

Palo Alto University

Palo Alto University

1791 Arastradero Road

Palo Alto, CA 94304-1337

Ph: (800) 818-6136 Fax: (650) 433-3888



Palo Alto University
2014-2015 Catalog

2014-2015 Catalog

PALO ALTO UNIVERSITY 2014-15 CATALOG

TABLE OF CONTENTS

SECTION I – INTRODUCTION TO PALO ALTO UNIVERSITY (PAU)	13
Palo Alto University Profile	15
Overview	15
Core Purpose	15
Core Values	15
Vision	16
Institutional and Program Accreditation	16
Governance and Administration	16
<i>Executive Team</i>	16
<i>The President's Council</i>	16
<i>The Provost's Council</i>	17
<i>The Faculty Senate</i>	17
<i>The Program Faculty</i>	17
<i>The Student Council</i>	17
<i>The Staff Council</i>	17
Campus Safety	17
Family Educational Rights and Privacy Act of 1974	18
Institutional Policies and Campus Diversity	19
Commitment to Diversity	19
Statement of Nondiscrimination	19
Accommodation of Disabled Students	20
<i>Disability Accommodations</i>	20
<i>Service Animal Policy</i>	20
<i>International Students Courtesies</i>	21
<i>Residential International Students Courtesies</i>	21
Video Capture of Classroom Lectures and Other Classroom Events and Activities	22
Resources and Facilities – PAU Campus	22
Omar Seddiqui Research Library and Department of Academic Technology	22
Research Library and Academic Technology Staff	22
Collections	22
Research Library and Academic Technology Services and Resources	23
Computer Labs	23
School Setting	23
Financial Aid	24
Financial Aid Calendar	24
What Financial Aid Covers	24
The Financial Aid Process at PAU	25
<i>Deadlines</i>	25
<i>Undergraduate Deadlines</i>	25
<i>Eligibility: Basic Requirements for Federal Aid</i>	26
<i>Required Documents</i>	26
FAFSA Application	26
Financial Aid Questionnaire	26
Financial Aid Programs	27

Graduate Fellowships (Grants)	27
Federal Pell Grants (Undergraduate students)	27
Federal Supplemental Opportunity Grant (Undergraduate students)	27
Student Employment	28
Student Loans	28
Satisfactory Academic Progress	29
SAP Standards for Graduate Programs	29
<i>Cumulative Minimum Grade Point Average</i>	29
<i>Average Credit Units per Quarter (Full time students only)</i>	30
<i>Maximum Length of Study (Maximum Time Frame)</i>	30
SAP Requirements for Undergraduate Students	31
<i>Cumulative Minimum Grade Point Average</i>	31
<i>Average Credit Units per Quarter (Full time students only)</i>	31
<i>Maximum Length of Study (Maximum Time Frame)</i>	31
Financial Aid Eligibility Status definitions:	32
<i>Good</i>	32
<i>Warning</i>	32
<i>Suspension</i>	32
<i>Probation</i>	32
Timing of Review Process	32
Re-Establishing Financial Aid Eligibility	32
Third Party Release Forms (FERPA)	33
Student Loan Deferment Request Forms and Verification of Enrollment	33
Refunds and Repayments	33
Calculation of the "Return of Unearned Federal (Title IV) Aid" for Financial Aid Recipients	34
Leave of Absence	34
Process Overview	35
Withdrawal Date	35
Veterans Benefits	36
Military Education Benefit Programs available at Palo Alto University	36
Health Professions Scholarship Program (Psychologists)	36
Veterans Benefits – Prior Credit Policy for Veterans (Undergraduate Programs Only)	37
Student Responsibilities to Begin Receiving Benefits	37
Responsibilities of Students Receiving Education Military Benefits	37
Your Role to Continue to Receive Benefits	38
<i>Reporting Requirements</i>	38
<i>Class Registration</i>	38
<i>Changes to Schedule</i>	38
<i>Failure to Attend Class</i>	38
<i>Change of Major</i>	38
<i>Change of Address</i>	38
Your Role as a Student—Irrespective of your VA Benefit Program	39
<i>Regular Attendance</i>	39
<i>Unsatisfactory Progress</i>	39
<i>Classes not completed</i>	39
Called to Serve	39
<i>Policy</i>	39
Process	40
<i>Withdrawal</i>	40
<i>Incompletes</i>	40
<i>Final Grades</i>	40

Called to Serve - Re-Admission Policy	40
<i>Exceptions include:</i>	40
Veterans Benefits - Prior Credit Policy for Veterans	41
Veterans Benefits - Academic Probation.....	41
Contact Information	41
 International Students	42
Admission Requirements	42
Maintaining Legal F-1 International Student Status	42
On Campus Employment	43
 Residency Requirement	43
 PAU Board of Trustees	43
 PAU Administrative Staff	45
Administration.....	45
Senior Staff.....	46
Staff	47

SECTION II – PACIFIC GRADUATE SCHOOL OF PSYCHOLOGY50

(PGSP), PALO ALTO UNIVERSITY (PAU),

PH.D. PROGRAM IN CLINICAL PSYCHOLOGY

The Ph.D. Program in Clinical Psychology PGSP, PAU	51
Application and Admission Process and Requirements.....	51
Interview	51
Grade Point Average	51
Course Prerequisites.....	51
Ph.D. Program - Entry Level Types	52
Bachelor's Level Entry	52
Advanced Standing Entry.....	52
"Crossovers" from Other Fields.....	52
Respecialization Entry.....	52
Non-Matriculating Students	52
 Policies and Criteria for Transfer of Credit	53
<i>Graduate Level Courses</i>	53
<i>Acceptable Grades</i>	53
<i>Accreditation</i>	53
<i>Time Limit for Requesting Transfer Credit</i>	53
<i>Maximum Units Transferable</i>	53
<i>Units Awarded</i>	53
<i>Time Limit for Transfer Courses</i>	53
<i>Waiver of Courses</i>	54
<i>Courses Not Transferable</i>	54
<i>Ph.D. Program Transfer Credit After Students are Enrolled</i>	54
<i>Appeals and Exceptions</i>	54

Tuition	54
 Ph.D. Program Training Model	55
 Methods of Ph.D. Training	56
Didactic Training.....	56
Direct Clinical and Research Experience.....	57
The Gronowski Center	57
Role Models	57
 Ph.D. Program Faculty	58
 Full Time/Core Faculty	58
 Associated Faculty	73
 Emeritus Faculty	77
 Ph.D. Program Curriculum	79
Psychological Science Foundation.....	79
Research	80
Psychological Evaluation.....	80
Psychotherapy Theory and Process	81
Elective Courses	81
Areas of Emphasis	82
<i>The Child and Family Emphasis</i>	82
<i>The Diversity and Community Mental Health (DCMH)</i>	82
<i>The Forensic Psychology Area of Emphasis</i>	82
<i>The LGBTQ Psychology area of Emphasis</i>	82
<i>The Meditation and Psychology Emphasis</i>	83
<i>The Neuropsychology area of Emphasis</i>	83
<i>The Trauma area of Emphasis</i>	83
<i>The Clinical Neuroscience in Women's Health area of Emphasis</i>	83
 Elective Courses	84
 Clinical Foundations and Experience	85
 Clinical Practicum	85
Practicum	86
Requirements	86
Practicum Evaluation.....	86
Internship	86
Prerequisites.....	87
Requirements	87
Internship Evaluation.....	87
Further Information	87
Student Evaluations	87
Faculty Advisor System	87

Additional Milestones in the Ph.D. Program	88
Competency Examinations	88
Publication/Presentation Requirement	88
Psychotherapy Requirement	88
Oral Clinical Competency Examination	88
Joint Degree Programs	89
Joint J.D. /Ph.D. Program in Psychology and Law	89
Licensure	90
Pre-Licensing Workshops	90
Marriage and Family Therapy (MFT)	91
Ph.D. Program Course Descriptions	91
Academic Curriculum and Schedule	104
SECTION III – PALO ALTO UNIVERSITY (PAU)	106
PGSP-STANFORD PSY.D. CONSORTIUM	
CLINICAL PSYCHOLOGY TRAINING PROGRAM	
PGSP-STANFORD PSY.D. CONSORTIUM	106
CLINICAL PSYCHOLOGY TRAINING PROGRAM	
Application and Admission Process and Requirements	107
Coursework	107
Clinical Experience	107
Application Checklist	107
<i>Application Fee</i>	107
<i>Resume/Curriculum Vitae</i>	107
<i>Official Transcripts</i>	107
<i>GRE Test Scores</i>	107
<i>Statement of Purpose</i>	107
<i>Letters of Recommendation</i>	108
<i>International Students</i>	108
<i>Application Form</i>	108
Interviews	108
Candidate Selection	108
Admission Policy	109
PGSP-Stanford Psy.D. Consortium Commitment to Diversity	109
Tuition and Fees for the PGSP-Stanford Psy.D. Consortium	110
Tuition and Fee Schedule	110
Continuing Registration Fee - All Students	110
Refund Policy for Program Withdrawal	110
Dissertation Fee Policy	111

Resources and Facilities	111
Consortium PAU Campus Setting	111
PAU Research Library	111
Consortium Stanford Department of Psychiatry and	111
Behavioral Sciences Setting	

Psy.D. Degree — Program Requirements	112
General Program Description	112
<i>Time Limits for Completion of Program</i>	112
Psy.D. Program Training Model	113
PGSP-Stanford Psy.D. Consortium Goals, Objectives, and Competencies	114
<i>GOAL 1 Behavioral Science Competency</i>	114
<i>GOAL 2 Clinical Competency</i>	115
<i>GOAL 3 Cultural Competency</i>	116
<i>GOAL 4 Collaborative Competency</i>	116
<i>GOAL 5 Professional Competency</i>	116

MILESTONES	118
Academic Requirements	118
Good Academic Standing	118
Competency Evaluations	119
Advancement to Candidacy	119

Complete Academic Curriculum	120
PGSP-Stanford Psy.D. Consortium Course Schedule	120
<i>YEAR 1</i>	120
<i>YEAR 2</i>	121
<i>YEAR 3</i>	121
<i>YEAR 4</i>	122
<i>YEAR 5</i>	122

Psy.D. Program Course Descriptions	123
First Year Courses	123
Second Year Courses	125
Third Year Courses	127
Fourth Year Courses	129
Fifth Year Courses	129
Additional Courses	130
Clinical Practicum	130
Practicum Application, Placement and Evaluation Procedures	131
Dissertation Project Requirements	131
Internship Requirements	132
Site Requirements	132
Risks of applying to non-APA accredited internship programs	132
Eligibility for Internship	133
Internship Registration & Evaluation	133
Terms of Employment	133

Consortium Core Faculty	134
--------------------------------------	-----

Appendix A – PGSP-Stanford Psy.D. Consortium Faculty	142
Appendix B – Representative Practicum Sites.....	143
Appendix C – Representative Pre-Doctoral Internship Sites	144
 SECTION IV – MASTERS' PROGRAMS.....	 147
 CLINICAL MASTERS' PROGRAMS (M.A. IN COUNSELING AND COUNSELING PSYCHOLOGY)	 148
 Admissions – M.A. Programs.....	 149
Admissions Requirements.....	149
Application Checklist	149
Application Fee.....	149
Official Transcripts.....	149
Resume or Curriculum Vitae	149
Letters of Recommendation	149
A Statement of Purpose	149
Transferring Units	150
Interview	150
Cohort Model.....	150
Academic Requirements	150
Satisfactory Academic Standing.....	150
Academic Advisor	151
Psychotherapy Suggestion.....	151
Commitment to Diversity	151
Awarding of the M.A.....	152
Marriage and Family Therapy (LMFT) Licensure.....	152
Professional Clinical Counselor (LPCC) Licensure.....	152
Counseling Licensure in Other States and Countries.....	153
Program Costs	153
Program Director.....	153
For Further Information	153
 M.A. in Counseling Psychology – Marriage, Family and Child Counseling (Residential Hybrid Only)	 153
General Program Description.....	153
Program Objectives.....	154
Learning Format.....	154
Time Frame and Format.....	155
Academic Curriculum	155
M.A. in Counseling Psychology- Marriage, Family and Child Counseling Course Sequence	155
Year 1- 1st Qtr.....	155
Year 1- 2nd Qtr.....	155
Year 1- 3rd Qtr.....	156
Year 1- 4th Qtr.....	156

Year 2- 1st Qtr	156
Year 2- 2nd Qtr	156
Year 2- 3rd Qtr.....	156
Year 2- 4th Qtr.....	157
Year 3- Final	157

M.A. Counseling with Emphasis in Marriage, Family and Child Counseling (Online and Residential Hybrid)

General Program Description.....	157
Program Objectives.....	157
Learning Format.....	158
Time Frame and Format.....	158
Academic Curriculum	159

M.A. in Counseling - Marriage, Family and Child Counseling Course Sequence

Year 1- 1st Qtr	159
Year 1- 2nd Qtr.....	159
Year 1- 3rd Qtr.....	159
Year 1- 4th Qtr.....	159
Year 2- 1st Qtr	160
Year 2- 2nd Qtr.....	160
Year 2- 3rd Qtr.....	160
Year 2- 4th Qtr.....	160
Year 3- Final	160

M.A. in Counseling – Mental Health (Online and Residential Hybrid).....

Emphasis in Couple and Family Therapy	161
Emphasis in Cross Cultural and Trauma Counseling	161
General Program Description.....	161
Program Objectives.....	161
The Training Model.....	162
Program, Academic Curriculum, and Emphases Areas	162

M.A. in Counseling - Mental Health with Emphasis in Couple and Family Therapy

Year 1- 1st Qtr	163
Year 1- 2nd Qtr.....	163
Year 1- 3rd Qtr.....	163
Year 1- 4th Qtr.....	163
Year 2- 1st Qtr	164
Year 2- 2nd Qtr.....	164
Year 2- 3rd Qtr.....	164
Year 2- 4th Qtr.....	164
Year 3- Final	164

M.A. in Counseling- Mental Health with emphasis in Cross Cultural and Trauma Counseling	165
Year 1- 1st Qtr	165
Year 1- 2nd Qtr	165
Year 1- 3rd Qtr	165
Year 1- 4th Qtr	165
Year 2- 1st Qtr	165
Year 2- 2nd Qtr	166
Year 2- 3rd Qtr	166
Year 2- 4th Qtr	166
Year 3- Final	166
 M.A. in Counseling- Cross Cultural Crisis and Trauma Emphasis	167
Year 1- 1st Qtr	167
Year 1- 2nd Qtr	167
Year 1- 3rd Qtr	167
Year 1- 4th Qtr	167
Year 2- 1st Qtr	168
Year 2- 2nd Qtr	168
Year 2- 3rd Qtr	168
Year 2- 4th Qtr	168
Year 3- Final	168
 Palo Alto University	
M.A. Programs – Course Descriptions	169
 Faculty – M.A. Programs	175
 Core Program Faculty:	175
 Adjunct Faculty	176
 Non-Clinical Masters' Programs- M.S. in Psychology	177
 M.S. Psychology - Clinical Psychology Ph.D. Preparation	177
Admissions – M.S. Psychology	177
Admissions Requirements	177
 Application Checklist	177
Application Fee	177
Official Transcripts	177
Resume or Curriculum Vitae	178
Letters of Recommendation	178
Statement of Purpose	178
Transferring Units	178

M.S. in Psychology – Ph.D. Prep (Online)	178
About the Program	178
Palo Alto University	178
Curriculum	179
M.S. in Psychology Schedule: First Year of Program	180
Fall	180
Winter	180
Spring	180
Summer	180
M.S. in Psychology Schedule: Second Year of Program	181
Fall	181
Winter	181
Spring	181
Learning Format	181
Distance Learning	182
Career Opportunities	183
Clinical Work	183
Requirements	183
Transferring Units	184
Tuition and Fees	184
Acceptance into the Ph.D. Program	184
Academic Probation	187
Additional Information	187

Palo Alto University – M.S. Programs – Course Descriptions188

Faculty – M.S. Program191

Core Program Faculty191

Associated Program Faculty192

SECTION V – UNDERGRADUATE PROGRAMS193

BACHELOR OF SCIENCE DEGREE PROGRAMS IN194

PSYCHOLOGY & SOCIAL ACTION & BUSINESS PSYCHOLOGY

Admission Policies and Procedures	194
Admission Requirements	194
General Education Requirements	195
Transfer Unit Evaluation Procedures	195
Conversion of Semester to Quarter Units	196
General Education Competencies	196
Academic Advisors	196
Academic Progress	196
Course Load	197

Student Services	197
Parking and Handicapped Parking.....	197
School Setting	197
Tuition and Fees.....	198
Tuition and Fees 2014-2015 Academic Year	199
Bachelor of Science Degrees.....	199
 Bachelor of Science Degree in Psychology	200
and Social Action	
Requirements for the Bachelor of Science Degree in Psychology	200
Psychology & Social Action Curriculum	201
Internships	201
Senior Capstone Course.....	202
 Bachelor of Science Degree in Business Psychology	202
Learning Objectives for the Bachelor of Science Degree in	202
Business Psychology	
Requirements for the Bachelor of Science Degree in	203
Business Psychology	
Business Psychology Curriculum	203
 Palo Alto University Undergraduate Programs -	204
Course Descriptions	
 Business Courses	207
 Upper Level General Education Courses	209
 PAU Undergraduate Faculty	212



SECTION I

INTRODUCTION TO PALO ALTO UNIVERSITY (PAU)

PALO ALTO UNIVERSITY PROFILE

Overview

Palo Alto University (PAU) is a private, independent professional university in the San Francisco Bay Area educating doctoral students since 1975, master's students since 2000, and undergraduate students since 2006. Established to serve society, Palo Alto University is a diverse and dynamic community 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.

The PAU community supports varying world views, broad cultural and professional backgrounds, and a wide range of alternative perspectives. PAU trains students to work in a range of settings with a broad spectrum of clients. With a focus on high-quality advisory and support services, the program nurtures students to develop as individuals within the larger professional community.

PAU is deeply committed to the integration of professional ethics with professional practice. The excellent faculty, low student/faculty ratio and rigorous academic program ensure the quality teaching and mentoring necessary to produce outstanding graduates.

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.

Core Values

All programs, both extant and envisioned, should embody the following core values: We value:

- ***Excellence*** and distinction in all aspects of our programs and operations
- ***Imagination*** and experimentation in current and future efforts in pursuit of science and pedagogy
- ***Accountability*** to our profession, community and students to provide outstanding programs, operational transparency and fiscal responsibility
- A strong, committed ***relationship*** to internal, local, national, and international partners
- Creative ***collaborations*** with other institutions

Vision

Using psychological insights, scientific rigor, and our own humanity to improve lives around the globe to become the benchmark institution against which others will gauge their degree of excellence

Institutional and Program Accreditation

PAU has been accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges since 1987. (See Section I Introduction to PAU, for the addresses and phone numbers of this agency.)

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 PsyD 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 WASC, and accreditation by APA are available in the Omar Seddiqui Research Library.

Governance and Administration

The 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 and direction 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, a Student Council, 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.

Executive Team

The Executive Team provides management oversight of the daily operations of PAU. The Executive Team is composed of the President, the Provost, and the Vice-President for Finance.

The President's Council

The President's Council provides oversight of a range of Issues that impact the PAU community. The Council is composed of the President, the Provost, the Vice-President for Finance, the Director of Advancement, the Faculty Chair, the Staff Chair, the ERP Administrator, and the University Ombuds.

The Provost's Council

Coordinates the administration of the following areas:

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

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.

The Faculty Senate

The Faculty Senate represents and serves as a voice for the faculty. The Senate provides a forum for discussion and communication on matters related to the Senate's responsibilities and university issues as well as its faculty and students. The Senate reports to and is accountable to the faculty and will carry out its responsibilities in collaboration with the academic leadership of the University.

The Faculty, led by the Chair of the Faculty, is responsible for faculty affairs and other academic matters.

The Program Faculty

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

The Student Council facilitates and ensures 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. Each program has a Student Council.

The Staff Council

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.

Campus Safety

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 is distributed annually. If you would like a copy, please go to our PAU website at <http://www.paloaltou.edu/departments/institutional-research-office>.

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 POLICIES AND CAMPUS DIVERSITY

Commitment to Diversity

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.

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.

Statement of Nondiscrimination

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 other 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.

Accommodation of Disabled Students

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 Student Disability Services.

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. Rest rooms 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 Student Disability Services no later than seven days after the start of the academic quarter. When this form is on record with Office of Student Disability Services and the request has been approved, the Office of Student Disability Services will notify appropriate faculty that the student is eligible for accommodation. Faculty will also be informed as to of the nature of the accommodations that have been approved. If a student's request for accommodation is refused by the Office of Student Disability Services, he or she may appeal the decision to the Institutional Grievance and Appeals Committee.

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 Office of Student Disability Services 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 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.

International Students Courtesies

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 Student Disability Services.

Residential International Students Courtesies

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 Student Disability Services.

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.

RESOURCES AND FACILITIES — PAU CAMPUS

Omar Seddiqui Research Library and Department of Academic Technology

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 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> for current hours and contact information.

Research Library and Academic Technology Staff

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.

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.

Research Library and Academic Technology Services and Resources

The Research Library and Department of Academic Technology offers a full range of research and instructional services and resources. The Library Computer Lab and Instructional Computer Lab provide a scanner, black and white and color printers, and multiple computer workstations, including workstations with psychological test scoring software installed. 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 as a member of the general public at any time, though access is restricted to 7 days per year. Lane Medical Library at the Stanford University Medical Center is open to everyone.

Computer Labs

There are two Computer Labs on campus. One is near the classrooms on the top floor and the other is in the Library. All computers in the Computer Labs provide access to SPSS® and Microsoft Office® software. Wireless internet access is available throughout the campus for use on personal laptops and other mobile devices. The Computer Labs are open the same hours as the library, including evenings and weekends.

School Setting

PAU has campus locations throughout Silicon Valley — a world-renowned center of the electronics, software, and biotechnology industries. The Arastradero Campus is located in the foothills of Palo Alto, California and houses classrooms, the Research Library, faculty and administrative offices, and 9 acres of woodlands and scenic views. The Los Altos Campus is home to classrooms and administrative offices as well as the Gronowski Center and Clinics, and is located in Los Altos, California. PAU Undergraduate and Masters programs, in addition to classrooms and offices at the Arastradero and Los Altos Campuses, also have classrooms and administrative offices on the campuses of De Anza College in Cupertino, California, Foothill College in Los Altos Hills, California, San Mateo College in San Mateo, California, and Cabrillo College

in Scott's Valley, California. The San Francisco Bay Area is noted for its culturally diverse and scenically rich attractions. The southern peninsula is within easy reach of the Santa Cruz Mountains and foothills — including a protected state park habitat for coastal redwoods — and miles of public beaches. The climate allows year-round outdoor sports and activities. Throughout the winter and spring, cross-country and downhill skiing is about a four-hour drive away in the Sierra Nevada Mountains.

FINANCIAL AID

FAFSA Code 021383		
Financial Aid Hotline		financialaid@paloaltou.edu
Mailing Address	Financial Aid Office	Palo Alto University Financial Aid Office 1791 Arastradero Road Palo Alto, CA 94304 FAX: 650-433-3897 (secure FAX#)
America Bryant	Director	abryant@paloaltou.edu (650)433-3804
Isabel Sambrano	Financial Aid Counselor	isambrano@paloaltou.edu (650)433-3824
Yma-Richel Nabong	Financial Aid Counselor	ynabong@paloaltou.edu (650) 433-3824

Office Hours (Graduate Campus) - Monday through Friday from 9:00 am to 5:00 pm.
Undergraduate Campus Hours and locations posted quarterly.

Financial Aid Calendar

January 1	Complete New Free Application for Federal Student Aid (FAFSA) online at: www.fafsa.gov
March 2	California State Grant application deadline (undergraduate)
July 1	Priority File Completion Deadline
Aug 1	Final File Completion Deadline
June 30	Last date for Federal Work Study for the Academic Year
July 1	First date of Federal Work Study for the New Academic Year

What Financial Aid Covers

Eligible expenses:

- Tuition and fees
- Allowance for books, supplies, transportation and miscellaneous personal expenses
- Allowance for room and board
- Allowance for dependent care costs for students with dependents
- Allowance for health insurance
- Education expenses related only to the student

The Financial Aid Process at PAU

The information below is intended to acquaint student with the basic application procedures for financial aid at Palo Alto University (PAU). The goal of financial assistance is to make education accessible to all eligible students, regardless of their financial circumstances. Student loans are available to virtually all students, regardless of financial need. Student aid money is received from federal and state government sources, PAU, and private individuals and organizations. You are encouraged to thoroughly read through the following information. After reviewing the Financial Aid Process below should you have any questions or concerns, please do not hesitate to contact the Financial Aid Office at financialaid@paloaltou.edu.

1. Complete the Free Application for Federal Student Aid (FAFSA) - After January 1 of each year, complete your FAFSA at www.fafsa.gov
2. Receive Student Aid Report (SAR) - Review the Student Aid Report (SAR) that the federal processor emails to you for information accuracy.
3. Submit all requests for additional supporting documents to the financial aid office- All students are required to complete an online questionnaire. In some cases, students are asked to submit all other required documents. Please check your email frequently.
4. Award Notification- The financial aid office will email you an award notice once the review of your eligibility is complete.
5. Accept/modify awards online- Log into the financial aid portal to review accept and or modify award offer. Follow instructions to complete online loan application and master promissory note.
Some students are required to provide tax transcripts or to update their FAFSA with IRS information. Please review your list of required forms and read the instructions carefully.
The Financial Aid Office will review all forms to determine your eligibility and follow up with you if necessary
 - check your emails regularly
 - respond quickly to requests for additional documentation
 - report any changes to the financial aid office

Deadlines:

Applications are processed on a "first come, first served" bases. It is in the student's best interest to complete the paperwork as early as possible. All required materials must be received in the Financial Aid Office by July 1 for priority processing. The final file completion deadline is August 1. Please be aware that there is different paperwork and deadlines for new students seeking consideration for the PAU Fellowship program. The Admissions Department coordinates the application process. Successful applicants will be notified by the Admissions Department directly.

Undergraduate Deadlines:

Additional grants are available, for undergraduate students through the state of California (Cal Grant). You must submit a FAFSA application prior to the deadline date of March 2 to be considered for this grant. An additional GPA verification form must also be completed and mailed to the CA Student Aid Commission prior to the March 2 deadline date. Please refer to this link for additional information www.csac.ca.gov.

Eligibility: Basic Requirements for Federal Aid

To be considered for financial aid at PAU, a student must:

- Be formally admitted into a degree granting program
- Demonstrate financial need
- Be a U.S. citizen or an eligible non-citizen
- Have a valid social security number
- Be enrolled or intending to enroll on at least a half-time basis (audit units do not count)
- Be registered with the Selective Service (if you are male between the ages of 18 and 25)
- Be making Satisfactory Academic Progress
- Not be in default on a federal loan or owe a refund on other federal student aid programs
- Show that you are qualified to obtain a college degree by having a high school diploma or a recognized equivalent.

Required Documents:

- Free Application for Federal Student Aid (FAFSA) is the basic application for all forms of Federal, State and many types of private financial aid. When completing the FAFSA, list PAU as the institution to receive your information (the school code is 021383). The FAFSA is available at www.fafsa.gov
- Financial Aid Questionnaire (complete online). This questionnaire is specific to PAU and asks for additional and necessary information about you, your enrollment and graduation plans.
- Other documentation. The Department of Education may ask for additional information such as proof of citizenship, tax information, verification of non-taxable income, etc. This request may be from comments on your FAFSA acknowledgment or from the Financial Aid Office based on requests from the Department of Education. Please respond to additional requests for information within 14 days. Failure to respond may prevent your aid awards from being processed in a timely manner.

FAFSA Application:

All students must complete the FAFSA application every year on or after January 1 for the following year. The FAFSA may be completed at: www.fafsa.gov. We recommend that you file your income taxes before you complete your FAFSA so that you may use the IRS Data Tool available on the FAFSA. This tool allows you to transfer your tax information (and your parents if applicable) directly from the IRS database. Using this tool will improve the accuracy of your information and, as long as you do not change the data being transferred into your FAFSA, it will reduce the need to make corrections to your FAFSA that may cause delays in the processing of your awards.

Financial Aid Questionnaire:

Helps determine what program you are entering into and the amounts and types of any outside aid sources you expect to receive. Financial aid files will be reviewed as they become complete. Any requests for additional information needed from you will be emailed to your Palo Alto University email. Once your eligibility is determined, your budget calculated, and your need analyzed, you will be sent a Financial Aid Notification indicating that your awards have been made. You may log into the Financial Aid Portal to review the details on the amount and types of assistance you may be eligible to receive as well as an

estimate of your calculated expenses and resources for the year. On the Financial Aid Portal you may accept, reduce or decline the amount of aid offered. This lets PAU know what aid you wish to obtain.

Please respond to requests for further information within 14 days. Failure to respond may prevent your aid request from being processed in a timely manner.

Financial Aid Programs

Students may apply for the following types of aid:

Graduate Fellowships (Grants)

Fellowship applications at PAU are managed by the PAU Admissions Office. Please inquire with the admissions department for further information and application forms. Students should be aware that there are different application forms and a different deadline for Fellowships.

- One application for Fellowships will be used to determine a student's eligibility for all Fellowships available at PAU.
- Fellowships are granted based on the following criteria:
 - Demonstrated financial need (determined by the FAFSA)
 - Promoting diversity of the class including: race, ethnicity, class, gender, culture, geography, work and life experience
 - Past academic experience
 - Most fellowships are awarded to entering students. When available, however, awards may also be granted to returning students, also based on the criteria above.
 - Some fellowships are renewable annually to a maximum of four years
- Fellowships are split equally over the quarters in the academic year.
 - Students who are selected to receive a fellowship will be notified by the Office of Admissions.

