC801 - CLINICAL PRACTICUM (REQUIRED, 3 UNITS) PRAC802 - CLINICAL PRACTICUM (REQUIRED, 3 UNITS)

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Successful progress and completion of clinical practicum placement at The Gronowski Center.

## PRAC804 - CLINICAL PRACTICUM (REQUIRED, 5 UNITS) PRAC805 - CLINICAL PRACTICUM (REQUIRED, 5 UNITS) PRAC806 - CLINICAL PRACTICUM (REQUIRED, 5 UNITS)

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Successful progress and completion of clinical practicum at an external placement.

## PRAC830 - PRACTICUM FORUM (REQUIRED, 0 UNITS)

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This course is designed as a seminar with the primary goal to integrate academic coursework with applied clinical experience. It also provides an opportunity for mentorship from and discussion with Core Program Faculty. Students enroll in the course during each quarter of their third and fourth year.

## PSYS800 - PSYCHOLOGICAL SCIENCE I: HISTORY & SYSTEMS (REQUIRED, 3 UNITS)

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This course presents the foundations for understanding the history and systems of psychological science and its critical importance as a basis for high quality professional practice. This is a two-quarter sequence with the Fall Quarter focusing on the vital historical elements in the history and systems of psychology from antiquity to the end of World War II, and the Spring Quarter examining the development of the profession of modern clinical psychology during the 1940's to its current state of practice in the 21st Century.

## PSYS801 - PSYCHOLOGICAL SCIENCE I: CHILD & ADOLESCENT DEVELOPMENT (REQUIRED, 1.5 UNITS)

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This course provides an overview of major theories of human development. The five-week section on child and adolescent development covers basic scientific knowledge and theory (e.g., psychological stages, brain development, attachment, social context, emotion and cognition) as well as applying these topics to applied material (e.g., case vignettes and clinical examples). While the course is intended as a basic psychological science class, special attention will be paid to how theory and empirical knowledge is applied to practice, as well as the importance of developmental knowledge while working with clients across the lifespan.

## PSYS802 - PSYCHOLOGICAL SCIENCE I: COGNITIVE BASES OF BEHAVIOR (REQUIRED, 2.5 UNITS)

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This course is an introduction to study cognitive processes of mental representation and transformations. Areas of emphasis include perception and encoding, selective attention and orienting, learning and memory, language, executive functions and emotion, and how the brain enables cognition and behaviors. Students learn about the role of automatic and controlled processes in cognitive tasks, and to think critically about current literature in the field of cognitive psychology.

## PSYS804 - PSYCHOLOGICAL SCIENCE II: AFFECTIVE BASES OF BEHAVIOR (REQUIRED, 2.5 UNITS)

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This course discusses the relevance of human emotions and examines empirical research on affective processes underlying behavior. The socio-affective bases of behavior addressed in the course include approaches to understand basic emotions, structure and function of emotion, self-conscious emotions, regulation of emotions, emotion in social cognition, emotion and group processes, gender differences in emotion processes, emotion and culture, and emotion and health. Students are required to think critically about current literature in the field of emotions.

## PSYS805 - PSYCHOLOGICAL SCIENCE II: BIO-BASES I: BIOLOGICAL PSYCHOLOGY (REQUIRED, 2.5 UNITS)

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This course is in the physiological and biological underpinnings of human behavior, including an understanding of theories and current issues in biological psychology. The course content includes neuroanatomical structures and functions; neuronal bases of perception, motor function, language, memory, and emotion; hemispheric specialization. Biological correlates of psychiatric and neurological disorders are reviewed.

## PSYS807 - PSYCHOLOGICAL SCIENCE III: ADULT DEVELOPMENT & AGING (REQUIRED, 1.5 UNITS)

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This course is designed to provide a general knowledge base of the maturation of human beings, with the understanding, however, that aging varies tremendously among persons. The second half of human development that includes early adulthood, middle age, and old age is the focus of this class. Students learn about the biological, cognitive, psychological, and social changes that occur as people age. Diversity issues of ethnic/ and or cultural, gender, and sexual orientation will also be introduced. This course includes a review of ethical practices and issues related to aging.

### PSYS809 - PSYCHOLOGICAL SCIENCE III: BIO BASES OF BEHAVIOR II: PSYCHOPHARMACOLOGY (2.5 UNITS)

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This course is an examination of the basic aspects of psychopharmacology, including neurotransmitters and drug interactions. Areas explored include physiological and behavioral aspects of frequently prescribed psychotropics such as antidepressant, anti-anxiety, and antipsychotic medications. Emphasis on recognizing conditions under which clients should be referred to a physician for a medication valuation, understanding the experience and side-effect (e.g., cognitive) problems clients have with their medications, helping clients with drug compliance, educating clients about interactions of their psychiatric medications with alcohol or illicit drugs, and understanding issues of dual diagnosis.

### PSYS811 - PSYCHOLOGICAL SCIENCE III: SOCIAL & PERSONALITY PSYCHOLOGY (REQUIRED, 3 UNITS)

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Topics examined in this course include application of theory and research from social and personality psychology toward the better understanding of the alleviation of psychological problems and distress, the enhancement of psychological well-being among the psychologically healthy, and the interpersonal process of psychotherapy.

### PSYS820 - COGNITIVE AND AFFECTIVE NEUROSCIENCE SEMINAR (ELECTIVE, 3 UNITS)

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The goal of this course is to introduce basic neuroscience phenomena that are potentially useful in understanding clinical psychology. Discussed in this course are key concepts in the cognitive and emotion literatures, as well as current topics on emotion-cognition interactions, with a focus on their associated neural correlates. Examples of how clinical neuroscience is (mis)construed in the popular press will be discussed.

### PSYS835 - PSYCHOLOGY OF MINDFULNESS AND MEDITATION (ELECTIVE, 3 UNITS)

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This course examines theory, research, techniques, and clinical applications of meditation and mindfulness (MM). Students critically examine questions about these emerging practices, including scientific and cultural definitions of MM, purported treatment mechanisms, empirical support, and applications of these powerful techniques in clinical practice. Ethical and cultural considerations in mindfulness-informed practice (MIP) are considered.

### RSGP8XX - RESEARCH LAB (REQUIRED, 1 UNIT)

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All students in the Ph.D. Program are required to participate in faculty-led research labs during their second and third years in the program. Lab related accomplishments are documented as part of the APA required Annual Student Evaluation. Contact instructors for specific details of each faculty-led research lab.

### STAT809 - RESEARCH METHODS AND STATISTICS II (REQUIRED, 4 UNITS)

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This course covers the mathematical concepts applied to tests and estimates of means and variances in one- and two-sample problems. One-way ANOVA, correlation/regression, nonparametric tests, and goodness-of-fit tests are also covered. Students conduct data analyses using SPSS, practice how to do data analyses by hand, and conduct critical reviews of research articles.

**Prerequisite:** MTHD808

## STAT810 - RESEARCH METHODS AND STATISTICS III (REQUIRED, 4 UNITS)

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This course mathematically applies inferential concepts to more complex designs: n-way between subjects ANOVA, repeated measures, and mixed designs. Advanced multiple regression and analysis of covariance are also covered. Students are taught to use computer software to assist with data analysis covered. They also conduct critical reviews of research articles.

**Prerequisite:** MTHD808, STAT809

## XXX GRAND ROUNDS SPEAKER: NEUROPSYCHOLOGY (ELECTIVE, 0 UNITS)

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The Neuropsychology Area of Emphasis sponsors monthly Neuropsychology grand rounds with a variety of professionals in the field, and is intended to serve as a supplement to the Neuropsychology courses. These are open to all interested students, though those in the Neuropsychology area of emphasis may be given preference when attendance maximum is reached. Topics include traumatic brain injury (TBI), stroke, multicultural assessment, forensic neuropsychology, pediatric neuropsychology, ABPP-CN board certification, and others.

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### FACULTY

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#### CORE FACULTY

**KIMBERLY BALSAM, PH.D.**

**CO-DIRECTOR OF THE CENTER FOR LGBTQ EVIDENCE-BASED APPLIED RESEARCH (CLEAR)**

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Kimberly Balsam, Ph.D. is joining PAU full-time as Associate Professor. She will also be Co-Director of the Center for LGBTQ Evidence-Based Applied Research (CLEAR) and of the LGBTQ Emphasis within the Clinical Psychology Ph.D. program. Dr. Balsam received her Ph.D. in Clinical Psychology from University of Vermont in 2003 and her M.S. in Counseling Psychology from University of Oregon in 1994. Prior to joining the PAU faculty, she was Research Assistant Professor in the School of Social Work at the University of Washington in Seattle. Dr. Balsam's research focuses broadly on the health and well-being of lesbian, gay, bisexual and transgender populations and she is widely recognized as an emerging expert in this area. She has published over 30 peer-reviewed articles, many in leading journals in the field such as Journal of Family Psychology, Journal of Consulting and Clinical Psychology, American Journal of Public Health, and Journal of Abnormal Psychology. In August 2010 she was awarded the Distinguished Scientific Contribution Award from the American Psychological Association's Division 44 (Society for the Scientific Study of Lesbian, Gay, Bisexual, and Transgender Issues).

Dr. Balsam's research and scholarship to date has focused on a) disparities in mental health and health-related behaviors between LGBT and heterosexual populations, b) trauma, victimization, and minority stress as potential explanations for these health disparities, and c) interpersonal, social, and legal factors affecting same-sex couples and families. Dr. Balsam was awarded an R01 grant from NICHD to conduct a 10 year longitudinal follow up study of same-sex and heterosexual couples previously surveyed in 2001-2 (R01HD069370, Longitudinal study of legal status, stigma, and well-being among diverse couples). In addition to conducting research, Dr. Balsam has 20 years of clinical experience providing individual, couples/family, and group psychotherapy in a wide range of settings including private practice, community mental health, correctional, VA, and inpatient settings. Dr. Balsam has also been teaching and mentoring students in psychology and social work since beginning her master's program in 1992. She is very excited to be at PAU and to play a role in training the next generation of psychologists.

## ALINNE Z. BARRERA, PH.D.

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Alinne Barrera, Ph.D. is an Associate Professor and Associate Director of Clinical Training. She is a bilingual (Spanish/English) licensed clinical psychologist interested in working with Spanish-speaking populations and mood disorders. Her research focuses on designing and testing depression pro-grams for underserved populations. Her most recent work examines the use of technology to address maternal mental health disparities. Dr. Barrera earned her undergraduate degree at the University of California, Berkeley and received her Ph.D. in clinical psychology from the University of Colorado, Boulder. She completed her predoctoral and postdoctoral training at the University of California, San Francisco and at the then San Francisco General Hospital (now Zuckerberg San Francisco General Hospital and Trauma Center).

## LEONARD BECKUM, PH.D.

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Dr. Beckum is Associate Vice President for Academic Affairs and Professor of Psychology at the Palo Alto University and Stanford University. He devotes fifty percent time to the Ph.D. program at the Pacific Graduate School for Psychology and fifty percent time to the Psy.D. Program at the Stanford Medical Behavioral Science Center. For the last seven years Dr.

Beckum was the Director of WestEd's Center for Educational Equity and Director of the Region IX Equity Assistance Center. His professional experience includes: Associate Laboratory Director and Principal Investigator at Far West Laboratory for Research and Development; Dean of the School of Education, City College, the City University of New York; Vice President and Vice Provost and Professor of Public Policy Studies, Duke University.

Dr. Beckum's skill areas include: Cultural Competency professional development training, Research on Embedding Character traits in the regular school curriculum, program planning and evaluation, educational equity technical assistance and planning, community involvement, conflict management and mediation, teacher training and school staff development, early childhood development, and policy analysis. He has also been a vocational/technical high school teacher, a criminal justice instructor, a community organizer, a San Francisco Police Officer and an evaluator and technical assistance provider for the 21st Century Community Centers Program.

## BRUCE BONGAR, PH.D., ABPP, FAPM

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Dr. Bongar received his Ph.D. from the University of Southern California and served his internship in clinical community psychology with the Los Angeles County Department of Mental Health. Past clinical appointments include service as a senior clinical psychologist with the Division of Psychiatry, Children's Hospital of Los Angeles, and work as a clinical/community mental health psychologist on the psychiatric emergency team of the Los Angeles County Department of Mental Health. For over 25 years he maintained a small practice specializing in psychotherapy, consultation and supervision in working with the difficult and life-threatening patient. He is past president of the Section on Clinical Crises and Emergencies of the Division of Clinical Psychology of the American Psychological Association, a diplomat of the American Board of Professional Psychology, a fellow of the Divisions of Clinical Psychology (12), Psychology and the Law (41), and Psychotherapy (29) of the American Psychological Association, a fellow of the American Psychological Society and of the Academy of Psychosomatic Medicine, and a chartered clinical psychologist of the British Psychological Society. Dr. Bongar is also a winner of the Edwin Shneidman Award from the American Association of Suicidology for out-standing early career contributions to suicide research, and the Louis I. Dublin award for lifetime achievement in research on suicidology. Since 2001, he has also become interested in the psychology of mass casualty events and suicide terrorism. His research and published work reflects his long-standing interest in the wide-ranging complexities of therapeutic interventions with difficult patients in general, and in suicide and life-threatening behaviors in particular.

## LISA M. BROWN, PH.D., ABPP

### DIRECTOR, TRAUMA AREA OF EMPHASIS

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Lisa M. Brown, Ph.D., ABPP received her undergraduate degree in Gerontology from City University New York, graduate degree from Pacific Graduate School of Psychology, and internship and postdoctoral fellowship training in neuropsychology at the James A. Haley Veterans Hospital, Tampa, Florida. After completing her residency, she joined the School of Aging Studies faculty at the University of South Florida and served as the Training Director at the James A. Haley Veterans Affairs Center of Innovation. Dr. Brown is licensed in California and board certified through The American Board of Professional Psychology (ABPP) in Geropsychology.

Dr. Brown's current clinical and research focus is on trauma and resilience, aging, health, cognition, and vulnerable populations. Her research has been funded by the National Institute of Aging, the Centers for Disease Control and Prevention, Department of Veterans Affairs Health Services Research and Development Service, and the Agency for Healthcare Administration. She served on the American Psychological Associations Committee on Aging and is a Fellow of Division 20 and the Gerontological Society of America. Dr. Brown was a Fulbright Specialist at the University of the West Indies, Mona, Jamaica and Massey University, Palmerston North, New Zealand.

## EDUARDO BUNGE, PH.D.

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Dr. Eduardo Bunge received his Ph.D. in Psychology from Palermo University in Buenos Aires, Argentina. His current research interests include psychotherapeutic approaches for children and adolescents with internalizing disorders.

Specifically, how to make psychotherapeutic approaches friendlier for children and adolescents, how to increase their efficacy, and how to make them more accessible to everyone through automated help.

## GRACE CHEN, PH.D.

### PRACTICUM CO-COORDINATOR

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Dr. Chen received her Ph.D. in Counseling Psychology from the University of Texas at Austin and is a licensed psychologist in California. Dr. Chen's clinical training and experience include working with diverse populations at university counseling centers and a community mental health clinic for immigrants, refugees and asylum seekers. Her professional interests include training, psycho-therapy, identity development, multicultural issues, and social advocacy. She has presented at professional conferences and has several publications on multicultural issues. Dr. Chen has been involved in training master's and doctoral-level psychology students and interns in the classroom and in clinical settings.

## JOYCE P. CHU, PH.D.

### CO-DIRECTOR, CENTER FOR EXCELLENCE IN DIVERSITY

### DIRECTOR, DIVERSITY AND COMMUNITY MENTAL HEALTH AREA OF EMPHASIS

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Joyce P. Chu is currently an Associate Professor of clinical psychology at the Palo Alto University in Palo Alto, CA. She earned her BA and MA in psychology at Stanford University, her Ph.D. in clinical psychology from the University of Michigan, and did a postdoctoral fellowship at the University of California, San Francisco. She is currently a clinical supervisor at an outpatient mental health clinic, the Gronowski Clinic, in Los Altos, CA. Clinically, Dr. Chu's work is focused around the treatment of depression adults and elderly populations. Her specialties include geriatrics, ethnic minority populations and diversity work.

Dr. Chu's research is focused around understanding and improving mental health services for ethnic minority individuals with depression, particularly among older adults and Asian Americans. Her work is community-collaborative and aims to understand barriers to service use and develop culturally congruent outreach and treatment options for underserved communities. She runs the Ethnic Minority Mental Health Research Group at PAU. Dr. Chu consults part time at UCSF developing cultural competence and social behavioral science curriculum for medical student education. She also serves as cultural consultant on a grant project developing research infrastructure for Family Service Agency in San Francisco.



## MATTHEW CORDOVA, PH.D.

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Dr. Cordova received his Ph.D. from the University of Kentucky in 1999 and completed a 2-year postdoctoral fellowship with David Spiegel, M.D., at Stanford University in the Department of Psychiatry and Behavioral Sciences, in 2001. As a Staff Psychologist at the Palo Alto VA, he works in Behavioral Medicine providing clinical services with patients in primary care and in the Oncology and Hematology outpatient and inpatient settings. He also conducts research and supervises and teaches pre-doctoral psychology interns, postdoctoral fellows, and practicum students.

Dr. Cordova's general interests are in Health Psychology, Behavioral Medicine, traumatic stress, and "positive" psychology. His research focus has primarily been in psychosocial oncology, studying various aspects of quality of life in cancer patients, including physical symptoms, aspects of social support, stress response symptoms, perception of personal growth, and effectiveness of support groups. He is also interested in traumatic stress generally, and is involved in research focused on early responses to traumatic experiences and on early intervention following trauma.

## LULI EMMONS, PH.D.

### VICE PRESIDENT FOR PROFESSIONAL ADVISING AND DEVELOPMENT PROFESSOR

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A licensed psychologist in California, a PGSP alumnus, and Vice President for PAU's Office of Professional Advising and Development, Luli Emmons is non-tenured faculty with a primary role in mentoring, advising and oversight of practicum and internship training. Dr. Emmons completed her clinical training at San Francisco Kaiser Permanente Department of Psychiatry and UCSF/Mt. Zion Hospital, Department of Psychiatry. Her professional background includes over 30 years of clinical and administrative experience in community mental health, non-profits, professional psychology education and training, and private practice. She is the former Executive Director of the California Psychology Internship Council, organized and chaired the national conference, "The Half-Time Internship: Coming into the Mainstream", and served as President (2008) of the Alameda County Psychological Association. Her current professional activities include co-authoring the CCTC Internship Development Toolkit, collaborating to survey practicum training practices and structures throughout the United States, and serving as past Chair and Board Member of the Bay Area Practicum Training Collaborative (BAPIC).

## AMANDA FANNIFF, PH.D.

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Dr. Fanniff received her Ph.D. in clinical psychology from the University of Arizona, with a subspecialization in psychology, policy, and law. She completed her clinical internship at Western Psychiatric Institute and Clinic at the University of Pittsburgh Medical Center. She also completed a post-doctoral fellowship in the Department of Mental Health Law and Policy at the University of South Florida. Her research primarily focuses on developmental considerations in the assessment and treatment of juvenile offenders, with an emphasis on two specialized populations. One line of her research focuses on juveniles adjudicated for sexual offenses, including the study of developmentally appropriate assessment and the identification of clinically-relevant subtypes of offenders. Dr. Fanniff's second main line of research involves investigating the impact of normal development on juvenile defendants' abilities to understand and participate in the legal process. Her research has been supported by the American Psychology-Law Society and the American Academy of Forensic Psychology.

## ROBERT D. FRIEDBERG, PH.D., ABPP

### DIRECTOR, CHILD AND FAMILY AREA OF EMPHASIS

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Dr. Friedberg received his BA from Hiram College, an MA in Clinical Psychology from the University of Dayton, and his Ph.D. in Clinical Psychology from the California School of Professional Psychology-San Diego. He is a board certified Diplomate in Cognitive Behavioral Therapy from the American Board of

Professional Psychology (ABPP) and a Founding Fellow of the Academy of Cognitive Therapy. From 1994-2003, he was on the faculty of the Wright State University School of Professional Psychology where he was also Director of Internship Training. Immediately prior to joining the PAU faculty, Dr. Friedberg was on faculty at the Penn State University Milton Hershey Medical Center/ College of Medicine where he directed the Cognitive Behavioral Clinic for Children and the Postdoctoral Psychology Training Program. His research spans the broad areas of cognitive therapy with anxious children and adolescents, the use of innovative methods such as improvisational theatre, film and rap music in CBT with youth, and prevention of emotional problems in children of deployed military personnel. His clinical interests include cognitive behavioral therapy with children, adolescents, and families experiencing anxiety, stress, and performance issues.

## ROWENA GOMEZ, PH.D.

### DIRECTOR OF CLINICAL TRAINING (PH.D. PROGRAM)

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Dr. Rowena Gomez's research and clinical background is in aging and neuropsychology. She has also applied these areas to the study of affective disorders, in particular psychotic major depression. She is also interested in the diagnosis and treatment of dementia, and older adults' ability to cope with age-related changes.

Dr. Gomez completed her undergraduate work at University of California at Berkeley, majoring in psychology and social welfare. Her research there focused on PET studies of depression and dementia. Her graduate training was at Washington University at St. Louis in the tracks of Aging and Neuropsychology. She then went to Palo Alto Veteran's Health Care System for her clinical neuro-psychology internship. In 2002, she became a postdoctoral fellow at Stanford University's Department of Psychiatry and Behavioral Sciences. There she applied her background of aging and neuropsychology to depressive disorders. In 2004, she received a Young Investigator Award Grant by the National Alliance of Research for Schizophrenia and Depression to examine the cognitive, hormonal, and (brain) structural differences in Psychotic Major Depression versus Nonpsychotic Major Depression.

## AMIE HAAS, PH.D.

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Dr. Haas is a licensed clinical psychologist with a specialization in college student substance abuse issues. Her research focuses on the identification of high-risk drinking and drug use practices in college students and the development of targeted interventions using a harm reduction model. She has been working in collaboration with Santa Clara University since 2005 developing new programs for alcohol prevention and education. Her most recent work focuses on pregaming (i.e., drinking before students go out to consume alcohol at a function) and she was awarded a grant in 2009 by the U.S. Department of Education Higher Education Center for the Prevention of High Risk Drinking to develop and evaluate a multi-tiered prevention program to reduce pregaming in entering freshmen.

Dr. Haas received her undergraduate degree from U.C. Irvine, her master's in psychology from San Diego State University and her Ph.D. in Clinical Psychology from the University of South Florida, with graduate minors in behavioral pharmacology and quantitative methods. She completed her pre-doctoral internship at the Palo Alto VA Health Care System and a post-doctoral fellowship at University of California San Francisco in substance abuse treatment and health services. Her clinical interests include assessment, adolescent therapy, and neuropsychology.

## JANICE HABARTH, PH.D.

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Dr. Habarth earned a joint Ph.D. in clinical psychology and women's studies from the University of Michigan, where her research training included a focus on measuring personality and attitudes about sexual orientation. She completed internship training at the University of Michigan's Institute for Human Adjustment with rotations in outpatient adult, child, and family therapy and assessment. She subsequently completed a two-year postdoctoral fellowship in clinical health psychology and academic medicine at Michigan State University's Consortium for Advanced Psychology Training. In addition to pursuing clinical and research training, Dr. Habarth has also taught a broad range of undergraduate and graduate courses and has taught and supervised medical students and medical residents.

Dr. Habarth's research interests focus on two main themes: (1) social norms (especially personality and attitudes) and (2) personality and social contexts of health behaviors and broad wellness outcomes. Current projects include (1) ongoing development of a measure of heteronormative attitudes and beliefs and (2) consideration of personality variables and mindfulness correlates associated with wellness outcomes. She is broadly interested in applying theory and consideration of complex social contexts to empirical research, and in examining potential risk and resilience factors associated with experiences of marginalization.

## RAYNA HIRST, PH.D.

### DIRECTOR, NEUROPSYCHOLOGY EMPHASIS AREA

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Dr. Rayna Hirst conducts research in neuropsychology and clinical assessment. Past research has focused on factors that can impact the legitimacy of clinical neuropsychological assessment, such as the examinee's motivation to perform well. Dr. Hirst's research has identified motivational statements that can enhance cognitive performance in chronic marijuana users. She has also studied examiner expectancy effects, identifying that most people can guess, at levels significantly greater than chance, whether a photograph is of a cannabis user or a non-user, simply based on appearance.