Federal Pell Grants (Undergraduate students)

The Federal Pell Grant Program provides need-based grants to low-income undergraduate and certain post baccalaureate students to promote access to postsecondary education.

- Students apply for the Pell Grant Program by completing the FAFSA on the web.
- PAU will automatically review all undergraduate financial aid applicants to determine Pell Grant eligibility. Eligible students must complete the entire financial aid process to receive Pell Grant funding.

Federal Supplemental Opportunity Grant (Undergraduate students)

- The FSEOG Program provides need-based grants to low-income undergraduate students to promote access to postsecondary education.
- Priority is given to students with "exceptional need" (those with the lowest expected family contributions, [EFCs], at the institution) and those who are also Federal Pell Grant recipients.
- Financial need is determined by the U.S. Department of Education, using a standard formula, established by Congress, to evaluate the financial information reported on the FAFSA and to determine the family's EFC.

Student Employment

- PAU offers employment in both the Federal Work-Study (FWS) and institutional employment programs. Students must locate their own positions on or off campus and complete all required employment forms before they begin to work. FWS students may work up to 20 hours a week and are paid on an hourly basis. FWS is awarded to students on a first-come, first-serve basis as funds are limited. Students are required to submit a regular time-sheet on the 1st and 16th of every month. FWS funds that are not utilized or are under-utilized by the student will be re-allocated to ensure all funds are spent by the school.
- The institutional employment program at PAU allows students to work as Teaching Assistants (TA), Research Assistants (RA) and Student Assistants (SA). Teaching Assistantship Applications are available on-line at the PAU website. Students must have successfully completed the course at PAU before being approved for an assistantship.
- Students interested in Research Assistantships locate their own positions with a faculty member. RA students are paid on an hourly basis.
- Student Assistants work in various offices including: the Gronowski Clinic, Library, PsyD Department, PhD Department, Admissions, Student Services, Tutoring, etc. Students locate their own positions and complete all required paperwork. Student Assistants are paid on an hourly basis.
- Employment opportunities are posted and it is up to the student to apply for the position.

Student Loans

PAU participates in the William D. Ford Federal Direct Loan Program

- The Direct Subsidized and Direct Unsubsidized Loans are available to undergraduate students who are enrolled at least half-time. Direct Unsubsidized Loans and Direct Plus loans are available to Graduate/Professional students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. Repayment starts 6 months after graduating or leaving school.
- The Direct Grad PLUS Loan is a credit based federal loan available to most students in most graduate programs. Grad PLUS loans have no grace period when a student graduates or withdraws.
- Parents can borrow a PLUS Loan to help pay your education expenses for their dependent undergraduate student enrolled at least half time in an eligible program at an eligible school. PLUS Loans are available through the Direct Loan Program. Parent requesting a PLUS loan must not have an adverse credit history.
- Loan funds are split equally over the enrolled quarters. Students eligible for a refund will receive notification from the Business Office regarding their refund
- All students borrowing from the Direct Loan Programs for the first time at Palo Alto University MUST complete an online Federal Loan Entrance Counseling Session and a complete a Master Promissory Note (MPN). The Entrance counseling and the MPN are both a federal requirement and no federal loan can be disbursed without the student successfully completing this process.

Each student applying for financial assistance will receive a Financial Aid Notification letter. This letter will alert the student that their eligibility for financial aid has been reviewed and that awards may be viewed online. The student will see their cost of attendance, expected student contributions, estimated financial aid and how that aid will be split over the academic year.

Borrower's Rights and Responsibilities under the William D. Ford Direct Loan Programs can be found in the loan application materials, on the Master Promissory Note provided to each borrower by U.S. Department of Education, as well as the Entrance and Exit Counseling materials.

Satisfactory Academic Progress:

Students who receive federal student aid must meet certain academic requirements to maintain their eligibility. Effective July 1, 2011, students must meet new standards of Satisfactory Academic Progress (SAP).

These SAP standards may be different from, and at times, more stringent than, the satisfactory academic progress policies adopted by Palo Alto University's academic programs. The federal guidelines require that Palo Alto University Financial Aid Office conduct reviews of student progress at least once during each academic year to determine if students are making satisfactory progress towards earning their degree and therefore remain eligible for federal financial aid. (These SAP reviews should not be confused with Student Evaluation Committee (SEC) reviews conducted by Palo Alto's academic programs).

To be eligible for financial aid at PAU students must make reasonable and timely advancement toward completion of their educational objectives. This is known as Satisfactory Academic Progress (SAP). Federal mandates require schools to measure SAP in both a quantitative and qualitative manner. A student is measured both on number of credits earned in a year and the grades obtained for those units.

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 after grades are posted. In order to be considered to be making Satisfactory Academic Progress, all financial aid applicants and recipients must meet the following criteria:

SAP Standards for Graduate Programs

Cumulative Minimum Grade Point Average:

- A minimum cumulative grade point average (GPA) of 3.0
- No grade of "F" in any graduate course
- No more than 8.5 units of Incompletes (I)

Average Credit Units per Quarter (Full time students only):

- Starting with the initial quarter, matriculated full-time students complete a minimum of 27 units per academic year. If a student is taking a second year of dissertation or is on internship, full-time status is 3 units per quarter. The accredited PhD program allows students to complete their required internship in one or two years (CAPIC only). Students register for 3 units per quarter for a one year internship, and for 1.5 units per quarter for a two year internship. Students enrolled in a two year internship are considered half-time and qualify for financial aid.
- Courses with the following grades do not count toward total units completed
 - I – Incomplete
 - W – Withdrawal
 - AUDIT – Audit
 - NC – No Credit
 - F – Failed
- Except for "F", none of the above grades are included in the GPA calculation.
- An "F" is not included in GPA calculation when received in a pass/fail graded course
- When a student is permitted to repeat a course, both the original and repeat enrollments 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 and determining the number of units successfully completed each year.

Maximum Length of Study (Maximum Time Frame):

- Students who began classes in the Fall of the 2014-15 academic year must complete their educational objective within the following maximum time frame.
 - Four (4) years to advance to candidacy
 - Total of seven (7) calendar years from year of entry to completion

The maximum time allowed to advance to candidacy or complete the educational objective will be prorated when a student's status varies between full-time and half-time or when transfer units reduce the total number of units to be completed at PAU. The Program must be completed within a period no longer than the published length of the educational program. The maximum time is not extended for leaves of absence, non-leave breaks in attendance, or periods of less than half-time status.

Because of the time limit on eligibility, students are cautioned that multiple instances of breaks in attendance, withdrawals, incompletes or repeated or failed courses may result in future ineligibility for financial aid.

SAP Requirements for Undergraduate Students**Cumulative Minimum Grade Point Average:**

- All students must maintain a cumulative grade point average (GPA) of 2.00

Average Credit Units per Quarter (Full time students only):

- A full-time course load in the Day Program is 4 courses per quarter for 14 -16 units. In the Hybrid program, a full-time course load is 3 courses per quarter and 12 units except for the last quarter, which is 6 units. Starting with the initial quarter matriculated full-time students must complete a minimum of 48 units per academic year. For exceptional reasons and with the approval of the program Director, a student may request dropping to part-time status during a quarter. Students enrolled in a part-time status qualify for a pro-rated amount of financial aid. Courses with the following grades do not count toward total units completed
 - I – Incomplete
 - W – Withdrawal
 - AUDIT – Audit
 - NC – No Credit
 - F – Failed
- Except for "F", none of the above grades are included in the GPA calculation.
- An "F" is not included in GPA calculation when received in a pass/fail graded course.
- When a student is permitted to repeat a course, both the original and repeat enrollments 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 and determining the number of units successfully completed each year.

Maximum Length of Study (Maximum Time Frame):

- Students must complete their educational objective within the following maximum time frame.

The Bachelor of Science program is designed to be a full-time program that students will complete in **two years or 8 quarters**. The Program must be completed within a period no longer than 150% of the published length of the educational program. The maximum time allowed to complete the educational objective will be prorated when a student's status varies between full-time and half-time or when transfer units reduce the total number of units to be completed at PAU. The maximum time is not extended for leaves of absence, non-leave breaks in attendance, or periods of less than half-time status.

Because of the time limit on eligibility, students are cautioned that multiple instances of breaks in attendance, withdrawals, incompletes or repeated or failed courses may result in future ineligibility for financial aid.

Financial Aid Eligibility Status definitions:

- **Good** – student is meeting the SAP Standards or has no academic history. Student was previously on a Warning status or a Probation status and has met the SAP Standards will be placed back on Good status after requesting a re-evaluation. Student is fully eligible for financial aid.
- **Warning** – students who did not meet the SAP Standards for cumulative GPA and/or average credit units per quarter in the previous evaluation period. Students who completely withdrew from all courses and/or failed all courses during a quarter. Students who exceeded the maximum time frame and have not completed their program. Student is still eligible for financial aid, but must meet the SAP Standards by the end of the next quarter to maintain eligibility. Students who have exceeded the maximum time frame will be given a Warning status for one quarter only.
- **Suspension** – student has had two consecutive quarters below the SAP Standards for cumulative GPA and/or average credit units per quarter; or student who has attempted at least 150% of the published length of their educational program and has exceeded the maximum time frame, and has been given a Warning status for one quarter and still has not completed their program. Student is Ineligible for financial aid.
- **Probation** – student who failed to meet the SAP Standards during the two most recent quarters due to mitigating circumstances may file a letter of appeal. If the appeal is approved, the student will be placed on Probation status. The student is eligible for financial aid, but must meet the SAP Standards by the end of the next quarter or as outlined in their academic plan (when applicable) to maintain eligibility for financial aid.

Timing of Review Process:

Student's academic records will be evaluated at the end of each quarter (i.e. fall, winter, spring, and summer) to determine whether the SAP Standards have been met.

A student who fails to meet the SAP standards for one quarter will be placed on Financial Aid **"Warning"** status for the following quarter. This student can continue to receive financial aid while on "Warning" status.

A student who fails to meet the SAP requirements after their Financial Aid "Warning" quarter will be placed on **"Suspension"** and become ineligible for further Federal or State financial aid. The student will be sent a "Suspension" notice and all financial aid will be immediately discontinued.

Re-Establishing Financial Aid Eligibility

Students who fail to meet the SAP standards may re-establish their aid eligibility by bringing their GPA and the average credit units per quarter up to required standards. Students who have exceeded the maximum time frame must make progress toward the completion of their program as outlined on their academic plan to re-establish eligibility.

While attempting to re-establish eligibility, students will be **ineligible** for financial aid and cannot be reimbursed during this time. If a student believes they have re-established eligibility, they **MUST** notify the financial aid office so their academic history may be re-evaluated.

Students placed on financial aid **"Suspension"** who had mitigating circumstances (illness, death in the family, job related, etc.) may request that the decision be reviewed by the Office of Financial Aid by writing a letter of appeal and submitting it, along with any pertinent supporting documentation, to the Financial Aid Office at: financialaid@palloaltou.edu with the subject line: "Letter of Appeal"

Third Party Release Forms (FERPA)

PAU will not release a student's Financial Aid information to third parties without specific written permission from the student. Release forms are available online from the Financial Aid Portal.

Student Loan Deferment Request Forms and Verification of Enrollment

Verification of Enrollment and Student Loan Deferments Requests are processed by the Registrar's Office. Please be sure that the student section of the forms is complete, signed and dated. There should be an address or FAX number on the form to route the completed document.

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 recipients to receive an in school deferment.

Refunds and Repayments

A student who plans to withdraw and/or request a leave of absence from PAU, after registering and paying fees for the quarter, should complete either a Withdrawal or a Leave of Absence form. These forms are available online. Please follow all instructions on the form for submitting to the Registrar's Office. It is also important to inform the financial aid office staff of your plans to withdraw.

- Students with loans or other federal aid who withdraw entirely from PAU before the first day of instruction and have not received a refund will have their loan funds returned to the lender.
- Students who drop a class before it starts but have already received financial aid for the class may be required to repay some, or all, of their financial aid.
- Audited classes are not eligible for financial aid.
- Students who have financial aid and withdraw from all classes, before completing 60.1% of the term, may be required to repay a percentage of their financial aid. A student could be eligible to keep only a portion of financial aid, based on the percentage of time attended for the current quarter. As an example, we will assume that the Fall Term is 81 calendar days in length. If the student dropped all classes during days 1 through 46 of the 81 day quarter, the student may be required to send money for that quarter back to the Department of Education. If all classes were dropped on calendar day 47 or later in the 81 day quarter, the student would not have to return federal financial aid to the Department of Education for that quarter.

Calculation of the "Return of Unearned Federal (Title IV) Aid" for Financial Aid Recipients

When a recipient of financial aid withdraws, PAU must calculate the amount of financial aid that has been "earned" prior to the withdrawal date.

- Any federal Title IV aid received in excess of the amount earned is considered to be "unearned," and must be returned to the federal program from which it was awarded
- The responsibility of returning unearned aid is jointly shared by PAU and by the student.
- The amount of financial aid that has been earned is determined by calculating the number of calendar days attended before the withdrawal date, divided by the total number of calendar days in the quarter (first day of classes until the last day of finals, excluding breaks of greater than five days). Once the earned and unearned percentages are calculated, the dollar amount of "unearned" federal Title IV aid is determined. When the 60.1%, or greater, point of time in the term has been reached the return of unearned aid to the Department of Education is no longer required.
- Federal aid at PAU for Return to Title IV purposes may include federal grants, state grants, the Federal Stafford Student Loan and PLUS Loan programs.
- In almost all instances, the amount of the fee refund will be less than the amount that must be returned as "unearned" aid. A portion of this "unearned" aid is paid back by PAU during the refund procedure. Any repayment by PAU of the refund amount is first credited toward the total federal aid awarded for the same time period. If the refund amount is less than the calculation of the "unearned" aid, the student is responsible for paying the difference between the amount of the refund and the total "unearned" aid calculation. The school will inform the student, in writing, should this situation arise. Failure to repay funds may result in the student being ineligible for additional federal loans or grants.
- The formulas for repayment are mandated by the Higher Education Amendments of 1998 for implementation in Fall 2000 and subsequent years.

Leave of Absence

A student who discontinues study with the intention of resuming study during a later quarter should file a Leave of Absence Request Form. This document must be completed and submitted by the student. The form must then be approved by the student's Advisor and Program Chair. Typically grounds for a leave of absence include medical or psychological problems; arrival of a child, during the term in which the child arrives and/or the term following; and compelling personal reasons.

During a leave, for PAU purposes, students are considered enrolled. The leave does not extend the period of time to advance to candidacy (five years from the beginning of the first quarter matriculated) and/or to graduate (ten years from the beginning of the first quarter matriculated, or five years from advancement to candidacy, whichever is less).

For federal financial aid purposes a Leave of Absence may be no longer than 180 days even if the school approves a longer period of time. Students not resuming at last half-time attendance at the conclusion of 180 days or who have indicated they will not return before the 180 days must be (for loan purposes) reported to their lenders as withdrawn from the program as of the last day of attendance.

Students should realize that after 180 days a standard six month grace period will have expired. The student will go into repayment status for these student loans even though the school may consider the student still on an approved Leave of Absence. Students with alternate educational loans (Grad PLUS, etc.) may go into immediate repayment status if the student does not return with 180 days. Students should consider contacting their lender or loan servicer to see if there might be other deferment or forbearance options.

Students returning to study on at least half-time status may request an In School Deferment Form from their lender or Guarantor. Deferment forms are usually specific to a lender. Make sure you have the proper form generally available by download from the guarantor's web site. Complete, sign and date the student section, and send the form (along with a mailing address for the lender or lender's agent) for processing to the Registrar.

Process Overview

A student who plans to withdraw and/or request a leave of absence from PAU, after registering and paying fees for the quarter, should complete either a Withdrawal or a Leave of Absence form. These forms are available at www.paloaltou.edu. **The student must sign and date the original and obtain the advisor and program chair authorization. The forms are then submitted to the Registrar's Office. It is also important to inform the financial aid office staff of your plans and be sure to complete a Federal Student Loan Exit Interview.**

- Students with loans who withdraw entirely from PAU before the first day of instruction and have not received a refund will have their loan funds returned to the lender.
- Students who drop a class before it starts but have already received financial aid for the class may be required to repay some, or all, of their financial aid.
- Audited classes are not eligible for financial aid.
- Students who have financial aid and withdraw from all classes, before completing 60.1% of the term, may be required to repay a percentage of their financial aid. A student could be eligible to keep only a portion of financial aid, based on the percentage of time attended for the current quarter. As an example, we will assume that the Fall Term is 81 calendar days in length. If the student dropped all classes during days 1 through 46 of the 81 day quarter, the school may be required to send money for that quarter back to the Department of Education. If all classes were dropped on calendar day 47 or later in the 81 day quarter, the school would not have to return federal financial aid to the Department of Education for that quarter.

Withdrawal Date

At PAU the Registrar receives and processes the Withdrawal forms. It is the Registrar that determines the official date of withdrawal. This is the date the rest of the school uses for processing.

VETERANS BENEFITS

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.

Educational assistance is available for U. S. military veterans, active-duty personnel, and members of the National Guard and Selected Reserve. The reserve includes those of the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, and the Army and Air Force National Guard. In some cases, dependents of veterans in certain categories may be eligible for these benefits. In all instances, eligibility is determined by the Department of Veterans Affairs (V.A.).

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

Inquiries regarding your VA benefits should be directed to the Palo Alto University Veteran Student Service Office at 650-433-3831 or you may contact Liesl Violante at lviolante@palloatou.edu.

Military Education Benefit Programs available at Palo Alto University

Montgomery GI Bill – Active Duty (Chapter 30)
Vocational Rehabilitation and Employment VetSuccess Program (Chapter 31)
Post 9/11 GI Bill (Chapter 33)
The Yellow Ribbon Program
Transfer of Educational Benefits (TEB)
Survivors and Dependents Assistance (Chapter 35)
Army 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://www.vba.va.gov/VBA/benefits/factsheets/index.asp> and at www.csac.ca.gov

Health Professions Scholarship Program (Psychologists)

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.

Information on the HSPS offered by the U.S. Air Force may be found at <http://www.airforce.com/benefits/commissioned-officer-education/>

Information on HSPS offered by the U.S. Army may be found at <http://www.goarmy.com/amedd/education/hpsp.html>.

Information on the HSPS offered by the U.S. Navy may be found at http://www.med.navy.mil/sites/navmedmpte/accessions/pages/healthprofessionsscholarship-program_prospective.aspx

Veterans Benefits – Prior Credit Policy for Veterans (Undergraduate Programs Only)

Veterans, active-duty personnel, Guard and Reservists applying for admission to Palo Alto University may be granted academic credit on a case-by-case basis upon evaluation of official military transcripts.

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>.

Palo Alto University may award academic credit to United States military personnel for courses and military occupational specialties (MOS), based on the American Council of Education (ACE) Guide for Military Transfer Credit. An MOS 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

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-<http://www.palloatou.edu/sites/default/files/u10/Veteran%20Student%20Application.pdf>
- Submit eligibility letter, original transcripts, and PAU application for VA benefits to the Veteran Student Service office.

Responsibilities of Students Receiving Education Military Benefits

Students must notify their Certifying Official (CO) 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

Reporting Requirements

Recertification for benefits is not automatic and must be requested each quarter. The Certifying Official 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 Certifying Official (CO) for your campus immediately of changes that may affect your eligibility for benefits. It is the responsibility of each student to keep their Certifying Official apprised of the following:

Class Registration

After registering, students should send a copy of their courses with units and request VA-Once certification through their Certifying Official (CO). 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.

Your Role as a Student—Irrrespective of your VA Benefit Program

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 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 UniversityEducation benefits are terminated when a student makes unsatisfactory progress.
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

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 - Re-Admission Policy

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

1. 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.
2. 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:

1. 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,
2. 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:

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

Veterans Benefits - Prior Credit Policy for Veterans

PAU will conduct an evaluation of previous education and training for all veterans and eligible persons, grant appropriate credit, shorten the training period proportionately, and notify the VA and student accordingly.

Monthly benefits checks are sent by the V.A. directly to the student at the end of each month during the quarter session for which the veteran is enrolled following verification of enrollment. The new Chapter 33 Post 9-11 GI Bill tuition and fees will be paid directly to the school. A reasonable period of time should be allowed at the beginning of the academic year to accommodate processing by the V.A. Receipt of V.A. Benefits may have an impact on levels of other federal financial aid for which a student may be eligible. Inquiries regarding financial aid eligibility should be directed to the Palo Alto University Financial Aid Office.

Veterans Benefits - Academic Probation

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.

At Palo Alto University the VA Certifying Official is located in the Veteran Student Service Office in the Academic Affairs Department in Building 2, room 210 and can be reached at (650)433-3831.

The Veterans Student Service Office is located on the main campus at 1791 Arastradero Road, Palo Alto, CA 94304 in Building 2, Rm 210. Please contact us for any questions related to veteran and military student life and groups.

Contact Information:

Liesl Violante
Director of Veteran Student Services, VA Certifying Official
Email: lviolante@paloaltou.edu
Phone Number: 650-433-3831

Dr. Matthew Cordova
Faculty Advisor for Veteran Student Group
Email: mcordova@paloaltou.edu

Student Veteran Organization
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>

INTERNATIONAL STUDENTS

Supporting its PAU Vision of improving lives around the globe, PAU warmly welcomes international students. PAU is authorized to receive F-1 students, however students in some other non-immigrant visa classifications are also eligible to apply to and pursue a degree at PAU. If you have any questions about your status, or you are presently in U.S. and are interested in applying for a change of status to F-1, please contact the Student Services office at 650-433-3851. Please visit the International Student Services website at: <http://www.paloalto.edu/student-services/international>

Admission Requirements

In order to receive the I-20 form that is required in order to apply for an F-1 student visa or to continue F-1 status, prospective international students must submit these additional documents:

1. For non-native English speakers, Proof of English proficiency (TOEFL minimum score 85 or IELTS minimum score 7.5). PAU's TOEFL institutional code is 4638.
2. Foreign Credential Evaluation: All transcripts from schools outside the United States must be sent, at the applicant's expense, to World Education Services (WES) foreign credential evaluation service.
3. A completed Certification of Finances and/or bank letter and sponsor letter. For details, see <http://www.paloalto.edu/content/admission-requirements-f-1-students>

Students who attended Canadian colleges or universities are not required to have a foreign credential evaluation completed. Canadian students should have a set of original transcripts, in English, sent directly to the Admissions Office from all previously attended institutions. The evaluation service accepted by PAU is:

World Education Services
Bowling Green Station
P.O. Box 5087
New York, NY 10274-5087
(212) 966-6311

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.paloalto.edu/content/international-student-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.

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.

RESIDENCY REQUIREMENT

Doctoral programs are completed in residence.

PAU BOARD OF TRUSTEES

Officers:

James Otieno, Chair

Retired Executive, Hewlett-Packard Company, Palo Alto, California

Members:

Allen Calvin, Ph.D. ex-officio

President, Palo Alto University, Palo Alto, California

Carolyn J. Cline, M.D., Ph.D.

Plastic Surgeon, Private Practice, San Francisco, California

Martin H. Dodd

Attorney, Futterman Dupree Dodd Coley Maier LLP, San Francisco, California

Derrick Felton

Counselor, Veteran Affairs, Peninsula Vet Center, Redwood City, California

Rita deSales French, Ph.D.

Clinical Psychologist, Private Practice, Palo Alto, California

Berton Keith

Military and Business, Retired, San Jose, California

Michael Kerner, Ph.D.

Psychologist, Independent Practice, San Jose, California

Leslie R. Koonce

Koonce Financial Services, Menlo Park, California

Iris S. Korol

Consultant, The Korol Group, Palo Alto, California

Daniel Kostenbauder, J.D.

Vice President -Tax Policy, Hewlett-Packard Company, Palo Alto, California

John Krumboltz, Ph.D.

Professor of Education & Psychology, Stanford University, Stanford, California

Matt Levine

CEO & Managing Director, SourceUSA, Los Altos, California

Jose R. Llanes, Ph.D.

Professor and Department Head, Educational Foundations, Leadership & Technology, Auburn University, Auburn, Alabama

Marilyn Manning Lonergan, Ph.D.

CEO, The Consulting Team LLC, Mountain View, California

Richard Lonergan

Retired, Computer and Information Processing, San Francisco, California

Thomas A. MacCalla, Ed.D.

Chancellor, National University, San Diego Region, California

Mahanaz Motayar, Ph.D.

Health Psychologist-Neuropsychologist, Los Gatos, California

Fred Nervo

Retired Attorney, San Francisco, California

Raquel H. Newman, Ed.D.

Public Affairs Consultant, San Francisco, California

Israel Niv, Ph.D.

CEO, DCG Systems Inc, Fremont, California

Jennifer Orthwein, Ph.D., Esq.

Attorney, Transgender Law Center, San Francisco, California

Rabbi Stephen Pearce, Ph.D.

Senior Rabbi Emeritus, Temple Emanu-El, San Francisco, California

Kathryn Pryor, Ph.D.

Psychologist, Private Practice, Menlo Park, California

Gordon Rausser, Ph.D.

Natural Resource Economics, UC Berkeley, Berkeley, California

Laura W. Roberts, M.D., M.A.

Chairman and Katharine Dexter McCormick and Stanley McCormick Memorial Professor, Department of Psychiatry and Behavioral Sciences, Stanford School of Medicine, Stanford, California

Alan F. Schatzberg, M.D.

Professor and Chair, Psychiatry, Stanford University, Stanford, California

Fred R. Seddiqui

Partner, Lugano Ventures LLC, San Francisco, California

Gary Shapiro, J.D.

Retired Attorney, San Francisco, California

Ellen Shuck

Consultant, Executive Development, Portola Valley, California

Rev. William E. Swing

CEO, United Religions Initiative, San Francisco, California

Jorge Wong, Ph.D., CCEP, CHC,

Asian Americans for Community Involvement, San Jose, California

Tom Yeh

CEO and Founder of Automade, Inc., San Francisco, California

Secretary:**Rhonda Hayes**

Executive Assistant to the President, Board Secretary, Fundraising Facilitator
Palo Alto University, Palo Alto, California

PAU ADMINISTRATIVE STAFF**Administration****Rev. Byron Bland**

Chaplain and Ombuds

Jim Breckenridge, Ph.D.

Dean of Academic Administration and Operations

Allen D. Calvin, Ph.D.

President

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

Elizabeth M. Hilt

Vice President of Student Services

June Klein, Ed.D., M.B.A., C.P.A.

Vice President of Business Affairs, Chief Financial Officer

Paul Marcille

Vice President of Enrollment Management

Senior Staff

America Bryant
Financial Aid Director

Jim Cramer
Director of Facilities Management

Denise Daniels
Director of the Masters' Programs

Scott Hines
University Librarian & Director of Academic Technology

David Leavitt
Director of Information Technology

Yan Li
AR Accounting Manager

Sandy Macias, Ph.D.
Director of the Gronowski Center
Assistant Professor

Nora Marquez
Director of Registration and Student Records

Harrienne Mills
Director of Academic Services

Megan O'Mahony
Director of Advancement

Howard Smalls
Controller

Helena Ting
Vice President of Community Development

Eirian Williams
Director of Admissions

Debbie Wu
Accounting Manager

Staff

Mary Anderson
Head of Technical Services, Interlibrary Loan, and Circulation

Sheida Ansari
Undergraduate Admissions Counselor

Deanna Berger
Admissions Manager for the Masters' Programs

Campbell Browne
Office Manager for the Gronowski Center

Lupe Carrillo
Records, Registration, and Degree Auditing Assistant

Ana Castrillo
Associate Director Student Services

Grace Chen, Ph.D.
Practicum Coordinator
Associate Professor

John Chou
IT Administrator

Jennifer Clark
Research Project Coordinator for the CUPPLES Study

Chris Dauer
Administrative Assistant OPAD

Sabrina Davies
Library Technician

Dana Devaul
Office Manager OPAD

Monica Devlin
PsyD Program Manager

Lonise Feleti
Administrative Assistant to the President

Vacant
Administrative Assistant to the OAA

Fernando Galeano
IT/Facilities Maintenance Admin

Erin Gilligan
Assistant to the Ph.D. Program DCT

Adrienne Gomes

Practicum Program Assistant

Kristen Guy

Institutional Research Administrator

Lisa Harris

Associate Director of Student Services for International Student Advising

Melanie Hartman

Executive Assistant to the Dean

Rhonda Hayes

Executive Assistant to the President
Corporate Secretary, Board of Trustees

April House

Ph.D. Program Manager

Marquita Kirk

Human Resource Administrator

Norma Ledger

Office Manager for the Gronowski Center

Kathy Leonard

Accounts Receivable Accountant

Stacey Lien

Admission Communication Coordinator

John Liu

Senior Accountant

Rita Martinez

Program Manager for the Undergraduate Programs

Bonnie Miller

Student and Academic Records Assistant

Kemper Mitchell

Director of Alumni Relations

Yma-Richel Nabong

Financial Aid Counselor

Brenda Olivera

Human Resources Generalist
Senior Benefits Administrator

Tonie Peralta

Payroll Accountant

Sondra Presho

Executive Assistant to the Vice President of Business Affairs and CFO

Tony Rodriguez

Facilities Maintenance

Glen Saito

Instructional Designer/Media Specialist

Isabelle Sambrano

Financial Aid Counselor

Karen Savage

Web/ERP Manager

Sasha (Aleksandr) Schwartz

Program Assistant & Communications for Business Psychology

Jag (Jaagpalpreet) Sekhon

Admissions Communications Coordinator

Elizabeth Shaughnessy

Executive Administrative Assistant/Grants

Damen Sorrell

Senior Accountant

Michael Teodosio

Assistant Director of Undergraduate Admissions

Vacant

Accounts Payable Accountant

Liesl Violante

Executive Assistant to the VP of Academic Affairs
Director of Veteran Student Services

Gina Whitson

Accounts Receivable Accountant



SECTION II

PACIFIC GRADUATE SCHOOL OF PSYCHOLOGY (PGSP), PALO ALTO UNIVERSITY (PAU), PH.D. PROGRAM IN CLINICAL PSYCHOLOGY

THE PH.D. PROGRAM IN CLINICAL PSYCHOLOGY PGSP, PAU

Application and Admission Process and Requirements

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

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

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

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 PhD program.**

Ph.D. Program - Entry Level Types

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

Bachelor's Level Entry:

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 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 PhD program.**

Advanced Standing Entry:

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

"Crossovers" from Other Fields:

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:

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:

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 wish-

es 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

Admitted students may request transfer credit for eligible graduate courses (see below) by contacting the admissions office.