Her research has also focused on techniques for evaluating and enhancing the validity of neuropsychological assessment. One study examines the impact of distractions during neuropsychological assessment on cognitive performance in participants with executive dysfunction. She believes that patients who self-report many problems with executive functioning may actually do well on neuro-psychological assessment, because the examiner acts as the patient's "frontal lobes" and organizes information, explains instructions, and minimizes distractions for the patient. These patients may suffer impairments that are "missed" by neuropsychological assessment, and more ecologically-valid tests could be used to identify the deficits and bring them to light. She is seeking to validate this hypothesis with empirical research. As Dr. Hirst is interested in all factors contributing to neuropsychological assessment, she is open to exploring diverse research ideas with students in her research group.

## YAN LEYKIN, PH.D.

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Yan Leykin completed his undergraduate training in Psychology at the University of California at Berkeley, and earned an MA and a Ph.D. in Clinical Psychology at the University of Pennsylvania. He completed the clinical internship at the VA Palo Alto Health Care System. His postdoctoral training was at the University of California, San Francisco, where he stayed on as Assistant Professor in the Department of Psychiatry.

His research program aims to improve the lives of individuals with major depression, by pursuing two parallel lines of work: 1). studying the decisions and decision-making processes of depressed individuals, to better understand and improve individuals' everyday choices as well as decisions regarding treatment; and 2). developing and optimizing technology-based resources for individuals with depression, such as online screening tools and interventions.

SANDRA MACIAS, PH.D.  
DIRECTOR, THE GRONOWSKI CENTER

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Dr. Macias received her Ph.D. in Counseling/Clinical/School Psychology from the University of California, Santa Barbara in June 2004. Prior to pursuing her doctorate, she was trained as a Marriage and Family Therapist and has been licensed since 1997. Her clinical training and experience has focused primarily on assessment and treatment of abused and neglected children and their families. Dr. Macias completed her pre-doctoral internship at Monterey County Children's Behavioral Health. At Monterey County her clinical work consisted of conducting psychological assessments on children and their families who had entered into the Juvenile Dependency Court system; providing individual, family, and group therapy to children and their families; and working with severely emotionally disturbed children in a day treatment setting.

Dr. Macias' past research experience has included the examination of self-esteem and locus of control issues in mothers without custody of their children; school bonding and its relationship with ethnicity and acculturation; evaluation of a three-year after school homework program; and an evaluation of a three-year juvenile drug court treatment program. Her most recent research focus was on the intergenerational transmission of child abuse.

RICARDO F. MUÑOZ, PH.D.  
DISTINGUISHED PROFESSOR, FOUNDING DIRECTOR OF THE INSTITUTE FOR INTERNATIONAL  
INTERNET INTERVENTIONS FOR HEALTH

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Ricardo F. Muñoz, Ph.D. immigrated from Perú to the Mission District, the Latino barrio in San Francisco, at age 10. He completed his undergraduate work in psychology at Stanford where he did his senior honors thesis under the direction of Albert Bandura, and his doctorate in clinical psychology at the University of Oregon in Eugene under the direction of Peter Lewinsohn. Muñoz has been Professor of Psychology in the Department of Psychiatry at the University of California, San Francisco (UCSF) for the last 35 years (since 1977), based at San Francisco General Hospital (SFGH). In 1985, he founded the SFGH Depression Clinic. He became Chief Psychologist at SFGH in 1986, and Director of the UCSF Clinical Psychology Training Program in 1992.

His research focuses on the development of cognitive-behavioral prevention and treatment interventions for depression and applications of these methods to help people stop smoking. He founded the UCSF/SFGH Latino Mental Health Research Program (LMHRP) in 1992 (<http://medschool.ucsf.edu/latino/>), to develop and test prevention and treatment manuals in Spanish and English for low-income, diverse populations. These can be downloaded at no charge by anyone in the world from the LMHRP Website. He was the P.I. on the first randomized controlled trial designed to prevent major depression in the early 1980s.

He has served on both Institute of Medicine committees which produced major reports on prevention of mental disorders in 1994 and 2009. His latest article in the area of prevention of depression, titled "Major Depression Can Be Prevented," was published in the May/June 2012 issue of the American Psychologist. He has also published Annual Review of Clinical Psychology articles on prevention of depression (2010) and on behavioral activation (2011). He began work on international smoking cessation randomized trials via the Internet in 1998, and founded the UCSF/SFGH Internet World Health Research Center in 2004 ([www.health.ucsf.edu](http://www.health.ucsf.edu)).

Muñoz joins Palo Alto University September 2012, as Distinguished Professor of Clinical Psychology and founding Director of the Institute for International Internet Interventions for Health. The mission of the Institute is 1) to develop and test evidence-based eHealth and mHealth interventions in multiple languages for people worldwide, 2) to facilitate the use of these interventions by health care providers as a way to extend health care for all, and 3) to contribute to making health care a universal human right. As part of his move to PAU, Muñoz has been appointed Adjunct Clinical Professor at Stanford University. He has also transitioned to Professor Emeritus at UCSF and plans to help develop clinical and research training opportunities for PAU students at San Francisco General Hospital.

## WENDY PACKMAN, J.D., PH.D.

### DIRECTOR, JOINT J.D. - PH.D. PROGRAM IN PSYCHOLOGY AND LAW

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Dr. Wendy Packman is a Professor of Psychology, Palo Alto University (PAU) and holds clinical appointments at the University of California San Francisco (UCSF) and Stanford University. She is the Director of the Joint J.D. - Ph.D. Program in Psychology and Law at PAU and Golden Gate University Law School. She is admitted to the State Bar of California and is a licensed psychologist in California.

Dr. Packman received her clinical training at Boston Children's Hospital and the Judge Baker Children's Center, and the Division of Behavioral and Developmental Pediatrics, UCSF. Dr. Packman's research interests and publications include studies of the psychological effects of bone marrow transplant on donor and non-donor siblings, psychological interventions for siblings of cancer patients, bereavement and the impact of a child's death on parents and siblings, and psychological issues faced by children and young adults with inborn errors of metabolism. In the area of psychology and the law, her research interests include ethical and legal issues in child and pediatric psychology; and risk management with suicidal patients and malpractice.

## SITA PATEL, PH.D.

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Dr. Sita Patel received her B.A. from Vassar College and her Ph.D. from the University of California, Berkeley. She completed her predoctoral internship at Columbia College of Physicians and Surgeons, and her postdoctoral training at the University of California, San Francisco. Prior to joining the PAU faculty, Dr. Patel was an Adjunct Instructor at New York University, University of San Francisco, and UC Berkeley, teaching courses on Educational, Abnormal, and Cultural Psychology. Dr. Patel was awarded an American Psychological Foundation Graduate Research Award in 2008, and a UC Berkeley Dissertation Award in 2006.

Clinically, Dr. Patel's experience includes cognitive behavioral therapies for adolescents, adults, and families from diverse cultural backgrounds. Areas of specialty include treatment for anxiety and depression related to acculturation, and Dialectical Behavior Therapy with individuals suffering from a range of psycho-pathology.

Dr. Patel's research focuses on immigrant mental health, including acculturative stress, psychological adjustment, and access to treatment for mental illness among immigrant and minority populations. Her current projects include: a qualitative analysis of interviews with adolescent immigrants from over 40 countries of origin; the qualitative component of a large multi-site study of policy related to non-English speakers' access and care; and a community-based participatory evaluation of cultural competency within a California county clinic.

Dr. Patel is originally from San Francisco, lived in New York for 10 years, and has worked as a community psychologist in Cape Town, South Africa.

## ROBERT L. RUSSELL, PH.D.

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Dr. Russell received M.A. degrees in psychology (Duquesne University) and linguistics (University of North Carolina, Chapel Hill) before receiving his doctorate in clinical psychology at Clark University. He completed his internship at Judge Baker Guidance Center with an appointment at Harvard University.

Prior to assuming the DCT at PAU, Dr. Russell held appointments as Professor of Pediatrics at the Medical College of Wisconsin, where he was also the Director of Research within the Child Development Center. He has also held appointments at the University of Kentucky, New School for Social Research, and Loyola University Chicago. His main emphases in research include developmental psychopathology, child and adolescent communication disorders, processes of change in psychosocial treatments, and narrative psychology. He is particularly interested in how social communication competence affects adjustment across childhood/adolescence and how language processes in psychotherapy can lead to positive clinical outcomes.

In terms of clinical practice, Dr. Russell has held a small private practice for over 20 years focusing on children/adolescents with learning and psychiatric disorders. He has also focused on children/adolescents in the arts (theater, film, plastic arts) with adjustment difficulties.

## TILMAN SCHULTE, PH.D.

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Dr. Tilman Schulte received his Ph.D. in Psychology from Otto-von-Guericke University Magdeburg, Germany. His research commitment is to advance a mechanistic understanding of brain function and structure in healthy aging and clinical populations using multimodal neuroimaging techniques (functional magnetic resonance imaging, fMRI; conventional MRI, diffusion tensor imaging, DTI). Specifically, his research interests within the field of clinical neuroscience include cognition and emotion in normal aging over the lifespan and in patients with psychiatric or neurological (brain) disorders, e.g., alcohol use disorder (AUD).

## NICOLE SHILOFF, PH.D.

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Dr. Nicole Shiloff is a licensed clinical psychologist who earned her M.S. and Ph.D. degrees from the University of Miami. She received her pre-doctoral training at the University of California at San Diego and completed her post-doctoral fellowship at Stanford University Medical Center where she specialized in the cognitive-behavioral-based treatment of anxiety disorders and eating disorders. After completing her fellowship in 2005, she became a clinical supervisor at the Gronowski Center and has supervised students since that time.

Previously the Director of their Shyness Clinic, she is currently the Assistant Director of The Gronowski Center. She maintains a part-time private practice where she sees children, teens and adults with a range of anxiety disorders including social anxiety, OCD, GAD and specific phobias.

## ALVIN THOMAS, PH.D.

### CO-DIRECTOR, CENTER FOR EXCELLENCE IN DIVERSITY

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Dr. Alvin Thomas is a clinical psychologist whose work focuses on the risk and protective factors for African American boys who are situated in conditions that imperil them toward negative outcomes. This is closely related to his overall interest in ethnic identity, father-son relationships, and mental health in men and boys. His current work explores training gaps in diversity training specifically related to father (nonresident) involvement in service provision to their children. His work has clinical and primary intervention implications - focusing on the resilience of African American boys as well as their family unit in the face of under-resourced neighborhood context.

Dr. Alvin Thomas completed his undergraduate education at Morehouse College with a semester exchange at St. John's University in Minnesota where he conducted research on male identity construction in the Caribbean. Upon graduation from Morehouse College he co-directed an undergraduate research team to India and Nepal to work among Buddhist monks around the Dalai Lama's monastery. Dr. Thomas received his Ph.D. in Clinical Psychology at the University of Michigan, Ann Arbor. He completed his postdoctoral fellowship at University of Michigan's Department of Psychiatry in the Child and Adolescent Outpatient Unit.

Dr. Thomas is originally from the Caribbean island of Saint Lucia where he conducted a brief intervention study that addressed aggression and emotion coping among youth in a state run detention center.

## TECETA TORMALA, PH.D.

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Dr. Teceta Tormala is a social psychologist whose experimental work has focused on the causes and consequences of the perception of prejudice by low- and high-status group members, and on racial and ethnic identity processes among Black immigrants.

Dr. Tormala earned her undergraduate degree at Duke University, and received her Ph.D. in social psychology from Stanford University. She completed an NSF-funded postdoctoral fellowship at The Graduate Center, City University of New York. Prior to joining the faculty at Palo Alto University, Dr. Tormala was a lecturer at Stanford University, and a visiting assistant professor at Indiana University.

## LYNN WAELDE, PH.D.

### DIRECTOR, MEDITATION AND PSYCHOLOGY EMPHASIS AREA

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Dr. Waelde's current research addresses two areas: 1) the structure and correlates of stress disorders and 2) the empirical validation of Inner Resources™, a psychotherapeutic meditation intervention that she developed. Inner Resources™ is currently being tested in a series of randomized, controlled clinical trials in collaboration with colleagues at Stanford University School of Medicine, the New Orleans VA Medical Center, and other institutions.

Dr. Waelde has more than 70 publications, conference presentations, and invited talks. She has reviewed for numerous scientific journals and has served on the Editorial Board of the Journal of Traumatic Stress, where she is currently a content and statistical reviewer.

Dr. Waelde's clinical interests focus on addressing the stress component in medical, anxiety and mood disorders. She is the founder and Director of the Inner Resources Center [link to <http://www.mentalhealthclinic.org/html/bipr-inner-res.htm>] of the Kurt and Barbara Gronowski Psychology Clinic. The Center conducts psychoeducational programs, clinical interventions, professional training, and research concerning the applications of mind-body therapies, especially meditation, for mental, emotional, physical, and spiritual well-being.

Dr. Waelde has a bachelor's degree in psychology and a master's degree in anthropology from Louisiana State University. She received her doctorate in Developmental Child Clinical Psychology from the University of Colorado at Boulder. She completed her predoctoral internship at the VA Medical Center in New Orleans, where she completed training as a PTSD specialist.

## STACIE WARREN, PH.D.

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Dr. Warren received her Ph.D. in Clinical Psychology from the University of Illinois at Urbana-Champaign. Her research interests stem from a multidisciplinary approach in understanding mechanisms and pathways that contribute to the development and maintenance of anxiety and depression, and related brain function and dysfunction. Specific interests include understanding how cognitive processes (e.g., executive function, attention, and cognitive control), affective factors (e.g., positive and negative affect), and socialization experiences (e.g., attachment, trauma) contribute to emotion dysregulation and psychopathology. As a clinical scientist, her research goal is to integrate basic science research with clinical intervention. In particular, she anticipates developing cognitive treatment methods (e.g., executive function training protocols) using the knowledge gained from understanding the etiological mechanisms of cognitive and affective symptoms associated with anxiety and depression. These studies employ a variety of methods, including neuroimaging (e.g., fMRI), genetics, behavioral measures (e.g., neuropsychological testing, experimental laboratory testing), clinical interviews, self-report, and informant-report instruments.

## CHRISTOPHER WEAVER, PH.D.

### DIRECTOR, FORENSIC PROGRAM

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Dr. Christopher Weaver is an Associate Professor at Palo Alto University, and Director of PAU's Forensic Psychology Program. Dr. Weaver received his Ph.D. in Clinical Psychology from the University of Louisville, and has held research and clinical positions (pre- and postdoctoral) at UC-San Francisco and Stanford University. He has published in the areas of psychopathy and violence risk assessment, and more recently in the areas of substance abuse and psychological trauma. His publications also include co-authored books in law & mental health and psychopathology. Dr. Weaver's current research focuses on the role that trauma and substance use play in criminal offending, the assessment of dissimulation in PTSD assessment. He is also conducting a funded training and research program designed to increase police officer effectiveness in working with people with mental illness.

## ROBERT WICKHAM, PH.D.

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Dr. Wickham received his Ph.D. in social psychology from the University of Houston, with a minor in quantitative methods. He completed a post-doctoral fellowship at the Texas Institute for Measurement, Evaluation and Statistics, also at the University of Houston. One body of his research focuses on close relationship processes, with an emphasis on the role of authenticity in cultivating relationship goal orientations and interpersonal trust. A related line of research focuses on the integrating of concepts from Interdependence Theory with statistical modeling approaches for dyadic and small-group interaction. More recently, Dr. Wickham has begun examining applications of cross-classified latent variable models for interpersonal perception and group processes.

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## ASSOCIATED

## WILLIAM FROMING, PH.D.

### PROVOST

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Dr. Froming's background is in personality and social psychology. He focuses primarily on social development and the process by which social norms are internalized by children. This is thought of as the development of self-regulation. He is also interested in genocide and the common features shared by genocides of the 20th century. He has studied the Holocaust and the Rwandan genocide, interviewed survivors, and taught and written on the topic.

Dr. Froming taught for eleven years in the University of Florida Psychology Department following undergraduate work at the U of Wisconsin, Madison and a Ph.D. from the U of Texas, Austin. He was a Visiting Scholar at Stanford in 1986. He has also taught for the U of New Orleans in Innsbruck, Austria and at the National University in Butare, Rwanda. He has been at PAU since 1988. In addition to his faculty role he has served in a number of administrative positions including Chief Academic Officer, Faculty Chair, and Director of the M.S. in Psychology Program. He holds PAU's Nancy Black Cozzens Chair in Psychology.

## JENNIFER KELLER, PH.D.

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Dr. Keller received her Ph.D. in Clinical Psychology from the University of Illinois at Champaign-Urbana. She completed her internship at the VA Palo Alto Health Care System in the clinical neuropsychology track. Afterwards, she was a post-doctoral fellow at Stanford University's Department of Psychiatry and Behavioral Sciences. In 2003, she began working as a Research Associate at Stanford.

As a Senior Research Scholar in the Department of Psychiatry at Stanford University, Dr. Keller conducts clinical research, and supervises and teaches graduate students and postdoctoral fellows. Dr. Keller has also taught in the PAU Ph.D. program as well as the PAU-Stanford University Psy.D. Consortium Graduate Program.

Dr. Keller's general interests are in Mood Disorders, Neuropsychology, and Trauma. Her research focus has primarily been in biological and clinical aspects of major depression, including brain imaging, neuropsychology, and endocrine functioning. Her interests also include the relationship of trauma (early-life and adult-onset) and its relationship to the biological and clinical aspects of mood disorders. This has stemmed an interest in and research focus on the prevention of interpersonal violence in adolescent girls. Dr. Keller also has an interest in the perception and treatment of psychiatric illness across cultures. She is working on investigating the expression and treatment of mental health disorders Pakistan, particularly in women. In addition, she has begun examining mental health expression and treatment in South Asian immigrants.

## STEVEN LOVETT, PH.D.

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Dr. Lovett received a Ph.D. in clinical psychology from Virginia Tech in 1983, interned at the Hutchings Psychiatric Center in Syracuse, New York, and completed a postdoctoral fellowship in Geriatric Mental Health at the VA Palo Alto Health Care System. He is currently the Acting Chief of the Psychology Service and Coordinator of the Cardiac Psychology program at the Palo Alto Veterans Affairs Health Care System.



Dr. Lovett is actively involved in the field of clinical geropsychology and has special interests in geriatric rehabilitation and coping with chronic medical disorders, especially heart disease. He also has a long-standing interest in the stress associated with caregiving for older adults and the training and development of health care teams. He has published research in each of these areas. He is a member of the American Psychological Association, the Society of Behavioral Medicine, and the Gerontological Society of America.

## JAMES MOSES, PH.D.

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Dr. Moses received his Ph.D. from the University of Colorado at Boulder in 1974. He completed his predoctoral internship at the VA Palo Alto Health Care System (VAPAHCS) in 1973-1974. He has served as the Coordinator of the Psychological Assessment Unit at that facility since 1974. Since 1999 he has served as the Section Chief of Neuropsychology Programs at the VAPAHCS.

Dr. Moses is formally trained and credentialed as a school psychologist and licensed to practice in California as a clinical psychologist. He continues to pursue interests in lifespan developmental as well as clinical issues. He is a Diplomate in Clinical Psychology and in Clinical Neuropsychology of the American Board of Professional Psychology. He also is a Diplomate in Clinical Neuropsychology of the American Board of Professional Neuropsychology. He is a Fellow of the National Academy of Neuropsychology, The Academy of Clinical Psychology, The American College of Clinical Neuropsychology, and of the American Psychological Society.

Dr. Moses was appointed as a member of the Adjunct Clinical Faculty at Stanford University School of Medicine in 1975, and he was promoted to the rank of Adjunct Clinical Professor of Psychiatry and Behavioral Sciences at that institution in 1994. He was promoted to Adjunct Clinical Professor Emeritus in 2005. He continues to provide didactic instruction as well as clinical consultation and supervision to medical students and residents and to teach on topics related to diagnostic neuropsychology and neuropsychiatry at Stanford Medical School.

Dr. Moses joined the PAU Faculty in the Fall of 2002 as a part-time faculty member. He currently leads several neuropsychology research groups and teaches courses in the areas of intellectual assessment, neuropsychology and personality assessment at PAU. His primary research interests include neuro-psychiatric differential diagnosis, construct and psychometric validation of cognitive and personality tests, and experimental design. He has published six books, 28 chapters in books, approximately 126 professional papers in peer reviewed journals, and 32 published reviews of professional books and tests in clinical psychology and related fields.

## JOSEF I. RUZEK, PH.D.

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Joe Ruzek received his doctorate in clinical psychology from the State University of New York at Stony Brook. He is a psychologist with the VA Palo Alto Health Care System, where he is Associate Director for Education at the Education and Clinical Laboratory Division of the National Center for Post-Traumatic Stress Disorder. He is involved in treatment of veterans with chronic combat-related PTSD, and is responsible for education of those treating PTSD in the nationwide VA Health Care System. He is an editor of the text *Cognitive-Behavioral Therapies for Trauma*, a member of the Board of Directors of the International Society for Traumatic Stress Studies, an author of the

VA-Department of Defense Clinical Practice Guideline for Management of Traumatic Stress, and an author of a manual on Psychological First Aid following exposure to disaster/terrorist attack.

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## EMERITUS

## LARRY E. BEUTLER, PH.D.

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Dr. Beutler received his Ph.D. from the University of Nebraska and subsequently served on the faculties of Duke University Medical Center, Stephen F. Austin State University, Baylor College of Medicine, the University of Arizona Health Sciences Center, and the University of California at Santa Barbara. He currently is a Distinguished Professor of Psychology and

Director of Education and Training for the National Center on the Psychology of Terrorism, a joint program of PAU, Stanford University, and the Naval Post- Graduate School. He is the previous Chair of the Faculty, and Director of Clinical Training at Palo Alto University. He is also Professor Emeritus at the University of California. He is a Diplomate of the American Board of Professional Psychology (ABPP), a fellow of both APA and APS, a Past President of Division 29 (Psychotherapy) of APA, current President of Division 12 (Clinical) of APA, and a two term Past President (international) of the Society for Psychotherapy Research (SPR). Among his citations and achievements, he is a recipient of the Distinguished Career award from SPR, the Gold Medal Award from the American Psychological Foundation, and a Presidential citation for achievement from the APA. He has also been honored for his contributions by the States of Arizona and California. He has published over 350 scholarly articles and chapters and is the author or co-author of 20 books on psychotherapy, assessment, and psychopathology.

#### ROGER L. GREENE, PH.D.

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Dr. Greene has focused his interests on the area of self-report measures of personality for a number of years. He is currently working on a number of issues with the Minnesota Multiphasic Personality Inventory (MMPI-2), such as how to match a specific MMPI-2 to prototypic profiles, the assessment of self- and other-deception, the nature of the critical items, the stability of specific profiles, and whether MMPI-2 codetypes are taxonic or dimensional. He has written a number of books and articles on the MMPI and MMPI-2.

Dr. Greene received his Ph.D. from Washington State University in 1974. He was a faculty member for 18 years in both the Psychology and Psychiatry Departments at Texas Tech University before coming to PAU in 1992. Dr.

Greene has been an active member of APA and was elected to Fellow status in 1993. He has been a member of the Board of Trustees of the Society for Personality Assessment and the Association of Couples for Marriage Enrichment.

#### PETER GOLDBLUM, PH.D.

MPH

#### DIRECTOR, CLEAR AND LGBTQ AREA PROGRAMS

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Peter Goldblum received his Ph.D. from the Palo Alto University and his MPH from UC, Berkeley School of Public Health. He has completed psychology and public health internships at UCSF, Alameda County Mental Health, and the Pacific Center of Human Growth. He is a pioneer in the development of community-based mental health programs serving individuals experiencing distress related to HIV/AIDS. He has contributed to the professional literature related to Gay men's health, AIDS related suicide, end of life issues, HIV and work, and AIDS bereavement. His current research interests include: child on child aggression (bullying), HIV and work, the development of sexual identity, and internalized homophobia. In his former role as Director of Clinical Training, he was interested in the development of competency-based clinical curriculum.

#### LOUIS MOFFETT, PH.D.

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Dr. Moffett received his Ph.D. in Clinical Psychology from Louisiana State University. From 1974 to 2008, he was a Staff Psychologist at the VA Health Care system in Palo Alto, and from 1975 to 2003 he was Clinical Faculty in the Department of Psychiatry and Behavioral Sciences at Stanford University School of Medicine. From 1991 to 2006 he was a Consulting

Associated Professor in the School of Education at Stanford University. Between 1978 and 1988 he taught Human Sexuality and Substance Dependence at Pacific Graduate School of Psychology/Stanford Psy.D. Consortium. In September 2008 he joined the PAU faculty full time (80% Psy.D. 20% Ph.D.). He teaches Foundation of Ethics and Professional Psychological Practice. Substance use Disorders Treatment, and Group Therapy and Supervision.

He has specialized in the treatment of substance use disorders, personality disorders, therapeutic community, and group psychotherapy. His publications have included research on aesthetics and therapeutic communities for substance-dependent persons, and clinical papers on group therapy, therapeutic communities, personality assessment, drama therapy, and supervision.

## STANLEY SUE, PH.D.

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Stanley Sue is Professor of Psychology at Palo Alto University. He received a B.S. degree from the University of Oregon and the Ph.D. degree in psychology from UCLA. From 1996-2010, he was Professor of Psychology and Asian American Studies at the University of California, Davis; 1981-1996, Professor of Psychology at UCLA, where he was also Associate Dean of the Graduate Division, and 1971-1981, Assistant and Associate Professor of Psychology at the University of Washington.

His research has been devoted to the study of the adjustment of, and delivery of mental health services to, culturally-diverse groups. His work documented the difficulties that ethnic minority groups experience in receiving adequate mental health services and offered directions for providing culturally-appropriate forms of treatment. Dr. Sue has received numerous awards for his research, including the 2003 American Psychological Association's Distinguished Contributions to Applied Research Award and the 2005 Lifetime Achievement Award from the California Psychological Association. He served as the President of the Western Psychological Association in 2010.

## AMY WISNIEWSKI, PH.D.

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Dr. Wisniewski's clinical and research interests focus upon neurobehavioral sequelae of medical disorders and their treatments. She has investigated the neuropsychological correlates of infectious (HIV), endocrine, and autoimmune illnesses, as well as the neuropsychological impacts of general anesthesia and cardiac surgery. Her most recent studies explore executive function deficits in alcoholism, ADHD, and PTSD.

Dr. Wisniewski has been teaching at PAU since 1980, and has held faculty positions at San Francisco State University, the California School of Professional Psychology, Berkeley, and Western Graduate School of Psychology. She teaches courses in behavioral neuroscience, clinical neuropsychology, psychological assessment and differential diagnosis. She has clinical and research appointments at the University of California, San Francisco; Stanford University Medical Center, and Kaiser Permanente Medical Center, San Francisco.

For two decades, Dr. Wisniewski was Chief of Neuropsychology and Psychological Assessment Services at the San Francisco Veterans Affairs Medical Center. She is a California licensed psychologist in private clinical and forensic practice; she provides consultation services to many Bay Area agencies, and especially enjoys working with older adults.

## PSY.D. IN CLINICAL PSYCHOLOGY PROGRAM

### DEGREE DESCRIPTION

The PGSP-Stanford Psy.D. Consortium training program is a full-time, five-year training program: three years of academic course work, one year for the clinical dissertation project, and one year for a full-time pre-doctoral internship. The nine-month academic year runs on a quarter system, with elective classes and professional seminars offered during summer quarter. Prior to their external fifth-year internship, students gain clinical experience through a three-year practicum program coordinated by the Consortium. Upon completion of all Consortium program requirements, students will be awarded their degree through the Pacific Graduate School of Psychology at Palo Alto University, and the degree will clearly indicate that the student has completed all requirements of the PGSP-Stanford Psy.D. Consortium.

The PGSP-Stanford Psy.D. Consortium program requires a minimum of four full years in residence plus a program-approved external, pre-doctoral internship in clinical psychology. The program integrates academic course work, supervised clinical training, and research experience at every stage of the student's progress toward the ultimate goal of a doctorate degree. All students develop a thorough understanding of the broad body of knowledge that comprises scientific psychology. They also acquire and must demonstrate skills that can be applied to a variety of clinical problems through a graded curriculum, clinical practica and other clinical, research and professional experiences in each year of study. Students must complete 2,000 hours of pre-doctoral clinical training and a dissertation project prior to graduating.

Each cohort of Consortium students enroll together in the same prescribed program of didactic coursework over most of the first three years of the program. In the third and fourth year, a limited number of elective seminar options are available. The fourth year is comprised of clinical practicum training, the internship application process, and the undertaking and completion of a Psy.D. dissertation project. Upon advancement to candidacy, students are required to enroll in a total of thirty units of dissertation credit in the fourth year, and continue to register for three units of dissertation credit hours every quarter until the dissertation is completed. (Additional fees required, reference the dissertation handbook) During the fifth year of the Consortium program students participate in an external, program-approved pre-doctoral clinical internship.

### GOALS OF THE PSY.D. CLINICAL PSYCHOLOGY PROGRAM

- To graduate critically reflective, informed consumers of psychology and associates clinical sciences.
- To graduate highly skilled clinical psychologists whose clinical practice is grounded on an informed appreciation of the scientific literature.
- To graduate psychologists who are proficient in psychological consultation, supervision, and multidisciplinary collaboration.
- To graduate culturally competent clinical psychologists.
- To graduate psychologists whose conduct exemplifies the highest levels of professionalism.

### REQUIREMENTS

Students are expected to achieve a grade of B- (B-minus) or higher in didactic course work. Any student who receives two or more grades of B- in a given quarter is expected to meet with his or her advisor to discuss and attempt to resolve any academic difficulties. Additionally, a compulsory review by the Consortium Student Evaluation Committee is required in this situation. Students must resolve all incomplete grades and pass all required comprehensive examinations prior to advancing to candidacy.

The Consortium training program provides students with increasing amounts of time spent in clinical work experiences during each year of graduate training, with a minimum of 1,500 to 2,000 clinical hours obtained prior to internship. Students are evaluated on a quarterly basis by their practicum supervisors and must maintain satisfactory practicum ratings to maintain good academic standing. Requirements for receiving a Pass grade in Clinical Practicum are detailed in the Practicum Handbook.

## GOOD ACADEMIC STANDING

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Good academic standing is specific to the year of matriculation. All students must pass all required courses, receive no more than two grades of B- in any quarter, present satisfactory practicum evaluations, pass all comprehensive examinations and make satisfactory progress on the dissertation. Students are independently responsible to monitor their incomplete grades and to satisfy course requirements prior to the close of the subsequent quarter. Two grades of B- or below in any quarter mandates a meeting with the student's academic advisor and a compulsory review by the Consortium Student Evaluation Committee (SEC). Unsatisfactory practicum evaluations necessitate a meeting with the Consortium Practicum Coordinator and due process or other actions may be required by the practicum site and the Consortium Student Evaluation Committee. Failure to pass comprehensive examinations or make satisfactory progress on the dissertation is subject to review by the Consortium Student Evaluation Committee.

## COMPETENCY EVALUATIONS

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In addition to other outcome evaluation methods administered throughout the program such as course grades and practicum evaluations, a comprehensive examination will be administered during the first, second and third year of the program. The purpose of these examinations is to assess each student's:

1. Knowledge of specific areas of clinical psychology
2. Ability to integrate course content regarding research, theory, and application
3. Ability to conceptualize, integrate and present clinical casework

The primary goal of the comprehensive exam sequence is to verify students' integration of academic and applied instruction, and to judge their qualifications for internship application.

Each exam is administered up to three times. For those not passing on the first attempt, the exam will be offered again. **No more than three failures will be permitted.** Failure on the third re-examination will result in a compulsory review of the Consortium Student Evaluation Committee, possible dismissal from the program, and/or ineligibility for internship application, if applicable.

## CURRICULUM

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### YEAR 1

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CLIN700 Learning Psychotherapy: An Integrated Approach I

CLIN702 Learning Psychotherapy: An Integrated Approach III

CLIN707 Cognitive Behavioral Therapy for Mood Disorders

ETHC700 Foundations of Ethics & Professional Psychological Practice

ETHC702 Critical Issues in Clinical Psychology

PATH700 Psychopathology across the Life Span: Child & Adolescent

PATH701 Psychopathology across the Life Span: Middle Years & Older Adults

PSYS700 Foundations of Psychological Science I: Social Aspects of Behavior

PSYS706 Lifespan Development

PSYS710 Biological Bases of Behavior

PSYS720 Foundations of Psychological Science II: Cognitive Bases of Behavior

PSYS722 Foundations of Psychological Science II: Affective Bases of Behavior

STAT700 Psychometrics

STAT704 Statistics & Research Methods I

STAT706 Statistics & Research Methods II

## YEAR 2

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ASMT700 Psychological Assessment I: Intellectual Assessment

ASMT701 Psychological Assessment II: Personality & Psychopathology

CLDV700 Culturally Competent Counseling

CLIN710 Nature & Treatment of Anxiety Disorders

CLIN711 Psychological Treatment for Substance Use Disorders

CLIN713 Child/Adolescent I: Developmental Psychopathology

CLIN715 Brief Psychodynamic Psychotherapy

ETHC703 Advanced Professional Issues: Clinical Emergencies & Crises

PSYS707 History & Systems

### ***Students must complete one:***

ASMT702 Psychological Assessment III: Integrated Test Batteries Adult

CLIN723 Psychological Assessment III: Integrated Test Batteries Child & Adolescent

## YEAR 3

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CLIN727 Medical Illness & Psychological Symptoms

CLIN736 Supervision & Consultation

DISS701 Dissertation Preparation I

DISS702 Dissertation Preparation II

INTR700 Introduction to Internship Preparation (highly encouraged, but not required)

PSYS719 Psychopharmacology for the Psychologist

### ***Elective Options: three are required***

CLIN 717 Introduction to Rorschach

CLIN718 Behavioral Medicine

CLIN722 DBT for the Borderline Patient: A Clinical Overview

CLIN726 Couples & Family Therapy

CLIN728 Child/Adolescent II: Child Psychotherapy

CLIN 745 Clinical Perspectives on Trauma Psychology

CLIN 750 Acceptance and Commitment Therapy

## YEAR 4

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Beginning in the fourth year of the program, students' schedules may vary based on dissertation status, preparedness for internship application, etc. The courses listed below are those anticipated for a student in good standing and on track to complete all program requirements within the five-year timeline.

DISS 710 Dissertation Units

DISS 710 Dissertation Units

DISS 710 Dissertation Units

INTR 701 Internship Prep I (highly encouraged, but not required; taken during the year student applies to internship)

INTR 702 Internship Prep II (highly encouraged, but not required; taken during the year student applies to internship)

## YEAR 5

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INTR 703 Internship Units

INTR 703 Internship Units

INTR 703 Internship Units

INTR 703 Internship Units

\* Note: Internship enrollment may start in the summer quarter prior to the fifth year, depending on the internship start date. All students must complete a total of 12 Internship Units.

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## ADMISSIONS REQUIREMENTS

The PGSP-Stanford PsyD Consortium accepts students to the program for a fall quarter start only. The preferred application deadline is December 1; however, applications received until January 2 will be reviewed if there is space available in the incoming class. Finalists will be extended invitations to interview from February 1 to March 15. Offers of admission are made by April 1 or shortly thereafter by phone.

**Coursework:** In order to ensure a smooth transition into graduate study, 18 semester hours (27 quarter hours) of Psychology coursework including courses in: General Psychology, Abnormal Psychology, Statistics, Biopsychology, and Developmental Psychology are highly recommended.

**Clinical Experience:** Although not required, strong preference is given to applicants with clinical experience.

Admissions information can be found at <http://www.paloaltou.edu/admissions>

For application details and to apply, please follow the link <http://www.paloaltou.edu/apply>

## INTERVIEWS

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Finalists will be extended invitations to interview at both the PAU and Stanford University campuses as applications are reviewed from December through March. In person interviews are strongly encouraged so that prospective students have the opportunity to visit the campuses and meet with faculty and students.

## CANDIDATE SELECTION

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The Consortium aims to attract and educate students who are distinguished by their academic achievement, capacity for critical thinking, interpersonal skills, motivation to become exceptional clinicians, leadership potential, and commitment to service.

Preference is given to applicants who have demonstrated an interest in the field of psychology through relevant coursework and/or professional experiences, an overall undergraduate grade-point average of at least a 3.3, a graduate grade-point average of at least 3.5 (if applicable), an overall GRE score greater than 307, and strong interpersonal skills as demonstrated in the admissions interview. Average scores for recent incoming students are 3.67 GPA and 315.4 GRE.

Although the program uses these criteria to inform the student selection process, it also assumes that recruitment of a student body that is both highly qualified and diverse are both very important to the educational process. Thus, factors such as the quality of early educational environment, socioeconomic status, culture, race, ethnicity, and life or work experiences are also considered.

## ADMISSION POLICY

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If you are offered admission, the Consortium reserves the right to withdraw that offer of admission if:

1. You have misrepresented yourself in the application process.
2. We learn that you have engaged in behavior prior to matriculation that indicates a serious lack of judgment or integrity.
3. You show a significant drop in academic performance or fail to graduate.

All applicants and students enrolled in the program, should be assured that the PGSP-Stanford Psy.D. Consortium practices a nondiscrimination policy regarding disability, gender, military status, age, race, color, sexual orientation, national and ethnic origins in admission, employment, and in the administration of its program and activities. Any otherwise qualified student, or applicant, with a disability may request reasonable accommodation regarding the application process and services as a prospective or enrolled student.

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## POLICIES AND CRITERIA FOR TRANSFER CREDIT

Admitted students may request transfer credit for eligible first and second year courses (see below). Applications will be sent by the program to admitted student in the summer before matriculation.

**Graduate Level:** Only graduate level courses are acceptable for transfer credit. A graduate level course is any course for which a student received graduate credit at their previous institution(s). This may include graduate level courses the student took as an undergraduate.

**Acceptable Grades:** A grade of “B” or better is required in the graduate level course to be eligible for transfer credit.

**Accreditation:** Previous graduate work must have been completed at a regionally accredited institution.

**Deadline for Requesting Transfer Credit:** Requests for review of transfer credit must be submitted by July 10 of the year the student plans to enroll in the Consortium



**Maximum Credit Awarded:** Transfer credit will be awarded only for courses offered as part of the foundational Psy.D. curriculum. A maximum of eight (8) units per quarter may be transferred, for a maximum of 24 units transferred into the Psy.D. program.

**Transfer Unit Equivalencies:** A student will be awarded the number of units the transferred course is equal to at Palo Alto University, which uses a quarter system. A transferred course must be equal to or greater than the number of units of the corresponding Psy.D. course. Multiple courses and their syllabi may be combined to meet eligibility for a Consortium course, if the total units earned and content covered are determined equivalent.

**Time Limit for Transfer Credit:** In order to be eligible for transfer credit, the course must have been completed within five years of the student's matriculation at Palo Alto University.

**Transferrable Courses:** The foundational courses listed below are eligible to be met by approved transfer credit. Students applying for review of transfer coursework should indicate which course(s) they are applying to waive.

**Appeals and Exceptions:** A student may appeal transfer credit decisions in writing to the Curriculum Committee. Appeals must be submitted within one week after the incoming student is notified of the outcome of their transfer credit application.

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## COURSE DESCRIPTIONS

### ASMT700 - PSYCHOLOGICAL ASSESSMENT I: INTELLECTUAL ASSESSMENT (REQUIRED, 5 UNITS)

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This five-unit course provides an introduction to assessment of adult intellectual and cognitive functioning in a dual lecture and laboratory format. The course emphasizes the Wechsler Adult Intelligence Scale-IV with administration, scoring, and interpretation covered in lecture and implemented in the laboratory.

### ASMT701 - PSYCHOLOGICAL ASSESSMENT II: PERSONALITY & PSYCHOPATHOLOGY (REQUIRED, 4 UNITS)

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This five-unit course provides an overview of personality and personality assessment in a dual lecture and laboratory format. The course emphasizes objective, self-report measures and provides in-depth coverage of the MMPI-2 in the assessment of emotional functioning and psychopathology.

**Prerequisite:** ASMT 700.

### ASMT702 - PSYCHOLOGICAL ASSESSMENT III: INTEGRATED TEST BATTERIES ADULT (REQUIRED, 4 UNITS)

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This five-unit course integrates intellectual functioning, cognitive, personality and psychopathology measures into a coherent description of the client in a dual lecture and laboratory format. The primary focus in this course is on interpretation of psychological test batteries and report writing.

**Prerequisite:** ASMT 701.

### ASMT717 - INTRODUCTION TO THE RORSCHACH: RPAS (ELECTIVE, 3 UNITS)

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Introduces the use of performance-based measures to assess adult psychopathology. The primary focus of the course will be the Rorschach Performance Assessment System (R-PAS). The course will cover standardized administration, coding, and interpretation using the R-PAS.

### CLIN700 - LEARNING PSYCHOTHERAPY: AN INTEGRATED APPROACH I (REQUIRED, 3 UNITS)

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Provides a foundation for training beginning psychotherapists in the crucial elements of psychotherapy. The first module focuses on an introduction to pan-theoretical elements, concepts of listening skills, the therapeutic alliance, verbal response modes and therapist intentions, and cultural and ethical issues affecting psychotherapy.

### CLIN702 - LEARNING PSYCHOTHERAPY: AN INTEGRATED APPROACH III (REQUIRED, 3 UNITS)

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The pan-theoretical elements identified by the APA Division 29 task force are studied at in greater depth. Key issues include establishing therapeutic alliance (task/goal/bond), recognizing and repairing ruptures in the therapeutic alliance, transference and countertransference, and effective termination.

### CLIN707 - COGNITIVE BEHAVIORAL THERAPY FOR MOOD DISORDERS (REQUIRED, 3 UNITS)

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Focuses on the treatment of mood disorders, including comorbid Axis I and Axis II disorders, with cognitive behavior therapy. It emphasizes the integration of five crucial ingredients of therapeutic success: Assessment, Technique, Emotion, Alliance, and Motivation.

### CLIN710 - NATURE & TREATMENT OF ANXIETY DISORDERS (REQUIRED, 3 UNITS)

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Overview of current data regarding prevalence, clinical features, comorbidities, and treatment outcome of anxiety disorders in adults. Etiology and the development and maintenance of anxiety disorders from a biopsychosocial perspective is presented and specific treatment procedures are reviewed for empirically supported treatments for Generalized Anxiety Disorder, Panic Disorder, Social and Specific Phobias, Post-Traumatic Stress Disorder and Obsessive-Compulsive Disorder.

### CLIN711 - PSYCHOLOGICAL TREATMENT FOR SUBSTANCE USE DISORDERS (REQUIRED, 3 UNITS)

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Introduction to the theories of substance misuse and the principles and methods of prevention, screening, assessment, and treatment of substance use disorders. The course is structured to meet California licensure requirements for training in alcoholism/chemical dependency detection and treatment.

### CLIN713 - CHILD/ADOLESCENT I: DEVELOPMENTAL PSYCHOPATHOLOGY (REQUIRED, 3 UNITS)

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This course explores the new field of developmental psychopathology. The theoretical underpinnings of developmental psychopathology will be examined. The contribution of developmental psychopathology to understanding etiology, assessment, and treatment will be reviewed in detail. Patient interviews will be conducted to demonstrate principles of developmental psychopathology as applied to currently hospitalized psychiatric patients.

### CLIN715 - BRIEF PSYCHODYNAMIC PSYCHOTHERAPY (REQUIRED, 3 UNITS)

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Introduction to brief and long-term psychodynamic psychotherapy, with an emphasis on the potential contribution of empirical research to theory validation and to the identification of efficacious treatment elements. Topics covered include: psychodynamic assumptions about the mechanisms of change in treatment, with a focus on the roles of insight and enactments; definitions of transference and counter-transference as affected by the shift in focus from a one-person to two-person psychology; the role of the unconscious and mechanisms of defense; the technical distinction between expressive and supportive techniques and their relations to the mechanisms of change.

### CLIN718 – BEHAVIORAL MEDICINE (ELECTIVE, 3 UNITS)

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Overview of various clinical health psychology techniques for working with patients with a variety of behavioral medicine needs. Presenting issues include psychological factors associated a diagnosis of cancer, diabetes or HIV/AIDS, smoking cessation, weight management or exercise, psychosomatic illness, pain management, women's reproductive health issues and genetic testing.

### CLIN745 - CLINICAL PERSPECTIVES ON TRAUMA PSYCHOLOGY (ELECTIVE, 3 UNITS)

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This course introduces theoretical and applied issues related to trauma. Special topics including therapeutic and self-care issues for practitioners; and the needs of special populations (e.g., childhood sexual abuse survivors, combat veterans, torture survivors). Risk and protective factors are considered within a bio psychosocial framework.

### CLIN722 - DBT FOR THE BORDERLINE PATIENT: A CLINICAL OVERVIEW (ELECTIVE, 3 UNITS)

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A comprehensive overview of DBT, supporting empirical evidence, and applicability to Borderline Personality Disorder in adult and adolescent populations. Applicability to eating disordered and alcoholic populations will also be reviewed. The core theoretical principles are summarized, and treatment targets and strategies are discussed with an emphasis given to the features that differentiate DBT from other cognitive or behavioral treatments.

### CLIN723 – PSYCHOLOGICAL ASSESSMENT III: INTEGRATED TEST BATTERIES CHILD & ADOLESCENT (REQUIRED, 4 UNITS)

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Provides students with background and practical experience in diagnostic testing of children. This will include readings, observations, and discussion of diagnostic testing of selected subjects as well as practical testing experience. Human diversity issues in the assessment of children (language differences, ethnicity, SES) are addressed throughout the course.

**Prerequisite: ASMT 701**

### CLIN726 - COUPLES & FAMILY THERAPY (ELECTIVE, 3 UNITS)

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Provides students with the basic concepts of systems theory. Initially the major theoretical premises of the family-systems approach to the assessment and treatment of couples and families are reviewed, then the focus shifts to acquiring the tools required for family systems interviewing, assessment, and treatment planning.

### CLIN727 - MEDICAL ILLNESS & PSYCHOLOGICAL SYMPTOMS (REQUIRED, 3 UNITS)

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The purpose of this course is to investigate the appearance of psychiatric illness in medical conditions. Central Nervous System diseases, HIV related psychiatric disorders, and disorders related to hormone dysregulation are reviewed. Neuropsychological testing is covered with an emphasis on the diagnosis of psychiatric conditions in neurological disorders. Students also receive an in depth review of somatoform disorders, with particular focus on non-epileptic seizures.

### CLIN728 - CHILD/ADOLESCENT III: CHILD PSYCHOTHERAPY (ELECTIVE, 3 UNITS)

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This course introduces empirically-supported treatments for child and adolescent mental health disorders. Child and adolescent development is covered as a broad-based guiding principle for implementation of skills and strategies; however, the course focuses on building skills (e.g., CBT with anxiety) and their application to specific disorders.

### CLIN735 - GROUP PSYCHOTHERAPY (REQUIRED, 3 UNITS)

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Introduction to the theory and practice of group psychotherapy and includes an historical overview of the development of group psychotherapy, particularly as it pertains to the emergence of the various approaches to group psychotherapy. Basic issues and treatment strategies in conducting group psychotherapy are highlighted. Introduction to basic group dynamics, principles of effective task groups, and the theory and practice of group psychotherapies with an emphasis on interactional group therapy.

### CLIN736 - SUPERVISION & CONSULTATION (REQUIRED, 3 UNITS)

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Weekly seminar that introduces students to the theory and methods of consultation psychology in child and adult settings. In addition, the course provides an introduction to the models, methods, and competencies of providing clinical supervision.

### CLIN750 – ACCEPTANCE AND COMMITMENT THERAPY (ELECTIVE, 3 UNITS)

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The purpose of this course is to familiarize students with the major theories that underlie ACT, and the practical delivery of ACT in clinical practice. Conceptualizing patients using an ACT framework, the evidence base for ACT, and using ACT in specific populations will be explored. A second purpose of this course is to help students apply knowledge of ACT techniques through the use of self-exploration and exercises.

### CLDV700 - CULTURALLY COMPETENT COUNSELING (REQUIRED, 3 UNITS)

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Overview of issues related to multicultural counseling and psychology. The focus is on the interface of divergent identities and cultural experiences and the development of cross-cultural competency for clinicians.

### DISS701 - DISSERTATION PREPARATION I (REQUIRED, 1 UNIT)

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Weekly seminar focused on the development and facilitation of the dissertation process. Faculty provide individual assistance and discussion, including literature review, hypotheses development, finding a dissertation chair and other committee members, the Institutional Review Board process, proposal preparation, and the proposal defense.