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 year the student intends to enroll at PAU.

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, 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 Clinical Training Committee.

TUITION

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.

PH.D. PROGRAM TRAINING MODEL

The Ph.D. Program's practitioner-scientist training model is an integrative approach to science and practice, wherein each continually informs the other. The model includes education in the conduct of scientific research and in the application of the results of psychological research. PAU's faculty members, as mentors, model the continuous integration of scientific foundations and professional practices, with a goal of fostering a career-long approach that interweaves psychological investigation, assessment and intervention.

All components of the didactic and experiential preparation are consistent with the American Psychological Association's Ethical Principles of Psychologists. Sensitivity to issues related to cross-cultural, multi-ethnic, and other individual differences is reflected at all levels of the training program.

The practitioner-scientist model of training is explicitly committed to the application of clinical science to inform practice. There is strong support among faculty and students for the definitions and recommendations found in the 2005 APA Presidential Task Force on evidence-based practice in psychology ([see http://www.apa.org/pi/families/resources/ebp-statement.pdf](http://www.apa.org/pi/families/resources/ebp-statement.pdf)). PAU is therefore dedicated to the integration of the best available research and clinical expertise within the context of patient characteristics, culture, values, and preferences. Further, students are trained to be scientifically rigorous in the direct delivery of mental health services; to conduct ongoing evaluations of the effectiveness of their interventions; and to plan, monitor, supervise, and evaluate innovative, adaptive approaches to interventions within their specific settings. Consistent with the Task Force recommendations, students are trained to value clinical expertise and are provided with excellent role models of clinical experts through our careful selection of in-house and external supervisors. At the same time, students are asked to think critically about the state of current "best available research" to ascertain its limitations.

We believe that the practitioner-scientist model best suits our graduates' need to have a wide range of options in current and expanding areas of professional psychology. While direct delivery of mental health services is a major part of the work that our graduates are expected to perform, it is not the only role for which they are trained. The professional roles of clinical psychologists are broad, extending beyond the narrow bounds of individual psychotherapy to training in program evaluation and development, consultation, and analysis of systems. PAU graduates largely enter the workforce as service providers, consultants, and practitioner-administrators. At the same time, a sizeable minority of graduates have careers as academics and researchers. Therefore, students must be trained to deliver needed clinical services both directly to clients and to administrative and health care agencies. Training for clinical psychologists that emphasizes this integration of science and practice becomes continually more important in this era of changing patterns of service delivery.

To round out our students' education, the PhD program strives to instill attitudes, knowledge, and skills to enable them to function with highest standards of professionalism within a multicultural society. Through classroom instruction and careful clinical and research mentoring, the program teaches students to work with diverse populations competently and ethically.

Through this practitioner-scientist model, the PhD program has 5 major training goals:

- GOAL 1:* To produce students and graduates who are critically reflective and informed consumers and producers of psychological knowledge and associated clinical sciences.
- 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.
- GOAL 3:* To produce researchers with the requisite scientific knowledge, skills, and attitudes to both consume and generate research.
- GOAL 4:* To produce culturally competent clinical psychologists;
- GOAL 5:* To produce clinical psychologists whose conduct exemplifies the excellence in professionalism and ethics.

METHODS OF PH.D. TRAINING

PAU considers an integration of scholarship, practical experience, and research the best training model for preparing Ph.D. psychologists to meet the highest standards of clinical practice and scholarly research in a changing healthcare environment. The integration of academic work, clinical experience and research begins early in the student's training and continues throughout the graduate career. Three training mechanisms are emphasized: 1) didactic training in classroom settings; 2) direct clinical and research experiences in supervised field settings; and 3) exposure to and interaction with appropriate academic role models.

Didactic Training

The classroom is viewed as a forum for critical inquiry where teacher and student alike face the challenges of scholarship; hence, didactic training occurs in the traditional classroom setting. Students are encouraged to take a proactive stance toward their academic training through extensive reading, class participation, and independent study. The instructor provides guidance and support for critical inquiry and encourages a proactive and interactive approach to education.

Course content in all areas includes classic scholarly works as well as current theoretical concepts and research. Both theory and research are critically evaluated in the classroom and openness to new ideas is encouraged. Faculty members are encouraged to discuss research and theory as they relate to clinical practice.

Direct Clinical and Research Experience

High quality clinical and research training depends upon closely supervised professional experience in a variety of settings including practicum placements in the Palo Alto University sponsored clinics and in the greater Bay Area training community. Ph.D. students begin clinical foundation courses in the first year, and progress in the following years to direct clinical service delivery. Practicum placements are selected on the basis of students' clinical interests, goals, and training needs. **Students are encouraged to apply to practicum placements on the basis of their clinical interests, goals, and training needs. Students are additionally encouraged to apply to practicum placements in community settings that provide a wide range of clinical experiences.** The internship, which occurs later in students' training, integrates and expands upon earlier experiences in the field.

Ph.D. students also engage in directed clinical and basic research beginning in the second year of graduate study by participating in research groups conducted by PAU faculty. Students are encouraged to pursue small, independent research projects wherever possible, in addition to their directed research in the classroom.

The dissertation is viewed as central to the student's training experience. It is through the formulation of a research question and completion of an independent and original investigation that students gain experience necessary to critically evaluate research and a dynamically-based appreciation of the research process. Students become contributing members of the field of scientific psychology through the dissertation process and publication of findings.

The Gronowski Center

Currently located in Los Altos, California, about a twenty minute drive from the PAU Campus in Palo Alto, The Gronowski Center first offered its services to the public in January 1988. The clinic is a community-based psychology training clinic and treatment center dedicated to providing high quality, evidenced-based clinical services to adults, children and families in the Silicon Valley Community. Services are accessible to low-income individuals and families, older adults, and other underserved groups on a sliding scale fee basis. **Second year Ph.D. students complete their first clinical practicum in the training clinic.** PAU faculty and students also conduct funded research at the clinic. Clinic facilities include consulting rooms for individual work with adults and children, as well as group therapy rooms. There are observation rooms and video recording facilities available for use by the therapists-in-training.

Role Models

The PAU faculty provides academic training that meets the highest standards of academic scholarship and professional practice in the field of psychology. Students are exposed to faculty who are actively engaged in clinical practice and research. Students experience firsthand a multi-disciplinary effort toward clinical service and scientific inquiry with role models that demonstrate the unique contribution of psychology to the helping professions. Faculty members are encouraged to share clinical and research work samples with students both in the classroom and in independent study.

Every effort is made to expose students to a range of professional role models through field placements where psychologists serve in a variety of capacities. Special value is placed on field placements, practicum assignments, and internship sites, where licensed psychologists are engaged in clinical service and research. A number of students serve as research and teaching assistants – another opportunity for direct modeling of the many professional roles available to psychologists.

PH.D. PROGRAM FACULTY

The Ph.D. faculty is comprised of talented and distinguished psychologists with a wide range of clinical and research specialties. As a whole, the faculty members support evidence-based approaches to practice and they are actively involved in clinical research. Thirty-one core faculty--those primarily based at PAU-- serve as the backbone of the Ph.D. Program running the day to day operations of the program. In addition, seven associated faculty spend more than 20% of their time teaching and supervising research at PAU. Many of these faculty share appointments with the Palo Alto VA and bring important insights from their work in this setting. A group of adjunct faculty members provides teaching and clinical supervision in areas that are not represented by core or associated faculty. In order to ensure an even greater breadth of research knowledge and expertise, PAU has contracted with a group of professors from the Department of Psychology at Stanford University to provide focused consultation to our dissertation students.

FULL TIME/CORE FACULTY

KIMBERLY BALSAM, PH.D. CO-DIRECTOR OF THE CENTER FOR LGBTQ EVIDENCE-BASED APPLIED RESEARCH (CLEAR)

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 recently 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.

Alinne Barrera, Ph.D. is an Assistant Professor and Associate Director of Clinical Training. She is a bilingual (Spanish/English) licensed clinical psychologist with a specialty in working with immigrant, Spanish-speaking individuals with mood disorders. Her research focuses on designing and testing depression programs for underserved populations. Her most recent work is a prevention of postpartum depression Web-based randomized trial. 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 San Francisco General Hospital. An NIMH Individual National Research Service Award (F32), a Robert Wood Johnson Health Disparities Seed Grant, and a National Cancer Institute Junior Faculty Career Development Award funded her postdoctoral fellowship.



LEONARD BECKUM, PH.D.

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 PhD program at the Pacific Graduate School for Psychology and fifty percent time to the PsyD 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**

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 outstanding 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 BROWN, PH.D.**DIRECTOR, TRAUMA EMPHASIS AREA**

Dr. Brown's clinical and research focus is on aging, health, vulnerable populations, disasters, and long-term care. Since 2004, Dr. Brown has studied the short- and long-term psychosocial reactions and consequences of natural and human-caused disasters. 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 has won several awards for her research including a Mental Health Services Research Investigator Award from the National Institute of Mental Health and a Blue Ribbon Award for Excellence in Scientific Presentation from the American Psychological Association. She was the recipient of a University of South Florida Teaching Award sponsored by the University of South Florida Ambassadors and Alumni Association.

EDUARDO BUNGE, PH.D.

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 COORDINATOR**

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, psychotherapy, 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.****DIRECTOR, CENTER FOR EXCELLENCE IN DIVERSITY
DIRECTOR, DIVERSITY AND COMMUNITY MENTAL HEALTH
AREA OF EMPHASIS**

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.**

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**

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.

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**

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.

**PETER GOLDBLUM, PH.D.****MPH DIRECTOR, CLEAR AND LGBTQ AREA PROGRAMS**

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.

**ROWENA GOMEZ, PH.D.****DIRECTOR OF CLINICAL TRAINING (PH.D. PROGRAM)**

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 neuropsychology 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.

JANICE HABARTH, PH.D.

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.

AMIE HAAS, PH.D.

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 pre-gaming (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 pre-gaming 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.

SHELLEY HOWELL, PH.D., J.D.

Dr. Howell received her Ph.D. from the University of Nebraska-Lincoln and her J.D. from Santa Clara University School of Law. She completed her internship and clinical post-doctoral training in clinical neuropsychology at the VA Palo Alto Health Care System. She also completed a research post-doctoral fellowship at Stanford University School of Medicine where her work focused on neuropsychological and neuroendocrine correlates of psychotic disorders with and without mood symptoms.

After her postdoctoral work, Dr. Howell joined the staff of the VA Palo Alto as a Neuropsychologist. In that capacity, she directed several inpatient and outpatient clinics providing neuropsychological assessment and intervention services for veterans. Her clinical and research interests are in neuropsychological assessment of older adults, including early detection of dementia.

RAYNA MACHER, PH.D.**DIRECTOR, NEUROPSYCHOLOGY EMPHASIS AREA**

Dr. Rayna Macher 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. Macher'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 neuropsychological 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. Macher is interested in all factors contributing to neuropsychological assessment, she is open to exploring diverse research ideas with students in her research group.

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

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**

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).

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

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.

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 PGSP 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 psychopathology.

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.

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.

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.

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.

RY TESTA, PH.D.

Ry Testa is Clinical Faculty at the Gronowski Center. His clinical and research interests to date has focused on the cognitive and affective determinants of self-destructive behaviors, including determinants of suicidal behavior, health-related risk-taking, substance use and abuse, and eating disorders and weight loss maintenance. He has been particularly interested in addressing these health-related issues in marginalized populations. His recent work has been guided by his recognition, as a clinician and transgender person, that research on these issues in transgender communities was of critical importance.

**TECETA TORMALA, PH.D.**

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 WAEDELDE, PH.D.****DIRECTOR, MEDITATION AND PSYCHOLOGY EMPHASIS AREA**

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 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.



CHRISTOPHER WEAVER, PH.D.
DIRECTOR, FORENSIC PROGRAM

Dr. Christopher Weaver is an Associate Professor at Palo Alto University, and Director of PAU's Forensic Psychology Program. Dr. Weaver received his PhD 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.

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.

STACIE WARREN, PH.D.

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.

ASSOCIATED FACULTY



WILLIAM FROMING, PH.D.
PROVOST

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.



THEODORE JACOB, PH.D.
SENIOR RESEARCH CAREER SCIENTIST

Dr. Theodore Jacob currently holds positions as Senior Research Career Scientist at the Veterans Administration Palo Alto Health Care System and as Research Professor at the Palo Alto University. For over 30 years, Dr. Jacob's research has focused on the role of family factors in the etiology of alcoholism and comorbid psychopathologies. His current research program emphasizes: (1) Family Environmental Studies of Alcoholism, (2) Behavioral Genetic Studies of Alcoholism Etiology, (3) Life course of Alcoholism and Comorbid Disorders, (4) Family Methodology and Alcohol Studies, and (5) Alcoholism and Aging.

Dr. Jacob currently serves as Principal Investigator or Co-Investigator on several large-scale, longitudinal research grants which involve a variety of assessment procedures, including laboratory, telephone, questionnaire, and follow-up assessments of both psychiatric and normal control participants (in both child and adult populations).

Dr. Jacob received his PhD in clinical psychology from the University of Nebraska. Prior to coming to PAU in 1992, he held faculty appointments at the University of Pittsburgh and the University of Arizona. He currently serves on the editorial board of two peer-reviewed journals, Journal of Studies on Alcoholism and Family Psychology, and is a reviewer for several others. Other committee memberships include: VA Career Development Committee, Stanford Institutional Review Board, Stanford Human Subjects Panel, and NIAAA grant review panels.

JENNIFER KELLER, PH.D.

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 in Pakistan, particularly in women. In addition, she has begun examining mental health expression and treatment in South Asian immigrants.

STEVEN LOVETT, PH.D.

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.

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 neuropsychiatric 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.

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.

**STANLEY SUE, PH.D.**

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.

EMERITUS FACULTY**LARRY E. BEUTLER, PH.D.**

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.**

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.



LOUIS MOFFETT, PH.D.

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.

AMY WISNIEWSKI, PH.D.

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.

PH.D. PROGRAM CURRICULUM

The Ph.D. Program is a full-time program and requires a minimum of three years in residence. 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.

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

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 multicultural 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	5
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	27

2. Research

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 groups involves students in ongoing research projects, facilitates development of mentoring relationships, and assists students in dissertation planning. Six consecutive quarters of research group 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 Group	6
DISS800 Dissertation	30
Total	48

3. Psychological Evaluation

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, 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 II*	3
ASMT810 Psychometric Theory	5
ASMT809 Intellectual Assessment	4
ASMT825 Assessment of Personality & Psychopathology	3
ASMT807 Integrated Test Batteries	3
Total	21

4. Psychotherapy Theory and Process

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. 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
CLIN895 Consultation and Program Evaluation	3
Total	15

Students who successfully complete courses in the Psychological Evaluation, Psychotherapy Theory and Practice, and Clinical Practicum areas (indicated by *) 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.

5. Elective Courses

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 group and dissertation, and 5) approval by the Curriculum Committee and Leadership Council. For additional information, visit 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 at PAU 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 PhD 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 forensic curriculum includes five courses for a total of 15 credits. For more info see below and <http://www.paloalto.edu/node/1071>.

* *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. Three areas of intensive training are included: 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 Emphasis* at PAU 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* is designed for those students in the Ph.D. program who wish to develop a proficiency in neuropsychological assessment. 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 PhD 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* provides an opportunity for students to specialize in the area of trauma and gain requisite theoretical, research, and clinical training as a foundation toward achieving competency as a trained professional devoted to working with trauma. Completion of this focus entails completing a sequence of required courses on trauma to complement clinical practicum experience in working with traumatized clientele as well as a dissertation focus on trauma. In order to achieve a trauma specialty certificate, a student must complete at least 9 units of didactic training in trauma-focused courses – although the number of required units may change in line with future recommendations of the APA Trauma Psychology Division 56. Beyond didactic training, students are required to complete a clinical practicum that includes a caseload of clientele with PTSD or other trauma-related disorders in which trauma is the primary treatment focus. Finally, the student must complete a dissertation that includes a focus on some aspect of trauma.

* *The Clinical Neuroscience in Women's Health 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 program 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 PGSP/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.

Elective Courses

Course	Units
ASMT830 Forensic Assessment	3
ASMT841 Child Assessment	3
ASMT850 Assessment and Treatment of Trauma in Adults	3
ASMT851 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
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
CLIN860 A Survey Course on Trauma: Assessment & Treatment Considerations	3
CLIN864 Theoretical Underpinnings and Physiological Correlates of PTSD	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	2
PSYS820 Cognitive and Affective Neuroscience Seminar	3
PSYS835 Psychology of Mindfulness and Meditation	3
XXX Grand Rounds Speaker: Neuropsychology	0

Other Electives	Units
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	Variable1-6
Special Topics in Psychology Seminar	3

Required Course Unit Summary	Units
Psychological Theory	27
Research	48
Psychological Evaluation	21
Psychotherapy Theory and Process	15
Clinical Practice	42
Electives	18
Total	171

CLINICAL FOUNDATIONS AND EXPERIENCE

Clinical Practicum

After passing the Clinical Multiple Choice Competency Examination, students begin practicum **training**. These practica provide diverse training opportunities integrating academic skills with experiential learning and **prepare** students for a full clinical internship. The initial clinical practicum experience (**nine units in Practicum 2A, 2B, and 2C**) takes place in The Gronowski Center, PAU's own outpatient community clinic, under the direct supervision of the school's faculty. **In addition to the units completed at the Gronowski Center, fifteen additional units are completed** in the third year in Practicum 3A, 3B, and 3C at one of many external practicum sites approved for PAU Ph.D. students. **Students are required to complete 24 practicum units before advancement to candidacy.** The graduate courses required in this area are:

Course	Units
CLIN800 Ethics in Clinical Psychology	3
CLIN801 Clinical Interviewing	3
PRAC800 Clinic Practicum 2A	3
PRAC801 Clinic Practicum 2B	3
PRAC802 Clinic Practicum 2C	3
PRAC804 Practicum 3A	5
PRAC805 Practicum 3B	5
PRAC806 Practicum 3C	5
PRAC830 Practicum Forum	0
INTR800 Pre-Doctoral Internship	12
Total	42

Practicum

Ongoing clinical practicum experience, beginning in the second year of the program, is integral to training. All students are required to develop a broad range of clinical competencies at clinical practica and internship. Practica take place in a variety of areas in clinical psychology and provide experiential opportunities to learn basic skills fundamental to professional practice. Practicum settings affiliated with and approved by PAU are service agencies and research programs with a demonstrated commitment to evidence-based training in clinical psychology consistent with the Ph.D. program practitioner-scientist training model, goals and objectives.

Requirements

The first practicum experience (Practicum 2) begins in the second year at The Gronowski Center. The student can expect to spend a minimum of 10 hours per week at the clinic providing psychotherapy and related supervised activities. Each student receives supervision from a licensed Ph.D. level psychologist. Students accrue up to 330 hours of practicum experience upon successful completion of three quarters at The Gronowski Center.

During the third year, students are required to complete an external clinical practicum at an approved community agency in the greater San Francisco Bay Area where they can expect to spend 16-24 hours per week. Ph.D. students are required to complete fifteen hundred (1500) hours of practicum experience over the 2nd, 3rd, 4th, and sometimes 5th years of the Ph.D. program before beginning predoctoral internship, which occurs in the 5th or 6th year of the program. Training is viewed as a developmental process and practica are expected to complement academic work in preparing the student for internship.

Practicum Evaluation

Practicum supervisors evaluate students on a quarterly basis, providing feedback on clinical strengths and areas needing development. These evaluations are forwarded to the Associate DCT who assigns a Pass/Fail grade on the basis of this information. Each third year practicum course (Practicum 3) carries five units of credit and is graded on a Pass/Fail basis. Students obtaining practicum experience during fourth year and beyond register for Practicum 4 (0 unit) and are also graded on a Pass/Fail basis.

Internship

PAU requires all Ph.D. students to complete a minimum of 2,000 hours of supervised professional experience at internship. A psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. Typically, the internship takes place in a multidisciplinary setting offering a wide range of services and training experiences. These experiences generally include in-depth contact with various populations – children, adults, and the elderly; ethnically diverse individuals and sexual minorities; couples, groups, families, and individuals; serious mental illness, drug and alcohol abusers; and outpatients, inpatients, and persons in acute crisis. The internship experience is expected to encompass practical skills in psychodiagnostic work-ups, mental status reports, admission or intake processes, treatment plans, psychological test administration, interpretation and report writing as well as a broad base of treatment modalities.

Prerequisites

To qualify for an internship placement, a Ph.D. student must have: 1) advanced to Candidacy; 2) received formal approval of the dissertation proposal; 3) submitted a training contract between PGSP at PAU and the internship agency; and 4) completed 1500 practicum hours.

Requirements

Completion of an APA-accredited or a pre-approved equivalent, is required for graduation.

Internship Evaluation

The internship supervisor evaluates the student at least twice a year, providing feedback on clinical strengths and areas needing developments. Evaluations are forwarded to the Director of Clinical Training.

Further Information

Internship and Practicum procedures for the Ph.D. Program are subject to the direct guidance of the Ph.D. Director of Clinical Training and the Vice President of Professional Advising and Development. Additional details are available in the current Practicum and Internship Handbooks.

Student Evaluations

In a clinical psychology training program, evaluations of competence must be based not only on academic achievement but on personal and professional qualities as well. These include a commitment to self-understanding and self-awareness and a capacity for good relationships. The two are obviously related; understanding and acceptance of others depend in part on understanding and acceptance of ourselves. Students are expected to demonstrate maturity, good judgment, discretion, and respect. If their effectiveness is compromised by personal problems or illness, they are expected to seek competent professional help to determine whether to suspend, terminate, or limit the scope of professional studies at PAU.

Faculty Advisor System

All matriculated students are assigned a Faculty Advisor. The purpose of the Faculty Advisor System is to provide academic guidance, program planning, and to serve as the first level of contact in case of academic or personal problems.

ADDITIONAL MILESTONES IN THE PH.D. PROGRAM

Competency Examinations

Four areas of knowledge are evaluated by competency exams: Psychotherapy Theory and Practice (Clinical); Research; and Psychological Assessment. The Clinical and Research Competency exam are scheduled to be taken after the first year of study. The Assessment exam, taken after the second year, is open book and open notes. Students may take a competency exam in a given area no more than three times.

Publication/Presentation Requirement

Students in the Ph.D. Program must present at least one poster or paper at a professional convention/conference during their second, third, or fourth years in the program, to make a major and significant contribution worthy of authorial recognition, as determined by their research group professor, and/or publish a paper in a peer reviewed indexed journal, a book or a chapter in a book as an author or co-author, or comparable activity with faculty approval.

Psychotherapy Requirement

All Ph.D. students are required to complete 16 hours of personal psychotherapy. PAU believes that the personal experience of psychotherapy is critical to the ability to work therapeutically with others. A minimum of 16 hours of individual psychotherapy with a doctoral-level licensed psychologist (Ph.D., Ed.D., Psy.D.) or board-eligible psychiatrist is required prior to registration for the Oral Clinical Competency Exam. Individual psychotherapy, dating from no more than five years prior to matriculation, may be approved. A letter from the student's therapist (on letterhead, signed by the therapist, including the start and end dates of the 16 hours and the therapist's license number listed) is the only documentation needed to indicate completion of the required number of individual psychotherapy hours.

Oral Clinical Competency Examination

The Oral Clinical Competency Examination is approximately one hour long and is conducted by a panel of two examiners who are core faculty members, clinical supervisors, licensed psychologists, or board eligible psychiatrists. The areas covered in the Oral Clinical Competency Exam are professional skills and knowledge, personal judgment, and self-awareness. This exam is taken in one sitting. Students may take this exam no more than three times.

Please Note: Since students registering for the oral Exam are required to have "completed" all required courses, a student is allowed to take required courses concurrently (i.e. they have not yet completed the courses but are taking them at the time of registration for the orals) for the spring administration of the Orals.

If you are a permanent resident in a non-English speaking country, and you have been in the United States for five years or less, you may apply to have a translation dictionary and an extra hour for testing upon showing that you are not sufficiently proficient in English because it is not your primary or equivalent language. 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 PAU's Student Services Office and a letter certifying to the above eligibility.

Students needing special accommodations due to a documented disability must request this from the Vice President of Student Services.

The M.S. in Clinical Psychology and Advancing to Candidacy
Students who advance to candidacy earn the degree of M.S. in Clinical Psychology. A diploma reflecting this accomplishment is available at the student's request. A student advances to candidacy after completing all required courses (no incompletes), passing all the Competency Exams, submitting evidence of completion of the 16 hours of individual psychotherapy, and passing the Oral Clinical Competency Exam.

JOINT DEGREE PROGRAMS

Joint J.D. /Ph.D. Program in Psychology and Law

This program is a 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. Palo Alto University is accredited by the American Psychological Association and Golden Gate University is accredited by the American Bar Association.

Students must be eligible for admission to both the doctoral training program in clinical psychology at PAU and to the J.D. Program at Golden Gate University School of Law. Thus, they are required to take both the Graduate Record Examination (GRE) and the Law School Admissions Test (LSAT).

Psychology and law students are enrolled concurrently in PAU and GG, taking courses at both institutions for a total of six years, plus a one-year clinical psychology internship. As this program is an integrated joint program, students will be able to complete requirements for both degrees in less time than if they were to pursue each degree separately. Emphasis in the first year is on course work at GGU and in the second year, at PAU. Students who complete the program are eligible for licensure as a clinical psychologist, subject to the post-doctoral statutory requirements in each jurisdiction, and for admission to the bar.

The Joint J.D./Ph.D. Program in Psychology and the Law has three major training goals:

1. To develop psychologists who can perform sophisticated social science research to assist the legal system in making better empirically based decisions;
2. To educate highly trained psychologists who can contribute to the advancement of forensic psychology;
3. To produce Legal Psychologists who can participate in the development of data based mental health policy in the legislature and the courts.

More information may be obtained about this program from the Director of the Joint Program in Psychology and the Law, and from the Office of Admissions at PAU and GGU.

Office of Admissions: GGU:
415/442-6630
<http://www.ggu.edu/school of law/>

Office of Admissions: PAU:
800/818-6136
admissions@paloaltou.edu
www.paloaltou.edu

LICENSURE

Pacific Graduate School of Psychology at Palo Alto University's Ph.D. Program is designed to fulfill the pre-doctoral requirements for Psychology licensing in California and in most other states. The basic requirements for licensure in California are covered in PAU course work. As specific aspects of the law change from time to time in California, and as other states may have somewhat different requirements, students are advised to maintain familiarity with current licensing requirements in their respective states of interest. Information about California requirements for licensure as a Psychologist may be obtained from the California State Board of Psychology, 2005 Evergreen Street, Suite 1400, Sacramento, CA 95815-3984; Phone (916) 263-2699.

Pre-Licensing Workshops

Each state and province has its own licensing requirements so a student should keep apprised of any developments or changes in these requirements where she wishes to become licensed. If you are planning to be licensed in the state of California, the California Board of Psychology requires that psychologists take five pre-licensing workshops. PAU occasionally offers some of these workshops typically during the summer at a substantial discount to PAU students and affiliates. The workshops are not considered electives, nor are they a part of the formal curriculum. These courses are not available for continuing education units.

The workshops are:

- Child Abuse: Assessment and Reporting. (7 Hours)
- Aging and Long Term Care (10 Hours)
- Spousal or Partner Abuse: Assessment, Detection, and Intervention (15 Hours)
- Human Sexuality (10 Hours)
- Substance Abuse Detection and Treatment (15 Hours)

Marriage and Family Therapy (MFT)

PAU's Ph.D. Program is designed to lead to licensure in Psychology; it does not focus on preparation for the MFT license. PAU does, however, coordinate with the Board of Behavioral Science Examiners (BBSE), as, on occasion, students studying at PAU seek MFT licensure. As qualifications to sit for this license are very strict, students interested in exploring MFT licensure should contact the BBSE for specific information. If a student is interested in MFT licensure, then s/he should apply to the PAU's MA in Counseling program which prepares students for licensure at the master's level. Questions regarding MFT licensure should be directed to the BBSE, 400 R St., Suite 3150, Sacramento, California 95814- 6240; Phone (916) 445-4933.