### DISS702 - DISSERTATION PREPARATION II (REQUIRED, 1 UNIT)

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Continuation of DISS 701. Weekly seminar focused on the development and facilitation of the dissertation process. Faculty provide individual assistance and discussion, including literature review, hypotheses development, finding a dissertation chair and other committee members, the Institutional Review Board process, proposal preparation, and the proposal defense.

### DISS703 - DISSERTATION UNITS (REQUIRED, 1 UNIT)

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This three-unit dissertation course is taken by students who have not yet completed their dissertation project, beginning in the fall quarter of the fifth year. The student must continue to enroll in DISS703 until the final defense is completed, including the quarter in which the student conducts the final defense. Enrollment in DISS703 during the summer quarter is not necessary, unless the student has scheduled a proposal or defense during that quarter, with committee permission.

### DISS710 - DISSERTATION UNITS (REQUIRED, 10 UNITS)

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This required 10-unit dissertation course is taken by fourth year students during the first three quarters of the fourth year. All students must complete a minimum of 30 dissertation units, even if they complete the proposal defense prior to the fourth year in the program.

### ETHC700 - FOUNDATIONS OF ETHICS & PROFESSIONAL PSYCHOLOGICAL PRACTICE (REQUIRED, 3 UNITS)

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Introduction to the ethical and professional guidelines, laws, principles, and practices that shape professional psychology in the 21st century.

### ETHC702 - CRITICAL ISSUES IN CLINICAL PSYCHOLOGY (REQUIRED, 3 UNITS)

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Focuses on practical issues that will face clinical psychologists in 21st century including controversies over empirically supported therapies, practice guidelines, randomized clinical trials, self-evaluation of practices and prescription privileges for clinical psychologists.

### ETHC703 - ADVANCED PROFESSIONAL ISSUES: CLINICAL EMERGENCIES & CRISES (REQUIRED, 3 UNITS)

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Follows the section of clinical emergencies and crises (Section VII) of the APA Division of Clinical Psychology's training guidelines for didactic and clinical training in this essential professional endeavor.

### INTR700 - INTRODUCTION TO INTERNSHIP PREPARATION (ELECTIVE, 1 UNIT) (HIGHLY ENCOURAGED BUT NOT REQUIRED)

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Weekly seminar focused on the internship application, interview, and matching process as well as professional development issues.

### INTR701 - INTERNSHIP PREP I (ELECTIVE, 2 UNITS) (HIGHLY ENCOURAGED BUT NOT REQUIRED)

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This seminar provides information and guidance about the internship application process covering topics such as site selection, CVs, essays, cover letters, and APPI completion. Students are also assigned an individual Internship Advisor to provide tailored guidance and support.

### INTR702 - INTERNSHIP PREP II (ELECTIVE, 1 UNIT) (HIGHLY ENCOURAGED BUT NOT REQUIRED)

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This seminar is a continuation of earlier internship preparation seminars and focuses on interviewing and ranking information and guidance.

### INTR703 - INTERNSHIP UNITS (REQUIRED, 3 UNITS)

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Students completing a one year, full time internship will enroll in four consecutive quarters of INTR703, for a total of 12 units. If the internship start date occurs during July, the first quarter of enrollment will be the summer prior to the fifth year. If the start date occurs during August or September, the first quarter of enrollment will be the fall of the fifth year.

### INTR704 - INTERNSHIP UNITS (REQUIRED, 1.5 UNITS)

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Students completing a two year, part time internship will enroll in eight consecutive quarters of INTR704, for a total of 12 units. If the internship start date occurs during July, the first quarter of enrollment will be the summer prior to the fifth year. If the start date occurs during August or September, the first quarter of enrollment will be the fall of the fifth year.

### **PATH700 - PSYCHOPATHOLOGY ACROSS THE LIFESPAN: CHILD & ADOLESCENT (REQUIRED, 3 UNITS)**

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Overview of common child and adolescent psychological disorders and developmental psychopathology addressing issues such as ethnicity, SES and gender differences throughout. The course focuses on DSM-IV-TR classifications, adaptive and maladaptive behaviors, risk and protective factors within the child, family and environment and developmental models.

### **PATH701 - PSYCHOPATHOLOGY ACROSS THE LIFESPAN: MIDDLE YEARS & OLDER ADULTS (REQUIRED, 3 UNITS)**

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Overview of theory, etiology, base rates and comorbidities of psychopathologies included in DSM-IV-TR. Students learn to use the DSM-IV-TR criteria and multiaxial system to make differential diagnosis and apply diagnostic skills through clinical interviews and diagnostic reports. The benefits and limitations of diagnosis are discussed.

### **PSYS700 - FOUNDATIONS OF PSYCHOLOGICAL SCIENCE I: SOCIAL ASPECTS OF BEHAVIOR (REQUIRED, 3 UNITS)**

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This course provides an overview of critical aspects of social psychology and the influence of social processes and context on human behavior.

### **PSYS706 - LIFESPAN DEVELOPMENT (REQUIRED, 3 UNITS)**

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This course will review the fundamentals of developmental psychology, which is a field of study devoted to understanding both the continuity and change that makes up normal human development throughout the lifespan, from birth to old age.

### **PSYS707 - HISTORY & SYSTEMS (REQUIRED, 3 UNITS)**

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Introduction to the historical contexts, social influences, and individuals important to the development of movements within psychology with an emphasis placed on the development of psychology as an empirical science. Recognition of the role of women and people of color in the history of psychology are emphasized.

### **PSYS710 - BIOLOGICAL BASES OF BEHAVIOR (REQUIRED, 3 UNITS)**

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Reviews the fundamentals of neuroscience involved in understanding what is currently known about the neurobiological bases for psychiatric disorders. It includes a review of neurotransmitters, second messenger systems, neurotrophic factors and the effect of pharmacologic agents on these different levels of input to the neuron. Connected networks thought to underlie mood and anxiety disorders, data suggesting structural changes in mood disorders and functional abnormalities in a variety of psychiatric illnesses are considered.

### **PSYS719 - PSYCHOPHARMACOLOGY FOR THE PSYCHOLOGIST (REQUIRED, 3 UNITS)**

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Overview of psychopharmacology in the treatment of psychopathology, including discussion of various models of disorders and the impact of drug development research.

## PSYS720 - FOUNDATIONS OF PSYCHOLOGICAL SCIENCE II: COGNITIVE BASES OF BEHAVIOR (REQUIRED, 2.5 UNITS)

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Focus on the basic sciences of human cognition, and how this domain of human functioning can be harnessed to inform us about psychopathology. Course will focus on selected key topics within the areas of attention, memory, decision-making, social cognition, and language. The goal of this course is to expose students to both the classic and recent empirical research in different areas of cognition, and to discuss various theories proposed to account for these findings.

## PSYS722 - FOUNDATIONS OF PSYCHOLOGICAL SCIENCE II: AFFECTIVE BASES OF BEHAVIOR (REQUIRED, 2.5 UNITS)

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This course provides an overview of affective science. It includes a review of key topics, including: defining and measuring emotion, intrapersonal and interpersonal functions of emotion, gender and cultural differences in emotion, emotion across the lifespan, emotion regulation, and emotion and well-being. This course also considers the application of affective science concepts and research findings to clinical psychology theory and practice.

## PRAC701 - CLINICAL PRACTICUM (REQUIRED, 3 UNITS)

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Depending on the year in the program, students complete a 16-24 hour weekly clinical practicum wherein they attain the core clinical competencies determined by the Consortium. Students are required to register for Clinical Practicum units in every quarter in which they participate in a formal practicum. Registration in PRAC 701 also includes participation in Practicum Forum, which provides a forum for discussion and integration of practicum experiences with content in other elements of the program. Practicum and Practicum Forum requirements vary based on student status (beginning, intermediate or advanced); see the Practicum Handbook for details.

## STAT700 - PSYCHOMETRICS (REQUIRED, 3 UNITS)

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This course provides an overview of the scientific study of mental measurement, psychological testing and assessment. The course covers several measurement instruments associated with aptitude, interests, personality, and abilities that are used in a variety of settings. Discussion of statistical underpinnings of instruments, the administration of tests, their “meaningful” (i.e., clinical) utility, and ethical issues surrounding their applications are discussed. Students are required to review and critique several commonly used instruments during this course, including evaluating computerized- and clinician-generated interpretations of tests.

## STAT704 - STATISTICS & RESEARCH METHODS I (REQUIRED, 4.5 UNITS)

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This course covers basic research methodology and statistics in psychology. Students will be able to describe characteristics of research studies, explain different research methods, and articulate strengths and limitations of various research designs. The statistical concepts taught include the ability to identify which data analyses procedures to use, compute simple statistical work problems by hand, correctly perform data entry, data management, and statistical analyses covered in lectures using a statistical program.

## STAT706 - STATISTICS & RESEARCH METHODS II (REQUIRED, 4.5 UNITS)

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This course builds upon the research methods and statistical approaches taught in PSY250. More advanced research methodology is covered in addition to learning how to critically evaluate an article published in the research literature. Students will be able to distinguish the nature of designs that permit causal inferences from those that do not, evaluate the appropriateness of conclusions derived from psychological research as well as articulate strengths and limitations of various research designs. The lectures will cover analysis of variance/ covariance, regression, and multiple regression. Students will learn to execute the models within a statistical program as well as the interpretation and explanation of results in APA format.

**Prerequisite:** STAT 704

## STAT710 - ADVANCED STATISTICAL & WRITING CONSULTATION (ELECTIVE, 2 UNITS)

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This course provides students individualized statistical and writing consultation for research projects. The consultant augments rather than replaces guidance provided by the student's dissertation chair.

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### FACULTY

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#### CORE FACULTY

BRUCE ARNOW, PH.D.

ASSOCIATE CHAIR AND PROFESSOR, DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES  
STANFORD UNIVERSITY SCHOOL OF MEDICINE

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Dr. Arnow received his Ph.D. in Counseling Psychology from Stanford University in 1984. He has current research interests in investigations of the efficacy of different therapies and combinations of treatment for chronic depression, along with moderators and mediators of outcome. Other areas of interest include the epidemiology of chronic pain and depression, and relationships among child maltreatment, adult health and psychiatric outcomes and use of health care services. Dr. Arnow is author or co-author of more than 80 peer reviewed papers, one book, numerous book chapters and more than 50 presentations at professional meetings.

CHRISTINE BLASEY, PH.D.

PROFESSOR  
PALO ALTO UNIVERSITY

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Dr. Blasey earned a Ph.D. in Counseling Psychology from the University of Southern California and completed her dissertation in the laboratory of Dr. Gayla Margolin, working on the Family Studies Project. Her dissertation was the development of a new measure to assess coping among young children. Since that time, she has worked for 20 years as Research Psychologist and Biostatistician both in academia (Stanford University Department of Psychiatry) and in the biotech industry (Director of Biostatistics, Corcept Therapeutics). At Stanford, she was formally mentored and supervised by Dr. Helena Kraemer. In industry, she gained experience conducting statistical analyses within a regulatory environment, collaborating with statisticians from the FDA, and presenting annually at their Statistics in Industry conference. Dr. Blasey has served as a statistical reviewer for several journals in psychiatry and psychology. In 2009, Dr. Blasey earned an MS in Epidemiology with specialization in Biostatistics from the Stanford School of Medicine, Department of Health Research and Policy. She has previously taught statistics, research methods, and psychometrics courses at Pepperdine University and Stanford, and currently teaches the Statistics and Psychometrics sequence at PAU.



LIAN BLOCH, PH.D.  
ASSISTANT PROFESSOR  
PALO ALTO UNIVERSITY

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Dr. Lian Bloch is a graduate of Stanford University, where she received her B.A. and M.A. in Psychology. She was awarded her Ph.D. in Clinical Psychology at the University of California Berkeley, where she was also a three-year fellow in the NIMH Training Consortium in Affective Science. Dr. Bloch's research has focused on emotion and emotion regulation, particularly in close relationship contexts. Her clinical internship was conducted at the San Francisco Veterans Affairs Medical Center. Dr. Bloch completed a post-doctoral fellowship at the Stanford University School of Medicine in the Department of Psychiatry and Behavioral Sciences. Currently, Dr. Bloch is core program faculty in the PGSP-Stanford Psy.D. Consortium, where she enjoys teaching, advising, and training students. She is also Adjunct Clinical Faculty in the Stanford University School of Medicine Department of Psychiatry and Behavioral Sciences. Additionally, Dr. Bloch maintains a private practice as a licensed clinical psychologist specializing in evidence-based couples therapy. Her ongoing research complements her clinical practice and investigates how factors such as emotion and communication impact satisfaction in marriages.

VICTORIA E. COSGROVE, PH.D.  
CLINICAL ASSISTANT PROFESSOR, DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES  
STANFORD UNIVERSITY SCHOOL OF MEDICINE

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Dr. Cosgrove received her B.A. from Yale University in 1998 and her Ph.D. in Clinical Psychology from the University of Colorado at Boulder in 2009. She completed her internship at the VA Palo Alto Health Care System and her postdoctoral fellowship at the Stanford University School of Medicine. Her current research focuses on understanding the psychosocial and biological etiology of mood disorders in children and adolescents as well as investigating the use of evidence-based psychotherapies to prevent or delay symptom onset. In her clinical practice, she specializes in family-based treatment approaches and incorporates a family systems perspective.

COURTNEY FARMER, PH.D.  
CLINICAL ASSISTANT PROFESSOR  
PALO ALTO UNIVERSITY

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Dr. Farmer received her B.A. in Psychology from the University of Southern California and her Ph.D. in Clinical Psychology from the University of Missouri – St. Louis. During graduate school, she trained at the Center for Trauma Recovery and was involved in multiple randomized controlled trials examining the efficacy and effectiveness of evidence-based treatments for PTSD. Dr. Farmer completed her pre-doctoral clinical internship at the VA Palo Alto Health Care System, followed by her postdoctoral fellowship training at Stanford University's School of Medicine. Throughout her education, Dr. Farmer received extensive training in Cognitive Behavioral Therapy (CBT), Cognitive Processing Therapy (CPT), Prolonged Exposure (PE), Dialectical Behavior Therapy (DBT), Interpersonal Psychotherapy (IPT), and Motivational Interviewing (MI).

CHERYL GORE-FELTON, PH.D.  
PROFESSOR AND ASSOCIATE CHAIR, DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES  
STANFORD UNIVERSITY SCHOOL OF MEDICINE

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Dr. Gore-Felton completed her Ph.D. in counseling and health psychology at Stanford University in 1997. She has been a faculty member at Stanford since 2005 and has received numerous awards throughout her career, including the Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) Program for Women fellowship. She has published more than 100 peer-reviewed papers and book chapters.

As current co-Director of the Stanford Psychology and Biobehavioral Sciences Laboratory, Dr. Gore-Felton's clinical focus is the treatment of anxiety disorders, including post-traumatic stress disorder. Her research focuses on developing effective psychotherapy interventions to reduce chronic stress as well as enhance positive health behaviors to reduce morbidity and mortality among patients coping with chronic, medical illnesses which are often life threatening. Since 1999, she has worked to advance HIV/AIDS research. She serves as Chair of the Scientific Advisory Council, California HIV/AIDS Research Program.

NANCY HAUG, PH.D.,  
PROFESSOR, PALO ALTO UNIVERSITY

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Dr. Haug is a licensed clinical psychologist and formerly Assistant Professor in the Department of Psychiatry at the University of California, San Francisco (UCSF). She earned a doctoral degree in Clinical Psychology and Behavioral Medicine from the University of Maryland Baltimore County. She spent 7 years at the Johns Hopkins School of Medicine Behavior Therapy Treatment Research Center. Dr. Haug completed a clinical internship and postdoctoral fellowship at UCSF and San Francisco General Hospital in the area of Public Service and Minority Mental Health. She also holds a Master's degree in Counseling Psychology from Loyola University in Maryland. Dr. Haug is currently Assistant Director at The Gronowski Center. She was previously an Instructor at UC Berkeley Extension in the Alcohol and Drug Abuse Studies Program and taught medical students at UCSF. Dr. Haug has clinical expertise in motivational interviewing, cognitive-behavioral and mindfulness-based therapies. Areas of specialty include eating and weight disorders, smoking cessation and alcohol/substance abuse. Her current research interests include health behavior change interventions, and her most recent work was a study of evidence-based practices among substance abuse treatment providers

KIMBERLY HILL, PH.D.  
DIRECTOR OF CLINICAL TRAINING  
CLINICAL ASSOCIATE PROFESSOR, DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES  
STANFORD UNIVERSITY SCHOOL OF MEDICINE

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Dr. Hill received her Ph.D. in Clinical Psychology from Ohio University. After completing her predoctoral internship at the Veterans Affairs Palo Alto Health Care System, she held a research coordinator position at the National Center for Post-Traumatic Stress Disorder. She then completed her postdoctoral fellowship in the Psychiatry Department at the Stanford University School of Medicine where she currently serves as a Clinical Associate Professor. Dr. Hill has published articles and made presentations related to pain management, serious mental illness including Post Traumatic Stress Disorder, and sexual dysfunction.

Currently, Dr. Hill's time is divided across clinical, research, administrative, and teaching domains. In addition to her clinical work in the Psychosocial Treatment clinic at Stanford, she maintains a private practice in Palo Alto. Her current research interests include chronic pain, insomnia/depression, social anxiety, and post-traumatic stress disorder. The remainder of her time is committed to Psychology Training. On a national level, she serves as the Chair of the Postdoctoral Membership Committee for APPIC as well as a committee member of the Postdoctoral Training Task Force. As the Co-Director of Clinical Training for the Psy.D. Consortium, she co-directs all aspects of program development including curricula design, comprehensive exam development, dissertation requirements, diversity recruitment policy, APA self-study preparation, as well as student and faculty recruitment/selection. In addition, she teaches courses, provides clinical supervision, and offers professional development supervision/mentoring to students.

ROBERT HOLAWAY, PH.D.  
CO-ASSOCIATE DIRECTOR OF CLINICAL TRAINING  
ASSISTANT PROFESSOR, PALO ALTO UNIVERSITY

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Dr. Holaway is an Assistant Professor and Co-Associate Director of Clinical Training in the PGSP-Stanford Psy.D. Consortium. He received his Ph.D. in clinical psychology from Temple University. He completed his internship at the VA Palo Alto Health Care System (VAPAHCS), followed by his postdoctoral fellowship in the Department of Psychiatry and Behavioral Sciences at Stanford University. Since 2008, he has supervised Psy.D. practicum students at the VAPAHCS (Menlo Park Division). His clinical and research interests are in cognitive-behavioral interventions and the treatment of anxiety disorders. Dr. Holaway maintains a private practice in Menlo Park, CA where he specializes in cognitive-behavioral therapy for adults with anxiety and related disorders.

JAMIE KENT, PH.D.,  
ASSISTANT PROFESSOR AND CO-PRACTICUM COORDINATOR  
PALO ALTO UNIVERSITY

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Dr. Kent was awarded her Ph.D. in clinical psychology from Loyola University Chicago. She completed her predoctoral clinical internship at the University of Washington School of Medicine in behavioral medicine and neuropsychology. Dr. Kent's postdoctoral clinical fellowship was completed at Stanford University School of Medicine in the Department of Psychiatry and Behavioral Sciences.

Dr. Kent is currently a core faculty member in the PGSP-Stanford Psy.D. Consortium where she serves in teaching, advising, and training capacities. Areas of clinical specialization include psychological assessment, women's mental health, health psychology, and the use of cognitive-behavioral and mindfulness-based therapies. Her research has focused on mood and cognitive changes associated with women's health concerns.

CHERYL KOOPMAN, PH.D.  
ASSOCIATE PROFESSOR (RESEARCH), DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL  
SCIENCES  
STANFORD UNIVERSITY SCHOOL OF MEDICINE

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Dr. Cheryl Koopman received her B.A. from University of California, Berkeley, and her Ph.D. from the University of Virginia. Her research focuses predominantly on psychosocial reactions to political trauma, serious illness, and other stressful life events and evaluates interventions to help people cope with such events. Dr. Koopman's research and participation on the Anxiety Disorders Section for the Diagnostic and Statistical Manual-Fourth Edition (DSM-IV) contributed empirical support and clarification of criteria for Acute Stress Disorder as a new psychiatric diagnosis.

Dr. Koopman's research focuses on survivors of a variety of traumatic events such as political or interpersonal violence, natural disasters and serious illness. In these studies, she examines relationships between the severity of the recent traumatic event, previous life history, risk and resilience factors, and demographic characteristics with the symptoms of acute and other stress reactions. Dr. Koopman's research also focuses on social interventions that promote physical and mental health in communities.

SANDY MACIAS, PH.D.,  
ASSISTANT PROFESSOR, PALO ALTO UNIVERSITY  
DIRECTOR, GRONOWSKI CENTER

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Dr. Macias received her Ph.D. in Counseling/Clinical/School Psychology from the University of California, Santa Barbara in June 2004. Prior to pursuing her doctorate, she was trained as a Marriage and Family Therapist and has been licensed since 1997. Her clinical training and experience has focused primarily on assessment and treatment of abused and neglected children and their families. Dr. Macias completed her pre-doctoral internship at Monterey County Children's Behavioral Health. At Monterey County her clinical work consisted of conducting psychological assessments on children and their families who had entered into the Juvenile Dependency Court system; providing individual, family, and group therapy to children and their families; and working with severely emotionally disturbed children in a day treatment setting. Dr. Macias' past research experience has included the examination of self-esteem and locus of control issues in mothers without custody of their children; school bonding and its relationship with ethnicity and acculturation; evaluation of a three-year after school homework program; and an evaluation of a three-year juvenile drug court treatment program. Her most recent research focus was on the intergenerational transmission of child abuse.

JENNIFER PHILLIPS, PH.D.

CLINICAL ASSOCIATE PROFESSOR, DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES  
STANFORD UNIVERSITY SCHOOL OF MEDICINE

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Dr. Jennifer Phillips obtained her Ph.D. in Clinical Psychology from University of Texas Southwestern Medical School. She completed a postdoctoral fellowship in autism research at Arizona State University and the Southwest Autism Research Center, and a subsequent postdoctoral fellowship in Clinical Child Psychology at Stanford University. Dr. Phillips's research and clinical interests include autism and other developmental disabilities. She is co-director of the Autism and Developmental Disabilities Clinic in Child Psychiatry, and Director of Assessment Training for the Stanford Autism Center at Packard Children's Hospital. In addition to research and clinical work, she supervises practicum students in neurodevelopmental assessment, teaches an advanced course in Child Assessment, serves as an Academic Advisor, and serves on dissertation committees.

ALLISON THOMPSON, PH.D.

CO-ASSOCIATE DIRECTOR OF CLINICAL TRAINING AND CO-PRACTICUM COORDINATOR  
CLINICAL ASSOCIATE PROFESSOR, DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES  
STANFORD UNIVERSITY SCHOOL OF MEDICINE

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Dr. Thompson holds a Ph.D. in clinical psychology from Northwestern University, a M.A. in journalism from the University of Missouri at Columbia, and a B.A. in psychology from the University of California at Berkeley.

She is a clinical assistant professor in the Department of Psychiatry & Behavioral Sciences at the Stanford University School of Medicine. She previously provided counseling services to veterans through her work at VA medical centers and with Stanford Vets Connect, and treated patients with chronic and severe mental illness while working at a community mental health clinic. Dr. Thompson, who was the recipient of a research supplement for underrepresented minorities from the National Institutes of Health, has conducted research designed to improve the mental and physical health of people of color. For her dissertation, she examined the barriers that prevent African-American women from exercising. Through her clinical work and her research, Dr. Thompson is committed to making mental health care more acceptable and more accessible.

## SECTION III: INSTITUTIONAL POLICIES

Policies are subject to change. For the most current information, please see PAU website at <http://www.paloaltou.edu/institutional-policies>

### ACADEMIC AND PROFESSIONAL INTEGRITY POLICY

#### 1. Ethical and Professional Standards at Palo Alto University

Palo Alto University is an academic community that endeavors to maintain the highest ethical and professional standards in all that we do, as well as to comply with the Higher Education Act and all relevant regulations.

PAU has a responsibility to help its students to understand, to be measured by, and to uphold the ethical and professional standards of our PAU community and the academic and professional fields that our programs represent. The PAU Faculty is specifically charged with providing students with clear information regarding PAU's academic and professional integrity standards, providing guidance and feedback that enhances students' engagement with these standards, and measuring students' work according to these standards.