PH.D. PROGRAM COURSE DESCRIPTIONS

ASMT800 Psychopathology & Psychodiagnosis I

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). *Required, 3 units*

ASMT801 Psychopathology & Psychodiagnosis II

This course covers diagnostic criteria for child & adolescent psychopathology, and personality disorders as detailed in the DSM-V. Case material are integrated to demonstrate how children and clients with Axis II diagnoses might present in the clinical setting. *Required, 3 units*

ASMT807 Integrated Test Batteries

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. *Required, 3 units*

ASMT809 Intellectual Assessment

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. *Required, 4 units*

ASMT810 Psychometric Theory

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. *Required, 5 units*

ASMT825 Assessment of Personality and Psychopathology

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. *Required, 3 units*

ASMT830 Forensic Assessment

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 psycholegal 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 interactive class that assumes a certain amount of background knowledge in the field. *Elective, 3 units*

ASMT841 Child Assessment

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. *Elective, 3 units*

ASMT850 Assessment and Treatment of Trauma in Adults

This course is designed to introduce the assessment and treatment of civilian and military-related trauma in adults. Lectures will reference relevant research in the field, but the focus of the presentations is on practical applications methodology. To achieve competency in each of the following areas: knowledge of the diagnostic criteria for PTSD; familiarity with the epidemiology of PTSD; knowledge of structured and unstructured assessments for PTSD; awareness of trauma presentation/s not adequately captured by the DSM; and familiarity with stages of PTSD treatment. *Elective, 3 units*

ASMT851 Trauma in Children and Adolescents

This course is designed to introduce trainees to the assessment and treatment of trauma in children and adolescents, and to timely, adjunctive topics in relation to same. To achieve competency in each of the following areas: knowledge of the diagnostic criteria for posttraumatic stress disorder (PTSD); familiarity with the epidemiology of childhood PTSD, including issues of comorbidity; familiarity with the typical course of PTSD; knowledge of structured and unstructured assessments for PTSD, and for pediatric medical traumatic stress (PMTS); and familiarity with evidence-based therapies for same. Advances in social science, neuroscience, and epigenetic research, will be discussed, exploring the biologic nature of resilience. *Elective, 3 units*

ASMT860 Neuropsychological Assessment I

This course is level one of a two-part course. It is intended to provide students with a thorough introduction into the practice of neuropsychological assessment, including the theoretical and practical background; commonly used neuropsychological tests; knowledgeable about the various cognitive domains assessed during a comprehensive neuropsychological evaluation; identify test patterns within and across cognitive domains; and report writing. The impact of culture and diversity, physical disability, and ethical considerations are also covered. *Elective, 3 units*

ASMT861 Neuropsychological Assessment II

This course is the second in a two-part course that is intended to provide students with a thorough introduction into the practice of neuropsychological assessment, including the theoretical and practical background; commonly used neuropsychological tests; knowledgeable about the various cognitive domains assessed during a comprehensive neuropsychological evaluation; identify test patterns within and across cognitive domains; and report writing. The impact of culture and diversity, physical disability, and ethical considerations are also covered. *Elective, 3 units*

ASMT862 Clinical Neuropsychology I

This course is part 1 of 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., Alzheimer's disease, strokes, 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. *Elective, 3 units*

ASMT863 Clinical Neuropsychology II

This course covers the relationships between brain functioning and cognitive, affective, and behavioral functioning. An understanding of how various medical and psychiatric disorders (e.g., dementia, ADHD, depression) can affect functioning across cognitive domains across the lifespan is presented. This course builds on neuropsychological report writing skills, and includes case presentation and fact-finding formats. *Elective, 3 units*

ASMT864 Neuroanatomy & Neuroimaging

This course covers the basic structure of the central nervous system from spinal cord to cerebral cortex. The major sensory, motor and integrative neural systems of the human brain are discussed. Based on an understanding of normal neural connections and brain function, the anatomical and physiological basis of various neurological disorders is explored. The course will also cover recent brain imaging technology, and a discussion of the merits and limitations of neuroimaging as a tool for cognitive neuroscientists. *Elective, 3 units*

ASMT865 Cognitive Rehabilitation

This course provides advanced neuropsychology students with an overview of current theories, research, and practical applications in cognitive rehabilitation, and addresses how cognitive rehabilitation is applied to a wide range of disorders. Students learn how information gained from neuropsychological assessments are used to guide rehabilitation recommendations. The role of interventions (cognitive and otherwise) in preventing cognitive decline are also discussed. *Elective, 2 units*

CLIN800 Ethics in Clinical Psychology

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. *Required, 3 units*

CLIN801 Clinical Interviewing

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. *Required, 3 units*

CLIN802 Introduction to Psychotherapy: Evidence Based Approaches

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. *Required, 3 units*

CLIN803 Psychodynamic Psychotherapy I

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. *Required, 3 units*

CLIN806 Cognitive Behavioral Psychotherapy I

This course will present the foundations for understanding and utilizing cognitive behavioral psychotherapeutic techniques. *Required, 3 units*

CLIN807 Cognitive Behavioral Psychotherapy II

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. *Elective, 3 units*

CLIN809 Introduction to Child, Adolescent, and Family Psychotherapy I

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. *Required, 3 units*

CLIN810 Transdiagnostic Approach to Child and Family Psychotherapy

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 priorities. *Elective, 3 units*

CLIN823 Evidence-Based Internet Intervention

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 formal outcome studies. *Elective, 3 units*

CLIN825 Professional Standards I: Identity, Discipline, Culture

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. *Required, 1 units*

CLIN826 Professional Standards II: Practicum Prep and Advising

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. *Required, 1 units*

CLIN827 Professional Standards III: Internship Prep and Advising

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. *Required, 1 units*

CLIN830 Advanced Ethical and Professional Issues in Forensic Psychology

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. *Elective, 3 units*

CLIN831 Forensic Psychology I

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. *Elective, 3 units*

CLIN835 Behavioral Healthcare Administration and Economics

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. *Elective, 3 units*

CLIN838 LGBTQ

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. *Elective, 3 units*

CLIN839 Substance Abuse

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. *Elective, 3 units*

CLIN845 Family Therapy I: Family Systems Therapy

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. *Elective, 3 units*

CLIN848 Developmental Psychopathology I: Conception to Pubescence

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. *Elective, 3 units*

CLIN849 Developmental Psychopathology II: Adolescent through Emerg. Adulthood

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. *Elective, 3 units*

CLIN851 Health Psychology I

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. *Elective, 3 units*

CLIN852 Health Psychology II

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. *Elective, 3 units*

CLIN854 Foundations of Developmental Theories and History in Childhood

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. *Elective, 3 units*

CLIN855 Pediatric Mental Health: Chronic Illness

This course introduces students to the evolving field of pediatric medical and health psychology. The course is divided into two sections: (1) chronic and life-threatening illnesses of childhood and (2) grief, loss, and bereavement. The course will focus on understanding various chronic illnesses and the impact of chronic illness as well as anticipated and traumatic loss and grief on children and family members. Topics include the role of the pediatric psychologist in consultation/liason services, genetic disorders, sibling issues, adherence, and management of pain. Human diversity issues such as ethnicity, SES, and gender differences are addressed throughout *Elective, 3 units*

CLIN860 A Survey Course on Trauma: Assessment & Treatment Considerations

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; familiarity with the typical course of PTSD; familiarity with stages of PTSD treatment, and with evidence-based therapies for trauma. *Elective, 3 units*

CLIN864 Theoretical Underpinnings and Physiological Correlates of PTSD

This course is designed to introduce the physiological correlates of posttraumatic stress disorder. Lectures will reference relevant research in the field; however, participants will be asked to consider these findings in the context of practical application. This offering invites the participant to consider the genesis of trauma from a multidisciplinary perspective. *Elective, 3 units*

CLIN880 Community Mental Health I

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. *Elective, 3 units*

CLIN881 Community Mental Health II

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. *Elective, 3 units*

CLIN882 Serious Mental Health Illness and Risk Management

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. *Elective, 3 units*

CLIN883 Mental Health Disparities

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. *Elective, 2 units*

CLIN895 Consultation and Program Evaluation

This course is designed to (a) introduce the unique roles and responsibilities of consultants and program evaluators in the field of clinical psychology, (b) provide an overview of the models, processes, strategies and issues present in consultation and program evaluation, (c) familiarize with contemporary literature in these two areas, (d) increase understanding of the ways diversity issues impact supervision and program evaluation processes, (e) introduce the ethical and legal issues in consultation and program evaluation, (f) develop an understanding of how to deal with difficult issues that may emerge in consultation and program evaluation, and (g) initiate an independent consultation/program evaluation project. *Required, 3 units*

CLVD800 Cultural Differences: Cross-Cultural Issues in Psychology

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. *Required, 3 units*

DISS800 Dissertation Units

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 an annual (Spring quarter) ratings form for progress on the dissertation project, available on Pearson, and entitled Dissertation Annual Progress Report. *Required, 10 units*

**INTR800 or 801 Internship Units
(x2)**

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 *Required, 0 units*

MTHD808 Research Methods and Statistics I

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. *Required, 4 units*

PRAC800, 801, 802 Clinical Practicum 2A-2C

Successful progress and completion of clinical practicum placement at the Gronowski Center. *Required, 3 units*

PRAC804, 805, 806 Clinical Practicum 3A-3C

Successful progress and completion of clinical practicum at an external placement. *Required, 5 units*

PRAC830 Practicum Forum

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. *Required, 0 units*

PSYS800 Psychological Science I: History & Systems

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. *Required, 3 units*

PSYS801 Psychological Science I: Child & Adolescent Development

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. *Required, 1.5 units*

PSYS802 Psychological Science I: Cognitive Bases of Behavior

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. *Required, 2.5 units*

PSYS804 Psychological Science II: Affective Bases of Behavior

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. *Required, 2.5 units*

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

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. *Required, 2.5 units*

PSYS807 Psychological Science III: Adult Development & Aging

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. *Required, 1.5 units*

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

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.

Required, 2.5 units

PSYS811 Psychological Science III: Social & Personality Psychology

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. *Required, 5 units*

PSYS820 Cognitive and Affective Neuroscience Seminar

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. *Elective, 3 units*

PSYS835 Psychology of Mindfulness and Meditation

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. *Elective, 3 units*

RSGP8xx Research Group

All students in the Ph.D. Program are required to participate in faculty-led research groups during their second and third years in the program. In order for students to obtain a grade in Research Group, and in accordance with APA requirements, all research groups require completion of an annual (Spring quarter) ratings form for each student, available on Pearson, and entitled Research Group Annual Progress Report. Contact instructor for specific details of each faculty-led research group. *Required, 1 units*

STAT809 Research Methods and Statistics II

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. *Required, 4 units*

STAT810 Research Methods and Statistics III

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. *Required, 4 units*

XXX Grand Rounds Speaker: Neuropsychology

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. *Elective, 0 units*

ACADEMIC CURRICULUM AND SCHEDULE

Course Number	Fall Quarter	YEAR 1				Units	Course Number	Spring Quarter	Units	Course Number	Summer Quarter	Units
		Winter Quarter	Course Number	Units	Course Number							
MTHD808	Research Methods & Stats I	4	STAT809	Research Methods & Stats II	4	STAT810	Research Methods & Stats III	4	ASMT810	Psychometric Theory	5	
ASMT800	Psychopath/Psychodiagnostics I	3	ASMT801	Psychopath/Psychodiagnostics II	3	CLIN802	Introduction to Psychotherapy: Evidence Based Approach	3	PRAC800	Practicum 2A	3	
PSYS8xx	Psychological Science courses	5.5	PSYS8xx	Psychological Science courses	4.5	PSYS8xx	Psychological Science courses	11				
CLIN800	Ethics in Clinical Psychology	3	CLIN801	Clinical Interviewing	3							
CLIN825	Prof. Stand. in Clinical Psych. I	1										
Total		16.5	Total	14.5	Total	18	Total	49				

Course Number	Fall Quarter	YEAR 2				Units	Course Number	Spring Quarter	Units	Course Number	Summer Quarter	Units
		Winter Quarter	Course Number	Units	Course Number							
ASMT809	Intellectual Assessment	4	ASMT825	Assessment of Personality & Psychopathology	3	ASMT807	Integrated Test Batteries	3				
PRAC801	Clinic Practicum 2B	3	PRAC802	Clinic Practicum 2C	3	PRAC803	Clinic Practicum 2D	0				
CLIN806	Cognitive-Behavioral Psychotherapy I	3	CLIN803	Psychodynamic Psychotherapy I	3	CLIN809	Intro Child/Adol/Fam Psychotherapy	3				
RSGP8xx	Research Group	1	RSGP8xx	Research Group	1	RSGP8xx	Research Group	1				
CLIN826	Prof. Stand. in Clinical Psych. II	1	Elective #1		3	CLDV800	Cultural Differences	3				
CLIN895	Consultation & Program Eval.	3										
Total		15	Total	13	Total	10	Total	38				

Course Number	Fall Quarter	YEAR 3				Units	Course Number	Spring Quarter	Units	Course Number	Summer Quarter	Units
		Winter Quarter	Course Number	Units	Course Number							
PRAC804	Clinic Practicum 3A	5	PRAC805	Clinic Practicum 3B	5	PRAC806	Clinic Practicum 3C	5				
RSGP8xx	Research Group	1	RSGP8xx	Research Group	1	RSGP8xx	Research Group	1				
2 Electives (#2 and #3)		6	2 Electives (#4 and #5)		6	Elective #6		3				
PRAC830	Practicum Forum	0	PRAC830	Practicum Forum	0	PRAC830	Practicum Forum	0				
						CLIN827	Prof. Stand. In Clin. Psych. III	1				
Total		12	Total	12	Total	10	Total	34				

Course Number	Fall/Winter/Spring	YEAR 4				Units	Course Number	Spring Quarter	Units	Course Number	Summer Quarter	Units
		Winter Quarter	Course Number	Units	Course Number							
DISS800	Dissertation Units	30										
Total		30										
YEAR TOTAL		30										
Course Number	Fall/Winter/Spring/Summer	YEAR 5				Units	Course Number	Spring Quarter	Units	Course Number	Summer Quarter	Units
		Winter Quarter	Course Number	Units	Course Number							
INTR800	Internship Units or 801 (x2)	12										
Total		12										
YEAR TOTAL		12										

Ph.D. Program TOTAL UNITS 171



PGSP - STANFORD Psy.D. CONSORTIUM



SECTION III

PALO ALTO UNIVERSITY (PAU) PGSP-STANFORD Psy.D. CONSORTIUM CLINICAL PSYCHOLOGY TRAINING PROGRAM

PGSP-STANFORD Psy.D. CONSORTIUM CLINICAL PSYCHOLOGY TRAINING PROGRAM

APPLICATION AND ADMISSION PROCESS AND REQUIREMENTS

Application and Admission Process and Requirements

The PGSP-Stanford Psy.D. 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.

Application Checklist

1. Application Fee

The application fee is \$50.00 for all programs. The application fee can be paid **online at my.paloalto.edu**, or by a nonrefundable check or money order payable to **Palo Alto University**.

2. Resume/Curriculum Vitae

Please include a resume or curriculum vitae (CV) that lists all employment, training, and any volunteer work relevant to the field of psychology as well as other full-time employment.

3. Official Transcripts

Transcripts from undergraduate and graduate institutions attended must be sent directly from the institution, even if a degree was not awarded.

4. GRE Test Scores

The GRE General test scores are required and the Psychology Subtest is highly valued but not required. The PAU institutional code for receipt of GRE scores is 4638.

5. Statement of Purpose (Please type, double spaced, maximum 1,000 words)

Please answer the following questions in your statement:

- Brief autobiographical sketch, including what led to your interest in the practice of clinical psychology.
- Details of your goals and purpose in applying to the PGSP-Stanford Psy.D. Consortium.
- Discussion of your future career goals as a clinical psychologist that answers the questions: (1) Why do I want to become a clinical psychologist and (2) How will the PGSP-Stanford Psy.D. Consortium program to which I am applying help me reach these goals?

- d. Your strengths and accomplishments thus far that have prepared you for graduate psychology training; i.e., your professional development to this point, including course preparation for research projects, history of publications and presentations at professional conferences, and clinical training.
- e. What qualities you possess that you think will be important assets as a practicing clinical psychologist.

6. Letters of Recommendation

Please provide three (3) letters of recommendation from individuals who are familiar with your ability and/or potential for rigorous graduate study, clinical work, and/or research. Whenever possible, they should be faculty members in psychology or practicing professionals in psychology or other mental health discipline. Please use the Graduate Admission Reference Waiver Forms provided in addition to a personal letter. The waiver forms are necessary for processing your application and must be returned with each letter of recommendation.

7. International Students

PAU is authorized under Federal law to enroll non-immigrant 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. For details on additional admission requirements for international students please see: <http://www.paloaltou.edu/content/admission-requirements-f-1-students>.

8. Application Form

You may request to receive an application packet in the mail. The application will be completed online and is available at <http://www.paloaltou.edu/admissions-landing>.

Interviews

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

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 1150, and strong interpersonal skills as demonstrated in the admissions interview. Average scores for recent incoming students are 3.7 GPA and 1326 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, fac-

tors such as the quality of early educational environment, socioeconomic status, culture, race, ethnicity, and life or work experiences are also considered.

Admission Policy

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; or
3. You show a significant drop in academic performance or fail to graduate.

All applicants to, 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.

PGSP-STANFORD PSY.D. CONSORTIUM COMMITMENT TO DIVERSITY

The PGSP-Stanford Psy.D. Consortium 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 difference.

As psychologists, an understanding and appreciation for human diversity is especially critical. PAU sponsors several student organizations that are committed to cultural awareness and diversity including the 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 both the PAU Ph.D. program and the PGSP-Stanford Psy.D. Consortium serve as agents for each of these organizations.

The PGSP-Stanford Psy.D. Consortium adheres to the American Psychological Association's 2002 Ethical Principles for Psychologists and Code of Conduct. Copies are available on line at <http://www.apa.org/ethics/code2002.pdf>. In addition to the comprehensive review of these principles and standards provided in the Consortium curriculum, students and faculty are encouraged to review the Code regularly and to stay up-to-date regarding revisions.

TUITION AND FEES FOR THE PGSP-STANFORD PSY.D. CONSORTIUM

Tuition and Fee Schedule

Tuition and fees for the Psy.D. program are charged at a full-time rate per quarter (Fall, Winter and Spring). There is no part-time tuition. Because tuition is charged at flat rate each quarter, there are no refunds for dropping a course. For current tuition and fee rates, visit <http://www.paloaltou.edu/departments/admissions/tuition-fees>.

All tuition balances must be paid one month before the start of the quarter. Students will be expected to pay any tuition balance that exceeds the amount of financial aid, PAU fellowships, or other outside agency payments expected for the quarter during the registration period.

Continuing Registration Fee - All Students

A special registration status applies to students in the following circumstance: all course work completed, including the dissertation project, but pre-doctoral internship has not yet begun. This special registration allows students to be listed as an "active" student without registering for three (3) units of course work. Students must make arrangements with the Registrar to be properly registered under this provision. Payment of this fee is not sufficient to qualify students for Financial Aid.

Refund Policy for Program Withdrawal

Students who withdraw from the program or drop a course must complete and submit an Add/Drop form to the Registrar. Students withdrawing from the program must also complete the proper withdrawal paperwork. Failure to attend a class does not constitute withdrawal, and will result in an "F" for the course. Students may not withdraw from a practicum course without the permission of the Consortium Practicum Coordinators.

Tuition will be refunded to students without federal financial aid who withdraw from the Consortium, temporarily or permanently, according to the following schedule (California Education Code). Students with federal financial aid are subject to a different process.

Time Elapsed in Quarter	Refund Amount
Through the first week of the quarter	100 %
During the second week of the quarter	90 %
During the third week of the quarter	80 %
During the fourth week of the quarter	70 %
During the fifth week of the quarter	60 %
During the sixth week of the quarter	50 %

There is no refund of tuition after the sixth week of the quarter. Refunds are processed in accordance with Federal guidelines.

Dissertation Fee Policy

- In year five (5), internship students register for standard internship units (INTR703, 3 units).
- If, in this fifth year, they have not completed their dissertation, they must also register for dissertation units (DISS703, 3 units) every quarter until they complete their final dissertation defense. Tuition for dissertation and internship students is paid by the unit, with unit cost variable by year.
- Even if the student defends in the first week of a given quarter, they still must register and pay tuition.
- Students must defend by May 15th in order to graduate that year.

RESOURCES AND FACILITIES

Consortium PAU Campus Setting

PAU is located on a campus in the foothills of Palo Alto on the San Francisco Bay Area Peninsula. It is at the apex of Silicon Valley - a world-renowned center of the electronics industry, and, increasingly, of biotechnology. The San Francisco Bay Area is noted for its culturally diverse and scenically rich attractions. The southern peninsula is within easy reach of the Santa Cruz Mountains and foothills - including a protected state park habitat for coastal redwoods - and miles of public beaches. The climate allows year-round outdoor sports and activities.

PAU Research Library

The Omar Seddiqui Research Library exists to meet the educational needs of the institution and to support its instructional, research, and service programs. The Library maintains a highly specialized collection of books, journals, and audiovisual materials, with many in digital format which are immediately accessible from online databases. Services are available to PAU students, staff, alumni, faculty, and Friends of the PAU Library. You may visit the Library website at <http://www.paloaltou.edu/departments/omar-seddiqui-research-library> for current hours and contact information.

Consortium Stanford Department of Psychiatry and Behavioral Sciences Setting

The Department of Psychiatry and Behavioral Sciences is located at 401 Quarry Road, Stanford, CA, where approximately 50% of the Consortium courses are taught. Many 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 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.

PSY.D. DEGREE — PROGRAM REQUIREMENTS

General Program 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 advanced elective coursework, 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. During the fifth year of the Consortium program students participate in an external, program-approved pre-doctoral clinical internship.

Time Limits for Completion of Program

A student has a maximum of seven (7) years to complete the program.

Psy.D. Program Training Model

The PGSP-Stanford Psy.D. Consortium is a practitioner-scholar program intended for individuals seeking careers devoted primarily to the direct delivery of clinical psychological services. The program provides a generalist education in clinical psychology, relegating the pursuit of more specialized training to students' later post-doctoral education. The Consortium training model emphasizes evidenced-based practice. Additionally, the priority we assign to evidence-based practice is matched by our commitment to promote students' broad and general understanding of science and to foster students' ability to critically evaluate scientific theories, methods, and conclusions. As might be expected of an interdisciplinary faculty drawn from a medical school and an academic psychology department, the program takes a bio-psycho-social approach to psychology, striving for a balanced, integrated, contemporary understanding of the biological, social and psychological factors affecting human behavior. Thus, students' competent understanding of science and scientific methods represents a critical priority of the Consortium educational program.

We do not believe, however, that students must become scientists in order to become informed, responsible and self-reflective practitioners. Rather, we seek to graduate competent consumers of science who will remain alert to scientific progress, will continue to refine their understanding of science, and will effectively and critically evaluate the implications, merits, and limitations of scientific developments. In contrast to clinical scientist, scientist-practitioner or practitioner-scientist doctoral programs, we do not seek to train students who can independently design or conduct scientific research.

The Consortium model integrates didactic clinical and basic science coursework with supervised clinical training, supported with faculty guidance and mentoring. In addition to training with clinicians in formal practica, students also benefit significantly from exposure to, and mentorship from, faculty who are actively engaged in patient care as well as academic and scholarly work. Indeed, faculty members who are both practicing clinicians and clinical scientists provide most of the Consortium clinical coursework and training. Our Stanford-affiliated faculty, for example, teach and conduct research, but also assume significant patient care responsibilities in Stanford clinics for patients with a broad array of mental health disorders, including schizophrenia, bipolar and unipolar mood disorders, borderline personality disorder and eating disorders.

PGSP-Stanford Psy.D. Consortium Goals, Objectives, and Competencies

GOAL 1 Behavioral Science Competency: *To produce students and graduates who are critically reflective, informed consumers of psychology and associated clinical sciences*

Objective 1a Broad and General Knowledge. *To produce students and graduates who have acquired a broad, general grasp of scientific psychology*

Competencies. Students and graduates will demonstrate a proficient understanding of:

- i. biological aspects of behavior;
- ii. cognitive and affective aspects of behavior;
- iii. social aspects of behavior;
- iv. lifespan human development; and
- v. history and systems of psychology.

Objective 1b Statistics, Research Methods and Measurement Competency. *To produce students and graduates whose understanding of psychological measurement, research methodology and techniques of data analysis enables independent, critical evaluation of scientific literature, including completion of an acceptable clinical dissertation project*

Competencies. Students and graduates will demonstrate:

- i. knowledge of basic psychological measurement principles and theories of psychological test construction;
- ii. knowledge of different psychological research methods, including strengths and limitations of each;
- iii. skills in use of statistical analysis, interpretation, and presentation of psychological data;
- iv. knowledge of assumptions and meaning of basic statistics and data analytic procedures;
- v. critical thinking skills and skeptical inquiry by evaluating the strengths and weaknesses of current research literature and/or their own research using psychological research methodology; and
- vi. ability to complete an acceptable dissertation project.

GOAL 2 Clinical Competency: *To produce highly skilled students and graduates whose clinical practice is grounded on an informed appreciation of the scientific literature.*

Objective 2a Assessment and Diagnosis. *To produce students and graduates knowledgeable about individual differences and proficient in applying evidenced-based methods that contribute to psychological diagnosis and assessment*

Competencies. Students and graduates will demonstrate:

- i. knowledge about individual differences, psychological disorders and psychopathology across the lifespan;
- ii. knowledge of the scientific evidence underlying psychological tests and diagnostic procedures;
- iii. knowledge of and skill in applying multi-axial diagnostic systems;
- iv. skill in effective use of historical, interview and psychometric data to inform psychological diagnosis;
- v. knowledge of and skill in selecting, administering and interpreting intellectual, cognitive, and personality tools appropriately;
- vi. skill in summarizing psychological assessment issues effectively in well-written, organized reports; and
- vii. skill in planning and providing feedback effectively to patients and caregivers.

Objective 2b Core Clinical Skills. *To produce students and graduates who are proficient in core clinical skills necessary for effective practice*

Competencies. Students and graduates' clinical practice is characterized by:

- i. effective therapeutic alliances;
- ii. effective integration of the patient presentations with theoretical and research knowledge in case conceptualizations; and
- iii. productive capacity to identify and utilize own emotional reactions.

Objective 2c Evidence Based Practice. *To produce students and graduates proficient in evidenced-based treatments of psychological disorders*

Competencies. Students and graduates will demonstrate:

- i. knowledge of and skill in applying empirically supported and evidenced-based treatments;
- ii. knowledge of critical issues in professional clinical psychology; and
- iii. knowledge of the strengths and limitations of evidenced-based practices.

Objective 2d Ethics. *To produce ethical students and graduates*

Competencies. Students and graduates:

- i. demonstrate substantial understanding of ethical/professional codes, standards, regulations, applicable laws and guidelines for psychologists;
- ii. demonstrate ethical integrity in academic coursework and related activities; and
- iii. recognize, raise, and resolve appropriately ethical conflicts and legal dilemmas that arise in the course of professional activities.

GOAL 3 Cultural Competency: *To produce students and graduates who are culturally competent clinical psychologists*

Objective 3 Cultural Awareness. *To produce students and graduates who are knowledgeable about, aware of, and competent in responding to the psycho-social implications of differing cultural experiences and divergent identities*

Competencies. Students and graduates demonstrate :

- i. effective understanding of, and response to, culturally related patient strengths and supports, as well as potentially negative impacts of the dominant culture; and
- ii. an effective understanding of cultural factors that influence psychological assessment tools.

GOAL 4 Collaborative Competency: *To produce students and graduates who are proficient in psychological consultation, supervision, and multidisciplinary collaboration*

Objective 4a Supervision and Consultation. *To produce students and graduates who have acquired a substantial understanding of theories and methods of supervision and consultation and who utilize supervision and consultation productively.*

Competencies. Students and graduates demonstrate:

- i. knowledge of theories and methods of supervision and consultation;
- ii. knowledge and awareness of indications for seeking supervision and consultation;
- iii. willingness to seek feedback without prompting and to respond to feedback non-defensively; and
- iv. foundation skills for providing effective supervision and consultation.

Objective 4b Multidisciplinary Collaboration. *To produce students and graduates who have acquired a substantial understanding of theories and methods of multi-disciplinary collaboration and foundational skills for functioning effectively in such contexts*

Competencies. Students and graduates demonstrate:

- i. knowledge of relationships between medical problems and psychiatric illness common to clinical practice; and
- ii. ability to function effectively and collegially in multidisciplinary professional contexts.

GOAL 5 Professional Competency. *To produce students and graduates whose conduct exemplifies high levels of professionalism and who eventually obtain and maintain employment as psychologists*

Objective 5a Professional Roles and Behaviors. *To produce students who demonstrate knowledge of, and display behavior indicative of, the identity and roles of a professional psychologist*

Competencies. Students:

- i. attend consistently and respond thoroughly to key patient care tasks and documentation requirements;
- ii. manage professional activity efficiently and effectively; and
- iii. respond promptly and effectively to matters of patient safety and confidentiality.

Objective 5b Scholarly Inquiry. *To produce students and graduates who obtain entry-level psychology positions, obtain psychology licensure, and participate in and contribute to the profession in a manner that is consistent with values of life-long learning and scholarly inquiry*

Competencies.

Students demonstrate:

- i. a dedication to expanding knowledge and skills; and
- ii. an active engagement in professional issues and affairs.

Graduates:

- iii. obtain entry level psychology positions;
- iv. obtain psychology licensure; and
- v. participate in and contribute to the profession.

MILESTONES

Academic 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 (beginning in fall 2013), 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

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

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.

Advancement to Candidacy

After passing all comprehensive exams, completing all academic requirements and two years of practicum training, Consortium students Advance to Candidacy. At this time, students will receive a notification letter from the Co-Directors of Clinical Training. Advancement to Candidacy also results in the awarding of a Master of Science in Clinical Psychology.

Upon Advancement to Candidacy, students register for dissertation, practicum and internship units as appropriate to complete the remaining program requirements. See "Complete Academic Curriculum," below, and the Dissertation and Practicum Handbooks for more information about dissertation requirements. Fourth year students may also enroll in elective seminars, if available.

COMPLETE ACADEMIC CURRICULUM

The Psy.D. Program is a full-time program. The program is five years in length: three years for academic course work, one year for the dissertation and advanced elective coursework, and one year for internship.

PGSP-Stanford Psy.D. Consortium Course Schedule

The complete academic curriculum for the first three years of the Consortium training program, effective Fall 2014, is provided below. Courses are required unless specifically identified as an "Elective". Students who entered the program prior to Fall 2014 should consult with the Program Manager or Director(s) of Clinical Training for requirements specific to their year of entry.

YEAR 1

Fall

CLIN700	3	Learning Psychotherapy: An Integrated Approach I
ETHC700	3	Foundations of Ethics & Professional Psychological Practice
PATH701	3	Psychopathology Across the Life Span: Middle Years & Older Adults
PSYS700	5	Foundations of Psychological Science I: Social Aspects of Behavior
STAT704	5	Statistics & Research Methods I

Winter

CLIN702	3	Learning Psychotherapy: An Integrated Approach III
PSYS706	3	Lifespan Development
PSYS710	3	Biological Bases of Behavior
PSYS722	2.5	Foundations of Psychological Science II: Affective Bases of Behavior
STAT706	5	Statistics & Research Methods II

Spring

CLIN 715	3	Brief Psychodynamic Psychotherapy
ETHC702	3	Critical Issues in Clinical Psychology
PATH700	3	Psychopathology Across the Life Span: Child & Adolescent
PSYS720	2.5	Foundations of Psychological Science II: Cognitive Bases of Behavior
STAT700	5	Psychometrics

YEAR 2

Fall

ASMT700	5	Psychological Assessment I: Intellectual Assessment
CLIN707	3	Cognitive Behavioral Therapy for Mood Disorders
ETHC703	3	Advanced Professional Issues: Clinical Emergencies & Crises
PSYS707	3	History & Systems

Winter

ASMT701	5	Psychological Assessment II: Personality & Psychopathology
CLDV700	3	Culturally Competent Counseling
CLIN710	3	Nature & Treatment of Anxiety Disorders
CLIN735	3	Group Psychotherapy

Spring

ASMT702	5	Psychological Assessment III: Integrated Test Batteries
CLIN711	3	Psychological Treatment for Substance Abuse
CLIN724	3	Advanced Psychological Case Formulation

YEAR 3

Fall

CLIN736	3	Supervision & Consultation
DISS701	1	Dissertation Preparation I
		Elective Options (student must choose one):
CLIN718	3	Behavioral Medicine
CLIN726	3	Couples & Family Therapy

Winter

CLIN727	3	Medical Illness & Psychological Symptoms
DISS702	1	Dissertation Preparation II
		Elective Options (student must choose one):
CLIN723	4	Child/Adolescent II: Child Assessment
CLIN720	3	Nature & Treatment of Eating Disorders

Spring

CLIN713	3	Child/Adolescent I: Developmental Psychopathology
INTR700	1	Introduction to Internship Preparation (highly encouraged, but not required)
PSYS719	3	Psychopharmacology for the Psychologist
		Elective Options (student must choose one):
CLIN728	3	Child/Adolescent III: Child Psychotherapy
CLIN722	3	DBT for the Borderline Patient: A Clinical Overview

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.

YEAR 4**Fall**

INTR 701	2	Internship Prep I (highly encouraged, but not required; taken during the year student applies to internship)
DISS 710	10	Dissertation Units

Winter

INTR 702	1	Internship Prep II (highly encouraged, but not required; taken during the year student applies to internship)
DISS 710	10	Dissertation Units

Spring

DISS 710	10	Dissertation Units
----------	----	--------------------

YEAR 5*** Fall**

INTR 703	3	Internship Units
----------	---	------------------

Winter

INTR 703	3	Internship Units
----------	---	------------------

Spring

INTR 703	3	Internship Units
----------	---	------------------

Summer

INTR 703	3	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.*

PSY.D. PROGRAM COURSE DESCRIPTIONS

(Courses are required unless specifically identified as “Elective”)

First Year Courses**CLIN 700 Learning Psychotherapy: An Integrated Approach I**

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.

CLIN 702 Learning Psychotherapy: An Integrated Approach III

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.

ETHC 700 Foundations of Ethics & Professional Psychological Practice

Introduction to the ethical and professional guidelines, laws, principles, and practices that shape professional psychology in the 21st century.

ETHC 702 Critical Issues in Clinical Psychology

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.

PATH 700 Psychopathology Across the Lifespan: Child & Adolescent

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.

PATH 701 Psychopathology Across the Lifespan: Middle Years & Older Adults

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 multi-axial system to make differential diagnosis and apply diagnostic skills through clinical interviews and diagnostic reports. The benefits and limitations of diagnosis are discussed.

PSYS 700 Foundations of Psychological Science I: Social Aspects of Behavior

This course provides an overview of critical aspects of social psychology and the influence of social processes and context on human behavior.

PSYS 706 Lifespan Development

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.

PSYS 707 History & Systems

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.

PSYS 710 Biological Bases of Behavior

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.

PSYS 720 Foundations of Psychological Science II: Cognitive Bases of Behavior

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.

PSYS 722 Foundations of Psychological Science II: Affective Bases of Behavior

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.

STAT 700 Psychometrics

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.

STAT 704 Statistics & Research Methods I

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.

STAT 706 Statistics & Research Methods II

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.*

Second Year Courses

ASMT 700 Psychological Assessment I: Intellectual Assessment

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.

ASMT 701 Psychological Assessment II: Personality & Psychopathology

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.*

ASMT 702 Psychological Assessment III: Integrated Test Batteries

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.*

CLIN 707 Cognitive Behavioral Therapy for Mood Disorders

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.

CLIN 710 Nature & Treatment of Anxiety Disorders

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.

CLIN 711 Psychological Treatment for Substance Abuse

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.

CLIN 715 Brief Psychodynamic Psychotherapy

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.

CLIN 724 Advanced Psychological Case Formulation

This course teaches a comprehensive approach to integrative case formulation, including consideration of bio-psycho-social-cultural factors impacting current presentation and clinical outcomes. The course hones skills in presenting cases, case formulation and thinking systematically and critically about patient problems.

CLIN 735 Group Psychotherapy

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.

CLDV 700 Culturally Competent Counseling

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.

ETHC 703 Advanced Professional Issues: Clinical Emergencies & Crises

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.

Third Year Courses

CLIN 713 Child/Adolescent I: Developmental Psychopathology

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.

CLIN 718 Behavioral Medicine (elective)

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.

CLIN 720 Nature & Treatment of Eating Disorders (elective)

A clinical overview of Bulimia Nervosa, Anorexia Nervosa, and Binge Eating Disorder. Psychosocial and cultural risk factors for the development of eating disorders are reviewed and treatment outcome literature that guides evidence based treatment is presented. The theoretical rationales for both cognitive behavioral therapy and interpersonal psychotherapy for eating disorders are studied.

CLIN 722 DBT for the Borderline Patient: A Clinical Overview (elective)

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.

CLIN 723 Child/Adolescent II: Child Assessment (elective)

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.

CLIN 726 Couples & Family Therapy (elective)

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.

CLIN 727 Medical Illness & Psychological Symptoms

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.

CLIN 728 Child/Adolescent III: Child Psychotherapy (elective)

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.

CLIN 736 Supervision & Consultation

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.

DISS 701 Dissertation Preparation I

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.

DISS 702 Dissertation Preparation II

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.

INTR 700 Introduction to Internship Preparation (elective; highly encouraged but not required)

Weekly seminar focused on the internship application, interview, and matching process as well as professional development issues.

PSYS 719 Psychopharmacology for the Psychologist

Overview of psychopharmacology in the treatment of psychopathology, including discussion of various models of disorders and the impact of drug development research.

Fourth Year Courses**DISS 710 Dissertation Units**

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.

INTR 701 Internship Prep I (elective; highly encouraged but not required)

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.

INTR 702 Internship Prep II (elective; highly encouraged but not required)

This seminar is a continuation of earlier internship preparation seminars and focuses on interviewing and ranking information and guidance.

Fifth Year Courses**DISS 703 Dissertation Units**

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.

INTR 703 Internship Units (3 units)

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.

INTR 704 Internship Units (1.5 units)

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.

Additional Courses

ASMT 717 Introduction to the Rorschach: RPAS (elective)

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.

PRAC 700 Assessment Practicum (elective)

This practicum offers training in conducting, evaluating, and writing up psychological assessments. Prior to registering for this course, students must meet with one of the Assessment Practicum Supervisors to gain approval.

PRAC 701 Clinical Practicum

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.

STAT 710 Advanced Statistical & Writing Consultation (elective)

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.

Clinical Practicum

The following is a brief description of Clinical Practicum training opportunities during the program. For detailed policies, procedures and requirements for passing grades in Practicum, students should refer to the current Practicum Handbook, available on the Psy.D. Google Site. The Consortium training program provides students with experiences that are sequenced with increasing amounts of time spent in clinical work during each year of graduate training, with a minimum of 1,500-2,000 clinical hours obtained prior to completion of a 2,000-hour pre-doctoral internship.

Though not required, we strongly encourage graduate students to begin working in clinical settings during their first year to obtain entry-level clinical experiences and to begin familiarizing themselves with the mental-health system. Students meet with their Academic Advisors to begin an active dialogue about their clinical background, interests, and working style.

Given the introductory purpose of the optional first year supplemental practicum, we encourage students to obtain entry-level patient contact volunteering in some aspect of the mental-health system for approximately five hours per week, with a goal of at least 60 hours total. First year supplemental practicum placements often involve volunteering for research studies in the Stanford University Department of Psychiatry or at community mental health clinics that have crisis hotlines or that provide outreach services to disadvantaged populations.

Adequate supervision is required in such settings and if available, it is optimal to obtain supervision by a licensed psychologist or psychiatrist. First year supplemental practicum placements may begin anytime during the student's first year of graduate training.

By the second year, practicum experiences involve direct contact with clinical populations. The expectations during the second, third, and fourth years are for students to have increased responsibilities and participation within a variety of clinical settings and with a variety of patient populations. Clinical experiences may include individual, group, family and/or couples psychotherapy and assessment. A minimum of two hours of weekly supervision is required. At least one hour must be provided by a licensed clinical psychologist.

In the second year, students are expected to spend a minimum of fifteen (15) hours per week in practicum activities. Third and fourth year students are required to spend approximately twenty (20) to twenty-four (24) hours per week in practicum activities. Students are required to track their hours beginning with their first clinical practicum experience. During each quarterly evaluation period, students submit a practicum hours tracking form signed by their practicum supervisor stating the dates at the site and total hours completed for that time period.

Practicum Application, Placement and Evaluation Procedures

All practicum sites must be formally approved by the Director(s) of Clinical Training following an evaluation and recommendation by the Consortium Practicum Co-Coordinator(s). For second, third, and fourth year practicum placements, current application procedures and approved sites are documented in the Practicum Handbook, accessible from the Psy.D. Consortium Google Site. Students are expected to meet with their Academic Advisor to discuss their practicum interests. Students are required to apply only to practicum sites that have been approved by the Consortium Practicum Coordinators and to submit their list of sites to the Practicum Coordinators for approval prior to submitting an application to the site. Practicum supervisors evaluate students every quarter, providing candid and specific remarks about the student's clinical strengths and weaknesses.

Students evaluate their practicum site and supervisors at the termination of the practicum year. These evaluations are confidential. The evaluations are reviewed by the Practicum Coordinators and Director(s) of Clinical Training. To preserve confidentiality and allow candid reviews by students in the event that a member of the committee is also a clinical supervisor, the evaluation will be reviewed by another designated member of the faculty.

Dissertation Project Requirements

All students will enroll in a two-quarter dissertation preparation seminar during Fall and Winter Quarters of year three (DISS 701 and DISS 702). The focus of this seminar is for the students to develop a dissertation topic, clear hypotheses, committee membership and a project timeline. Students formally present their progress to the dissertation committee at the end of the Spring Quarter. In order to proceed, they must have the approval of the dissertation committee as well as the approval of the Director of Clinical Training. Subsequent progress is monitored by the student's dissertation committee.

In the fourth year of the program, students register for three consecutive quarters of Dissertation Units (DISS 710: 10 units) during the fall, winter and spring. Payment of these units (80% of the full-time tuition rate) will be divided over the three quarters of registration. If the student fails to defend the project in the fourth year or conducts the final defense during the internship year or later, the student must enroll in DISS 703 (3 units) every consecutive quarter until the dissertation project is completed. These units will be charged on a per unit basis. Registration during summer quarter is not required unless the final defense will be scheduled during the summer quarter. Students may complete their dissertation proposal defense before their fourth year without registering for dissertation units or making additional tuition or fee payments. Summer defenses are contingent upon the availability of faculty; many members of the Consortium faculty are not available during the summer months. A student may not conduct a proposal or final defense during the breaks in the academic calendar between quarters without first obtaining permission from the Director(s) of Clinical Training. For complete policies and procedures, refer to the current Dissertation Handbook.

Internship Requirements

During their fifth year, Consortium students are required to complete a minimum of 2,000 hours of a supervised professional internship. This portion of the curriculum is intended to ensure that every student receives practical experience germane to his/her development as a professional psychologist.

Site Requirements

The internship must total a minimum of 2,000 hours within a 24-month period and must be accrued at no less than eighteen (18) hours per week minimum. The primary supervisor must be an on-site licensed psychologist. It is strongly recommended that the primary supervisor be at least three years post-licensure, as this is currently required for the internship to count toward California state license requirements. Effective Fall 2012, it is the PGSP-Stanford Psy.D. Consortium's policy that students may apply only to APA/CPA accredited pre-doctoral internships. Under certain circumstances, students may be granted an exemption to apply to APPIC-member only internships on a case-by-case basis. The Consortium's approval to apply to non-APA accredited internships is contingent upon the student's circumstances as well as the program's ability to ensure that the internship site of interest meets the quality training standards set forth by APA.

Risks of applying to non-APA accredited internship programs

Though there are excellent non-accredited programs, there are potential risks associated with applying to non-accredited internships. For instance, certain jurisdictions require an accredited internship in order to be licensed. Therefore, completing a non-accredited internship program can increase the risk of having difficulty with the licensure process. If you plan to stay within a single jurisdiction, you can check with its licensing board to learn about its internship requirements. If you don't know where you might want to become licensed, it can be difficult to know in advance whether a non-accredited internship will meet the requirements. Further information about licensure is available on the Association of State and Provincial Psychology Board's website.

In addition, some psychology jobs require applicants to have completed an APA-accredited internship. For example, the VA requires psychologists to have completed an APA-accredited internship. However, new VA psychology internship programs that are in the process of APA accreditation are acceptable in fulfillment of the internship requirement. It should be noted that some academic medical centers also require psychologists to have completed an accredited internship.

Eligibility for Internship

Effective Fall 2014, it is the Psy.D. program policy that, in order to be eligible to apply for internship, a student must have successfully defended his or her dissertation proposal (as evidenced by having submitted the signed PsyD-5 form) by September 15th of the year he or she intends to apply to internship.

Internship Registration & Evaluation

The internship is a twelve (12) unit requirement. Students completing a one-year, full-time internship will register for four quarters of INTR 703 (3 units). If the internship begins in July, the student will register for INTR 703 in the Summer quarter following the fourth year, and Fall, Winter and Spring of the fifth year. If the internship begins in August or September, the student will register for INTR 703 in the Fall, Winter, Spring and Summer of the fifth year. Students with an approved half-time internship (20 hours per week) must instead register for INTR 704 (1.5 units) for a total of eight academic quarters over two years, using the same monthly guideline as outlined above.

The Psy.D. Program requires that a copy of your official internship welcome letter be sent to the Program Manager prior to the start of your internship. At the conclusion of the internship, a completion letter from your supervisor is required, stating that you successfully completed a 2,000 hour internship. A student will not graduate from the program until this letter is received and recorded by the PAU Registrar. However, students may participate in the Commencement Ceremony prior to official completion of their internship if all other program requirements are completed.

Terms of Employment

Primary consideration for internship placements is the educational and training value to the student. APA and California Board of Psychology guidelines are followed to provide students with a high quality of supervised, professional experience. To qualify for internship status, a position with any agency or setting must clearly be designed as a training experience in which the student functions as a psychology intern, and typically there will be at least one other student in such an internship. Most internships permit the host agency to compensate trainees by stipend. Typically, a stipend is not a fee for service and is usually not on a comparable pay scale with the service performed.

Psychological assistantships and other forms of employment are subject to approval by the California Board of Psychology in fulfillment of pre-doctoral hours. Employment in a regular staff position or an assistantship with a private practitioner is not acceptable for internship placement or credit.

CONSORTIUM CORE FACULTY



BRUCE ARNOW, PH.D.
ASSOCIATE CHAIR AND PROFESSOR, DEPARTMENT OF
PSYCHIATRY AND BEHAVIORAL SCIENCES
STANFORD UNIVERSITY SCHOOL OF MEDICINE

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

Dr. Blasey earned a PhD 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

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

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 post-doctoral 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.

CHERYL GORE-FELTON, Ph.D.
PROFESSOR AND ASSOCIATE CHAIR, DEPARTMENT OF PSYCHIATRY
AND BEHAVIORAL SCIENCES
STANFORD UNIVERSITY SCHOOL OF MEDICINE

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 currently serves as Chair of the Scientific Advisory Council, California HIV/AIDS Research Program.

ROBERT HALL, Ph.D., ABPP
ASSISTANT PROFESSOR, PALO ALTO UNIVERSITY
CLINICAL SUPERVISOR, MENTAL HEALTH CLINIC, VA PALO ALTO
HEALTH CARE SYSTEM (VAPAHCS)

Dr. Hall received his Ph.D. from Washington State University in 1971. He completed his internship at the VAPAHCS and stayed on working as a psychologist on inpatient psychiatry. With exception of a two year stint at the Clement Zablocki VAMC (Milwaukee), 1972-74, where he was Acting Chief of the Alcohol Treatment Unit, he was employed at the Palo Alto VA. He started the Behavioral Medicine Clinic in 1981 and became Assistant Chief, Psychology in 2005. He retired from the VA in 2008. He currently works half time for the PGSP-Stanford Psy.D. Consortium as a clinical supervisor for practicum students assigned to the Palo Alto VA - Menlo Park Mental Health Clinic. Dr. Hall is a Fellow of Divisions 18 and 38 of APA. He is a Diplomate in Clinical Psychology, ABPP. He authored or co-authored 21 publications and two publications were reprinted in edited books. He was also an author or co-author on 43 papers at professional meetings. During the years he worked for the VA he supervised 180 interns and postdoctoral fellows. Since becoming involved with the Psy.D. program he has supervised 75 second to fourth year students. His research interests have been obesity/weight loss and smoking cessation.

NANCY HAUG, Ph.D.,
ASSISTANT PROFESSOR, PALO ALTO UNIVERSITY
ASSISTANT DIRECTOR, GRONOWSKI CENTER

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.
CO-DIRECTOR OF CLINICAL TRAINING
CLINICAL ASSOCIATE PROFESSOR, DEPARTMENT OF PSYCHIATRY AND
BEHAVIORAL SCIENCES
STANFORD UNIVERSITY SCHOOL OF MEDICINE

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
ADJUNCT CLINICAL ASSISTANT PROFESSOR, DEPARTMENT OF
PSYCHIATRY AND BEHAVIORAL SCIENCES
STANFORD UNIVERSITY SCHOOL OF MEDICINE

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). In addition to his faculty appointment at PAU, Dr. Holaway is also an Adjunct Clinical Assistant Professor in the Department of Psychiatry and Behavioral Sciences at Stanford University. 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

Dr. Kent was awarded her PhD 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 PsyD 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

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
ASSISTANT DIRECTOR, GRONOWSKI CENTER

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 predoctoral 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

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.

STEVE SMITH, Ph.D.
CO-DIRECTOR OF CLINICAL TRAINING
PROFESSOR, PALO ALTO UNIVERSITY

Dr. Smith received his Ph.D. in clinical psychology from the University of Arkansas and completed his internship and postdoctoral fellowship at the Massachusetts General Hospital and Harvard Medical School. After training, he served as the Director of Consultation Neuropsychology at Mass General. Prior to joining the faculty of PAU, he was an Associate Professor and Director of Clinical Training at UC-Santa Barbara. His clinical work has focused on psychotherapy with both children and adults, clinical assessment, bereavement and loss, and clinical sport psychology. He has written and conducted research on neuropsychological assessment, psychodynamic psychotherapy, personality assessment, and therapeutic assessment interventions. He maintains a private practice where he provides ACT-based performance-enhancement and empirically-supported psychodynamic psychotherapy services for athletes and those with health concerns.

ALLISON THOMPSON, Ph.D.
CO-ASSOCIATE DIRECTOR OF CLINICAL TRAINING AND CO-PRACTICUM
COORDINATOR
CLINICAL ASSISTANT PROFESSOR, DEPARTMENT OF PSYCHIATRY AND
BEHAVIORAL SCIENCES
STANFORD UNIVERSITY SCHOOL OF MEDICINE

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.

SANNO ZACK, Ph.D.
CLINICAL ASSISTANT PROFESSOR, DEPARTMENT OF PSYCHIATRY AND
BEHAVIORAL SCIENCES
STANFORD UNIVERSITY SCHOOL OF MEDICINE

Dr. Sanno Zack is Assistant Director of the Child and Adolescent Psychiatry Outpatient Services at Lucile Packard Children's Hospital at Stanford. She is also the Clinical Director of the Early Life Stress and Pediatric Anxiety Program at Stanford University Medical Center. Since 2011, she has directed the Stanford Dialectical Behavioral Therapy (DBT) Clinic. She is currently an Clinical Assistant Professor for the PGSP-Stanford Psy.D. Consortium. Dr. Zack completed a postdoctoral fellowship at Stanford after earning a Ph.D. in Clinical Psychology at Pennsylvania State University College of Medicine. She completed her pre-doctoral internship at Beth Israel Medical Center in New York, NY and wrote her dissertation on the course of alliance across two manualized treatments, Cognitive-Behavioral Therapy (CBT) and Interpersonal/Emotional Processing Therapy (IEP) for Generalized Anxiety Disorder. Her current research focuses on treatment approaches for children and adolescents with mood and anxiety disorders.

APPENDIX A

PGSP-Stanford Psy.D. Consortium Faculty

Core Faculty

Bruce Arnow (Stanford)
Christine Blasey (PAU)
Lian Bloch (PAU)
Victoria Cosgrove (Stanford)
Cheryl Gore-Felton (Stanford)
Robert Hall (PAU)
Nancy Haug (PAU)
Kimberly Hill, Co-DCT, (Stanford)
Robert Holaway, Co-Associate DCT (PAU)
Jamie Kent, (PAU)
Cheryl Koopman (Stanford)
Sandy Macias (PAU)
Jennifer Phillips (Stanford)
Steve Smith, Co-DCT (PAU)
Allison Thompson, Co-Associate DCT (Stanford)
Sanno Zack (Stanford)

Associated Program Faculty

Kathleen Corcoran (Stanford)
Jenifer Culver (Stanford)
Debra Safer (Stanford)
Teceta Tormala (PAU)
Sharon Williams (Stanford)

Other Contributors

Robin Apple (Stanford)
John Barry (Stanford)
James N. Breckenridge (PAU)
Charles DeBattista (Stanford)
Kathleen Eldredge (Stanford)
Amanda Faniff (PAU)
Kathleen Kara Fitzpatrick (Stanford)
Robert Friedberg (PAU)
Grace Gengoux (Stanford)
Peter Goldblum (PAU)
Rowena Gomez (PAU)
Tamara Hartl (Stanford)
Chris Hayward (Stanford)
Yotam Heineberg (PAU)
Megan Jones (Stanford)
Shashank Joshi (Stanford)
Kristine Luce (Stanford)
Rachel Manber (Stanford)
Meg Marnell (Stanford)
Ricardo Muñoz (PAU)
Sita Patel (PAU)

Jonathan Peretz (PAU)
Lisa Post (Stanford)
Douglas Rait (Stanford)
Athena Robinson (Stanford)
Craig Rosen (Stanford)
Lauren Schneider (Stanford)
C. Barr Taylor (Stanford)
Helen Wilson (Stanford)
Philip Zimbardo (PAU)

APPENDIX B

Representative Practicum Sites

Alameda County Behavioral Health Care Services (San Leandro)
Ann Martin Center (Emeryville)
Asian Americans for Community Involvement (San Jose)
City Of Fremont Youth And Family Services (Fremont)
Community Health Awareness Council (Mountain View)
El Camino Hospital Behavioral Health Services (Mountain View)
Gardner Family Care Corporation (San Jose)
Gronowski Center (Los Altos)
Institute On Aging (SF)
Jail Psychiatric Services (SF)
John George Pavilion (San Leandro)
Kaiser Oakland Psychiatry (Oakland)
Kaiser Permanente Chemical Dependency Services (Walnut Creek)
Kaiser Permanente Richmond (Richmond)
Kaiser Adult Neuropsychiatry (Redwood City)
Laguna Honda Hospital - Substance Abuse Treatment Services (SF)
Marin County Latino Family Health (Marin)
Mills College (Oakland)
Notre Dame De Namur University Counseling Center (Belmont)
Oakes Children's Center (SF)
Richmond Area Multi-Services, Inc (Rams) (SF)
San Francisco General Hospital Children And Adolescent Services (SF)
San Jose Job Corps (San Jose)
San Jose State University Counseling Center (San Jose)
San Mateo County Mental Health: Adult Forensic Mental Health - Maguire Correctional Facility (Redwood City)
San Mateo County Mental Health: Youth Services Center Unit (San Mateo)
Santa Clara University Counseling Services (Santa Clara)
Stanford Faculty and Staff Help Center
Stanford University Medical School – Child and Adolescent Psychiatry (program captive site)
Stanford University Medical School – East Palo Alto Academy (School-based child captive site)
Stanford University Medical School – Inpatient Hospital (program captive clinic)
Stanford University Medical School – Pain Clinic (program captive clinic)
Starvista (San Carlos)
UCSF Alliance Health Project (SF)
UCSF Memory And Aging And Epilepsy Centers (SF)
VA San Francisco (SF)

VA Northern California Health Care System Cognitive Rehabilitation Program
(Martinez)
VA Palo Alto Health Care System
Mental Health Clinic (Consortium captive training clinic)
National Center for PTSD
Homeless Veterans Recovery Program
Hospice and Palliative Care
Foundations of Recovery (Substance Abuse)
Polytraumatic Brain Injury Clinic
Spinal Cord Injury Rehabilitation
Western Blind Rehab
Women's Mental Health

APPENDIX C

Representative Pre-Doctoral Internship Sites

Advocate Illinois Masonic Medical Center
Albert Einstein College of Medicine/Montefiore Medical Center
Boise Veterans Affairs Medical Center
Boston University School of Medicine/ Center for Multicultural Training
California State University, Long Beach, Counseling and Psych, Services
Carson Center for Adults and Families
Central California Psychology Internship Consortium
Charles George VA Medical Center
Children's Hospital, Colorado
Children's Hospital of Orange County
Cincinnati VA Medical Center
Denver Health Medical Center
Dept. of Veterans Affairs NY Harbor Health Care System-Manhattan Campus
Didi Hirsch Mental Health Services
Duke University Medical Center, Psychiatry Department
Eastern Virginia Medical School
Family Service and Guidance Center
Forest Institute of Professional Psychology
Harvard Medical School/Cambridge Hospital
Harvard Medical School/Mass Mental Health Center
Hazelden Foundation
Institute for Multicultural Counseling and Educ. Svcs
Iowa City Veterans Affairs Medical Center
James Lovell VA Medical Center, North Chicago
Jerry L. Pettis Memorial VA Medical Center
Jesse Brown VA Medical Center
Kaiser-Permanente- Los Angeles
Loma Linda School of Medicine
Louis Stokes Cleveland DVA Medical Center
Maimonides Medical Center
Marin Co Health and Human Svcs
Medical College of Georgia/Charlie Norwood VA Medical Center
Memphis Veterans Affairs Medical Center
Mount Sinai School of Medicine
Napa State Hospital
New York University-Bellevue Hospital Center

Northport VA Medical Center
Northwestern University CAPS
Oregon State University Counseling and Psychological Services
Pacific Clinics
Pacific University, Psychological Service Center
Philadelphia VA Medical Center,
Phoenix VA Healthcare System
Princeton House Behavioral Health
RAMS, Inc., National Asian American Psychology Training Center
Riverbend Community Mental Health, Inc.
Saint John's Child and Family Development Center
San Jose State University Counseling Center
Sharp HealthCare
Southeast Louisiana Veterans Health Care System
St. Lukes Roosevelt Hospital Center
Stanford Counseling and Psychological Services
Suffolk University Counseling and Psychological Services
The Guidance Center
The Help Group
University of California, Davis, Counseling and Psychological Services
University of California, Los Angeles, Counseling and Psychological Services
University of California, Los Angeles, Neuropsychiatric Institute
University of California, San Diego School of Medicine/Veterans Affairs
University of California, San Francisco, Child and Adolescent Services, SFGH
University of California, San Francisco, Department of Psychiatry
University of California, Santa Cruz Counseling and Psychological Services
University of Colorado at Boulder, Wardenberg Health Center
University of Colorado School of Medicine
University of Florida Health Sciences Center
University of Maryland School of Medicine/VA Maryland Health Care System
University of Massachusetts Medical Center/Worcester State Hospital
University of Miami/Jackson Memorial Hospital
University of Miami School of Medicine/Mailman Center for Child Dev.
University of Michigan- Institute for Human Adjustment
University of North Carolina-Chapel Hill School of Medicine
University of Oklahoma Health Sciences Center
University of Pennsylvania, Counseling Services
University of San Diego, Counseling Center
University of Southern California/Children's Hospital LA
University of Utah Neuropsychiatric Institute
University of Wisconsin Departments of Psychiatry & Rehabilitation Medicine
VA Gulf Coast Veterans Health Care System
VA Los Angeles Ambulatory Care Center
VA Medical Center – Denver, CO
VA Medical Center – Milwaukee, WI
VA Pacific Islands Health Care System, Honolulu, HI
VA Salt Lake City Health Care System
VA Sepulveda Ambulatory Care Center
VA Sierra Nevada Health Care System
Vanderbilt VA Consortium
Virginia Tech, Thomas E. Cook Counseling Center
Washington State University
Westcoast Children's Clinic



SECTION IV

MASTERS' PROGRAMS

CLINICAL MASTERS' PROGRAMS (M.A. IN COUNSELING AND COUNSELING PSYCHOLOGY)

MA in Counseling Psychology- Marriage, Family and Child Counseling (LMFT and LPCC)

The M.A. in Counseling Psychology program is a residential-online hybrid program that prepares students to serve their communities as licensed Marriage and Family Therapists and/or licensed Professional Clinical Counselors in the state of California. The program is partially residential, partially online, and designed to accommodate students' schedules with evening classes. This emphasis allows California LPCCs and LMFTs to counsel couples and families as well as individuals. Classes are offered at the Palo Alto, Monterey Bay, and San Mateo locations.