Students have a responsibility to learn our community's ethical and professional standards and to maintain those standards in all of their work and professional relationships while at PAU. This includes their work and professional relationships as students, as researchers, as clinicians and counselors in training, and as professional and academic colleagues.

Just as students progress through stages of acquiring and practicing academic and clinical knowledge and skills, they also progress through stages of learning and being measured by ethical and professional standards. Because of this, the Faculty endeavors to take into consideration context, intent, level of progress through a program, and other factors when measuring whether a student has succeeded or failed in adhering to our ethical and professional standards.

PAU is primarily an academic community. Thus, one of our most important ethical and professional standards is known as academic and professional integrity.

#### 2. Academic and Professional Integrity

Integrity is a foundational value for all communities, and for academic communities it is a foundation on which many ethical standards are built, in particular the standard known as academic and professional integrity.

Academic and professional integrity entails honesty in giving credit to others for their ideas, expressions, inventions, and collaborative contributions, in reporting research results, in representing the degree to which a student completed work or received academic credit without collaboration, assistance, or access to unauthorized resources, and in representing acts as one's own acts.

Academic and professional integrity also entails acting ethically and responsibility in interactions with others, and involves respecting the rights and dignity of others including colleagues, clients, students, dissertation research participants, and professors.

Acting with regard for academic and professional integrity ensures the integrity of the scientific process, the integrity of the educational process in fairly and accurately awarding grades and other academic credit, and the integrity of PAU as a degree-granting institution and a center of excellence in research, clinical practice, and service to the community.

Acting with disregard for academic and professional integrity constitutes academic and professional misconduct.

#### 3. Academic and Professional Misconduct

Any student who commits, aids, or attempts to commit academic and professional misconduct shall be subject to remediation or disciplinary action. Academic and professional misconduct may lead to loss of credit, grade reduction, probation, suspension, or dismissal from the university, or even the revocation of a degree. In general, acting with disregard for academic and professional integrity constitutes academic and professional misconduct. Academic and professional misconduct includes, but is not limited to:

- **Plagiarism:** Plagiarism is the inclusion, in any paper, draft, assignment, presentation, or other work, of someone else's product, words, ideas, or data and representing it as one's own work. Examples of plagiarism include, but are not limited to, the taking of any portion of a document, article, or book and representing it as one's own work, the lifting of a well-phrased sentence and including such sentence without crediting the author, or including another person's ideas as an example of one's own thought or work. Plagiarism includes using unpublished work as well as published sources, using another's term paper, or handing in a product that includes substantial work by another individual or agency, including internet services.
- **Self-Plagiarism:** Using one's own work from a previous assignment without the permission of the current instructor and/or without properly citing this information.
  - **A note on verifying plagiarism:** PAU subscribes to Turnitin.com, an online service that checks for originality in scholarly papers. Any paper submitted by a student in any program at PAU may be checked for originality to confirm that the student has not plagiarized. Faculty have the right to require that student papers (including dissertations) be submitted in both written and computer-readable format and to submit any paper to a check such as that performed by Turnitin.com. Copies of student papers checked by this process are retained by Turnitin.com. Turnitin produces complex reports that should be interpreted using an instructor's professional judgement as part of any final determination of whether plagiarism has occurred.
- **Cheating:** Cheating includes, but is not limited to, using unauthorized materials in an examination; looking at another student's test paper to copy answers; using or supplying questions or answers from an examination to be given or in progress that have not been authorized for distribution; having a person other than the one registered and taking the course stand in at an examination or at any other graded activity; collaborating with others on projects where such collaboration is expressly forbidden; using resources, including electronic resources, forbidden by a faculty member. Cheating also includes facilitating any of these actions.
- **Fabrication:** Fabrication includes, but is not limited to, submitting a paper, a lab report, computer data, or other academic exercises with falsified, invented, or fictitious information.
- **Academic sabotage or obstruction:** Academic sabotage is intentional interference with the work or progress of other students or researchers, and may include, but is not limited to, intentionally destroying or interfering with the work of others, stealing or defacing library materials or materials owned by others, and altering or copying computer files or documents owned by others without authorization.
- **Misusing computer software:** PAU is the licensee of many computer software packages that are protected by copyright laws. Students must not copy any computer software program or data protected by copyright or by special license. Students must not damage, alter, or remove without permission any software package in the custody of the School or any PAU community member, including student, faculty, or staff. Students must not access another person's data or text files without proper permission.
- **Unauthorized use or misuse of materials:** Unauthorized use or misuse of materials include, but are not limited to, reading, duplicating, copying, removing, or any other unauthorized use or misuse of a document, record, book, ledger, file, printout, tape, cartridge, disc, key, or any property maintained by any individual(s) or department(s) of PAU.
- **Forgery:** Forgery is the unauthorized creation of an imitation of, forging or any other unauthorized alteration of, a document, electronic file, form, record, identification, or any property maintained by any individual(s) or department(s) of PAU.
- **Grade tampering, exam fraud, or other acts of dishonesty:** Academic and professional misconduct includes other acts of dishonesty or impropriety occurring in the course of academic activities, such as grade tampering, or obtaining or distributing any part of any exam materials or any information about an exam, or knowingly providing false information.

- **Violation of Research or Professional Ethics:** Violations of research or professional ethics in the context of earning academic credit include, but are not limited to, violation of the ethical code or professional code of the profession that a student is preparing to enter (for example the APA Ethical Principles of Psychologists and Code of Conduct and the ACA Code of Ethics), using unethical research practices, and violation of professional ethics when acting as a Teaching Assistant or Student Assistant.

#### 4. Seriousness of Violations and Sanctions for Acts of Academic and Professional Misconduct

Acts of academic and professional misconduct are violations of this policy on academic and professional integrity and are subject to sanctions, remediation actions, disciplinary actions, or penalties that may be applied by individual PAU faculty members or by adjudication bodies of the PAU Faculty. Appeal processes are also available.

Violations of this policy may be less serious violations or more serious violations, as outlined below.

##### 4.1 Less serious violations.

Less serious violations of this academic and professional integrity policy often occur because of carelessness or inattention, or because the student has not yet learned the proper method for achieving an academic end such as proper citation, for example. They generally involve little planning, are clearly accidental, and are accomplished without an intention to deceive or harm another. They are limited, occurring without repetition or pattern in limited contexts, and the violation occurs in a small amount in a single assignment or context. They are also committed by undergraduates, or possibly graduate students in the first year. As a student progresses in their studies, violations due to inadequate understanding of academic norms and processes should not occur, and if they do, they should be classified as more serious violations. A second violation of this policy should always be treated as a more serious violation. Less serious violations of this academic and professional integrity policy include, but are not limited to: accidental plagiarism, that is, plagiarism that was clearly not intentional, constituting a small amount of text or a single missed citation, or clearly due to lack of understanding of the norms of citation; collaboration or use of resources that are not authorized and in which the collaboration occurs in the context of a smaller or less important assignment; any violation that causes little actual harm.

In general, the emphasis should be on education, awareness, and remediation for violations committed by students in the first year of a program or in undergraduate versus graduate contexts. As students progress, the assumption should be that they are aware of the principles and particulars of academic and professional integrity, and remediation should give way to more severe sanctions. At the masters and doctoral levels, the gradation to more severe sanctions should be steeper.

Intent, extent, and context are always factors that should be considered.

In the case of the less serious violations, an instructor may apply a sanction themselves by reducing a grade or requiring that an assignment be redone or substituted, but in all cases proper documentation of the violation, the method of determining that a violation exists, and the sanctions applied by an instructor should be forwarded to the adjudication body of the instructor's program and the student should be informed of the violation and the sanctions applied. The student must also be given an opportunity to respond to the allegations in a meeting with the instructor before sanctions are applied.

One important reason that documentation should always be submitted to the adjudication body is that repeated violations can be detected across courses.

Sanctions for less serious violations may include:

- Grade reduction for the assignment or the course. Note that grade reduction may result in a failing grade for the course in some cases (e.g., if the course grade before the sanction for the less serious violation was already low).

- A failing grade on an assignment
- Disciplinary warning
- Substitution of a different assignment
- Requiring a re-do of the assignment
- Participation in an academic and professional integrity remediation course or training session

#### **4.2 More serious violations.**

More serious violations of this academic and professional integrity policy are characterized by greater intent, greater extent, or more consequential context.

More planning or greater effort applied by a student or student in committing a violation are signs of a more serious violation, for example, as are a greater amount of material involved, or more individual acts of violation, or a greater number of students involved in a collaborative violation.

More serious violations may involve greater harm or consequence than less serious violations, malicious intent, or obvious dishonesty.

Examples of more serious violations of this academic and professional integrity policy include, but are not limited to: a second less serious violation, a great amount of plagiarism in a single assignment, the submission of another student's work as one's own, exam fraud, research fraud, sabotage, intentional or extensive violation of research or clinical ethics, fabrication, intentional and extensive cheating or cheating on a major assignment, grade tampering, professional ethics violations when acting as a Teaching Assistant or Student Assistant, use or misuse of unauthorized materials or resources on a major assignment, using or serving as a stand-in for an exam, fabrication of evaluations from external training sites, any activity which constitutes a criminal offense, and any violation committed in the context of work on a dissertation, a publication, or research or clinical work involving human participants or clients.

More serious violations must always be referred to the adjudication body of the program in which the accused student is enrolled.

Sanctions for more serious violations include, but are not limited to: academic probation, dismissal or suspension from a program or position, withdrawal of fellowships, scholarships, or other awards, expulsion from the university, and referral to police or other authorities.

Note the following regarding course grade assignment in cases of more serious violations:

1. Consistent with the AAUP principles of academic freedom and tenure, the faculty instructor is responsible for determining the course grade.
2. The faculty instructor can consult with the program director or adjudication body for guidance about determining course-specific sanctions but the ultimate responsibility for assigning the course grade is the instructor's.
3. The adjudication body may still review the incident to determine whether additional sanctions beyond the scope of the course, are warranted. Course grade changes by anyone besides the course faculty instructor may only be made according to the policies and procedures outlined in the program and institution's grade appeal processes.

#### **4.3 Guidelines for individual faculty members and adjudication bodies**

**4.3.1** The examples, guidelines, and sanctions offered in the previous sections and in this section are meant to serve as guides for faculty as they encounter possible violations of this academic and professional integrity policy and should not be taken as absolute rules.

**4.3.2** Application of sanctions should always occur with great regard to context and should include considerations of the experience level of the student, the degree and extent of premeditation and intent that occurred in the violation, and the program in which the student is enrolled.



**4.3.3** Individual faculty members working with doctoral students are urged to treat any violation alleged to have been committed by a doctoral student (except perhaps by a first year doctoral student) more seriously than they would treat a violation alleged to have been committed by an undergraduate student or a student in a masters program.

**4.3.4** Adjudication bodies in each program are able and entitled to develop further and more detailed guidelines for faculty members serving on those adjudication bodies to use in adjudicating violations of this academic and professional integrity policy. Examples of further and more detailed guidelines might be: matching specific violations to specific sanctions, providing more specific examples or definitions of plagiarism tied to the particular program's plagiarism tutorials and student population, and providing more specific examples of more complex cases and how they should be approached in adjudication.

#### **4.4 Evidentiary standard**

In considering and adjudicating violations of this academic and professional integrity policy, individual faculty members, adjudication bodies, and individuals participating in appeals processes should use an evidentiary standard of "clear and convincing" evidence. This standard means that those adjudicating a case or hearing an appeal must have a firm belief and conviction that the evidence demonstrates that there is a high probability that the violation was actually committed.

### **5. Adjudication Procedures**

#### **5.1 Less serious violations**

As soon as a faculty member learns of a possible violation of this policy, they should follow this procedure:

1. Determine the nature of the possible violation and decide whether to refer it to the adjudication body of the program in which the student is enrolled. In most cases, it is recommended that the instructor communicate with the student about the possible violation to ensure that the circumstances are clearly understood by the instructor.
2. Document the violation using the Academic and professional integrity Violation Initial Report form and send the form to the chair of the adjudication body for the program in which the student is enrolled within 10 days of learning of the possible violation. Note that even in cases where the faculty member wishes to handle the incident with course-level sanctions, the incident should be documented with the Academic and professional integrity Violation Initial Report form.
3. On the form, an indication will be made as to whether the faculty member will adjudicate the violation themselves or refer it to the adjudication body.
4. Notify the student or students accused within 24 hours of sending the form to the adjudication body. In notifying the student(s), the faculty member should ask the student to schedule a meeting or communicate via phone, email, or online conferencing to discuss the accusation within 5 weekdays of the notification being sent unless the faculty member referred the matter to the adjudication body, in which case they will notify the student that the matter will be handled by the adjudication body. The student has the right to request a meeting (to take place by video/phone/in person depending on availability of both parties) within 5 business days of initial communication about the issue.
5. If contact cannot be made with the student or a discussion cannot be scheduled within 5 days of contacting the student, the faculty member should refer the matter to the adjudication body.
6. In the discussions with the student, present the accusation and the evidence for the accusation, as well as the range of sanctions that may be imposed, and allow the student to respond. If the student does not choose to respond at this meeting, the faculty member may allow more time for the student to respond and schedule another meeting for further response and discussion, or they may inform the student that they will refer the matter to the adjudication body and then make the referral.

7. If the student does not offer sufficient mitigating explanation or evidence, the faculty member may apply a sanction within 5 days of initial communication about the issue, or immediately following a meeting if a meeting has occurred.
8. Apply the sanction and document the sanction by sending an Academic and professional integrity Violation Final Report form to the adjudicating body and to the student via email.
9. If at any time the reported matter is referred to the appropriate adjudication body (rather than the faculty member adjudicating the matter themselves via course-level sanctions), then the adjudication body will follow the procedures listed in the next section of this policy pertaining to more serious violations.
10. If at any time the faculty member determines that no violation occurred, they will immediately send an Academic and professional integrity Violation Final Report form to the appropriate adjudication body.
11. A student may not drop a course once they have been notified of an accusation of violation until notified that the matter is closed.

## **5.2 More serious violations**

All violations of a more serious nature must be referred to the adjudication body of the program in which the student is enrolled.

As soon as a faculty member learns of a possible more serious violation of this policy, they should follow this procedure:

1. Determine the nature of the possible violation. In most cases, it is recommended that the instructor talk with the student about the possible violation to ensure that the circumstances are clearly understood by the instructor.
2. Document the violation using the Academic and professional integrity Violation Initial Report form and send the form to the chair of the adjudication body for the program in which the student is enrolled within 10 days of learning of the possible violation.
3. On the form, an indication will be made that the violation is being referred to the adjudication body.
4. Notify the student or students accused within 24 hours of sending the form to the adjudication body. The faculty will also notify the student that the matter will be handled by the adjudication body.

Upon receiving a referral of a violation from a faculty member, the adjudication body shall:

1. Follow the procedures established for that adjudication body.
2. If an Academic and professional integrity Violation Report is received from a faculty member and it is determined that the violation is a possible second offense (of any kind - less serious or more serious), then the adjudication body must immediately inform the faculty member who filed the report that they must relinquish adjudication to the adjudication body.

## **6. Appeals Process**

Appeals concerning adjudications related to this policy follow the appeals processes of the program in which the student is matriculated, followed by the appeals processes of the institution beyond that of the program (i.e. via the institutional appeals committee).

## **7. Amendments to This Policy**

This policy is promulgated by the Palo Alto University Faculty Senate and may be amended or changed only by the Palo Alto University Faculty Senate or its successor body.

## **8. Acknowledgments**

This policy was written after consulting many policies of other universities, in particular the academic and professional integrity policy of Rutgers University. The PAU faculty extends its gratitude and professional acknowledgement to the Faculty of Rutgers University for its creating an exemplary policy that served as a model in many respects in the construction of this policy.

## ADA (AMERICANS WITH DISABILITIES ACT)/SECTION 504 GRIEVANCE PROCEDURE – STUDENT)

### Disability Accommodations

Palo Alto University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Accordingly, no otherwise qualified disabled student shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any academic, research, counseling, financial aid or other postsecondary education program or activity which PAU provides for all students. PAU's disabled students meet the requirements and levels of competency, required of all students in the program. In order to assist students with qualified learning physical and other disabilities, which request reasonable disability accommodations, a student must provide current documentation of any disability and other relevant information to the Office of Accessible Education. Details of the accommodation request will be discussed interactively with the student and determined according to individual student needs. All applicants with disabilities are advised of this policy at the time of their application to the school. For purposes of reasonable accommodation, a disabled student or applicant is a person who: (a) has a physical or mental impairment which limits one or more major life activities (such as walking, seeing, speaking, learning, or working); (b) has a record with the School of such impairment; or (c) is regarded by the School as having such an impairment, or who is otherwise defined by law as a qualified disabled student or applicant. The individual must meet the qualifications and requirements expected generally of PAU students, and must be able to perform the essential requirements of the curriculum, either with or without reasonable accommodation. PAU's Palo Alto campus has wheelchair access to all areas. Restrooms are wheelchair accessible. Every attempt is made to work with the disabled student to meet his/her special needs. In order to request disability accommodations, students must fill out the request for accommodations forms, available from the Office of Accessible Education no later than seven days after the start of the academic quarter. When this form is on record with Office of Accessible Education and the request has been approved, the Office of Accessible Education will notify appropriate faculty that the student is eligible for accommodation. Faculty will also be informed as to the nature of the accommodations that have been approved. If a student's request for accommodation is refused by the Office of Accessible Education, he or she may appeal the decision to the Institutional Grievance and Appeals Committee.

## ATTENDANCE POLICY

Students must attend at least 75% of the class meetings to receive a passing grade. (Instructors may increase the attendance requirement.) Students are responsible for anything that is scheduled in class.

## CAMPUS SAFETY AND CRIMINAL STATISTICS

PAU complies with the Safe and Drug-Free Schools and Communities Act. PAU also annually reports crime and arrest statistics, as required by the Crime Awareness and Campus Security Act of 1990. The results of this report are distributed annually. If you would like a copy, please go to our PAU website.

## CLASSROOM AND ONLINE ETIQUETTE

Students are expected to conduct themselves with professionalism at all times. Appropriate professional etiquette is expected in all communications with other classmates, instructors and external professionals and personnel who have a professional relationship with PAU.

Professionalism and classroom etiquette requires student attentiveness and engagement. It is unprofessional to utilize computers, tablets and smartphones in class for purposes that are not directly related to the current class topic and presentation. Residential course instructors have the option to make their classrooms "computer, tablet and smartphone free" and are authorized to take away participation and professionalism points for unauthorized technology use during class. That violation can result in the loss of half a grade for the class (e.g., an A will be reduced to an A-). When residential students ask to take notes in class with their computer, tablet and smartphone the faculty can request the student verify notes were taken and the technology was used as agreed. For online classes students should abide by the same principles as they self-regulate their own professional conduct during Zoom Meeting course discussions.

Behavior and written or verbal exchanges that are disrespectful, harassing, or otherwise professionally inappropriate are not acceptable. Students engaging in these behaviors will be counseled immediately. Students need to treat classroom engagements in a similar manner as they would engage with colleagues in a professional environment. Incidents of unprofessional conduct will be referred to the program advisor and noted on the student's advising record. Repeated offenses will result in referral to the Student Evaluation Committee to determine the appropriateness of the student's continuation in the program.

Students engaged in coursework via video teleconference should seek to have the most professional setting and background as possible with minimal visual and noise distraction. It is expected that while in class and on microphone/camera that professional behavior is maintained at all times.

## COMPUTER AND NETWORK USAGE POLICY

This policy covers the appropriate use of all information resources including computers, networks, and the information contained therein.

### **Authority:**

Approved by the Vice President for Business Affairs and Chief Financial Officer.

### **Applicability:**

Applies to all University students, faculty and staff, and all others using computer and communication technologies, including the University's network, whether personally or University owned, which access, transmit or store University or student information.

### **Policy Statement:**

Use of Palo Alto University's network and computer resources should support the basic missions of the University in teaching, learning and research. Users of Palo Alto University's network and computer resources ("users") are responsible to properly use and protect information resources and to respect the rights of others.

This policy provides guidelines for the appropriate use of information resources.

1. Definitions
2. Policies
3. Oversight of Information Resources
4. Reporting or Investigating Violations or University Concerns
5. Consequences of Misuse of Information Resources
6. Cognizant Office
7. Related Policies

### **1. Definitions**

As used in this policy:

- a. "Information resources" are all computer and communication devices and other technologies, which access, store or transmit University or student information.
- b. "Information" includes both University and student information.
- c. "Personally owned resources" is information resources that are under the control of University employees or agents and are not wholly owned by the University.

### **2. Policies**

**a. General Policy**

Users of information resources must protect (i) their online identity from use by another individual, (ii) the integrity of information resources, and (iii) the privacy of electronic information. In addition, users must refrain from seeking to gain unauthorized access, honor all copyrights and licenses and respect the rights of other users of information resources.

**b. Access**

Users must refrain from seeking to gain unauthorized access to information resources or enabling unauthorized access. Attempts to gain unauthorized access to a system or to another person's information are a violation of University policy and may also violate applicable law, potentially subjecting the user to both civil and criminal liability. However, authorized system administrators may access information resources, but only for a legitimate operational purpose and only the minimum access required to accomplish this legitimate operational purpose.

**(1) Prohibition against Sharing Identities**

Sharing an online identity (user ID and password or other authenticator such as a token or certificate) violates University policy.

**(2) Information Belonging to Others**

Users must not intentionally seek or provide information on, obtain copies of, or modify data files, programs, passwords or other digital materials belonging to other users, without the specific permission of those other users.

**(3) Abuse of Computing Privileges**

Users of information resources must not access computers, computer software, computer data or information, or networks without proper authorization, or intentionally enable others to do so, regardless of whether the computer, software, data, information, or network in question is owned by the University. For example, abuse of the networks to which the University belongs or the computers at other sites connected to those networks will be treated as an abuse of University computing privileges.

**c. Usage**

Use of the University's information resources must comply with University policies and legal obligations (including licenses and contracts), and all federal and state laws.

**(1) Prohibited Use**

Users must not send, view or download fraudulent, harassing, obscene (i.e., pornographic), threatening, or other messages or material that are a violation of applicable law or University policy. In particular, contributing to the creation of a hostile academic or work environment is prohibited.

**(2) Copyrights and Licenses**

Users must not violate copyright law and must respect licenses to copyrighted materials. For the avoidance of doubt, unlawful file sharing using the University's information resources is a violation of this policy.

**(3) Social Media**

Users must respect the purpose of and abide by the terms of use of online media forums, including social networking websites, mailing lists, chat rooms and blogs.

**(4) Political Use**

University information resources must not be used for partisan political activities where prohibited by federal, state or other applicable laws, and may be used for other political activities only when in compliance with federal, state and other laws and in compliance with applicable University policies.

**(5) Personal Use**

University information resources should not be used for activities unrelated to appropriate University functions, except in a purely incidental manner.

**(6) Commercial Use**

University information resources should not be used for commercial purposes, including advertisements, solicitations, promotions or other commercial messages, except as permitted under University policy. Any such permitted commercial use should be properly related to University activities, take into account proper cost allocations for government and other overhead determinations, and provide for appropriate reimbursement to the University for taxes and other costs the University may incur by reason of the commercial use. The University's Chief Financial Officer and Vice President for Business Affairs will determine permitted commercial uses.

**d. Personally Owned Resources**

Palo Alto University does not require personnel to use their personally owned resources to conduct University business. Individual units within the University may permit such use, and users may choose to use their own resources accordingly. Any

personally owned resources used for University business are subject to this policy and must comply with all Palo Alto University requirements pertaining to that type of resource and to the type of data involved. The resources must also comply with any additional requirements (including security controls for encryption, patching and backup) specific to the particular University functions for which they are used.

#### **e. Integrity of Information Resources**

Users must respect the integrity of information and information resources.

##### **(1) Modification or Removal of Information or Information Resources**

Unless they have proper authorization, users must not attempt to modify or remove information or information resources that are owned or used by others.

##### **(2) Other Prohibited Activities**

Users must not encroach, disrupt or otherwise interfere with access or use of the University's information or information resources. For the avoidance of doubt, without express permission, users must not give away University information or send bulk unsolicited email. In addition, users must not engage in other activities that damage, vandalize or otherwise compromise the integrity of University information or information resources.

##### **(3) Academic Pursuits**

The University recognizes the value of legitimate research projects undertaken by faculty and students under faculty supervision. The University may restrict such activities in order to protect University and individual information and information resources, but in doing so will take into account legitimate academic pursuits.