MA in Counseling – Marriage, Family and Child Counseling (LMFT and LPCC)

The M.A. in Counseling with emphasis in Marriage, Family and Child Counseling is primarily online with a one-week residential intensive. It is designed to prepare students to serve their communities as Marriage and Family Therapists and/or licensed Professional Clinical Counselors in the state of California, most of the 50 states and around the world. This emphasis allows California LMFTs and LPCCs to counsel couples and families as well as individuals.

MA in Counseling - Mental Health Counseling with Couple and Family Therapy Emphasis (LPCC)

The M.A. in Counseling with emphasis in Mental Health and a secondary concentration in Couple and Family Therapy is primarily online with a one-week residential intensive. It is designed to prepare students to serve their communities as licensed Professional Clinical Counselors in California, in most of the 50 states and around the world. This emphasis allows California LPCCs to counsel couples and families as well as individuals. Courses take place primarily online, with the exception of one week of residency in Palo Alto and fieldwork in a location of choice.

MA in Counseling – Mental Health with Cross Cultural and Trauma Counseling Emphasis (LPCC)

The M.A. in Counseling with emphasis in Mental Health and a secondary concentration in Cross-Cultural Crisis and Trauma Counseling is primarily online with a one-week residential intensive. It is designed to prepare students to serve communities in the U.S. and abroad as licensed Professional Clinical Counselors with a focus on cross-cultural issues and trauma. Courses take place primarily online, allowing for convenient and flexible study. The program prepares students for fieldwork with hands-on practicum and internship experiences, which can be completed in their communities. This emphasis allows California LPCCs to only counsel individuals. Those interested in a California practice with Couples and families will need an additional 9 units of education with couples and families as part of their coursework.

Global Advancement of Clinical Excellence (GACE)

Palo Alto University is meeting the challenge of global mental health issues with a unique initiative called GACE. The acronym stands for the Global Advancement of Clinical Excellence in which web-based delivery of its online MA Counseling programs is coupled with on-the-ground training in the local culture. In these locations, students take web-based classes along with other M.A. Counseling students. Through partnerships with local institutions, students have practicum sites where they can see clients. Current GACE sites are in China and South America.

ADMISSIONS – M.A. PROGRAMS

Admissions Requirements

Students are admitted to M.A. programs quarterly. Applicants must hold a bachelor's degree from an accredited institution and should have a minimum 3.0 GPA. Applicants are not required to have a Psychology degree. However, four courses are strongly recommended: developmental psychology, physiological or biological psychology, personality or abnormal psychology, and statistics.

Application Checklist

1. Application Fee

A nonrefundable application fee of \$40.00 is required. The fee can be paid online or by a check or money orders should be made payable to "Palo Alto University."

2. Official Transcripts

College transcripts verifying the awarding of a Bachelor degree is required. Only official, sealed transcripts obtained from the Registrar's office of each of these institutions are acceptable. Admissions decisions that are made based on submission of unofficial transcripts will only be provisional until official transcripts are received. International Transcripts must be translated through the World Education Service website, www.wes.org.

3. Resume or Curriculum Vitae

Either a resume or CV should be included with the other application materials.

4. Letters of Recommendation

Two letters of recommendation and a waiver form from an academic or professional reference should be mailed directly to the PAU admissions office.

5. A Statement of Purpose

A two-page letter stating your interests or a statement of interest should also be submitted, which includes a brief autobiographical sketch, details of goals, and personal qualities.

Transferring Units

Students can generally transfer up to 15 units of prior graduate work. Coursework cannot be more than 5 years old and is evaluated on a case-by-case basis. Students need to submit the course description with supporting documentation (e.g. a comprehensive syllabus). A Palo Alto University faculty member will review the documentation, and either accept or reject the course for transfer credit.

Interview

Students meeting the basic admission requirements will move to the interview stage where they will have a live, Skype, or Phone interview with the Program Director or other member of the admissions committee.

Cohort Model

The M.A. programs use a cohort system in which all entering students are grouped together and given the same schedule of courses for the entire program. The advantage of this system is the support and openness it creates. The cohort becomes a valuable resource for several reasons. Students study together, encourage and assist one another when needed, and also become comfortable with one another to the point of being able to discuss difficult issues and share personal accounts.

Academic Requirements

Each entering class moves through the 2-year experience of didactic coursework as a cohesive cohort, attending all classes together and in the same sequence. There are no electives, thus, students receive the same curriculum regardless of previous education or experience. Students are encouraged to explore personal areas of interest by tailoring their counseling and research experiences.

Students are expected to achieve a grade of B- 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.

The M.A. training programs provides students with experiences with increasing amounts of time devoted to supervised practicum work during each year of graduate training. The student's advisor and the Clinical Training Director must formally approve all practicum sites. Students are evaluated no less than twice annually by their practicum supervisors. Students must maintain satisfactory practicum ratings to maintain good academic standing.

Satisfactory Academic Standing

Students must pass all required courses, receive no more than two grades of B- in any quarter, and have satisfactory practicum evaluations. 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 compulsory review by the Master's Student Evaluation Committee. Unsatisfactory practicum evaluations necessitate a meeting with the Master's Clinical Training Director, and due process or other actions may be required by the practicum site and the Master's Student Evaluation Committee.

Academic Advisor

Students are assigned an academic advisor upon entering the M.A. programs. When possible, students and advisors are matched based on shared counseling and/or research interests. The primary role of an advisor is to discuss professional development issues (e.g., practicum decisions, internship preparation, etc.) and any personal/interpersonal issues that may arise. Students are also strongly encouraged to be proactive and contact their advisor earlier rather than later should any difficulties arise.

Psychotherapy Suggestion

In a counseling training program, evaluations of competence must be based not only on academic achievement, but on personal and professional qualities as well. These qualities include a commitment to self-understanding and self-awareness and a capacity for good relationships. Students are expected to demonstrate maturity, good judgment, discretion, and respect. If their effectiveness is compromised by personal problems or illness, they are expected to seek competent professional help to determine whether to suspend, terminate, or limit their scope of professional studies within the M.A. programs.

Whenever possible, the M.A. programs will seek to identify available high-quality, low-cost options for students' personal psychotherapy experience. Further, the M.A. program leadership is committed to increasing opportunities for personal exploration and growth in a safe, confidential, professional environment.

Commitment to Diversity

The M.A. programs are committed to providing an educational environment that respects cultural and individual differences. They seek 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. The programs' 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 difference.

As clinicians, an understanding and appreciation for human diversity is especially critical. The broader PAU community, for instance, sponsors two student organizations 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 provide education and outreach, with the goal of furthering awareness and appreciation of diversity.

Whenever relevant, courses are designed to address explicitly the implications of ethnic and cultural diversity factors on the assessment and treatment of patients. During the first year, the course Multicultural Counseling Theories and Techniques is devoted solely to such issues. Students are encouraged to appreciate and experience the diversity of the San Francisco Bay Area, as well as the diversity within their own cohort.

Awarding of the M.A.

A student approaching completion of the requirements for one of the M.A. programs must file a "Graduation Application" form with the Registrar whether or not they plan to participate in commencement exercises. Students should contact the Registrar Assistant to request this form.

- Financial Clearance: Financial clearance from the Business and Finance Department and an exit interview with the Financial Aid Coordinator must also be completed;
- Course Work: All course work and unit requirements have been completed with a grade of B- or higher;
- Verification of Required Practicum Hours
- Fees: Submission of all graduate forms and fees, including the graduation fee and the Application for Graduation;
- Grade Reports: It is the responsibility of each student to make sure that all grade reports have been received by the Registrar's Office and that his or her transcript is cleared of any outstanding grades or incompletes;
- Time Limits for Completion of Program: A student has a maximum of five (5) years to complete the program.

Marriage and Family Therapy (LMFT) Licensure

The M.A. Counseling Psychology with emphasis in Marital and Family Therapy is an accredited program approved by the California Board of Behavioral Science Examiners. It is designed to meet the Marriage and Family license requirements of the Board of Behavioral Science in the State of California (Section 4980.36 or 4980.37).

This degree is the first step to obtaining a MFT license. After graduation graduates will need to accumulate 104 weeks of supervision and 3,000 pre and post master hours of supervised work experience. Once graduates accrue the required amount of experience, they may take the written licensing test for the Marital and Family Therapy license. Upon achieving a passing grade you will be issued a license to practice by the State of California.

Professional Clinical Counselor (LPCC) Licensure

The M.A. Counseling and Counseling Psychology programs with emphasis in Professional Clinical Counseling are accredited programs approved by the California Board of Behavioral Science Examiners. It is designed to meet the Professional Clinical Counselor license requirements of the Board of Behavioral Science in the State of California (Business and Professions Code §4980.36).

These degrees are the first step to obtaining a PCC license. After graduation students need to accumulate 104 weeks of supervision and 3,000 hours of post-masters supervised work experience. Once graduates accrue the required amount of experience they may take the written licensing test for the Professional Clinical Counselor license. Upon achieving a passing grade you will be issued a license to practice by the State of California (Business and Professions Code §4999.33).

Counseling Licensure in Other States and Countries

The M.A. programs are designed to meet California counseling license requirements but also meets the licensure requirements of many other states and foreign countries. Anyone who may potentially seek licensure in another state or country should check on those specific laws and regulations.

Program Costs

Effective 2014-15, tuition is \$447/unit and fees are \$27/unit. The total tuition and fees for the program is \$42,660. In addition to tuition and fees, students are responsible for the costs of books and supplies. Based on PAU's recently adopted tuition stabilization plan, once students are in the program their tuition and fees remain the same.

Program Director

The Program Director, Dr. Snow, received his B.A and M.A. from Pacific Lutheran University and his Ph.D. from the University of Washington. Prior to joining Palo Alto, Dr. William Snow served at Bethany University for over 25 years where he was Professor of Psychology, Director of Institutional Research, Vice President for Academics and Chair of the Department of Psychology.

For Further Information

For further information, Please contact the Program Manager, Julia Kleingarn at jkleingarn@palloatou.edu or 650-417-2016.

M.A. IN COUNSELING PSYCHOLOGY – MARRIAGE, FAMILY AND CHILD COUNSELING (RESIDENTIAL HYBRID ONLY)

General Program Description

The M.A. Counseling Psychology program is a residential-online hybrid program, preparing students to serve their communities as licensed Marriage and Family Therapists and/or licensed Professional Clinical Counselors in the state of California. The program is partially residential, partially online, and designed to accommodate students' schedules with evening classes. This emphasis allows California LPCCs and LMFTs to counsel couples and families as well as individuals. Residential Classes are offered at the Palo Alto, Monterey Bay, and San Mateo locations.

Program Objectives

This program specifically prepares students to:

- Acquire, refine, and demonstrate appropriate Master's level knowledge and skills as a clinician, researcher, and academic.
- Develop a professional identity as a counselor and the personal qualities intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
- Become an organizational leader, group process expert, and positive force in achieving high levels of participation, cooperation and cohesion.
- Develop the ability to work cross culturally in both the United States and elsewhere on the world stage.
- Develop an understanding of various cultures and the implications for social justice.
- Develop an understanding of the social and psychological implications of socioeconomic position, and how poverty and social stress impact an individual's mental health and recovery.
- Incorporate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
- Manage the risks of a professional counseling practice to ensure client safety and to remain compliant with all laws, regulations, and moral and ethical guidelines.
- Integrate the principles and practices of marriage and family therapy throughout the professional practice of counseling and mental health.
- Become a licensed Marriage Family Therapist and/or Professional Clinical Counselor.

Learning Format

Students learn through lecture, discussion, research, and clinical internship.

This program also has a unique multicultural focus with an emphasis on culture, social justice and families. Instructors equip students to serve individuals from different backgrounds with widely different needs. Learning objectives across the entire curriculum include:

- Supporting the mission of Palo Alto University by reducing suffering and improving lives through education and research anchored in psychology, clinical training and practice in a diversity of cultures, and service to communities around the world.
- Helping students develop the personal qualities that are intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
- Integrating the principles and practices of marriage and family therapy.
- Applying principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
- Demonstrating an understanding of various cultures, the social and psychological implications of socioeconomic position, and how poverty and social stress impact an individual's mental health and recovery.

Time Frame and Format

The M.A. Counseling Psychology residential hybrid program requires nine quarters of coursework over a minimum of 2 years and 3 months of study. This is a blended program requiring students to take approximately two courses residually one course online each quarter. This format allows students to take three classes per quarter, but to only attend course sessions two evenings a week. During the first year most students can then maintain full-time employment during the day, and study in the evenings and on weekends. Palo Alto University is currently offering classes at the Palo Alto University campuses in Los Altos and Scotts Valley on Tuesday, Wednesday, and Thursday evenings from 6:00 to 9:30. During the second year students should be aware that evening and weekend practicum placements are extremely hard to find. Most students will need to adjust their schedules in order to spend two days during the normal work week to complete their practicum experience.

Academic Curriculum

The M.A. Counseling Psychology program consists of 90 quarter-units completed over 2 years and 2 months for full-time students pursuing the MFT or LPCC license. Palo Alto University follows a quarter-unit system with 11-week academic calendars for Fall, Winter, and Spring quarters, and an 8-week Summer Quarter. Classes meet once per week and workshops are offered regularly.

M.A. in Counseling Psychology- Marriage, Family and Child Counseling Course Sequence

Year 1- 1st Qtr

COUN600	3	Counseling Theory
PSYS610	4.5	Life Span Development
LCNS600		*includes a workshop- Aging and Long Term Care
COUN601 (DL)	3	Professional Identity

Year 1- 2nd Qtr

CLIN615	3	Clinical Interviewing
CLIN610	4.5	Legal & Ethical Foundations
		*includes a weekend workshop – Child Abuse and Reporting
ASMT600(DL)	3	Psychopathology & Psychodiagnosis I

Year 1- 3rd Qtr

CLIN650	3	Community Mental Health with Cognitive Behavioral and Brief Therapy
CLIN618	3	Family Therapy I: Family Systems Theory
ASMT601(DL)	3	Psychopathology & Psychodiagnosis II

Year 1- 4th Qtr

PSYS605	3	Child and Adolescent Psychotherapy
COUN630	4.5	Crisis and Trauma Counseling
CLIN612 (DL)	1	Clinical Advancement Project

Year 2- 1st Qtr

CLDV601	4.5	Multicultural Counseling Theories and Techniques
PRAC603	3	Practicum
CLIN604(DL)	4.5	Substance Abuse

Year 2- 2nd Qtr

CLIN619	3	Family Therapy II: Couples Counseling *includes workshop in Domestic Violence (15hrs)
PRAC603	3	Practicum
CLIN680(DL)	4.5	Psychopharmacology

Year 2- 3rd Qtr

CLIN621	4.5	Group Psychotherapy
PRAC603	2	Practicum III
MTHD600(DL)	4.5	Research & Program Evaluation

Year 2- 4th Qtr

CLIN622	3	Family Therapy III: Advanced Family Therapy
PRAC603	1	Practicum
ASMT603(DL)	4.5	Psychological Appraisal & Assessment

Year 3- Final

CLIN634	2	Human Sexuality
COUN607	1	Capstone Project in Counseling and Psychotherapy
CLIN655	2	Special Issues in Counseling and Psychotherapy
COUN661 (DL)	4.5	Career Development Theories and Techniques

Total: 90 Quarter Units**M.A. COUNSELING WITH EMPHASIS IN MARRIAGE, FAMILY AND CHILD COUNSELING (ONLINE AND RESIDENTIAL HYBRID)****General Program Description**

The M.A. Counseling program is both an online and a residential-online hybrid program preparing students to serve their communities as licensed Marriage and Family Therapists and/or licensed Professional Clinical Counselors in the state of California. The residential hybrid program version is partially residential, partially online, and designed to accommodate students' schedules with evening classes. This emphasis allows California LPCCs and LMFTs to counsel couples and families as well as individuals. Classes are offered at the **Palo Alto, Monterey Bay, San Mateo** and online locations.

Program Objectives

This program specifically prepares students to:

- Acquire, refine, and demonstrate appropriate Master's level knowledge and skills as a clinician, researcher, and academic.
- Develop a professional identity as a counselor and the personal qualities intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.

- Become an organizational leader, group process expert, and positive force in achieving high levels of participation, cooperation and cohesion.
- Develop the ability to work cross culturally in both the United States and elsewhere on the world stage.
- Develop an understanding of various cultures and the implications for social justice.
- Develop an understanding of the social and psychological implications of socioeconomic position, and how poverty and social stress impact an individual's mental health and recovery.
- Incorporate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
- Manage the risks of a professional counseling practice to ensure client safety and to remain compliant with all laws, regulations, and moral and ethical guidelines.
- Integrate the principles and practices of marriage and family therapy throughout the professional practice of counseling and mental health.
- Become a licensed Marriage and Family Therapist and/or Professional Clinical Counselor.

Learning Format

Students learn through lecture, discussion, research, and clinical internship. This program also has a unique multicultural focus with an emphasis on culture, social justice and families. Instructors equip students to serve individuals from different backgrounds with widely different needs. Learning objectives across the entire curriculum include:

- Supporting the mission of Palo Alto University by reducing suffering and improving lives through education and research anchored in psychology, clinical training and practice in a diversity of cultures, and service to communities around the world.
- Helping students develop the personal qualities that are intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
- Integrating the principles and practices of marriage and family therapy.
- Applying principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
- Demonstrating an understanding of various cultures, the social and psychological implications of socioeconomic position, and how poverty and social stress impact an individual's mental health and recovery.

Time Frame and Format

The M.A. Counseling requires nine quarters of coursework over a minimum of 2 years and 3 months of study. This degree is offered in either an online or a blended program requiring students to take approximately two courses residually one course online each quarter. The blended online format allows students to take three classes per quarter, but to only attend course sessions two evenings a week. During the first year most students can then maintain full-time employment during the day, and study in the evenings and on weekends. Palo Alto University is currently offering classes at the Palo Alto University campuses in Los Altos and Scotts Valley on Tuesday, Wednesday, and Thursday evenings from 6:00 to 9:30. During the second year students should be aware that evening and weekend practicum placements are extremely hard to find. Most students will need to adjust their schedules in order to spend two days during the normal work week to complete their practicum experience.

Academic Curriculum

The M.A. Counseling program consists of 90 quarter-units completed over 2 years and 2 months for full-time students pursuing the MFT or LPCC license. Palo Alto University follows a quarter-unit system with 11-week academic calendars for Fall, Winter, and Spring quarters, and an 8-week Summer Quarter. Classes meet once per week and workshops are offered regularly.

M.A. in Counseling - Marriage, Family and Child Counseling Course Sequence

Year 1- 1st Qtr

COUN600	3	Counseling Theory
PSYS610	4.5	Life Span Development
LCNS600		*includes a workshop- Aging and Long Term Care
COUN601 (DL)	3	Professional Identity

Year 1- 2nd Qtr

CLIN615	3	Clinical Interviewing
CLIN610	4.5	Legal & Ethical Foundations *includes a weekend workshop – Child Abuse and Reporting
ASMT600(DL)	3	Psychopathology & Psychodiagnosis I

Year 1- 3rd Qtr

CLIN650	3	Community Mental Health with Cognitive Behavioral and Brief Therapy
CLIN618	3	Family Therapy I: Family Systems Theory
ASMT601(DL)	3	Psychopathology & Psychodiagnosis II

Year 1- 4th Qtr

PSYS605	3	Child and Adolescent Psychotherapy
COUN630	4.5	Crisis and Trauma Counseling
CLIN612 (DL)	1	Clinical Advancement Project

Year 2- 1st Qtr

CLDV601	4.5	Multicultural Counseling Theories and Techniques
PRAC603	3	Practicum
CLIN604(DL)	4.5	Substance Abuse

Year 2- 2nd Qtr

CLIN619	3	Family Therapy II: Couples Counseling
PRAC603	3	*includes workshop in Domestic Violence (15hrs) Practicum
CLIN680(DL)	4.5	Psychopharmacology

Year 2- 3rd Qtr

CLIN621	4.5	Group Psychotherapy
PRAC603	2	Practicum III
MTHD600(DL)	4.5	Research & Program Evaluation

Year 2- 4th Qtr

CLIN622	3	Family Therapy III: Advanced Family Therapy
PRAC603	1	Practicum
ASMT603(DL)	4.5	Psychological Appraisal & Assessment

Year 3- Final

CLIN634	2	Human Sexuality
COUN607	1	Capstone Project in Counseling and Psychotherapy
CLIN655	2	Special Issues in Counseling and Psychotherapy
COUN661 (DL)	4.5	Career Development Theories and Techniques

Total: 90 Quarter Units**M.A. IN COUNSELING – MENTAL HEALTH
(ONLINE AND RESIDENTIAL HYBRID)**

- **Emphasis in Couple and Family Therapy**
- **Emphasis in Cross Cultural and Trauma Counseling**

General Program Description

This program is designed to prepare students to serve their communities as licensed Professional Clinical Counselors in most of the 50 states and around the world. The professors draw from their academic studies and professional experience to provide students with the background they will need to be successful to practice professionally. Palo Alto University's GACE model (or the Global Advancement of Counseling Excellence) is used to educate globally online and train locally on-the-ground. PAU instructors are trained to teach online and the program works with agencies and practitioners in a student's city/ country so that students obtain a high standard of mental health care training.

Program Objectives

This program specifically prepares students to:

- Acquire, refine, and demonstrate appropriate Master's level knowledge and skills as a clinician, researcher, and academic.
- Develop a professional identity as a counselor and the personal qualities intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
- Become an organizational leader, group processes expert, and a positive force in achieving high levels of participation, cooperation and cohesion.
- Develop the ability to work cross culturally in both the United States and elsewhere on the world stage.
- Develop an understanding of various cultures and the implications for social justice.
- Develop an understanding of the social and psychological implications of socioeconomic position, and how poverty and social stress impact an individual's mental health and recovery.
- Incorporate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
- Manage the risks of a professional counseling practice to ensure client safety and to remain compliant with all laws, regulations, moral and ethical guidelines.
- Integrate the principles and practices of Mental Health Counseling throughout the professional practice.
- Become a licensed Professional Clinical Counselor.

The Training Model

The M.A. Counseling program is offered in both a residential and global online blended format. Global online courses primarily take place online, but are supplemented with a 1-week on-campus residency requirement and fieldwork in a student's city/country of choice. In the Summer, students come to the Palo Alto campus for one week of intensive study and competency-based skill training. The week culminates in a competency examination.

The online courses use a number of techniques to accomplish educational goals. Palo Alto University utilizes an online learning platform that supports all aspects of a student's learning experience. Lectures, discussion boards, real-time interactions and interactive experiences are all used to facilitate the educational experience. Academic performance is assessed in a number of ways. Instructors often use a combination of tests, papers, class exercises, discussion quality, or other course-specific assignments to assess performance in a comprehensive manner. For examinations, independent third parties serve as proctors (for example, public librarians). Proctors receive the test materials, supervise the administration of the test, and return the materials to the instructor.

Online coursework is combined with an on-campus residency in addition to the fieldwork (practicum and internship) requirement. The on-campus residency provides an opportunity for students to meet with professors and classmates face-to-face and culminates in a clinical competency examination that must be passed before clinical fieldwork can begin.

Fieldwork begins the second year of study and continues throughout the year. During the fall, 100 hours of clinical service must be completed. Over the next four quarters, an additional 600 hours of internship are completed. Palo Alto University will assist the student in finding a suitable placement in his or her community and provide ongoing support through the practicum and internship process. Supervision will occur both at the student's field placement, as well as with PAU faculty via distance. During this internship year, the student will maintain a clinical portfolio of his or her experience, which will eventually become the student's capstone project.

During the second year practicum students should be aware that evening and weekend practicum placements are extremely hard to find. Most students will need to adjust their work schedules in order to spend at least two days a week to complete their practicum experience.

Students are required to submit written evaluations of each class and each instructor every quarter. This frequent feedback on the strengths and weaknesses of the program helps PAU to improve the program on a continuous basis.

Program, Academic Curriculum, and Emphases Areas

The program consists of 90 units of coursework. Two separate emphasis areas within the MA in Counseling Mental Health Program allow students to customize their educational experience. The two are: (1) Mental Health with Emphasis in Couple and Family therapy and (2) Mental Health with emphasis in Crisis and Trauma Counseling. A listing of the courses for each track is below. The core curriculum is identical in each but the emphases areas amount to nine units of specialized courses and are noted as electives below. The list of courses below detail one example.

M.A. in Counseling - Mental Health with Emphasis in Couple and Family Therapy

Year 1- 1st Qtr

COUN600	3	Counseling Theory
PSYS610 LCNS600	4.5	Life Span Development *includes a California required workshop – Aging and Long Term Care
COUN601	3	Professional Identity

Year 1- 2nd Qtr

COUN630	4.5	Crisis and Trauma Counseling
CLIN610 LCNS602	4.5	Legal & Ethical Foundations *includes a California required workshop – Child Abuse and Reporting
ASMT600	3	Psychopathology & Psychodiagnosis I

Year 1- 3rd Qtr

PSYS605	3	Family Therapy I: Family Systems Theory
COUN630	3	Community Mental Health with Cognitive Behavioral and Brief Therapy
ASMT601	3	Psychopathology & Psychodiagnosis II

Year 1- 4th Qtr

PSYS605	3	Child and Adolescent Psychotherapy
CLIN615	3	Clinical Interviewing (on campus in Palo Alto or overseas GACE practicum site)
CLIN612	1	Advancement Project

Year 2- 1st Qtr

CLDV601	4.5	Multicultural Counseling Theories and Techniques
PRAC603	3	Practicum
CLIN604	4.5	Substance Abuse

Year 2- 2nd Qtr

CLIN618 LCNS601	3	Family Therapy II: Couples Counseling *includes a California required workshop – Domestic Violence (15 hrs)
PRAC603	3	Practicum
CLIN680	4.5	Psychopharmacology

Year 2- 3rd Qtr

CLIN621	4.5	Group Psychotherapy
PRAC603	2	Practicum
MTHD600	4.5	Research & Program Evaluation

Year 2- 4th Qtr

CLIN622	3	Family Therapy III: Advanced Family Therapy
PRAC603	1	Practicum
ASMT603	4.5	Psychological Appraisal & Assessment

Year 3- Final

CLIN634	2	Human Sexuality
COUN607	1	Capstone Project in Counseling and Psychotherapy
CLIN655	2	Special Issues in Counseling and Psychotherapy
COUN661	4.5	Career Development Theories and Techniques

Total 90**M.A. in Counseling- Mental Health with emphasis in Cross Cultural and Trauma Counseling****Year 1- 1st Qtr**

COUN600	3	Counseling Theory
PSYS610 LCNS600	4.5	Life Span Development *includes a California required workshop – Aging and Long Term Care
COUN601	3	Professional Identity

Year 1- 2nd Qtr

COUN630	4.5	Crisis and Trauma Counseling
CLIN610 LCNS602	4.5	Legal & Ethical Foundations *includes a California required workshop – Child Abuse and Reporting
ASMT600	3	Psychopathology & Psychodiagnosis I

Year 1- 3rd Qtr

PSYS605	3	Family Therapy I: Family Systems Theory
COUN630	3	Community Mental Health with Cognitive Behavioral and Brief Therapy
ASMT601	3	Psychopathology & Psychodiagnosis II

Year 1- 4th Qtr

PSYS605	3	Child and Adolescent Psychotherapy
CLIN615	3	Clinical Interviewing (on campus in Palo Alto)
CLIN612	1	Advancement Project

Year 2- 1st Qtr

CLDV601	4.5	Multicultural Counseling Theories and Techniques
PRAC603	3	Practicum
CLIN604	4.5	Substance Abuse

Year 2- 2nd Qtr

CLIN618 LCNS601	3	Family Therapy II: Couples Counseling *includes a California required workshop – Domestic Violence (15 hrs)
PRAC603	3	Practicum
CLIN680	4.5	Psychopharmacology

Year 2- 3rd Qtr

CLIN621	4.5	Group Psychotherapy
PRAC603	2	Practicum
MTHD600	4.5	Research & Program Evaluation

Year 2- 4th Qtr

CLIN622	3	Family Therapy III: Advanced Family Therapy
PRAC603	1	Practicum
ASMT603	4.5	Psychological Appraisal & Assessment

Year 3- Final

CLIN634	2	Human Sexuality
COUN607	1	Capstone Project in Counseling and Psychotherapy
CLIN655	2	Special Issues in Counseling and Psychotherapy
COUN661	4.5	Career Development Theories and Techniques

Total **90**

M.A. in Counseling- Cross Cultural Crisis and Trauma Emphasis**Year 1- 1st Qtr**

COUN600	3	Counseling Theory
PSYS610 LCNS600	4.5	Life Span Development *includes a California required workshop – Aging and Long Term Care
COUN601	3	Professional Identity

Year 1- 2nd Qtr

COUN630	4.5	Crisis and Trauma Counseling
CLIN610 LCNS602	4.5	Legal & Ethical Foundations *includes a California required workshop – Child Abuse and Reporting
ASMT600	3	Psychopathology & Psychodiagnosis I

Year 1- 3rd Qtr

COUN620	3	Cross-Cultural Issues & Trauma: Preparing to Counsel Abroad
CLIN650	3	Community Mental Health with Cognitive Behavioral and Brief Therapy
ASMT601	3	Psychopathology & Psychodiagnosis II

Year 1- 4th Qtr

PSYS605	3	Child and Adolescent Psychotherapy
CLIN615	3	Clinical Interviewing (on campus in Palo Alto)
CLIN612	1	Advancement Project

Year 2- 1st Qtr

CLDV601	4.5	Multicultural Counseling Theories and Techniques
PRAC603	3	Practicum
CLIN604	4,5	Substance Abuse

Year 2- 2nd Qtr

CLIN606	3	Trauma Assessment and Treatment: From Rwanda to India and the Homeland
PRAC603	3	Practicum
CLIN680	4.5	Psychopharmacology

Year 2- 3rd Qtr

CLIN621	4.5	Group Psychotherapy
PRAC603	2	Practicum
MTHD600	4.5	Research & Program Evaluation

Year 2- 4th Qtr

COUN631	3	Crisis, Disaster, and Acute Trauma Counseling
PRAC606	1	Practicum
ASMT603	4.5	Psychological Appraisal & Assessment

Year 3- Final

CLIN634	2	Human Sexuality
COUN607	1	Capstone Project in Counseling and Psychotherapy
CLIN655	2	Special Issues in Counseling and Psychotherapy
COUN661	4.5	Career Development Theories and Techniques

Total **90**

PALO ALTO UNIVERSITY

M.A. PROGRAMS – COURSE DESCRIPTIONS

ASMT600: Psychopathology & Psychodiagnosis I

This course is the first of a two-course sequence that introduces students to the multi-axial 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.