#### **f. Locally Defined and External Conditions of Use**

Individual units within the University may define "conditions of use" for information resources under their control. These statements must be consistent with this overall policy but may provide additional detail, guidelines restrictions, and/or enforcement mechanisms. Where such conditions of use exist, the individual units are responsible for publicizing and enforcing both the conditions of use and this policy. Where use of external networks is involved, policies governing such use also are applicable and must be followed.

#### **g. Access for Legal and University Processes**

Under some circumstances, as a result of investigations, subpoenas or lawsuits, the University may be required by law to provide electronic or other records, or information related to those records or relating to use of information resources, ("information records") to third parties. Additionally, the University may in its reasonable discretion review information records, e.g., for the proper functioning of the University, in connection with investigations or audits, or to protect the safety of individuals or the Palo Alto University community. The University may also permit reasonable access to data to third-party service providers in order to provide, maintain or improve services to the University. Accordingly, users of University information resources do not have a reasonable expectation of privacy when using the University's information resources.

### **3. Oversight of Information Resources**

Responsibility for, and management and operation of, information resources is delegated to the head of a specific subdivision of the University governance structure ("department"), such as a Dean, Department Chair, Administrative Department head, or Principal Investigator ("lead"). This person will be responsible for compliance with all University policies relating to the use of information resources owned, used or otherwise residing in their department.

The lead may designate another person to manage and operate the system, but responsibility for information resources remains with the lead. This designate is the "system administrator."

The system administrator is responsible for managing and operating information resources under their oversight in compliance with University and department policies, including accessing information resources necessary to maintain operation of the systems under the care of the system administrator.

#### **a. Responsibilities**

The system administrator should:

- Take all appropriate actions to protect the security of information and information resources.
- Take precautions against theft of or damage to information resources.
- Faithfully execute all licensing agreements applicable to information resources.
- Communicate this policy, and other applicable information use, security and privacy policies and procedures to their information resource users.

**b. Suspension of Privileges**

System administrators may temporarily suspend access to information resources if they believe it is necessary or appropriate to maintain the integrity of the information resources under their oversight.

**4. Reporting or Investigating Violations or University Concerns****a. Reporting Violations**

System users will report violations of this policy along with any defects in system accounting, concerns with system security, or suspected unlawful or improper system activities to the Director of Information Technology.

**b. Accessing Information & Systems**

Inspecting and monitoring information and information resources may be required for the purposes of enforcing this policy, conducting University investigations or audits, ensuring the safety of an individual or the University community, complying with law or ensuring proper operation of information resources. Only the University's Director of Information Technology (or designate) may authorize this inspection and monitoring.

**c. Cooperation Expected**

Information resource users are expected to cooperate with any investigation of policy abuse. Failure to cooperate may be grounds for cancellation of access privileges, or other disciplinary actions.

**5. Consequences of Misuse of Information Resources**

A user found to have violated this policy may also have violated the University Code of Conduct, the Fundamental Standard, the Student Honor Code, and/or other University policies, and will be subject to appropriate disciplinary action up to and including discharge, dismissal, expulsion, and/or legal action. The Director of Information Technology will refer violations to University units, i.e., Student Affairs for students, the supervisor for staff, and the Dean of the relevant School for faculty or other teaching or research personnel, if appropriate.

**6. Cognizant Office**

University's Vice-President for Business Affairs and Chief Financial Officer, shall be the primary contact for the interpretation, monitoring and enforcement of this policy.

**COMPLAINT PROCESS, ACCORDING TO THE FEDERAL STATE AUTHORIZATION TITLE 34**

In the event a student believes they have been unfairly treated by Palo Alto University they should follow the PAU grievance procedures. In the event a student feels it cannot be resolved by the methods outlined in the University's publications and Web site— they have the right to contact the accrediting organizations and related governmental agencies.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

2535 Capitol Oaks Drive STE 400

Sacramento, CA 95833

Phone: 916-431-6924

FAX: 916-263-1897

Website: <http://www.bppe.ca.gov>

**CONTINUOUS ENROLLMENT POLICY**

To be matriculated as a student of Palo Alto University, a student must be "continuously enrolled" in his/her academic program, with one and only one exception: if the student is in receipt of written approval from the University for a leave of absence for a defined period of time or academic quarter(s).

"Continuously enrolled" means that at all times, the student has paid all tuition and fees in full.

Continuous enrollment is defined based on program requirements. Failure to register and pay tuition and fees for any one of the quarters in which the program is in operation without approval in writing for leave of absence is a violation of this policy. Note that not all faculty or courses are available to students in all quarters, so students should plan accordingly.

Undergraduate Programs:

- Undergraduate day students = Fall, Winter & Spring.
- Undergraduate hybrid students = Fall, Winter, Spring & Summer.

Masters Programs:

- M.A students = Fall, Winter, Spring, Summer
- M.S. Programs = Fall, Winter, Spring, Summer for 7 consecutive quarters, followed by an extra summer quarter if transitioning into the PhD program.

Doctoral Programs:

- PhD students = Fall, Winter, and Spring. Also includes the summer between 1st and 2nd years in program, any summer when defending Dissertation Proposal or Final

Defense and one summer when student is on Internship.

- PsyD students = Fall, Winter, Spring and Summer

The Graduate School considers a full course load for Doctoral Programs to be no less than 27 units over an academic year (usually 9 units per quarter in Fall, Winter, and Spring), regardless of whether the student enrolls in the summer quarter or not.

Doctoral students on Internship or completing their Dissertation beyond the 4th year in the program are exempt from the 27 unit requirement, and are considered having a full course load with no less than 3 units per quarter.

## CREDIT HOUR POLICY

At Palo Alto University credit hour assignments for academic coursework must comply with the definition and assignment of credit hours according to federal regulations as specified in the WASC Credit Hour Policy (July 2011):

*"Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –*

*(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time;*

*or*

*(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."*

Palo Alto University program directors and program curriculum committees must regularly review credit hour assignments for each course within their curriculum. The assignment of credit hours at Palo Alto University depends upon the format of the class:

1. For courses that do not include laboratory work, formal discussion groups, practica, or other out-of-classroom supervised training, each credit hour assigned implies one hour of direct, face-to-face faculty instruction and at least two hours of out-of-class student work each week for no less than ten weeks in an academic quarter.
2. For courses that do include laboratory work, formal discussion groups, practica, or other out of classroom supervised training, credit units for direct face-to-face faculty instruction are calculated as in #1. Each additional credit hour assigned for lab or other supervised activity associated with the course is awarded for a combination of one hour of academic activity occurring under the direction of a faculty member, teaching assistant, or clinical supervisor



approved by Palo Alto University, plus an additional two hours of out-of-classroom student work, each week for no less than ten weeks in an academic quarter.

3. Credit hour assignment for PAU courses in which face-to-face contact with an instructor represents less than one-third of the total required academic work per week, for example, courses offered in an online or technologically-mediated instructional format, requires special justification and review by the appropriate program director and curriculum committee. Such review must establish that each credit hour assigned is equivalent to three hours of academic work per week per quarter.

## DATE OF DEGREE COMPLETION POLICY

Students will be given a degree completion date as of the day when they all complete all degree requirements. If there are other matters to settle with the university (e.g., unpaid bills), their accounts will be frozen until such time as they resolve the outstanding issues.

## DIVERSITY STATEMENT

PAU is committed to providing an educational environment that respects cultural and individual differences. It seeks both to foster a diverse student body and to support the aspirations of all of its students. It supports the kind of critical debate over important ideas that are central to the academic enterprise. At the same time, it encourages the respect and cooperation that are also central to an academic community. PAU's commitment to diversity requires a commitment on the part of all members of this academic community to acknowledge the range of human variability and to respect differences. PAU's success in carrying out the above commitment has been recognized for the last two years by Insight Into Diversity's, Higher Education Excellence in Diversity Award in recognition of the quality of PAU's higher education diversity programs. As psychologists, an understanding and appreciation for human diversity is especially critical. PAU sponsors two student organizations that are committed to cultural awareness and diversity: Students for Ethnic and Cultural Awareness (SECA) and Student Association for Sexual Orientation (SASO). These organizations are designed to build community, and to provide education and outreach with the goal of furthering awareness and appreciation of diversity. Representatives from the Ph.D. program, the PGSP-Stanford PsyD Consortium, and the PAU Masters and Undergraduate programs are members of these organizations.

## GRADE APPEALS

The administration, following legal and academic freedom precedents, may not overrule an academic evaluation by a member of our instructional faculty so long as that evaluation has been given within the scope of the course in good faith and a rational basis. In sum, only grades apparently based upon non-academic criteria or a violation of PAU policy may be overturned by administration.

**Informal Procedure:** When students at PAU are dissatisfied with a student evaluation received in a course, their first step must be to communicate or meet with the instructor for clarification and review of the grade within five (5) days of receipt of the grade. If no resolution is reached, students may use the formal procedure described below.

**Formal Procedure:** If a student believes that non-academic criteria have been used in determining his or her grade, or that the instructor has otherwise breached PAU policy in assigning the contested grade, the student may appeal the instructor's evaluation in writing to the Program Director within five (5) working dates of an attempt at an informal resolution of the matter. If the Program Director has previously given input into the student's case at hand, or if there is any other conflict of interest, the Program Director shall recuse themselves and specify an appropriate designee to serve in their place (this designee can include someone outside of the respective program). If the resolution of the Program Director or designee is not satisfactory to the student, the student may appeal the decision of the Program Director to the Curriculum Committee. The student must make the appeal within five (5) working days of notification by the Program Director of their decision. If the resolution of the Curriculum Committee is not satisfactory to the student, then the student may appeal to the Institutional Grievance and Appeals Committee by directing their written appeal in writing to the Provost.

Only grades apparently based upon non-academic criteria or a violation of PAU policy may be overturned by any of the adjudicating body (Program Director or designee, Curriculum Committee, or Institutional Grievances and Appeals Committee). The written decision of each adjudicating body should be explicit and clear in their outcome regarding overturning or upholding the course grade.

The student, the instructor, and the Registrar will be notified of the decisions at every step of the appeals process (Program Director or designee, Curriculum Committee, or Institutional Grievances and Appeals Committee) in writing, within fifteen (15) days of receipt of the receipt of appeal except where the Program Director or designee, Curriculum Committee, or Institutional Grievances and Appeals Committee requires a longer period time for good reason.

The student's written appeal at each step of the appeals process must specify the nature of the disagreement and include copies of all documents supporting the grievance. The student bears the burden of showing that non-academic criteria were used or that PAU policy was otherwise breached. The instructor will be consulted by each body of the appeals process (Program Director or designee, Curriculum Committee, or Institutional Grievances and Appeals Committee) for additional information, and will be given an opportunity to respond. All documents will be shared equally with both the student and the instructor. In addition, all materials related to the formal appeals process will be stored in the student's file.

## THE GRONOWSKI CENTER POLICY ON RESEARCH

### Objective

The purpose of this policy is to establish clear written guidelines for conducting research projects at the Gronowski Center (GC). These guidelines will be kept on file with the Palo Alto University Institutional Review Board (IRB) and shared with investigators, faculty, and students.

### Mission

- The Gronowski Center supports quality research that advances our understanding of community mental health clients, treatment interventions and assessment, supervision and training strategies, and therapy outcomes.
- We endorse research opportunities for both faculty and students in order to complement and enrich our clinical training model.

### Guidelines

1. Studies must conform to established ethical standards for psychological research (APA, 2002, 2010) and be approved by the PAU IRB.
2. Research at the Gronowski Center should fit into existing policies and procedures without disruption to patient care, clinical practice, and student training or additional workload for staff, supervisors, or directors.
3. Research projects should be designed to augment clinical services or enhance the training experience and skills of practicum students.
4. Research study proposals must demonstrate feasibility in the context of an established community mental health training clinic.
5. Projects should be well-planned, scientifically justified, appropriately designed, ethically sound, with results that are properly analyzed and accurately interpreted.
6. The Investigator should determine who needs to provide informed consent/assent (i.e., client, student therapist, supervisor) and the level of informed consent (i.e., exempt, expedited, full board) required for human subject protection, commensurate with PAU IRB policies and procedures, and all legal and ethical requirements.
  - a. Studies involving student therapists may require consent from their clinical supervisor. b. Studies involving clients may require informed consent from therapists and supervisors c. Studies involving clients may require a release of information.
  - b. Archival data studies may be covered by the standard GC consent form, which states that routine client data may be used for research purposes.
7. The protection of clients is a fundamental requirement for all GC research projects.
  - a. GC clients should not be used as a convenience sample. That is, GC clients should not be used if the data could be obtained from non-clinic community samples (e.g., administering attitudinal surveys; conducting assessment batteries or brain scans that do not offer a clinical service or enhance student training).
  - b. Clients should not be subjected to excessive study requirements or burdened with extensive or redundant assessment batteries. A list of measures currently being administered as part of the Intake Assessment and during therapy sessions is listed in Appendix A.

- c. It is the responsibility of the Investigator to determine whether the client is already enrolled in another research study before obtaining informed consent.
    - i. Clients can participate in only one treatment study at a time during the duration of their treatment at GC.
    - ii. Clients can participate in one non-treatment study simultaneously with a treatment study during the duration of their treatment at GC.
8. The protection of student therapists is a fundamental requirement for all GC research projects.
  - a. Research studies should not evaluate the performance of individual student therapists.
  - b. Student therapists should not be burdened with excessive study responsibilities.
  - c. Student therapists should not be coerced or pressured into participating in research.
  - d. When recruiting students for research, the Investigator should ensure that the student's participation or non-participation in research does not affect their clinical training, the evaluation process, or other requirements (e.g., practicum forum, coursework).
9. Investigators using archival data should work closely with the Research Director to determine how the data will be used and stored with careful attention to security, deidentification, and confidentiality.
10. External Investigators (non-PAU) must request PAU institutional approval (i.e., Dean and/or Provost) to conduct research at GC or to examine archival data, in addition to PAU IRB approval.
11. Case study reports being considered for publication may require client consent.
12. The Faculty Investigator or Sponsor should provide formal supervision for all research projects. This includes quality control, data management, and record storage.
13. Manuscripts being prepared for publication using any data collected at the GC should be reviewed and approved by the Research Director prior to submission.

#### Procedures

1. Investigators (faculty or student) who are interested in conducting research at the Gronowski Center should contact the GC Research Director, Dr. Nancy Haug, to discuss their ideas.
2. Investigators should complete a Gronowski Center Research Proposal Form and submit to the GC Research Director. GC Research Proposal Form
3. The GC Research Director will review the proposal and consult with the GC Clinical Directors to determine whether the study is appropriate and feasible.
4. If accepted, the Investigator will be asked to draft a proposed protocol for the PAU IRB. This protocol must be reviewed by the GC Research Director before it is submitted to the IRB.
5. Any research being conducted at the GC will require a letter of support from the GC Clinical Director, Dr. Sandra Macias.
6. Once approved by the IRB, the Investigator should work closely with the Research Director to implement the study in a timely fashion (i.e., within 6 weeks of approval) in accordance with the GC academic schedule.
7. If the Investigator obtains IRB approval for research at the GC, there is no guarantee that the GC will have the resources required to implement the study. Thus, it is the responsibility of the investigator to obtain administrative approval for the use of space and other University resources.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act (FERPA) offers students certain rights with respect to their education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.
  - Students should submit a written request to the Registrar that identifies the record(s) they wish to inspect. The Registrar will notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.
  - A student may ask PAU to amend a record that they believe is inaccurate or misleading. A written request must be made to the VPAA. The request should include all information which identifies the part of the record the student wants amended and why the student believes the record to be inaccurate or misleading. PAU will notify the student of its decision in writing. Students will be advised of their right to a hearing in the event that PAU decides not to amend the specified record. Additional information regarding the hearing procedures will be provided to the student when notified.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

- One exception, which permits disclosure of student records without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if he or she needs to review an education record in order to fulfill his or her professional responsibility. A school official is a person employed by PAU in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom PAU has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- PAU discloses education records without consent, upon request, to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by PAU to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:  
 Family Policy Compliance Office, U.S. Department of Education,  
 400 Maryland Avenue, SW, Washington, DC 20202-4605.

## INSTITUTIONAL GRIEVANCE AND APPEALS POLICIES AND PROCEDURES

### Procedures for Initiating Grievances

Except for specific matters for which a designated procedure for issue resolution is otherwise provided in School policy (e.g., harassment complaint procedures), students may submit a written grievance against action or inaction by the School which the student believes violates School policy. All such grievances must be presented in writing (not by e-mail) and addressed to the office of the PAU Provost within 30 days of their occurrence.

#### Informal Procedure:

The grievant should first discuss the complaint with his or her advisor, or other appropriate campus officer, who will attempt to resolve the complaint informally. If the circumstances of the complaint prevent such informal resolution, or it is not resolved informally, the grievant should file a written complaint to PAU's Provost. Upon receipt of the complaint, the Provost will forward a copy of the complaint to the relevant Program Director and to the individual against whom or related to whose action or decision the complaint is made, and will advise the grievant that an investigation and discussion will begin within 14 calendar days of receipt of the complaint, except where additional time is required for good reason.

#### Formal Procedure:

All grievances will be heard by the Institutional Appeals Committee, which is composed of faculty and staff members selected by the President, with consultation and recommendations of the faculty and staff members. The Institutional Appeals Committee shall hear the complaint and receive testimony and information from such witnesses as it deems appropriate in order to evaluate the complaint. After the hearing is complete, the Committee will forward its findings and recommendations to the President and to the parties. The Committee will attempt to do this within 14 days of the Committee's conclusion of hearings. Either party may forward to the President his or her comments on the findings and recommendations of the Committee. Such comments must be submitted within seven days following receipt of the panel's recommendations. The President will make a decision within 14 days of receipt of the panel's recommendations and findings.

#### Arbitration:

If the student disagrees with the decision of the President and wishes to challenge that decision, he or she must submit the issue to binding arbitration under the Rules of the American Arbitration Association. The costs of the arbitrator's fees or any administrative fee imposed by the American Arbitration Association shall be split equally by the student and the School. The arbitration process under this Institutional Appeal Procedure is the exclusive method of external review and is final and binding on both PAU and the student and the arbitrator's award shall be final, binding and conclusive upon the parties and may be entered in any state or federal court having jurisdiction.

In the event a student believes they have been unfairly treated by Palo Alto University they should follow the PAU grievance procedures. In the event a student feels it cannot be resolved by the methods outlined in the University's publications and Web site– they have the right to contact the accrediting organizations and related governmental agencies.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

2535 Capitol Oaks Drive STE 400  
Sacramento, CA 95833  
Phone: 916-431-6924  
FAX: 916-263-1897  
Website: <http://www.bppe.ca.gov>

## NONDISCRIMINATION POLICY

PAU is an equal opportunity institution of higher education and employer and is firmly committed to non-discrimination in its delivery of educational services and employment practices. In compliance with all applicable federal and state laws, such decisions will be made irrespective of the individual's race, color, religion, religious creed, ancestry, national origin, age (except for minors), sex, marital status, citizenship status, military service status, sexual orientation, gender identity, medical condition (cancer-related or genetic condition), disability and/or any another status protected by law. When necessary, PAU will reasonably accommodate individuals with disabilities if the individual is otherwise qualified to meet the fundamental requirements and aspects of the program and safely perform all essential functions, without undue hardship to the College and/or without altering fundamental aspects of its educational program.

A qualified disabled student or applicant who requires an accommodation and is otherwise unaware of the appropriate process should contact the PAU Associate Director of Student Services at the Office of Student Disability Services and request such accommodation in writing and in a timely fashion, that is, well before the accommodation is needed. PAU will then work with the student or applicant to identify the existing barrier(s), and will also identify the possible accommodation, if any, that would eliminate the barrier(s). If the accommodation is reasonable, effective and will not alter a fundamental aspect of the educational program or otherwise impose an undue hardship, and/or there are not equivalent alternatives, PAU will offer to make an accommodation. Please read further details in this handbook.

Further inquiries regarding the School's equal opportunity policies or the filing of grievances, or requests for copies of the School's grievance procedures covering discrimination complaints may be directed to the Provost, who is the coordinator for matters pertaining to Title IX, Section 504, and Title VI, as follows: Provost, Palo Alto University, 1791 Arastradero Road, Palo Alto, California 94304, (650) 433-3830.

## PAU EMAIL COMMUNICATION POLICY

All communications from Palo Alto University to students will be done through the students' PAU email account. Students are responsible for checking their PAU email regularly and responding promptly to university communications.

## PAU EMAIL SIGNATURE POLICY AND GOOGLE PHOTO

Beginning August 15, 2014 PAU will adopt a staff email signature to ensure that all email communication going out from Palo Alto University is consistent. Email signatures will contain your First Name, Last Name, Title, Department Name, Name of Institution, Campus Name, Campus Address, Full Telephone and Facsimile Number, and Website Address. Due to office sharing and working remote, it might be beneficial to post when and where you are available. The template below can be used for creating your signature.

#### **Additional Notes:**

- This email signature has been approved for all staff to use and should not include any additions. Additions not approved include images, webpage links, social media links, email address, verse, etc.
- PAU has multiple locations. Please list the location of your office as
  - Allen Calvin Campus and its address
  - Los Altos Campus and its address
  - Gronowski Center and its address (clinic staff)
  - Palo Alto University at Foothill College and its address
  - Palo Alto University at De Anza College and its address
  - Palo Alto University at The College of San Mateo and its address
- All work-related email messages should include no backgrounds or email templates. Your email body text should be the default setting or a similarly legible font. With the advent of mobile devices, small screens and emails being one of the university's main ways of communication, it is imperative that all email communication is visually professional, monochromatic and clear.
- The email signature may look smaller or larger on different screen resolutions. The size that has been selected for the email signature is to be the most compatible with a wide variety of screen resolutions.
- The use of a Google Photo is strongly recommended for all staff for recognition purposes. A professional quality photograph should be used. Several photographers have been onsite at PAU and have taken photos. If you need a new photo taken please contact support@paloaltou.edu. However, if you are uncomfortable with using a head photo, a PAU Logo may be used as an alternative.

#### **How to change your Google Photo**

Choose a professional photo to be used as your Gmail picture. The photo will show up whenever another user rolls over your name in their inbox, Contacts, and Chat list.

1. Open Gmail.
2. Click the gear icon in the top right.
3. Select Settings.
4. From the my picture section, click Select a picture. The Upload a picture window will appear.
5. Upload a new photo from your computer, or select a photo from Picasa Web Albums or your previous Google profile photos.
6. A box will appear over your photo, selecting part of it. Drag this selected region to crop your photo, or resize the region by clicking and dragging one of the region corners.
7. Click Apply Changes.
8. You can select whether you'd like all Gmail users to see your picture, or only those who you've allowed to chat with you, using the radio buttons next to your uploaded photo on your Settings page.
  - a. Visible to everyone means anyone who you email, or who emails you, can see your picture.
  - b. Visible only to people I can chat with includes users who have been given permission to see when you're online and to chat with you.

#### **How to change your Gmail Signature**

1. Open Gmail.
2. Click the gear icon in the top right.
3. Select Settings.
4. Scroll down to the "Signature" section. Copy and paste the template below that will be used for the new signature.

-----Begin below this line -----

(First Name Last Name)

(Title)

(Department)

Palo Alto University  
Los Altos Campus  
5150 El Camino Real  
Los Altos, CA 94022  
Telephone: (650) 000-0000  
Facsimile: (650) 000-0000  
<http://www.paloaltou.edu>

Confidentiality Notice: This message contains information, which is confidential and privileged. Unless you are the addressee (or authorized to receive for the addressee), you may not use, copy, forward or disclose to anyone the message or any information contained in the message. If you have received this message in error, please advise the sender by reply e-mail to (Email address), and delete the message. Thank you.

-----End above this line -----

5. Click Save Changes at the bottom of the page. We believe this new policy will provide PAU with a more professional face, both internally and externally.

## PREFERRED NAMES POLICY

The university recognizes that as a community many of its members use names other than their legal names to identify themselves. As long as the use of this different name is not for the purposes of misrepresentation, the university acknowledges that a "preferred name" can and should be used wherever possible in the course of university business and education.

Therefore, it is the policy of the university that any student, active or retired faculty or staff member, or alumni may choose to identify themselves within the university's information systems with a preferred name in addition to the person's legal name. It is further understood that the person's preferred name shall be used in all university communications and reporting except where the use of the legal name is required by university business or legal need.

The individual is free to determine the preferred name he or she wants to be known by in the university's information systems. However, inappropriate use of the preferred name policy (including but not limited to avoiding a legal obligation or misrepresentation) may be cause for denying the request.

## RECORDING CLASS LECTURES POLICY

Palo Alto University wants to maximize every student's learning experience. Professors vary in terms of their views and policies as to whether to allow recording of classes. Each professor decides this for his or her own class. Unless otherwise expressly allowed by the professor, students may not record a class. Permission to record a class applies exclusively to the student who received permission from the professor. The recording may not be accessed or utilized by any other individual. No replication of the recording may be made without the express permission of the professor. Recordings cannot be posted to any form of digital media. Students who violate this policy are subject to disciplinary action under the Honor Code. A professor may rescind permission to record his or her own classes.

Students who request recording of classes under the Americans with Disabilities Act must contact PAU's Student ADA Accommodations Support Services. In accordance with the above policy, all students should be aware that any class, and discussions held therein, may be subject to recording.

## RESEARCH INTEGRITY POLICY

Please find the full policy on the website at <http://www.paloaltou.edu/institutional-policies>

## SERVICE ANIMAL POLICY

Service animals assisting individuals with disabilities are permitted on campus. To utilize a service animal for ongoing accommodation, the student should first register with the Office of Accessible Education and supply appropriate documentation of disability. "Service animal" is defined by the Americans with Disabilities Act (ADA) as any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling wheelchair, or fetching dropped items.

A service animal may be asked to leave PAU facilities or programs if the animal's behavior or presence poses a direct threat to the health or safety of others. For example, a service animal that displays vicious behavior toward people may be excluded. Questions related to the use of service animals on campus should be directed to the Director of the Office of Accessible Education at (650) 433- 3836.

Service animals may also be excluded in areas where the presence of a service animal fundamentally alters the nature of a program or activity or is disruptive. In addition, animals not covered under the ADA service animal definition can be asked to leave.

The person whom a service animal assists is referred to as a "partner." The service animal's partner is at all times solely responsible for the cost of care, arrangements, and responsibilities for the well-being of the service animal, as well as any property damage.

Service animals on campus must do the following:

1. Meet all requirements for the presence of animals in public places (vaccinations, licensure, ID tags, etc.) mandated by state or local ordinance.
2. Be Healthy: The animal must be in good health.
3. Be Under Control of Partner: The person with a disability must be in full control of the animal at all times. Reasonable behavior is required from service animals while on campus.
4. The partner must follow local ordinances in cleaning up after the animal defecates. Partners who are not physically able to pick up and dispose of feces are responsible for making necessary arrangements for assistance.

## SEXUAL MISCONDUCT POLICY

### I. INTRODUCTION

Palo Alto University (also referred to as "PAU" or "the University") is committed to maintaining its campus and programs free from all forms of sexual misconduct.

This Policy prohibits all forms of sexual misconduct, including sexual and gender-related: violence, assault, harassment, domestic violence, dating violence, and stalking.

This Policy applies to misconduct directed against students occurring on PAU property or at PAU sponsored events or programs, whether they take place on-campus or off-campus. Off-campus conduct that is likely to have a substantial effect on on-campus activity or that poses a threat or danger to the University community also may be addressed under this Policy.

Getting Help: The University encourages all members of the PAU community who believe they have been victims of sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention.



- For Emergencies call: 911
- City of Palo Alto Police Department: Emergency (650) 321-4433
- Rape Trauma Services 24-hour helpline: (650)-692-7273
- National Domestic Violence hotline: 1-800-799-SAFE (7233)
- For additional resources, please see section XIV below.
- For additional reporting options, please see section VI below.

## **II. NOTICE OF NON-DISCRIMINATION**

PAU does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, ancestry, sex, gender, gender identification, sexual orientation, disability, age, religion, medical condition, veteran status, marital status or any other characteristic protected under law.

## **III. SCOPE OF THE POLICY**

This Policy sets forth the policies and procedures for reporting incident(s) of possible sexual misconduct that occurs toward any PAU student.

Persons who believe that an incident of possible sexual misconduct has occurred against a student of PAU, by another student, faculty member, administrator, or any other individual that a student comes into contact with by way of any University administered program, job or activity, should follow this Policy. Please see pages 7-9 for information on how to report incident(s) of possible sexual misconduct, against a student.

For information related to academic misconduct, or other misconduct that is not sexual misconduct, please refer to the applicable sections of the student handbook for your program.

As to Faculty and Staff who may have experienced sexual misconduct, please consult your faculty or staff handbooks for the relevant reporting policies and procedures that apply to them; and persons may also contact the Title IX Coordinator for assistance. See below.

## **IV. TITLE IX COORDINATOR AND INTAKE OFFICER**

Title IX of the Education Amendments of 1972 ("Title IX") is a federal law that prohibits discrimination on the basis of sex (or gender) of students and employees of educational institutions that receive federal financial assistance.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." 20 U.S.C. §1681.

The Title IX Coordinator is the person designated by the University to oversee the University's Student Sexual Misconduct Policy and to whom anyone with questions about this Policy may be referred.

The University has designated Dr. Luli Emmons, Vice President for Professional Advising and Development and Professor, Clinical Psychology Ph.D. Program, as PAU's Title IX Coordinator. Dr. Emmons can be reached at (650) 433-3845, lemmons@paloaltou.edu, Palo Alto University, Allen Calvin Campus, Building 1, Room 118, 1791 Arastradero Road, Palo Alto, California 94304.

Besides herself as Intake Coordinator, Dr. Emmons may, on a case-by-case basis, designate another qualified individual from the University to serve as the Intake Officer for Student Sexual Misconduct.

In the event that the Title IX Coordinator is unavailable, students may direct inquiries relating to this Policy to Dr. Grace Chen, Ph.D. Practicum Coordinator, Office of Professional Advising and Development and Associate Professor, Clinical Psychology Ph.D. Program. Dr. Chen can be reached at (650) 433-3842 and gchen@paloaltou.edu.

## V. PROHIBITED CONDUCT AND DEFINITIONS

Sexual Misconduct: PAU prohibits all forms of sexual misconduct, which includes sexual and gender related violence of any form: assault, harassment, domestic violence, dating violence, and stalking. Each of these terms encompasses a broad range of behavior.

The following are among the forms of sexual misconduct that violate University policy and the associated definitions:

1. Sexual Assault: Having or attempting to have sexual contact with another individual:

- By force or threat of force;
- Without effective consent; or
- Where the individual is incapacitated.

2. Non-Consensual Sexual Contact (or attempts to commit the same): Any intentional sexual touching, however slight, with any object, by any person upon any other person, that is without consent and/or is by force. "Person" is regardless of gender status.

3. Non-Consensual Sexual Intercourse (or attempts to commit the same): Any sexual intercourse, with any object or body part, by any person upon any other person, that is without consent and/or is by force. "Person" is regardless of gender status.

4. Sexual Exploitation: Taking non-consensual or abusive sexual advantage of another person for one's own advantage or benefit, or to the benefit or advantage of another person. Examples of sexual exploitation include:

- Causing or attempting to cause another person to become drunk, drugged or otherwise incapacitated with the intent of engaging in a sexual behavior;
- Recording, photographing or transmitting images of sexual activity and/or the intimate body parts (groin, genitalia, breasts or buttocks) of another person without their consent;
- Allowing third parties to observe sexual acts and voyeurism (spying on people who are engaging in sexual acts or who are doing other intimate activities such as undressing, showering, etc.);
- Exposing one's genitals in non-consensual circumstances or inducing someone to expose their genitals;
- Knowingly transmitting a sexually transmitted disease or virus to another person without his or her knowledge; or
- Sexually-based stalking and/or bullying.

5. Domestic Violence: Violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

6. Dating Violence: Violence committed by a person –

- (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:
  - a. The length of the relationship.
  - b. The type of relationship.
  - c. The frequency of interaction between the persons involved in the relationship.

7. Stalking: A course of physical or verbal contact directed at another individual that would cause a reasonable person to-

- (A) Fear for his or her safety or the safety of others; or
- (B) Suffer substantial emotional distress.

8. Retaliation: Action which is taken against a person because of the person's participation in a complaint or investigation of sexual misconduct, including but not limited to, Complainants, Respondents, witnesses, or others involved in the complaint, investigation and/or resolution of the alleged sexual misconduct. Retaliation can take many forms, including threats, intimidation, pressuring, continued abuse, violence or other forms of harm to others.

9. Sexual Harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive to interfere with, deny or limit a person's ability to participate in or benefit from the University's education program and/or activities. Sexual harassment has many forms. Sexual harassment is harmful regardless of gender of the perpetrator or the victim.

One form is quid pro quo or "this for that." Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature constitutes sexual harassment when it is implicitly or explicitly suggested that submission to or rejection of the conduct results in adverse educational or employment action. An example is a Teaching Assistant asking a student to have sex in exchange for keeping quiet about a student's violation of the plagiarism policy.

Another form of sexual harassment involves hostile environment. It is sexual harassment when an individual receives unwelcome sexual advances, unwanted verbal, physical, or visual behavior of a sexual nature, or is made to feel uncomfortable because of their gender or sexual orientation. Conduct that may constitute sexual harassment may include one or more of the following:

- Physical conduct: unwanted touching, blocking normal movement, or interfering with studies or work;
- Verbal conduct: epithets, derogatory comments, slurs, or humor of a sexual nature;
- Visual conduct: leering, making sexual gestures, displaying suggestive objects or pictures, cartoon posters in a public space or forum;
- Written conduct: letters, notes, or electronic communications containing comments, words or images as described above.

10. Close Personal Relationships Affecting University Teaching, Mentoring and Supervisory Functions. Except where explicit and advanced authorization has been obtained in writing from the Provost, no person who is employed by the University may participate in a close personal relationship with an individual who is a member of the University community for whom the person provides or may (by virtue of University assigned position or functions) reasonably be expected in the future to provide teaching, mentoring or supervision. Supervision includes grading or other academic evaluation, job evaluation, decisions pertaining to promotion, the direct setting of salary or wages, and job, internship, educational, or employment references or recommendations.

Close personal relationships include dating, sexual and similar close personal relationships that are or are not consensually undertaken by the supervisor and the individual. Such relationships do not include the usual and customary socializing at the University of teacher-student; mentor-mentee; supervisor-employee; faculty member graduate student; co-workers; and supervisor-student employee. A person provides supervision when s/he oversees, directs or evaluates the work of others, including but not limited to, managers, administrators, coaches, directors, deans, chairs, advisors.

The following are additional definitions used under this Policy:

1. Consent means "affirmative consent," which means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

In the determination of whether consent was given to sexual activity, it shall not be a valid excuse to an alleged lack of affirmative consent that the person whose conduct is at issue ("Respondent") believed that the person who experienced the Respondent's conduct ("Complainant") consented to the sexual activity under either of the following circumstances:

- (A) The Respondent's belief in affirmative consent arose from the intoxication or recklessness of the Respondent.
- (B) The Respondent did not take reasonable steps, in the circumstances known to them at the time, to ascertain whether the Complainant affirmatively consented.

In the evaluation of complaints under this Policy, it shall not be a valid excuse that the accused believed that the Complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the Complainant was unable to consent to the sexual activity under any of the following circumstances:

- (A) The Complainant was asleep or unconscious.
- (B) The Complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
- (C) The Complainant was unable to communicate due to a mental or physical condition.

2. Coercion is a form of force which comprises unreasonable pressure for sexual activity. When someone makes clear that they do not want to participate in a sexual activity, that they want to stop, or that their limit is at a certain point, continued pressure to act beyond that point can be coercive.

3. Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Other forms of force include intimidation (implied threats), threats and coercion that overcome resistance or produce consent. For example, "Have sex with me or I'll hit you." "Okay, don't hit me; I'll do what you want."

4. Incapacitation is a state where someone cannot knowingly give consent. It may occur as the result of alcohol or other drug use. This Policy also applies to a person who is incapacitated as a result of sleep, mental disability or from taking rape drugs (Rohypnol, GHB, Burundanga, Ketomine, etc.). Possession, use and/or distribution of any of these drugs or administering any of these drugs to another person is a violation of this Policy.

5. Sexual Contact is the intentional touching of the intimate body parts (breast, buttocks, groin, and genitalia) or touching another person intentionally with these body parts. It is also using force (physical force, violence, threat, intimidation, coercion) to cause a person to touch his or her or another person's intimate body parts, or any intentional bodily contact in a sexual manner

6. Sexual Intercourse is penetration (oral, anal or vaginal) by a tongue, mouth, penis, finger or an object.

7. Complainant refers to the individual who may identify him/herself as having experienced, or being a victim or survivor of possible sexual misconduct and who makes a report of sexual misconduct under this Policy. A Complainant can also be a person who reports his/her knowledge of an incident of possible sexual misconduct but is not a victim, such as a University student, staff member, faculty, teacher, or administrator.

8. Respondent refers to the individual whose conduct is at issue, under this Policy. A Respondent may be a current or former University student, staff member, faculty, teacher, administrator, visitor, alumni, contractor, or any other person. A Respondent may be a stranger or a non-stranger person.

9. Witness refers to any individual who either witnessed an incident or who has relevant information regarding a case that is being investigated under this Policy.

10. Advisor or Support Person is a person who provides emotional support to a Complainant or Respondent and who may be present in a non-participating role to provide moral support during any meeting or proceeding under this Policy. The advisor or support person may be a currently enrolled student, parent of the student, or a PAU faculty or staff member, including the Ombudsman or Academic Advisor. Nonparticipating means that the advisor or support person is silent and does not speak or present information during the meeting or proceeding under this Policy. [Attorneys are not permitted to participate in any Campus meeting or proceeding under this Policy, absent advance written consent of the Title IX Coordinator and agreement to terms.]

## VI. REPORTING INCIDENTS THAT MAY BE SEXUAL MISCONDUCT

### 1. General Information:

The University encourages all individuals to seek assistance from a medical provider and/or law enforcement as soon as possible after an incident that may be sexual misconduct. Prompt reporting is the best option to ensure preservation of evidence and for the identification and location of witnesses.

The University also encourages all persons to make a report of the incident(s) to the University and to do so to the University's designated officers as described below. Making a report means telling someone in authority what is known or believed to have happened – either in person, by telephone or in writing (including by email). Persons should make reports of the incident(s) as soon as the incident(s) of sexual misconduct become known.

The University will promptly review and thoroughly consider all reports of incidents that may be sexual misconduct under this Policy, including any misconduct alleged to have been taken by PAU students, faculty, staff, or visitors, or by any student, faculty, staff or visitor of another entity that is affiliated with PAU through one of its programs. Instructions for how to report these types of incidents are explained more fully below. The University will take action to correct and discipline behavior that is found to violate this Policy, where appropriate, in the judgment of the University.

The filing of a report under this Policy is independent of any criminal investigation or proceeding that may take place, and both University and criminal investigations may be pursued simultaneously.

### 2. Reporting Procedures:

If you are a person who believes there has been an incident of possible sexual misconduct against a PAU student by another student, faculty or staff member, or visitor of PAU, or by a student, faculty, staff or visitor of a PAU affiliated school or program, you should report such conduct as follows:

#### **(A) Emergency and External Reporting Options (non-University):**

- Emergencies: 9-1-1
- City of Palo Alto Police Department: Emergency (650) 321-4433 or Non-Emergency (650) 329-2413
- Rape Trauma Services 24-Hour helpline: (650) 692-7273
- National Domestic Violence hotline: 1-800-799-SAFE (7233)
- Center for Domestic Violence and Prevention: (650) 312-8515
- Community Overcoming Relationship Abuse (CORA) 24-hour hotline: 1-800-300-1080
- National Sexual Assault hotline: 1-800-656-HOPE (4673)
- Stanford Emergency Department: 900 Quarry Road Extension, Stanford, CA 94304; (650) 723-5111
- Stanford Health Care: (650) 498-3333

Note: The Title IX Coordinator and/or the Title IX Intake Officer will assist persons who wish to make a report to law enforcement authorities in doing so if the person so chooses. Persons may also choose to decline to notify law enforcement authorities; however, as explained in Section G below, the University is required by law to report incidents that involve violence, hate violence, or sexual assault, to law enforcement authorities, including those incidents that occur on-campus and off-campus. Except if required by governmental agencies, the University will not disclose a victim's identity unless the victim consents to being identified after being informed of his or her right to have identifying information withheld. If a victim does not consent to disclosing his or her identity, the alleged perpetrator's identity will not be disclosed either, unless required by governmental authorities.

Regardless of whether a person consents to the disclosure of his or her identifying information, under state and federal law, a victim has: (1) the right to a Sexual Assault Forensic Medical Examination at no cost to the victim/patient; and (2) the right to participate or not participate with the local law enforcement agency or the criminal justice system, either prior to the examination, or at any other time. Additionally, a victim may agree to engage with local law enforcement and participate in the investigation and prosecution using a pseudonym (i.e., Jane or John Doe) instead of his or her true name.

**(B) Reporting Options at the University:**

- By submitting a report using the online reporting form available on PAU's webpage, available at this link:  
[https://paloaltou.co1.qualtrics.com/jfe/form/SV\\_3Faq3d6Kp5Ik1Y9](https://paloaltou.co1.qualtrics.com/jfe/form/SV_3Faq3d6Kp5Ik1Y9)

Or

- By submitting a written complaint by email to the Title IX Coordinator, Dr. Lulu Emmons at [lemmons@paloaltou.edu](mailto:lemmons@paloaltou.edu).

All reports of incidents of possible sexual misconduct will be reported to the Title IX Coordinator.

**(C) Specific Information Regarding Incidents Occurring at or in Regards to PAU Students at External Clinical Practice and Internship Sites, and at Affiliated Schools and Programs:**

In addition to PAU's two main campuses in Palo Alto (Allen Calvin Campus) and Los Altos (Gronowski Clinic), PAU students conduct their clinical training at many external practicum sites and non-PAU training sites that are not operated by PAU. PAU also partners with several other community colleges and major universities to offer locations for its degree programs and class offerings.

In addition, PAU's global online M.A. Counseling Program has on the ground clinical sites in China and Argentina through the Global Advancement of Counseling Excellence (GACE).

The Reporting Procedures for students at all of these external sites and locations is the same as the Reporting Procedures outlined in Sections A and B above.

The University will do everything feasible to address and prevent recurrence of any misconduct committed by members of another college, university or entity (such as a student, faculty or staff member), however, the University may be limited in what actions it can take.

The University will consider all reported incidents and will take interim measures and corrective action, as deemed appropriate by the University, for any sexual misconduct found to be in violation of this Policy, including such measures as no-contact orders, changes in employment or practicum assignments, temporary leaves of absence, termination of practicum assignments, and so forth. In addition, the University may work in conjunction with another college, university or entity in investigating and resolving reported incidents and will so notify the student if it does on a case-by-case basis.

Reported incidents of possible sexual misconduct involving students, employees or visitors of another college, university or entity, may be handled under this Policy, may be handled by PAU in conjunction with another college, university or entity, or the matter may be handled under the policies and procedures of another college, university or entity.

The following is a list of affiliated schools or programs of PAU, and their external locations for study:

- PGSP-Stanford Psy.D. Consortium
  - Stanford University School of Medicine, Department of Psychiatry and Behavioral Medicine, , 401 Quarry Road, Palo Alto, CA 94304
- M.A. Counseling Psychology
  - Monterey Bay: Scotts Valley Cabrillo Community College, 104 Whispering Pines Drive, Scotts Valley, CA 945066
  - San Mateo: College of San Mateo, 1700 W. Hillsdale Boulevard, San Mateo, CA 94402
- M.A. Counseling and M.S. Psychology PhD Preparation
  - Global Online
- B.S. Psychology and Social Action
  - San Mateo: College of San Mateo, 1700 W. Hillsdale Boulevard, San Mateo, CA 94402
  - Cupertino: De Anza College 21250 Stevens Creek Blvd., Cupertino, CA 95014

- B.S. Business Psychology
  - San Mateo: College of San Mateo, 1700 W. Hillsdale Boulevard, San Mateo, CA 94402
  - Los Altos: Foothill College, 12345 El Monte Road, Los Altos Hills, CA 94022
- Joint J.D./Ph.D. Program in Psychology and Law
  - Golden Gate University School of Law, 536 Mission Street, San Francisco, CA 94105
- For a list of current practicum and training sites, please check with the Office of Academic Affairs.

**(D) Anonymous Reporting:**

Anonymous reports, or reporting without disclosing the reporter's name, can be made, but anonymous reporting is not the preferred way. Depending on the information received, the University's ability to respond to an anonymous report may be limited. The Title IX Coordinator or the person designated by the Title IX Coordinator will review anonymous reports received by the University and determine whether an investigation and response is appropriate.

**(E) Alcohol, Drugs and/or Other Misconduct:**

The University encourages the reporting of conduct prohibited under this Policy. An individual who reports sexual misconduct, either as a Complainant or a third-party witness, will not be subject to disciplinary action by the University for his/her own personal consumption of alcohol or drugs, or other non-sexual misconduct, that happened at or near the time of the incident, unless the University finds the violation(s) to be egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating or academic dishonesty.

**(F) Prohibition Against Retaliation:**

It is a violation of University policy to retaliate against any person making a report of possible sexual misconduct, or against any person cooperating in the investigation of any report of possible sexual misconduct. Retaliation against any member of the PAU community may result in disciplinary action, including termination of employment or expulsion from the University.

**(G) Possible Disclosure By the University of Information Pertaining to Reports of Possible Sexual Misconduct:**

The University is committed to assisting students throughout the processes outlined in this Policy. Efforts will be made to respect the privacy of all individuals involved in this process in a manner consistent with the need for a thorough review of the report and carrying out the processes.

This means that the information related to a report under this Policy will only be shared with a limited circle of individuals who, in the University's judgment, have a "need to know" basis in order to assist the University and/or its designees in its investigation and response and to prevent the recurrence of any such conduct found to have been committed.

If there is a request that the names remain confidential, the University will take steps to investigate and respond to the report in a manner that is consistent with that request. However, the University's ability to fully respond to the incident may be limited and the University thereby cannot guarantee complete confidentiality.

The University is required by law to report certain types of reported sexual misconduct in its annual crime statistics report. Neither names, nor other identifying details of the incident, will be made public in the annual crime report.

The University also may report any incident which might be classified as a violent crime, hate crime, or sexual assault to law enforcement and/or as required by law. However, it is up to the Complainant on whether or not to separately file his or her own report with the Police and/or to contact Rape Trauma Services.

**(H) Discussing An Incident(s) of Possible Sexual Misconduct, Without Making a Report or Record of the Incident**

If a person would like to discuss the details of an incident of possible sexual misconduct, without making a report or record of the incident, or in an otherwise confidential manner, the person should speak with persons who hold a relationship with the person of which there is a legal duty of confidence, such as with their physicians, mental health therapists, priest, chaplain, etc.

These persons generally will maintain confidentiality if they are acting in their capacity as your physician, mental health therapist, priest, or chaplain, except in extreme cases of immediacy of threat or danger, or abuse of a minor.

Generally speaking, the faculty and administrators of the University, even if they are licensed mental health therapists or psychologists, are not acting in their capacity as mental health therapists or psychologists and do not have such a relationship with University students, and thus, they are required under this Policy to promptly forward all reports of possible sexual misconduct to the Title IX Coordinator or the Title IX Intake Officer for consideration and response.

## **VIII. INTAKE MEETINGS BY THE UNIVERSITY**

### **1. Intake Meeting with Complainant:**

Upon receipt of a report of an incident, a designated person will promptly schedule a meeting with the Complainant to take place as soon as possible to go over this Policy and to identify possible forms of support for the student (see the Resources section below). The initial intake meeting shall be conducted by the Title IX Coordinator, an Intake Coordinator designated by the Title IX Coordinator, or by an external designee selected by the University, each of whom shall have training in victim-centered approaches

At this meeting, the Intake Officer will discuss whether there are any interim measures (see Interim Measures section below) that may be implemented at the discretion of the University, taking into consideration the preferences of the Complainant and the Respondent.

At the intake meeting, the Intake Officer will also discuss the following:

- A student's right to report the incident(s) to local law enforcement agencies;
- A student's right to seek medical treatment and the importance of preservation of evidence;
- Requests for confidentiality, if any;
- The University's obligation to consider all reports of incidents and the inability of the University to guarantee complete confidentiality;
- The University's policy against retaliation of any person making a report or participating in the investigation or adjudication of an incident under this Policy;
- The possibility of an investigation by an outside impartial and neutral fact-finder selected
- by the University;
- The possibility for sanctions;
- The use of an Advisor or Support Person; and
- The University's obligation to report crime statistics into its daily crime log.