3 units

ASMT601: Psychopathology & Psychodiagnosis II

This course is the second of a two-course sequence that continues to develop a student's ability to use the multi-axial 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.

3 units

ASMT603: Psychological Appraisal & Assessment

This course will provide a foundational understanding to of the process of psychological assessment, appraisal, and testing of individuals. This will include the basic concepts of standardized and non-standardized testing and other assessment techniques. Norm-referenced and criterion-referenced assessments are both explored. Basic statistical concepts are reviewed. Issues related to the social and cultural factors related to assessment and evaluation of individuals and groups is explored. Finally, ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling are addressed.

4.5 units

CLDV601: Multicultural Counseling Theories and Techniques

The course will cover competencies in counseling and psychotherapy 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 psychotherapists.

4.5 units

CLIN604: Substance Abuse

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 consumers and family members involved in substance abuse treatment and recovery.

4.5 units

CLIN610: Legal & Ethical Foundations

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 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. During the course of instruction they will then be presented 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 work settings they may work.

4.5 units

CLIN612: Clinical Advancement Project

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.

1 unit

CLIN615: Clinical Interviewing

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.

3 units

CLIN618: Family Therapy I: Family Systems Theory

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.

3 units

CLIN619: Family Therapy II: Couples Counseling

This second course in the Family Therapy sequence focuses exclusively on the applications of the systemic approach to Couples Therapy. 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 covering assessment, detection, intervention strategies, and same-gender abuse dynamics.

3 units

CLIN621: Group Psychotherapy

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.

4.5 units

CLIN622: Family Therapy III: Advanced Family Therapy

As the third of a three course sequence in Family Therapy, this course focuses exclusively on working with whole families, again 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.

3 units

CLIN634: Human Sexuality

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.

2 units

CLIN650: Community Mental Health with Cognitive Behavioral and Brief Therapy

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.

3 units

CLIN655: Special Issues in Counseling and Psychotherapy

This seminar focuses on advanced topics in Marital and Family therapy. 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.

2 units

CLIN680: Psychopharmacology

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.

5 units

COUN600: Counseling Theory

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.

3 units

COUN601: Professional Identity

This course is designed to help initiate the student into the field of Mental Health Counseling and Marital and Family Therapy. 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 LPCCs and LMFTs. It also explores the relationship to other professionals to include, 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.

3 units

COUN607: Capstone Project in Counseling and Psychotherapy

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.

1 units

COUN620: Cross-Cultural Issues & Trauma: Preparing to Counsel Abroad

This course provides an overview of the unique challenges in working abroad and delivering mental health services within the constraints of the local culture, values and political environment. Special attention is placed on working with non-governmental organizations (NGOs) and the resources they bring.

3 units

COUN630: Crisis and Trauma Counseling

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.

4.5 units

COUN631: Crisis, Disaster, and Acute Trauma Counseling

Natural crises and man-made disasters contribute to trauma on both a personal and national level. This course explores the immediate consequences following a trauma inducing event as well as possible short-term mental health interventions. It then goes on to explore the chronic, long term implications and the need for continual mental health follow up for both the individual and the community.

3 units

COUN632: Trauma Assessment and Treatment: From Rwanda to India and the Homeland

The history of the world is replete with case studies of natural disasters and human atrocities producing personal and national trauma. This course explores historical case studies, the effectiveness (or ineffectiveness) of the response and makes recommendations for prevention and treatment considerations.

3 units

COUN661: Career Development

This course provides an overview of the theories and techniques in 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 its relationship to family, gender, multicultural and other life issues.

4.5 units

MTHD600: Research & Program Evaluation

Knowledge of research methodology, statistical concepts, and program evaluation is imperative for professionals within the counseling field. This course is designed to introduce you to the theory and evaluation of statistical concepts and research methodology in order to become an excellent practitioner-scientist. During the course, you 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 are reviewed.

4.5 units

PRAC603: Practicum

This nine quarter unit sequence of supervised of field study experience is in a clinical setting that provides a range of professional clinical counseling experience (a minimum of 280 hours of face-to-face supervised clinical experience for PCCs and 225 hours for MFTs) counseling individuals, families, or groups. This includes experience in applied psychotherapeutic 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.

1-3 units

PSYS601: Adult Development

Life-span developmental psychology provides the conceptual framework for examining psychological 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 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.

4.5 units

PSYS600: Child & Adolescent Psychotherapy

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 Psychotherapy. The focus is on the application of child and adolescent treatment modalities in clinical practice and its integration into the practice of marital and family therapy.

3 units

FACULTY – M.A. PROGRAMS

Key themes students hear from the faculty are Culture, Family and Community Mental Health, Social Justice, International Education, Multicultural Competency, and Evidenced Based Treatment. Palo Alto University's faculty is committed to internationalizing counseling and psychology to reach into world cultures in order to make a difference with underserved populations around the globe. The following faculty members comprise a partial list of instructors who are committed to help students make impact on the human condition, both in the United States and abroad.

Core Program Faculty:**TIMOTHY BAIMA, Ph.D., LMFT****ASSOCIATE PROFESSOR & DIRECTOR OF CLINICAL TRAINING**

Areas of Emphasis: Family therapy; children and adolescents; violence prevention and intervention; issues related to poverty, trauma, loss, and oppression; home-based therapy

MARTHA CHIU, Ph.D.**ASSOCIATE PROFESSOR & DIRECTOR OF CLINICAL TRAINING, CHINA**

Areas of Emphasis: Improvement of mental health services for culturally diverse populations, influence of culture on the assessment and treatment of mental disorders

AARON HENDERSON, Ph.D.**ASSISTANT PROFESSOR (INTERIM APPOINTMENT)**

Areas of Emphasis: Applied Statistics, Research Methods, High Risk Youth, Domestic Violence, Sexual Violence, Victim Advocacy, and Social Justice, Higher Education, Student Affairs and Leadership,

MARGARET LAMAR, Ph.D.**ASSISTANT PROFESSOR (INTERIM APPOINTMENT)**

Areas of Emphasis: Applied Statistics, Research Methods, College and University Counseling, Higher Education, and Student Affairs Leadership

WILLIAM H. SNOW, Ph.D.**ASSOCIATE PROFESSOR & DIRECTOR OF THE DEPARTMENT OF COUNSELING**

Areas of Emphasis: Research and program evaluation, professional identity, career development theories, social justice, and organizational leadership

Adjunct Faculty

EDUARDO BUNGE, Ph.D. VISITING PROFESSOR

Areas of Emphasis: Psychotherapy with children and adolescents; Cognitive Behavioral Therapy with mood and anxiety disorders

JULIE CARBONI, M.A., LMFT ASSOCIATED FACULTY

Areas of Emphasis: Family Therapy, Group Process, Human Sexuality

GLENN DRAKE, MA., LMFT ASSOCIATED FACULTY

Areas of Emphasis: Clinical Interviewing and Assessment

AMANDA FANNIFF, Ph.D. ASSISTANT PROFESSOR

Areas of Emphasis: Developmental considerations in the assessment and treatment of juvenile offenders

SHARON C. GRAFF, M.A., LMFT ASSOCIATED FACULTY

Areas of Emphasis: Counseling theory, clinical competency education, practicum supervision, professional writing and capstone projects

DEE MARX-KELLY, M.A., LMFT ASSOCIATED FACULTY

Areas of Emphasis: Counseling law and ethics, certified in internal family systems therapy, cognitive behavioral therapy, treatment of anxiety and depression

JAMES MAZZONE, Ph.D. ASSOCIATED FACULTY

Areas of Emphasis: Substance Abuse

CAROLINE MOK, Ph.D. ASSOCIATED FACULTY

Areas of Emphasis: Forensic and Correctional Psychology

JANET NEGLEY, Ph.D. ASSOCIATED FACULTY

Areas of Emphasis: Family therapy; narrative therapy; mental health consultation; supervision; structured processing of trauma; issues related to poverty, multi-culturalism and at risk youth and young adults

KAREN ROLLER, Ph.D., MFT ASSOCIATED FACULTY

Areas of Emphasis: Attachment, somatic psychotherapy

LOIS SHARP, Ph.D. ASSOCIATED FACULTY

Areas of Emphasis: Cognitive behavioral therapy, Psychopathology

NAOMI WAGNER, Ph.D. ASSOCIATED FACULTY

Areas of Emphasis: Developmental Psychology

CHRISTOPHER WEAVER, Ph.D. ASSISTANT PROFESSOR

Areas of Emphasis: The role that trauma and substance use play in criminal offending, the assessment of dissimulation in PTSD assessment

NON-CLINICAL MASTERS' PROGRAMS- M.S. IN PSYCHOLOGY

M.S. Psychology - Clinical Psychology Ph.D. Preparation

The online M.S. Psychology program is designed to prepare students for Ph.D. programs, or for a variety of careers applying psychology in research, publishing, education, and other fields. As a distance-learning program, classes occur entirely online, with the exception of one week of residency in Palo Alto. Students may learn from anywhere - in the US or abroad - and maintain their existing employment.

ADMISSIONS – M.S. PSYCHOLOGY

Admissions Requirements

The M.S. Psychology program accepts students to start in Fall quarter. The deadline for initial applications is August 1, but applicants are strongly encouraged to apply in late spring or early summer.

Applicants must hold a bachelor's degree from an accredited undergraduate institution and provide official transcripts to document the undergraduate degree. International transcripts must be translated through the World Education Service website, www.wes.org.

For students coming from a non-psychology background, there are four prerequisite courses: developmental psychology, physiological psychology, personality or abnormal psychology, and statistics. Students must have a minimum undergraduate GPA of 3.3 (on a 4.0 scale). GRE scores are not required for admissions. If, however, students who wish to transfer into the Ph.D. program, GRE scores will be required at the time of application.

Application Checklist

1. Application Fee

A nonrefundable application fee of \$40.00 is required. The fee can be paid online or by check or money orders made payable to "Palo Alto University."

2. Official Transcripts

College transcripts verifying the awarding of a Bachelor degree is required. Only official, sealed transcripts obtained from the Registrar's office of each institution attended will be accepted. Admissions decisions made based on the submissions of unofficial transcripts will only be provisional until official transcripts are received. International Transcripts must be translated through the World Education Service website, www.wes.org.

3. Resume or Curriculum Vitae

Either a Resume or Curriculum Vitae should be included with other application materials.

4. Letters of Recommendation

Three letters of recommendations from an academic or professional reference should be mailed directly to the PAU admissions office.

5. Statement of Purpose

A two to three-page statement of purpose outlining goals and reasons for applying is required and should be mailed or emailed directly to the PAU Admissions Office.

Transferring Units

Students can transfer up to 5 units of prior graduate work. The coursework cannot be more than 5 years old and is evaluated on a case-by-case basis. Students must submit the course description with supporting documentation (e.g., syllabus). Documentation will be reviewed by a PAU faculty member who will either accept or reject the course for transfer credit.

M.S. IN PSYCHOLOGY – PH.D. PREP (ONLINE)

About the Program

With a M.S. Psychology degree from Palo Alto University, graduating students have three options: (1) An opportunity to gain acceptance to Palo Alto University's residential Ph.D. program, (2) Preparation for application to other Ph.D. programs, and (3) A terminal master's degree applying psychology in publishing and technology, assisting in psychological research or teaching at the community college level.

The greatest benefit of the online M.S. Psychology program is the cost savings students garner from completing 46 units online that can be transferred to Palo Alto University's residential Ph.D. program. The program is designed for students who are working part-time or full-time, as the online coursework can be completed during evenings and weekends.

Palo Alto University

Palo Alto University (PAU) is a private university founded in 1975 and located in Palo Alto, California that offers undergraduate and graduate degrees in psychology. The institution changed its name in 2009 from Pacific Graduate School of Psychology (PGSP) to PAU to reflect the fact that it now has undergraduate programs. The Western Association of Schools and Colleges (WASC) has accredited all PAU degrees, including the Distance Learning MS Psychology. PAU offers a PhD program that has been accredited by the American Psychological Association since 1988. It also offers a PsyD in Clinical Psychology in a consortium with the Stanford University Department of Psychiatry and Behavioral Sciences in the School of Medicine. That program was founded in 2002 and is also accredited by the American Psychological Association. PAU also offers two Bachelor of Science degrees in psychology at the undergraduate level.

APA does not accredit masters' degrees. Therefore, it is not possible for PAU to obtain APA accreditation for the Distance Learning Master's degree. The Distance Learning MS in Psychology Master's degree has the maximum accreditation possible from WASC.

Dr. Denise Daniels is the director of the MS program. She has been at PAU since 2012. Prior to coming to PAU, Dr. Daniels' career has spanned both online and blended education in the fields of developmental psychology, business psychology, personality psychology, educational psychology, and behavioral health. Dr. Daniels holds a bachelor's degree in psychology from the University of California at Berkeley; her MA and PhD in psychology are from the University of Colorado at Boulder. Following the completion of her doctorate, she conducted four years of postdoctoral research on personality development, risk, and resistance factors in the development of chronic illness at the Department of Psychiatry and Behavioral Sciences at the Stanford University Medical Center. Dr. Daniels then transitioned from academia to applied psychology and online learning. Her career has included organizational and business psychology, management and leadership training, and process improvement programs for Oracle Corporation; developing a higher education distance-learning platform for Kaplan University; developing an online medical informatics application to educate primary care physicians in the management of chronic pain within the VA Healthcare System; as well as, serving on the ground-floor team at www.Education.com, the "WebMD" of education and child development.

The faculty members in the MS program are mostly full-time PAU faculty. They typically teach the same courses on campus as they do in this program.

Curriculum

The program consists of 46-quarter units of coursework. There is no thesis requirement. These courses are taken over a two-year period beginning in the Fall with seven consecutive quarters during the regular academic year and Summer. The courses are structured so that during most quarters, there are only two to three courses running at any point in time. During the Summer, students are required to travel to Palo Alto for a one-week intensive course in Clinical Interviewing.

The courses in the program are the same courses as those offered to the doctoral students in the first year in PAU's residential Ph.D. program with three exceptions (Introduction to Psychotherapy, Intellectual Assessment, and Psychometric Theory). The courses are didactic in nature and do not contain an applied clinical component (with the exception of the Summer Clinical Interviewing course in Palo Alto). That is why the degree associated with the program is in psychology and not clinical psychology, even though some of the content is relevant to clinical psychology. The schedule for 2014-15 is in the table below.

M.S. in Psychology Schedule: First Year of Program

Fall

Course	Instructor	Units
PSYS500 History & Systems	Wagner	3
PSYS501 Child & Adolescent Development	Gomez	1.5
PSYS507 Adult Development & Aging	Gomez	1.5
Total = 6		

Winter

Course	Instructor	Units
PSYS502 Cognitive Bases of Behavior	Ng	2.5
PSYS504 Affective Bases of Behavior	Ng	2.5
ASMT500 Psychopathology & Psychodiagnosis I	Balsam	3
Total = 8		

Spring

Course	Instructor	Units
CLIN500 Ethics in Clinical Psychology	Packman	3
CLIN501 Professional Standards I	Russell	1
ASMT501 Psychopathology & Psychodiagnosis II	Balsam	3
Total = 7		

Summer

Course	Instructor	Units
CLIN515 Clinical Interviewing Onsite in Palo Alto	Barrera	3
Total = 3		

M.S. in Psychology Schedule: Second Year of Program

Fall

Course	Instructor	Units
PSYS505 Neuropsychology	Tan	2.5
MTHD509 Research Methods and Statistics	Gomez	4
Total = 6.5		

Winter

Course	Instructor	Units
PSYS509 Psychopharmacology	Callaghan	2.5
STAT510 Research Methods and Statistics II	Gomez	4
Total = 6.5		

Spring

Course	Instructor	Units
PSYS511 Social & Personality Psychology	Tormala	5
STAT511 Research Methods and Statistics III	Gomez	4
Total = 9		

By offering the same courses online as on campus with many of the same faculty members, Palo Alto University has been able to ensure that the quality of instruction in the MS program is very high. Data indicates that the performance of students in the M.S. Psychology program is comparable to that of students taking the same classes on campus.

Learning Format

The program uses a number of techniques to accomplish its educational goals. PAU has partnered with an educational technology company (Pearson) to host course materials online in a distance learning website called eCollege. Many of the courses use PowerPoint slides accompanied by lecture notes. A number of classes have an audio track so you can listen to the instructor as well. Readings for the classes are from texts or articles that are available on the course website in Adobe Acrobat format. Many classes also use threaded discussion groups to provide a way for students to discuss course materials with each other. Finally, chat rooms or conference calls are used to provide a forum for students to ask questions of the professor or TA. We now use the GoToMeeting technology that allows the instructor to show his/her computer screen to all students simultaneously. This allows the class to talk in a conference call while viewing the same materials.

To participate in this program, students need access to a computer with a Web connection. It is strongly recommended that students have a powerful computer with a DSL or cable modem connection, in addition to a headset to join synchronous discussions. Students can get by with dial-up modems, but it will slow you down a great deal as there is a lot of information to download over the course of the program.

Performance in class is assessed in a number of ways. Some instructors assign papers, others use tests, and some use both. Independent third parties proctor exams. Students identify individuals in their community (e.g., public and community college libraries, or private testing centers such as Kaplan or Sylvan) who can receive test materials, supervise the administration of the test, and return the materials to the instructor. For some classes students also have the opportunity to receive proctoring online through ProctorU.com.

Students are required to submit written evaluations of each class and instructor each quarter. This informs PAU of the strengths and weaknesses of the program as PAU strives to deliver the best possible program.

Distance Learning

Students start once a year, in September. Students cannot enter the program until the following September once classes have started.

The only synchronous parts of the courses are the chat rooms, webinar discussions, or phone conferences. For those classes that use chat rooms, the individual instructors will schedule chat times that work for their classes. Scheduling chat times can be complicated when students come from around the world. Chat times will generally occur sometime between 8 A.M. and 7 P.M. Mondays through Thursdays and/or between 8 A.M. and 5 P.M. on Fridays. These times are all local times for San Francisco. Every reasonable effort are made to schedule chats at times that allow everyone to attend. If it is not possible to accommodate all student schedules, alternative arrangements will be made.

The program happens where students live. Because it is web based, students do not have to leave their current home or job and relocate to Palo Alto, California. However, students do need to plan to travel to California for one week during Summer quarter (typically late July). Students can also maintain your current employment, which represents a tremendous cost savings.

PAU has students from across the US, Canada, Europe, Asia, Africa, Australia, and South America. Because much of the work is asynchronous, differences in location are not much of a problem. It only becomes an issue when there are synchronous activities (e.g., chat rooms). For these activities, the instructors find times that work for students wherever they live.

The M.S. Psychology program has an on-line orientation for beginning students in September. This orientation is required so that students can get the basics before classes begin.

Career Opportunities

There are a number of reasons students are interested in this program. The most obvious one is the tremendous residential cost savings of completing 46 units online. If students are able to do well in the M.S. Psychology program, they will have the opportunity to be admitted and transfer all 46 units into PAU's Ph.D. program. Upon completing of the M.S. program, students are well on your way to the Ph.D. knowing that they can master the course material and having saved the costs and uncertainty of moving to Palo Alto before starting any classes.

Some people are employed in an organization where obtaining an advanced degree provides them with additional job opportunities and/or additional pay. For example, teachers may become qualified to teach psychology, which can lead to job and/or salary advancement.

Teaching psychology at a community college is a possibility for graduates and a number of PAU's M.S. recipients have taught at this level. Alternatively, the M.S. Psychology can be used to advance a career as a research assistant for psychological research. Graduates may also pursue textbook publishing, along with high-tech and online publishing opportunities.

Beyond the obvious career options, achieving the M.S. Psychology degree will provide the skills to success in a diverse variety of fields. Others simply have a long-standing interest in psychology and want to investigate it further. This course work provides students with an understanding of where psychology is today.

Clinical Work

This degree is not designed for individuals who want a master's degree in order to see patients or clients. If students are interested in doing clinical work as a mental health counselor in child, family, forensic or correctional setting, PAU offers a master's degree program in counseling. Students in this program will be able to practice as a Licensed Professional Clinical Counselor in many of the 50 states. Additional information is available at: <http://www.paloaltou.edu/degree-program/mental-health-counseling>

Requirements

The M.S. Psychology program accepts new students in the spring and summer to begin in the Fall. Classes begin shortly after Labor Day each year. The deadline for initial applications is August 1 but applicants are strongly urged to apply in the spring and early summer. Late applications are frequently unable to be reviewed because pieces of the application packet (i.e., letters of reference) are not submitted in a timely manner.

There is an online application form that can be filled out and submitted online at my.paloaltou.edu.

Applicants must be a graduate of an accredited undergraduate institution and provide official transcripts to document their undergraduate degree. International transcripts must be translated through the WES website, wes.org. Applicants are asked to provide three letters of reference in support of your application. Finally, applicants are required to write a two to three page statement of purpose outlining your goals and reasons for applying.

For students coming from a non-psychology background, there are 4 courses that are prerequisites: developmental psychology, physiological psychology, personality or abnormal psychology, and statistics. Many students come to psychology from other fields and might not have all the prerequisites. Applicants have the ability to take these four courses online in PAU's Bachelor program as a non-matriculated student. Or, you can contact Dr. Daniels to obtain a waiver.

GRE scores are not required for admissions. If, however, students wish to transfer into the Ph.D. program, GRE scores will be required at that time.

Transferring Units

Students can transfer up to 5 units of prior graduate work. The coursework cannot be more than 5 years old. Transfer coursework is evaluated on a case-by-case basis. Students need to submit the course description with supporting documentation (e.g., syllabus). Documentation will be reviewed by a PAU faculty member who will either accept or reject the course for transfer credit.

Tuition and Fees

For students beginning the program in the 2014-15 academic year, tuition costs are \$5,981 per quarter, plus a fee of \$383. During the first summer, students are only charged fees. Therefore, total program cost is \$38,567, plus books, supplies, proctoring, and travel to Palo Alto University for the one-week Clinical Interviewing course during the first Summer of the two-year program.

Based on PAU's recently adopted tuition stabilization plan, once students start the program their tuition and fees remain the same. Please see the tuition and fee schedule on the PAU website for current year tuition and fee rates.

Acceptance into the Ph.D. Program

The Distance Learning M.S. Psychology program was developed in order to provide students the opportunity to demonstrate their ability to handle Ph.D.-level work at PAU. It is PAU's hope that every student who is admitted to the M.S. program will be successful in continuing on to the Ph.D. program.

There will be regular student reviews by the Master of Science Committee (MSC). The MSC meets approximately two weeks after grades are in each quarter, to review the progress of Masters' students, with the particular goal of identifying and providing guidance to any students who may be encountering problems.

Students can gain acceptance into the Ph.D. program, if they have:

1. Met the initial prerequisites for the Master's program. There are 4 required prerequisite courses: Abnormal (or Personality), Developmental, Statistics, and Physiological Psychology. Students are required to complete the appropriate prerequisites prior to the corresponding PAU class. For example, students will take Child and Adolescent Development in the first quarter of this program. They need to have the developmental prerequisite course taken before classes begin. They will take Neuropsychology in the winter quarter of the first year. They need to have the physiological psychology course taken by winter of the first year. The same reasoning applies for the second year of the program. Documenting that the prerequisites have been fulfilled is the responsibility of the student. Students can request waivers by detailing the

basis for the request. Those waiver requests should be submitted before the fact (i.e., before the related PAU course is started) and sent to Dr. Daniels. The required prerequisite courses and their corresponding graduate courses are listed below.

MS Course at PAU	Prerequisite Undergraduate Course		
PSYS501 Child & Adolescent Development PSYS505 Neuropsychology ASMT501 Psychopathology II	Developmental Psychology Physiological Psychology Abnormal or Personality Psychology Statistics		
STAT500 Statistics I			
2. Successfully completed all seven quarters of the program.			
3. Maintained a GPA of 3.3 and have:			
a) No failing grades and			
b) No more than one B- and			
c) No more than one incomplete			
4. Successfully completed the following sequences:			
Sequence	Courses	Units	Subtotal
Research	MTHD509 Research Methods and Statics I	4	
	STAT510 Research Methods and Statistics II	4	
	STAT511 Research Methods and Statistics III	4	12
Psychopathology	ASMT501 Psychopathology I	3	
	ASMT502 Psychopathology II	3	6
Clinical Foundations	CLIN500 Ethics in Clinical Psychology	3	
	CLIN501 Professional Standards I	1	
	CLIN506 Clinical Interviewing	3	7
Psychological Science	PSYS500 History and Systems	3	
	PSYS501 Child and Adolescent Development	1.5	
	PSYS502 Cognitive Bases of Behavior	2.5	
	PSYS504 Affective Bases of Behavior	2.5	
	PSYS505 Biological Bases of Behavior	2.5	
	PSYS507 Adult Development and Aging	1.5	
	PSYS509 Psychopharmacology	2.5	
	PSYS511 Social and Personality Bases of Behavior	5	21

5. Passed the research and statistics competency exam.
6. Successfully completed an interview with the M.S. to Ph.D. bridge faculty.
7. Submitted GRE scores. (PAU Ph.D. scores average 1200.)

All required coursework is normally completed by the end of the second spring quarter following matriculation. Any deviations from this timetable must be approved by the Masters Committee and, if appropriate, the Student Evaluation Committee.

Master's students have the same rules for taking the competency exams as other students. However, they cannot start Practicum 2A or the Assessment sequence until being admitted to the Ph.D. program. Students will receive conditional PAU Ph.D. acceptance letters in the Fall of the second year, following the 1-week Clinical Interviewing course on campus. The acceptance letters are conditional based on grades in second year course work and passing the comprehensives. Prior to starting clinical work in the PAU clinic (fall of the first year on campus) students must take three courses: Intellectual Assessment (3 units), Psychometric Theory (5 units), and Introduction to Psychotherapy (3 units). These courses are offered in the summer and require students to move to Palo Alto during the summer of that year.

M.S. students who are accepted into the Ph.D. program should start their clinical work in the Gronowski Center in the fall of their first year on campus. To start in the clinic they must pass the clinical foundations competency exam. It is based on the following courses: the psychopathology and psychodiagnosis classes, the Ethics in Clinical Psychology class, the summer one-week residential Clinical Interviewing class, and Introduction to Psychotherapy (taken during the summer before you start the Ph.D. program). The exam is typically given the week before classes start in the fall (i.e., late August).

Students in the M.S. Psychology program follow the same guidelines as students in the on campus program. In the event of academic or disciplinary problems, students may be dismissed from the program. These procedures are outlined in the current [PAU Student Handbook](#). Students failing courses will be referred to the Student Evaluation Committee.

In summary, there is a 3-step system for the Distance Learning MS students:

1. If a student cannot get through basic course work, s/he can transfer to another Palo Alto University Master's program or leave at the end of the first two years.
2. If a student finishes required course work but chooses to stop there or is unable to pass the research comprehensive exam, s/he can receive the M.S. Psychology upon leaving the program.
3. If a student receives acceptance to the Ph.D. program, s/he enters the Ph.D. program on campus beginning the Summer after completing the master's coursework. This student is not awarded the M.S. Psychology. After two years in the Ph.D. program, students will qualify for the M.S. in Clinical Psychology. Because the two degrees have considerable overlap in coursework and the second M.S. degree supersedes the first M.S., PAU does not award the M.S. Psychology to students who enter the Ph.D. program.