### **2. Intake Meeting with Respondent:**

If the Respondent is a student of PAU, the Intake Officer will also meet with the Respondent after receiving the report of the incident. If the Respondent is a faculty or staff member of PAU, either the Intake Officer or another designee of the University will meet with the Respondent.

At this meeting, the Intake Officer will go over this Policy and also discuss whether there are any interim measures that may be implemented at the discretion of the University during the investigation and resolution of the report. The preferences of the Complainant and the Respondent on such measures may be stated.

At the intake meeting, the Intake Officer will also discuss the following

- A student's right to report the incident(s) to local law enforcement agencies;
- A student's right to seek medical treatment and the importance of preservation of evidence;
- Requests for confidentiality, if any;



- The University's obligation to consider all reports of incidents and the inability of the University to guarantee complete confidentiality;
- The University's policy against retaliation of any person making a report or participating in the investigation or adjudication of an incident under this Policy;
- The possibility of an investigation by an outside impartial and neutral fact-finder selected by the University;
- The possibility for sanctions;
- The use of an Advisor or Support Person; and
- The University's obligation to report crime statistics into its daily crime log.

### 3. Initial Witness Interviews

The Intake Officer may also collect additional information or speak with any person(s) he or she thinks may have relevant information concerning a reported incident, in an effort to gather preliminary information to make an initial assessment of the matter. The preferences of the Complainant and the Respondent on witnesses to be interviewed may be stated.

### 4. Initial Assessment By The Title IX Coordinator

The Intake Officer will then consider the nature of the report, the safety of the individuals involved and of the campus community, and the Complainant and Respondent's expressed preferences for resolution, and if the Intake Office is not the Title IX Coordinator, they will make a recommendation to the Title IX Coordinator (Provost) on whether the matter can be resolved informally, or whether to refer the matter for external investigation. Sexual assault cases will not be resolved through mediation.

The Title IX Coordinator will make the final decision on whether to refer the matter for external investigation. If the matter is resolved informally, the matter will be deemed closed, and the decisions final and binding, with no further rights of appeal. If the matter is referred for external investigation, the matter will follow the procedures for investigation and resolution described below.

### 5. Possible Interim Measures

Interim measures will be considered and implemented at the discretion of the University. Interim measures, which may be applied to the Complainant and/or the Respondent, include such things as:

- Issuance of a "no-contact" order or directive that restricts persons from having contact with one another in person or through electronic means;
- Change in class schedule;
- Change in student-related employment;
- Rescheduling of exams or assignments (in conjunction with appropriate faculty);
- Voluntary leave of absence;
- Providing escort services for movement between classes and University activities;
- Interim suspension or University-imposed leave;
- Administrative hold on student accounts, including a hold on the release of transcripts while an investigation is pending;
- Denial of access to campus, campus facilities and/or University activities; and
- Other measures.

## **IX. EXTERNAL INVESTIGATIONS INITIATED BY THE UNIVERSITY**

Following the initial assessment, the Title IX Coordinator shall decide whether to refer the matter for investigation, and if so, will designate an impartial investigator who has specific training and experience. The investigator will be an external investigator engaged to assist the University in fact gathering. The University retains the right to designate an external investigator of its own choice at all times.

The role of the investigator is to be a neutral fact-finder. The investigator may also designate another trained colleague to assist in interviewing parties, identifying and locating witnesses, and in gathering other facts and evidence. The investigator will conduct an investigation in a manner deemed appropriate in light of the circumstances of the case and will cooperate with law enforcement authorities to the extent necessary.

A typical investigation will include interviews with the Complainant, the Respondent and third-party witnesses, and of the collection of available physical, documentary and other evidence. Photographs may be taken. The Complainant, the Respondent and any third-party witnesses may present witnesses or other evidence to the investigator for consideration. Information collected during the initial intake and assessment will be forwarded to the investigator. If any law enforcement agency is also investigating the incident, the University investigator may defer to the police department for the collection and preservation of evidence.

The investigator will compile the details of the investigation into an investigative report, which will contain summaries of the interviews, photographs (if available) and other related evidence or duty logs and also a detailed analysis of the events. Before finalizing a witnesses' statement, the investigator may send a draft of the statement to the individual to allow them a chance to add to it or make any suggested changes to their statement.

The investigative report will be prefaced with a summary of findings and recommended actions. In this summary the investigator will:

- State the initial complaint;
- Outline the details of the investigation;
- State, whether, using a preponderance of the evidence standard, it is more likely than not that policy violation(s) occurred; and
- If requested by the Title IX Coordinator, include any recommended sanctions or corrective actions to be taken.

If requested by the Title IX Coordinator to make a recommendation, the investigator may recommend that the University impose certain sanctions or take certain corrective action, the decision to select and implement, appropriate sanctions or corrective action, if any, remains at all times within the authority of the University.

The completed investigative report normally will be submitted to the University within thirty (30) days of the intake. However, depending on the complexity of the case, additional time may be needed to complete the investigation.

## **X. RESOLUTION**

The investigative report will be forwarded to the Title IX Coordinator of the University and the Provost, if he or she is a different person. They will review the fact-finding determination by the impartial investigator and take any recommendations for sanctions or corrective action into consideration.

They will jointly decide whether the matter requires further proceedings; whether to accept the recommendations for sanctions/corrective action (if any); whether to issue different or alternative sanctions/corrective action; or whether to refer the matter to the University's Student Evaluation Committee (SEC) for input on a recommended sanction/corrective action. The SEC is a committee that considers, among other things, a students' progress within a PAU program, including such things as academic course work and progress, professional behavior, and conduct of research. Note: In some cases, there is no need for further proceedings.

If the matter of sanctions has been referred to the SEC, the SEC will review all of the information pertaining to the matter, including the summary of the investigative report, and shall issue a written recommendation as to an appropriate sanction or corrective action to the Title IX Coordinator and the Provost. The Provost will then decide on the appropriate sanction(s) or corrective action(s) to be taken.

The Provost can issue any sanctions which he or she believes is appropriate based on the results of the investigation, including but not limited to, warnings, censure, disciplinary probation, suspension, expulsion, revocation of admission and/or degree, or withholding a degree.

However, if the Provost decides that dismissal is the appropriate action, a recommendation from the Provost will be forwarded to the President of the University. The President will make a final determination. The decision is final and binding, with no right of appeal, except as described in sections XI and XII below.

A preponderance of the evidence standard will be used under this Policy, that is, whether it was more likely than not that the conduct prohibited under the Policy occurred. All proceedings under this Policy will be prompt, fair, impartial, and conducted by those who are adequately trained. Past violations of the responsible student may be considered in the determination of an appropriate resolution. The University will also consider whether the action will bring an end to the violation in question, whether it will reasonably prevent a recurrence of a similar violation and/or whether it will mediate any effects the violation had on the Complainant and the University community. Within ten (10) business days of the decision, both the Complainant and the Respondent will be notified in writing of the results of the investigation, including any sanctions or remedies imposed, and with notification that the decision is final and binding with no right of appeal, except as described in section XI below.

The Title IX Coordinator, or any designee of the Title IX Coordinator, also may meet separately with the Complainant or the Respondent to discuss the results of the investigation and explain any resolution action that will be taken or imposed. The summary of the investigative report will be available for review by both the Complainant and the Respondent, if so requested.

Any sanctions under this Policy are effective immediately.

#### **XI. APPEALS**

A student may appeal a resolution resulting in academic probation, dismissal or suspension under the auspices of the Institutional Grievance and Appeals Policies Procedure, as stated in the respective student handbooks for their program of study. Students must do so within the quarter following notification of a final decision of probation, suspension, or dismissal.

Resolutions that do not involve academic probation, suspension, or dismissal will not be appealed, except as described in section XII below.

##### Procedures for Initiating Grievances:

Students may submit a written grievance to the PAU Provost within the quarter following notification of a final decision of probation, suspension, or dismissal.

All grievances will be heard by the Institutional Appeals Committee, unless informally resolved, which is composed of faculty and staff members selected by the President, with consultation and recommendations of the faculty and staff members. The Institutional Appeals Committee shall hear the complaint and receive testimony and information from such witnesses as it deems appropriate in order to evaluate the complaint. After the hearing is complete, the Committee will forward its findings and recommendations to the President and to the parties. The Committee will attempt to do this within 14 days of the Committee's conclusion of hearings. Either party may forward to the President his or her comments on the findings and recommendations of the Committee. Such comments must be submitted within seven days following receipt of the panel's recommendations. The President will make a decision within 14 days of receipt of the panel's recommendations and findings.

#### **XII. ARBITRATION**

If either the Complainant or the Respondent is not satisfied with the final University resolution, s/he may request review by an impartial arbitrator under the Rules of the American Arbitration Association by submitting a request in writing to the President of the University, no later than forty-five (45) calendar days after issuance of the final University outcome.

The request shall consist of a plain, concise and complete written statement outlining the grounds for disagreement with the outcome and all relevant information to substantiate the basis for doing so.

The President of the University will then decide whether the case is suitable for arbitration; if so, under written agreement between the University and the party seeking arbitration review, providing as a final and binding alternative to civil litigation, an arbitrator will be mutually selected between the parties, and the costs of the arbitrator's fees shall be agreed to in writing by an authorized representative of the parties.

Any matter submitted to binding arbitration under this Policy shall be submitted in accordance with the Rules of the American Arbitration Association. Attorneys or advisors of the party's choice may be present at and participate in the binding arbitration review process. This binding arbitration review process is the exclusive method of external review and is final and binding on both PAU and the student, and the arbitrators' award shall be final, binding and conclusive upon the parties and may be entered in any state or federal court having jurisdiction.

### **XIII. PRIVACY OF RECORDS**

The Office of the Provost will retain records of all reports and complaints, regardless of whether the matter is resolved informally or after an external investigation. In addition, records relating to reports of incidents of possible sexual misconduct under this Policy may become a part of a students' academic record.

Documents which are prepared in anticipation of the investigation and resolution of the matter (including the investigative report and any other documents) will not be disclosed outside of the review process, except as required by law.

The final outcome letter will be issued concurrently to both the Complaining and the Respondent. The University neither encourages nor discourages the further disclosure of the final outcome letter by either the Complainant or the Respondent. The University acknowledges that sharing the final outcome letter with others may be an important part of a student's healing process.

### **XIV. DISSEMINATION OF POLICY; TRAINING AND PREVENTION**

As a part of the University's commitment to maintaining its campus and programs free from sexual misconduct, this Policy shall be disseminated widely to the University community through publications, websites, student orientations, and other appropriate channels of communication.

The Title IX Coordinator is responsible for overseeing the University's efforts at training, prevention and education as it relates under this Policy. The Title IX Coordinator and the Intake Coordinator will receive appropriate training for the intake and handling of reports of sexual misconduct under this Policy, including those that are victim-centered and trauma informed.

The University will also provide all other employees with online training relating to this Policy every two years.

In addition, in an effort to prevent all forms of sexual misconduct from occurring on PAU campus or within the PAU community, the University will provide all incoming students and faculty, at the start of the academic year, with a copy of this Policy, and may also provide additional materials designed to educate students on sexual misconduct and how to prevent it from occurring. Education programs shall promote the awareness of rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking, and shall be designed to prevent all misconduct prohibited under this Policy from occurring, to identify safe and positive options for bystander intervention, and to help recognize warning signs of abusive behavior and how to avoid potential attacks.

Students, faculty and staff are all encouraged to take part in education and training designed to prevent sexual misconduct that is provided by the University.

### **XV. RESOURCES**

**Getting Help:** The University encourages all members of the PAU community who believe they have been victims of sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention where appropriate.

The University also encourages all members of the PAU community to report any incident(s) of possible sexual misconduct to the University and to get help from as many resources as possible.

For Emergency Needs:

- 911 – Police
- City of Palo Alto Police Department: Emergency (650) 321-4433
- Rape Trauma Services 24-hour helpline: 650-692-7273
- National Domestic Violence Hotline: 1-800-799-SAFE (7233)

For Emergencies That Take Place on PAU's Campus or on the Campus of an Affiliated School of PAU:

- Allen Calvin Campus, dial 9-1-1.
- Gronowski Clinic, dial 9-1-1.
- Stanford University, Stanford University Department of Public Safety (SUDPS): 650-329-2413, or 9-1-1.
- Scotts Valley Cabrillo Community College: Dial 9-1-1 or contact the Santa Cruz County Sheriff's Office dispatch at (831) 471-1121 (for non-emergency) or the Aptos and Scott's Valley Campus Deputy at (831) 471-8464.
- De Anza College and Foothill College, De-Anza-Foothill Police Department: from campus phones, dial 9-1-1 or from cell phones (408) 924-8000; for non-emergencies, call 650-949-7313 or dial extension 7-3-1-3 from campus phones.
- College of San Mateo, Department of Public Safety: from campus phones: Dial 9-1-1 or from cell phones: (650) 574-6415.
- Golden Gate University, Security Officer: from campus phones, dial "O" and from all other locations, dial 9-1-1.

For Medical Needs:

- Stanford Emergency Department: 900 Quarry Road Extension, Stanford, CA 94304; (650) 723-5111
- Stanford Health Care: (650) 498-3333

Other Off-Campus Services:

- Stanford Medical Social Work: (650) 723-5091
- City of Palo Alto Police Department: Non-Emergency (650) 329-2413;
- Rape Trauma Services Center 1860 El Camino Real, Suite 406, Burlingame, CA 94010
- Center for Domestic Violence Prevention: (650) 312-8515
- Community Overcoming Relationship Abuse (CORA) 24-hour hotline: 1-800-300-1080
- National Sexual Assault hotline: 1-800-656-HOPE

PAU Campus Services:

- Title IX Coordinator: Dr. Luli Emmons, Vice President for Professional Advising and Development Professor, Clinical Psychology Ph.D. Program, 1st floor, Building 1, Room 118, 1791 Arastradero Road, Palo Alto, California 94304; Phone: (650) 433-3845; Email: lemmons@paloaltou.edu
- For counseling services, see below.

Counseling Services for Students:

Each person experiences trauma differently. You may experience any or all of the following:

- Anger
- Embarrassment
- Anxiety, panic or worry

- Fear of being alone, being harmed or not being believed
- Guilt or self-blame
- Loss of trust or vulnerability
- Sadness, depression or hopelessness
- An urge to use alcohol or drugs
- Post-traumatic stress

For assistance with locating mental health services, students should contact or visit the Gronowski Clinic, at (650) 961-9300, 5150 El Camino Real, Los Altos, California 94022. A student will be referred to an external counselor

#### Confidential Reporting Options:

Persons who would like to speak to someone in confidence about an experience of sexual misconduct or about another's experience of sexual misconduct, should contact off-campus rape crisis counselors, domestic violence resources, private agencies, external mental health agencies and external members of the clergy/chaplains. Please see above for a list of possible resources.

#### Academic Support or Other Student Services:

Students may wish to explore the possibility of extra academic support, flexibility, accommodations or other student services. To do so, please contact the Vice President of Student Services at 650-433-3818 or the Associate Director of Student Services at 650-433-3836.

## SOCIAL MEDIA POLICY

Palo Alto University recognizes that the internet provides the community with unique opportunities to participate in interactive discussions and share information on particular topics using a wide array of social media platforms such as Facebook, LinkedIn, Twitter, blogs and wikis. A student is advised to use appropriate and professional judgement when using social media. PAU encourages open and transparent dialogue consistent with the ethical and professional comportment guidelines set for by the American Psychological Association.

Content posted online by students in social media may be a factor in determining appropriateness for the profession. Any posting about clients, and any derogatory postings about supervisors, faculty, programs, or sites or any postings which present the student in an inappropriate or unprofessional light may be grounds for discipline or termination from an off-campus placement or from the program.

## SYLLABUS POLICY

Students are responsible for reading and understanding this syllabus in its entirety. Please ask questions if something in the syllabus is unclear. The schedule, topics, policies, and procedures presented within this syllabus will be followed as closely as possible. However, extraneous circumstances sometimes preclude exact adherence to the syllabus. The instructor, therefore, reserves the right to modify the syllabus as needed. You will be notified of any such changes as soon as possible.

## TEACH-OUT POLICY

Palo Alto University intends for all University degree programs to remain viable for long periods of time. Should a program fail to meet expectations, however, and the program is deemed not viable through the decision process described in this document, no new students will be admitted to the degree program. Nevertheless, the University will make every reasonable effort to honor the commitment to graduate all students remaining in the program.

Any plan for termination or action to implement the termination of a University degree program must comply fully with the WASC Senior College and University Commission (WSCUC) Teach-Out Policy (attached). The following guidelines govern the termination of University degree programs and teach-out plans:

1. The academic unit in which the program is housed must first conduct a program review that carefully examines potential factors limiting the program's viability, such as, but not limited to, demographic shifts, regional shifts, professional shifts, external agency requirements, enrollment trends, or financial considerations.
2. If it is determined that termination of the degree program, rather than some other action to revise the program, is the best course of action, the academic unit will submit a proposal for termination to the Dean of Academic Operations and Administration. Such a proposal should contain the appropriate evidence and rationale in support of the decision; a timeline and curriculum plan for the full teach-out; and a plan to notify stakeholders, including students, internal constituents, and external regulatory bodies (e.g., U.S. Department of Education, WSCUC). If the program is offered in partnership with another accredited institution, evidence of appropriate communications with the partnering institution, as well as with WSCUC must be included.
3. Upon approval of the proposal, the Dean will forward a recommendation to the Provost. The final decision to terminate the degree program will be made by the President.
4. Of particular concern is that students be notified in writing, as early as possible, of a date for program closure, the rationale for termination, as well as any additional costs, if any, related to the program closure.
5. Faculty participating in the degree program will be notified in writing, as early as possible, of a date for program closure, as well as the rationale for termination.
6. Students are to be provided a clear listing of course offerings needed for program completion and a timeline in which such courses will be offered. The University will make every reasonable effort to offer the courses needed and to support students through program completion in a timely manner. As individual needs might require, independent study plans may be developed to assure that the students can meet the goals of their degree plans and be able to graduate in as timely a manner as possible.

#### **WASC Senior College and University Commission: Teach-Out Plans and Agreements Policy**

An institution accredited by the Commission must submit to the Commission for its prior approval a teach-out plan or agreement upon the occurrence of any of the following:

1. The Secretary of Education notifies WSCUC that the Secretary has initiated an emergency action against an institution in accordance with section 487(c)(1)(G) of the HEA or an action to limit, suspend, or terminate an institution participating in any Title IV, HEA program, in accordance with section 487(c)(1)(F) HEA, and that a teach-out plan is required.
2. WSCUC acts to withdraw, terminate, or suspend accreditation or candidacy of the institution.
3. The institution notifies WSCUC that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.
4. A state licensing or authorizing agency notifies WSCUC that an institution's license or legal authority to provide an educational program has been or will be revoked.

#### **Teach-Out Plan**

A teach-out plan is a written plan developed by the institution if that institution, or an institutional location that provides one hundred percent of at least one program, ceases to operate before all students have completed their program of study. WSCUC may require an institution to enter into a teach-out agreement as part of its teach-out plan. A teach-out plan:

1. must provide for the equitable treatment of students by ensuring that the institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling, and to meet all obligations to its existing students;
2. must specify additional charges, if any, and provide for notification to the students of any additional charges.

### Teach-Out Agreement

WSCUC may require an institution to enter into a teach-out agreement as part of its teach-out plan. A teach-out agreement is a written agreement between two institutions when the institution or an institutional location that provides one hundred percent of at least one program ceases to operate before all students have completed their program of study and enters into an agreement with another institution to teach out the program(s). When an institution enters into a teach-out agreement with another institution, the initiating institution must submit the agreement to the Commission for approval prior to its implementation. The teach-out agreement may be approved only if the agreement is between institutions that are accredited by a nationally recognized accrediting agency; and

1. must be consistent with applicable standards of accreditation and Commission Policies;
2. must provide for the equitable treatment of students by ensuring that the teach-out institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution that is closing or discontinuing its program(s), to remain stable, carry out its mission, and to meet all obligations to its existing students;
3. must ensure that the teach-out institution can provide students access to the program and services without requiring them to move or travel substantial distances;
4. must provide for notification of another accrediting agency if the teach-out institution holds accreditation from that agency; and
5. must specify additional charges, if any, levied by the teach-out institution and provide for notification to the students of any additional charges.

If an institution the Commission accredits or has granted candidacy to closes without a teach-out plan, the Commission must work with the Department of Education and the appropriate State agency, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charges.

Revised and approved by the Commission 11/8/2013

Previously revised and approved by the Commission 11/06/2009

## TOBACCO FREE ENVIRONMENT POLICY

Last updated on: 2/1/2016

### Applicability:

Applies to all academic and administrative units of Palo Alto University. This policy does not supersede more restrictive policies that may be in force to comply with federal, state, or local laws or ordinances.

### 1. Policy

It is the policy of Palo Alto University that the use of tobacco products in the University buildings and facilities and within 20 feet of main PAU entrances, exits, and operable windows is prohibited. "Tobacco products" include, but are not limited to cigarettes, electronic cigarettes, all forms of smokeless tobacco, pipes, and cigars.

### 2. Guidelines

#### a. Tobacco-Free Areas

Specifically, the use of tobacco products is prohibited in classrooms and offices, all enclosed buildings and facilities, in covered walkways, and in outdoor areas designated by signage as "smoking prohibited" areas (in this case, "smoking" includes the use of all tobacco products)". Ashtrays will not be provided in any enclosed University building or facility. "Smoking Prohibited" signs are posted and are to be observed.

#### b. Outdoor Smoking Areas

Except where otherwise posted as a "smoking area," the use of tobacco products is generally prohibited in outdoor areas. The use of these products in non-prohibited areas must be at least 20 feet away from doorways, operable windows, covered walkways, and ventilation systems to prevent smoke and/or other byproducts of tobacco use from entering enclosed buildings and facilities.

### 3. Enforcement



- a. This policy relies on the consideration and cooperation of smokers and non-smokers. It is the responsibility of all members of the PAU community to observe and follow this policy and its guidelines.
- b. Repeated Violations  
Faculty, staff and students repeatedly violating this policy may be subject to appropriate action to correct any violation(s) and prevent future occurrences.

#### 4. Implementation and Distribution

Copies of this policy will be disseminated to all faculty, staff and students and to all new members of the PAU community.

### TUITION REFUND POLICY

Students who drop a course or courses may be entitled to a full or partial refund of tuition charges. In order to be eligible for refund of tuition, the student must formally drop by completing and submitting a "Drop Form" for their program via the PAU Registrar's portal.

The amount of tuition that is refundable depends on the date the student formally drops courses. Students who withdraw from courses after the refund period are fully responsible for payment for the courses.

The tuition refund schedule that indicates official drop/withdrawal dates is published in the Academic Calendar at the following link: <http://www.paloaltou.edu/admissions/admissions-resources/academic-calendar>

### UNIVERSITY TRANSFER CREDIT POLICY

The university wide institutional policy can be found at <http://www.paloaltou.edu/institutional-policies>. Please see the student handbooks for the program-specific transfer credit policies.

### VIDEO CAPTURE OF CLASSROOM LECTURES AND OTHER CLASSROOM EVENTS AND ACTIVITIES

Video Capture gives the faculty the opportunity to video record their lectures and other course material and activities, including student presentations and guest lecturers. This benefits students in case of missed classes and for future use (e.g., review lecture video for exams). In addition, lecture recordings may be reused for future courses.

Faculty planning to use Video Capture must disclose to students that Video Capture will be used and what will be video-recorded (focus on the presenter and the PowerPoint, PowerPoint only, student presentations, guest lecturers, etc.). Ideally this information will be presented in each Palo Alto University course syllabus.

Student questions and concerns about recording of classroom lectures and other activities may be directed to their instructors or to the University Ombuds.

### VOTER REGISTRATION INFORMATION

You can register to vote online at: <http://registertovote.ca.gov>. Santa Clara County voter registration information: Registrar of Voters, 1555 Berger Drive, Bldg. 2 San Jose, CA 95112. (408) 299-VOTE, Email [registrar@rov.sccgov.org](mailto:registrar@rov.sccgov.org), Website: [www.sccvote.org](http://www.sccvote.org). To be eligible to vote, you must be a U.S. citizen, a resident of California, and 18 years old on the day of the election. Other restrictions apply. You must be registered to vote at least 15 days before an election in order to cast your ballot.

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