Academic Probation

Students who fail a class will be put on academic probation, a process that occurs for all students at PAU when they receive a failing grade. The normal remedy for an isolated failure is to retake the class the next time it is offered. Students should be forewarned that they will need to pay again to retake a class and that they may not have sufficient credits available during the quarter the course is retaken to qualify for financial aid. In that case, students would have to pay out of pocket to retake the class.

Additional Information

Prospective students may e-mail Dr. Daniels (ddaniels@paloalto.edu). She will also be happy to arrange for you to talk with current students and recent graduates of the program to get their perspectives.

PALO ALTO UNIVERSITY
M.S. PROGRAMS – COURSE DESCRIPTIONS

ASMT500: Psychopathology & Psychodiagnosis I

This course introduces students to the multi-axial diagnostic system of the DSM-IV. The emphasis is on understanding, identifying, and accurately diagnosing adult Axis I disorders (Adult Clinical Disorders). Descriptive psychopathology is complemented by readings on current research, theory, and treatment.

3 units

ASMT501: Psychopathology & Psychodiagnosis II

This course, a continuation of ASMT500, focuses on infancy, childhood, and adolescence, as well as Axis II disorders (Adult Personality Disorders). Integration of the DSM-IV multi-axial system with social, genetic, biological, and cultural factors is examined.

3 units

CLIN500: Ethics in Clinical Psychology

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.)

3 units

CLIN501: Professional Standards I: Identity, Discipline, Culture

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.

1 unit

CLIN508: Introduction to Psychotherapy

This course is designed to help students 1) gain the skill and knowledge to create a cross-cultural, tailored treatment plan for each client or patient, 2) institute research-derived principles of psychotherapy, and 3) develop a theory and philosophy about psychotherapy.

3 units

CLIN515: Clinical Interviewing

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.

3 units

MTHD509: Research Methods and Statistics I

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).

4 units

PSYS500: History & Systems

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.

3 units

PSYS501: Child & Adolescent Development

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.

1.5 units

PSYS502: Cognitive Bases of Behavior

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.

2.5 units

PSYS504: Affective Bases of Behavior

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.

2.5 units

PSYS505: Neuropsychology

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.

2.5 units

PSYS507: Adult Development & Aging

This course studies life-span developmental psychology provides the conceptual framework for examining the psychology of adulthood. Major theoretical approaches and current research are reviewed. 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 adult development.

1.5 units

PSYS509: Psychopharmacology

This class is the 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 antidepressants, anti-anxiety, and antipsychotic medications. Emphasis on recognizing conditions under which clients should be referred to a physician for a medication evaluation, 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.

2.5 units

PSYS511: Social & Personality Bases of Behavior

This course is an advanced study of interpersonal behavior including attitude formation, group dynamics, person perception, and interpersonal attraction. Current theories and research are evaluated.

5 units

STAT510: Research Methods and Statistics II

This course covers basic descriptive statistics plus the fundamentals of statistical inference: elementary probability theory; discrete and continuous distributions; and the concepts of sampling distributions, estimation, and hypothesis testing, and parametric versus non-parametric tests. These concepts are 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 analyses using SPSS. They also practice how to do data analysis by hand, and conduct critical reviews of research articles

4 units

STAT507: Statistics II: Lecture

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.

4 units

FACULTY – M.S. PROGRAM

The program's professors draw from their academic studies and professional experience to provide students with the background they need successfully prepare for a Ph.D. in Clinical Psychology or related fields. The faculty members are mostly full-time PAU faculty who teach in the doctoral programs. They typically teach the same courses on campus as they do in this program.

CORE PROGRAM FACULTY:**KIMBERLY BALSAM, Ph.D.****ASSOCIATE PROFESSOR, PALO ALTO UNIVERSITY**

Areas of Emphasis: LGBT psychology, psychology of women and gender, trauma and PTSD, cognitive behavioral therapy

ROWENA GOMEZ, Ph.D.**ASSOCIATE PROFESSOR, PALO ALTO UNIVERSITY**

Areas of Emphasis: Aging, Neuropsychology, and Depression

WENDY PACKMAN, J.D., Ph.D.**PROFESSOR & DIRECTOR: JOINT J.D. - Ph.D. PROGRAM IN PSYCHOLOGY AND LAW**

Areas of Emphasis: Pediatric Psychology and Psychology Law

ASSOCIATED PROGRAM FACULTY:

LIAN BLOCH, PH.D.

ASSOCIATED FACULTY

Areas of Emphasis: Emotion, emotion regulation, impact of emotion and communication on couple relationships and health

GLENN CALLAGHAN, PH.D.

ASSOCIATED FACULTY

Areas of Emphasis: Psychopharmacology

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

ASSOCIATED FACULTY

Areas of Emphasis: Social Psychology and Psychology Law

RAAZHAN RAE-SEEBACH, PH.D.

ASSOCIATED FACULTY

Areas of Emphasis: Child development, child psychopathology

SIMON TAN, PH.D.

ASSOCIATED FACULTY

Areas of Emphasis: Neuropsychology, Cognitive and Personality Assessment

NAOMI WAGNER, PH.D.

ASSOCIATED FACULTY

Areas of Emphasis: Positive psychology, developmental psychopathology, child assessment, resilience, evolutionary psychology



SECTION V

Undergraduate Programs

BACHELOR OF SCIENCE DEGREE PROGRAMS IN PSYCHOLOGY & SOCIAL ACTION & BUSINESS PSYCHOLOGY

Admission Policies and Procedures

PAU's Bachelor degree completion programs are designed for students who have completed two years of college course work and 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 course work leading to the Bachelor of Science degree in Psychology & Social Action or in Business Psychology. The PAU Bachelor of Science programs are full-time, two year programs, offered during weekdays on the campuses of De Anza College in Cupertino, Foothill College in Los Altos Hills, and the College of San Mateo in San Mateo. Students take classes in the fall, winter and spring quarters, and have the summer quarter off. The Bachelor degree programs are also offered in a hybrid format, which consists of students attending class each quarter on one evening per week at the PAU main campus in Palo Alto and simultaneously completing two other courses in an online format. Hybrid students have classes in the fall, winter, spring and summer quarters for eight quarters. The Bachelor degree programs operate on a cohort model. Students are admitted in a group and complete all of their course work together, following the same sequence of courses.

Potential applicants are invited to make an appointment with an undergraduate admissions counselor in order to complete a transfer credit evaluation to determine their eligibility for transfer. Students are encouraged to meet with an admissions counselor as early as possible as the counselor can advise students about how best to complete the transfer requirements. Arrangements can also be made to accommodate students who wish to visit PAU classes to meet students and professors.

Each prospective student's application is evaluated carefully in order to determine if the applicant is a good fit for the program they are interested in. In evaluating an applicant, 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.

Admission Requirements

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:

- 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 course work is not eligible for transfer credit)
- Completion of the California State University (CSU) general education breadth requirements (see below).
- 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.

General Education Requirements

The Bachelor of Science programs at PAU provide the upper level course work required for completion of the major and for 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 and 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.

Transfer Unit Evaluation Procedures

Students entering one of the PAU Bachelor of Science programs will have already obtained 90 quarter units or 60 semester unit hours of college level course work and their general education requirements. Applicants must submit transcripts of their college level work in order to document that they have met or are in the process of meeting this requirement. Once all transcripts have been submitted, the PAU Admissions Office will complete a transfer credit evaluation to determine if the student has the necessary course work and units to matriculate into the program. All college level course work from accredited institutions and for which the student received a grade of C or higher will transfer. Courses for which unsatisfactory grades were received, C- or below, even if they earned credit at the institution where the course was taken, will not be transferred.

Students who have achieved an Associate's degree **and** its equivalent 90 quarter units or 60 semester units with satisfactory grades and have completed their general education requirements are eligible for admission into the undergraduate programs. Once the student begins an undergraduate program, their transfer credits will become an official part of their PAU transcript. Only the unit hours earned in transfer credit will appear on the transcript and not the grades. A maximum of 90 quarter units will be transferred to PAU, regardless of the number of credits that a student has completed elsewhere.

Conversion of Semester to Quarter Units

The PAU Bachelor of Science programs operate on the quarter system. The average course has a quarter unit value of 3 or 4 unit hours. Each quarter unit is equivalent to one 50 minute hour of classroom contact with a professor during a 12 week quarter. Therefore, a 4 unit course meets for 48 hours during the quarter. Courses taken at institutions using the semester system will be transferred using the following formula:

1 semester unit = 1.5 quarter units

In evaluating transfer credits, the PAU Admissions Office will examine not only the unit hours but also the content of the course(s) being transferred to insure that they indeed meet the PAU admission requirements. Palo Alto University's undergraduate programs will accept transfer credit awarded for military training and courses taken in the armed services. Credit for AP examinations will be granted as well.

General Education Competencies

All Students entering the PAU Bachelor of Science program are admitted because they have successfully completed at least 90 quarter unit hours or 60 semester unit hours of course work at an accredited community college or university. These include demonstrated competency in the writing skills necessary for successful undergraduate study. Students who fail to demonstrate competency in these skills may be required to take additional courses and/or individual tutoring as prescribed by the program Director until they demonstrate such competency. For more specific information concerning general education requirements, please see the Bachelor of Science Program Curriculums at the end of this catalog and the California State University General Education Breadth requirements.

Academic Advisors

All matriculated students are assigned an Academic Advisor, who is an instructor in the program. The Academic Advisor will provide academic and career counseling and will serve as the first level of contact in case of academic or personal difficulties.

Academic Progress

All students must maintain a cumulative grade point average of 2.00 to be in good academic standing. Should a student's GPA fall below 2.00, they will be placed on academic probation and must raise their GPA to good academic standing in the subsequent 2 quarters. Should a student continue to be on academic probation for three consecutive quarters, they may be dismissed from the program. Students who receive financial aid should be aware that the receipt of

financial aid is contingent upon maintaining satisfactory academic progress. A student receiving financial aid, whose cumulative grade point average falls below 2.0 in one quarter will be placed on "financial aid probation." If the student is unable to raise their cumulative grade point average in the subsequent quarter, their financial aid will be suspended. This is a federal requirement.

Course Load

The PAU Bachelor of Science program is designed to be a full-time program that students will complete in two years or in 6 or 8 quarters. A full-time course load in the Day program consists of 4 courses per quarter for 15 -16 unit hours over 6 quarters. In the Evening/Online Hybrid program, a full-time course load consists of 3 courses over 8 quarters for 12 quarter unit hours per quarter. For exceptional reasons and with the approval of the program Director, a student may request dropping to part-time status during a quarter. They will be charged prorated tuition for the units they take. The undergraduate programs are designed to be full-time. Students are not permitted to attend on a part-time basis.

STUDENT SERVICES

PAU students, despite taking classes on the campuses of De Anza, Foothill and San Mateo Colleges, are not students at those institutions. They are full-time Palo Alto University students. PAU Undergraduate students have limited access to the student services at De Anza College, Foothill College and The College of San Mateo. These include access to the Campus Center, Cafeteria, Library and Bookstore. Students who wish may also register for courses independently at De Anza College, Foothill College or College of San Mateo, providing them with access to all student services. However, PAU students remain PAU students.

Parking and Handicapped Parking

PAU students may purchase quarterly/semester or annual parking permits at the College of San Mateo, and De Anza and Foothill Colleges, allowing them to park in all student lots. All parking lots have designated blue "Handicapped" parking spaces. Persons with California State DMV disability permits or placards may park in these spaces without purchasing a parking permit. Students whose disability impacts their mobility, but who may not have a DMV placard, can apply for a special temporary "D" sticker issued by Disability Services Office at their campus.

School Setting

Palo Alto University's main campus is located in Palo Alto's rolling foothills, just above Stanford University. The school site includes classrooms and faculty and administrative offices, student lounges, the PAU research library and student computer labs.

The PAU Bachelor of Science programs are located in several locations: the De Anza College campus in Cupertino, the Foothill College campus in Los Altos Hills, the College of San Mateo campus in San Mateo, and at the PAU campus in Palo Alto. De Anza and Foothill is approximately 45 miles south of San Francisco and 5 miles west of San Jose. De Anza and Foothill Colleges each occupy a 100-acre campus in the heart of Silicon Valley. Cupertino is home to Apple, Compaq, Sun, Hewlett-Packard, and many other high-technology firms.

Nestled near the base of the Santa Cruz Mountains, the college was named after Spanish explorer Juan Bautista de Anza. The Foothill/De Anza College District is one of the largest, community college districts in the country with an enrollment averaging 44,000 students.

De Anza is known for its distinctive architecture that harmonizes with the surrounding community and creates a natural, restful urban campus atmosphere conducive to study. The Foothill campus, located in the "foothills" of Silicon Valley, has a much more rural feel with spectacular views of the surrounding hills and green spaces. The buildings on each campus are a blending of Spanish and modern architecture. Architectural accent points are expressed in buildings that serve unique functions, such as De Anza's Flint Center (a 2,570-seat performing arts auditorium), a newly renovated Olympic aquatics complex, a 5,000-seat Outdoor Events Arena, the 200-seat Planetarium and a 185-seat Recital Hall, the Advanced Technology Center, Science Center and the Kirsch Center for Environmental Studies. Foothill College is the home of the Krause Center for Innovation and a beautiful new Campus Center. The College of San Mateo is located at the northern corridor of Silicon Valley and situated on a beautiful 153-acre site in the San Mateo hills that provides a panoramic view of San Francisco Bay.

The De Anza, Foothill and College of San Mateo student bodies are very diverse. Most students are from local cities, although over 4,000 students come from more than 50 countries. Celebrating cultural and ethnic diversity is part of the colleges' philosophies and is reflected in their course materials and at campus events and gatherings.

Tuition and Fees

The Palo Alto University is a private, not-for-profit institute of higher education. Tuition and fees are established each year to cover operating expenses and salaries of professors and staff. Because of the cooperative relationship between PAU and the community colleges on whose campuses the PAU programs are taught, the tuition and fees for the PAU Bachelor degree programs are significantly lower than those of any other private college or university in the Bay Area. PAU is committed to providing affordable and accessible education to all residents of the Bay Area. PAU has established a Tuition Stabilization Plan, which guarantees that students will pay the same level of tuition and fees during the two years of their program. Tuition and fees will not be increased during a student's tenure at PAU.

PAU is committed to providing quality education in small class settings. The student/faculty ratio is a very low 11:1, allowing for extensive contact between professors and students. All professors have obtained the highest degrees in their profession. Students receive excellent academic advising and career counseling. Students in the undergraduate program have access to student services at all of the PAU locations. These include library and IT services, food services, access to handicap services, student activities, athletic facilities, etc.

Tuition and Fees 2014-2015 Academic Year

	Day Program (3 quarters) Quarter	Hybrid Program (4 quarters) Quarter	Annual
Tuition	\$5,223	\$3,918	\$15,670
Fees	\$1,586	\$1,189	\$4,758
Total Tuition & Fees	\$6,809	\$5,107	\$20,428

PAU's tuition and fees are charged on a flat rate equally divided by 3 quarters for the Day programs and by 4 quarters for the Hybrid programs. The number of credit hours may vary from quarter to quarter, particularly in the last quarter of the Hybrid programs. However, the tuition remains the same for each quarter. Palo Alto University is accredited by the Western Association of Schools and Colleges (WASC) and is eligible to participate in the Federal and California State financial aid programs. Students who demonstrate financial need may be eligible to receive Pell Grants, Federal Equal Opportunity Grants, Federal Work Study, and to participate in the Guaranteed Student Loan programs. California high school graduates who meet eligibility requirements may also participate in the CalGrant program. PAU also has its own institutional scholarships that are available to eligible students. Student loans and PAU scholarships are distributed equally over the Fall, Winter, Spring and Summer quarters. However, Federal Pell Grants and CalGrants are only distributed over the Fall, Winter and Spring quarters. Students who enroll in the Hybrid programs, which have classes over two Summer quarters, will not receive Pell or CalGrants for those quarters, and therefore, their financial aid package may be reduced, and they should plan accordingly.

Bachelor of Science Degrees

Palo Alto University grants Bachelor of Science (BS) degrees in 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 11 upper level courses in Psychology, 9 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. The BS degree is much more focused and concentrated. In the BS in Business Psychology program, students take 11 upper level courses in Business and another 10 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.

BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY AND SOCIAL ACTION

The Bachelor of Science in Psychology and Social Action program at PAU is a 2 year degree completion program for students who have completed two years or 90 quarter units or 60 semester units of college course work and their general education requirements from an accredited college or university. The program provides two years of upper level, undergraduate course work in psychology and related social science courses. The program is built upon 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 Bachelor of Science program are designed to provide students with perspectives and skills to become effective agents of social change in their personal and professional lives.

The learning objectives of the program are as follows:

- Students will develop knowledge of the most current theories and findings in psychology in order 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 research helps one identify effective processes of behavior change.
- Students will develop an understanding of how organizations of social change operate in order to assist their clients.
- Students will develop practical skills through course work and internships in order to become effective agents of behavior and social change.
- Students will have a personal support system in the form of core and adjunct faculty and graduate student mentors.

Requirements for the Bachelor of Science Degree in Psychology

Completion of 45 quarter units of psychology and completion of 45 quarter unit hours of upper level science and social science courses, including course work in Anthropology, Biology, Philosophy, Intercultural Studies, Political Science, Sociology, Economics and a three-quarter long Internship. A total of 180 quarter units of undergraduate courses (90 units of transfer credit and 90 units completed in the PAU program) are required for graduation, with an overall Grade Point Average of 2.00 or better. All course work 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, of the major, which are all of the Psychology courses.

Psychology & Social Action Curriculum

Core Course Requirements

PSYC300	Psychological Writing
PSYC320	Social Psychology
PSYC340	Research Methods & Design
PSYC330	Theories of Personality
PSYC310	Psychology of Learning & Memory
PSYC380	Psychology of Life Span Development
PSYC390	Clinical & Abnormal Psychology
PSYC360	Psychology of Gender
PSYC395	Senior Internship (3 quarters)
PSYC375	Cross Cultural Psychology
PSYC385	Theories of Counseling
PSYC400	Senior Capstone

Non-Core Course Requirements

SOCI300	Social Problems
MATH320	Statistics for the Social Sciences
BIOL350	Biological Psychology
ANTH350	Cultural Anthropology
PHIL300	Philosophy of Science
SOCI340	Fundamentals of Social Action
ANTH370	Ethnic Identity, Social Stratification
PHIL310	Philosophy of Ethics (not required for hybrid program)
SOCI320	Globalization

Internships

Students in the Psychology and Social Action program are required to complete a 9 month internship at a community agency or organization, which will provide the student with a 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 generally involves 8 hours of work per week during the academic year. This may be accomplished one day per week, two half days per week or on another schedule worked out with the internship location and the PAU internship coordinator. The internship will provide the student with work experience in an area where psychology is applied to real world problems. It may provide the student with exposure to a field in which they are considering working in the future and will assist them in making career decisions after graduation. The internship will also provide a valuable professional experience to assist the student with entry into a professional field or in acquiring admission to a graduate program. During their internship, students will receive supervision from a professional who is on site, and they will receive support in making the links between their internship experience and their course work by the PAU Internship Coordinator, with whom the student will meet regularly.

Senior Capstone Course

A major component of the senior year will be the senior capstone course in which the students will be expected to integrate their classroom knowledge and applied experiences. The senior capstone course will be a topical course, the theme of which will change each year. One or more experts in a particular field of psychology and social action will teach the course, bringing their knowledge expertise of the topic. Students will examine these topics in great depth, using the knowledge and skills they have developed in the program. They will produce a senior project that reflects their achievement of the major learning outcome goals of the program. Themes of senior capstone classes that have been taught in previous years include, "Career Development," "Cultural Competency," "The Psychology of Good & Evil," "Substance Abuse," "Critical Issues in Adolescence," and "Community Mental Health."

BACHELOR OF SCIENCE DEGREE IN BUSINESS PSYCHOLOGY

The PAU Bachelor of Science program 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 program provides two years of upper level, undergraduate course work in psychology, business and related general education courses. The goal of the Business Psychology is to provide a strong foundation in business, integrating core psychological principles throughout the curriculum to insure that graduates of the program have an ability to apply the science of human behavior to practical business problems. The curriculum includes core courses in business administration, human behavior, psychology, sociology and human resources with a focus on practical applications designed to facilitate on-going human and organizational performance. Graduates from the Business Psychology program are prepared for entering careers in Management, Human Resources, Marketing and Sales, Organization Development Specialists or Consultants, as Trainers, as Applied Academic Researchers, or to prepare students for further education towards a Masters or Doctorate Degree

Learning Objectives for the Bachelor of Science Degree in Business Psychology

The development of the Business Psychology curriculum and its specific educational objectives has been informed by the input of 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. The learning outcomes for the degree are:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to consumer behavior and mental processes.

- 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 in a variety of formats.
- Recognize, understand, and respect the complexity of sociocultural and international diversity.
- Develop insight into their own and other's behavior mental processes and apply effective strategies for self-management and self-improvement.
- Develop strategies to implement psychological knowledge, skills, and values in occupational pursuits.

Requirements for the Bachelor of Science Degree in Business Psychology

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) 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

Business Psychology Curriculum

Students who transfer to the PAU Business Psychology program will complete an additional 96 quarter units of courses in the following two areas:

Core Course Requirements

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 <u>or</u> Option A & B)

Non-Core Course Requirements

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 (Option A)
PSYC381	Developmental Psychology (Option B)

PALO ALTO UNIVERSITY

UNDERGRADUATE PROGRAMS - COURSE DESCRIPTIONS

PSYC300 - Psychological Writing

4 Units

This course helps students 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

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

Students will learn about the scientific investigation of social behavior. Study included in 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

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 work place. 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 at work and social situations. This course introduces students to the four stages of team development and the elements of effective teamwork.

PSYC330 - Theories of Personality

4 Units

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.

PSYC331 - Theories of Personality and Assessment

4 Units

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.

PSYC340 - Research Design and Methods

4 Units

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

3-4 Units

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.

PSYC365 - History of Psychology

4 Units

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

PSYC375 - Cross-Cultural Psychology

3-4 Units

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 methods students can develop to facilitate cross-cultural communication and constructive engagement.

PSYC380 - Psychology of Life Span Development *4 Units*

This course explores psycho-logical 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.

PSYC381 - Developmental Psychology *4 Units*

This course explores psychological development from birth to adulthood. Infancy and the early middle childhood years are explored, followed by examining 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 today's rapidly changing global economy and the changing work environment.

PSYC385 - Theories of Counseling and Psychotherapy *4 Units*

This course introduces students to the various 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 about the methods employed by these therapeutic approaches and will review the ethical guidelines that inform psychotherapists' work.

PSYC390 - Abnormal and Clinical Psychology *4 Units*

This course examines the classification systems for abnormal behavior, and uses the DSM V diagnostic system as the base 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 *2-4 Units (per quarter)*

The Senior Internship is a yearlong, 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 out 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 Seminar Class *4 Units*

This is a topical 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 topic will be chosen by faculty in the program each year.

PSYC440 - Human Behavior/Interpersonal Effectiveness *4 Units*

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 also be conducted using the fields diagnostic system. 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.

BUSINESS COURSES**BUSI302 - Business Writing Fundamentals** *4-5 Units*

Develop writing, reading and critical thinking skills. 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 the writing, fix common grammatical errors and recognize the necessary difference in style when writing a memo, email, professional letter or formal report. Student will be introduced to APA style.

BUSI303 - Business Communication *4 Units*

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

BUSI309 - Organizational Behavior *4 Units*

This course explores current theory and research of individual and small group behavior in the organization. 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*

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, including listening skills, and effective skills in relating to others and conflict management assessment tools. They will explore ways to maintain and foster constructive relationships at work and in social situations.

BUSI320 - Fundamentals of Management *4 Units*

Students will be introduced to the history of management, and exploration of the theories of management and leadership. This course will also explore effective management characteristics and practices in successful organizations. Students will have a case study that involves learning about a current company and its best management practices. Students will also learn about the issues, challenges and requirements faced by the leaders of today and in the future.

BUSI340 - Human Resources Management*4 Units*

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*

This course will cover the process of analyzing and creating a career path as well as include facets of Career Counseling for those students who wish to pursue this area as a career. Students will learn how to recognize the various stages of career development in order to better understand and manage or advise future potential 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, rally and expand one's network, learn effective interviewing techniques, and learn how to handle the "highs" and "lows" that come with the job seeking process. Students will learn to examine their own career choices and this class will provide techniques on long-term career management and development strategies. Student 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*

The evolution of markets and marketing; market structure; marketing cost and efficiency; public and private regulation; 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*

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*

This course will cover effective and efficient uses of computers in business as a problem-solving tool. 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*

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 their education and internship experience in an attempt to facilitate a successful transition into the workforce and/or graduate school following graduation. The topic will be chosen by faculty in the program each year.

BUSI410 - Consumer Behavior Analysis*4 Units*

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. We 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*

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 on financial analysis, management of working capital, cost of capital, capital budgeting, long-term financing, dividend policy, and internal financing. Students will be introduced to the actions and reactions of business firms and consumers in a variety of market environments, emphasizing their strategies for optimization.

BUSI430 - Business Ethics*4 Units*

This course will cover the study and analysis of business in a changing social and political environment. 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. It explores the expanding role of the corporation in dealing with social problems and issues. They 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.

UPPER LEVEL GENERAL EDUCATION COURSES**ANTH350 - Cultural Anthropology***4 Units*

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.

ANTH351 - Multicultural Studies*4 Units*

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 together 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 work place.

ANTH370 - Ethnic Identity and Social Stratification *4 Units*
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 - Biology Psychology *4 Units*
This course is a basic study of the structure and functioning of the human body. 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 body; study how body organ systems function as a unit; and develop an appreciation for the interconnectedness of the human body's organ systems.

ECON400 - Global Economics *4 Units*
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 flow of information, trade, money, immigrants, technology, and culture. Students will learn what globalization is and how it is affecting the economic and social development.

MATH320 - Statistical Methods for the Social Sciences *4 Units*
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.

MGMT400 - Strategic Management & Negotiations *4 Units*
This course covers the process of strategic decision-making and organizational change. Students will be given an introduction to principles, practice, 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.

PHIL300 - Philosophy of Science *4 Units*
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*
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 the moral judgments we are tempted to make.

POLI 310 International Political Economy *4 Units*
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 flow of information, trade, money, immigrants, technology, and culture. Students will learn what globalization is and how it is affecting the economic and social development.

SOCI320 - Sociology: Globalization *4 Units*
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 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*
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.

PAU UNDERGRADUATE FACULTY

JASON ANGEL, Ph.D.

Ph.D., Clinical Psychology, Harvard University
M.A., Clinical Psychology, Harvard University
B.A., Psychology, Stanford University

CHARLES E. BAKER, Ph.D.

Ph.D., Counseling Psychology, University of Missouri-Columbia
M.S., Industrial Organizational Psychology, University of North Texas
B.S., Animal Science, Texas A&M

DANIELLE BALZAFIORE, M.A.

M.A., General Psychology, Adelphi University
B.A., Psychology, St. Joseph's College

BRITNEY BLAIR, Psy.D

Psy.D., Clinical Psychology, PGSP-Stanford Consortium, Palo Alto University
B.A., University of California, Berkeley

DANIEL BUNCE, Ph.D.

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

JAMES O. CLIFFORD, JR., Ph.D.

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

CHRIS COX, M.A.

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

GINNY ESTUPINIAN, Ph.D.

B.S. in Business Management, University of Phoenix
M.S. in Clinical Psychology, Palo Alto University
Ph.D. in Clinical Psychology, Palo Alto University

JESSICA FARBER, Psy.D.

B.A. in Psychology from the University of Wisconsin, Madison
Ph.D. in Psychology from the University of Texas, Austin

KEN GLADSTONE, Ph.D.

Psy.D, Clinical Psychology, PGSP-Stanford Psy.D. Consortium, Palo Alto University
M.S., Clinical Psychology, PGSP-Stanford Psy.D. Consortium, Palo Alto University
B.A., English and Theater, Wesleyan University

MARK C. HEALY, M.A.

B.A. in Psychology, UC Santa Cruz
M.A. in Psychology, University of Akron

YOTAM HEINEBERG, Psy.D.

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

RICHARD HILT, Ph.D.

B.S. in Mechanical Engineering, University of New Haven
M.S. in Thermal Sciences, University of Denver
M.A. in Economics, Temple University
Ph.D. in Public Policy, University of Pennsylvania

LISA HOYMAN, M.A.

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

RICHARD KASS, Ph.D.

Ph.D., Social Welfare, University of California, Berkeley
M.S.W., Social Welfare, University of California, Berkeley
B.A., Criminology, University of California, Berkeley, Highest Honors

LESLIE KIMITSUKA, M.B.A.

B.S. in Nursing, San Jose State University
M.B.A., Business Administration with a concentration in Health Services Management, Golden Gate University

DANIEL LEVY, M.S.

B.S. in Chemical Engineering, University of Sao Paulo, Brazil
M.B.A in Business Administration, Stanford University
M.S. in Clinical Psychology, Palo Alto University

COURTNEY LOCKWOOD, Ph.D.

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

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

DAVE MATSUDA, Ph.D.

Ph.D., Anthropology, Union University
M.A., Anthropology & Linguistics, CSU Eastbay
B.A., Anthropology and Archaeology, CSU Eastbay

JENNIFER NAM, Ph.D.

Ph.D., Clinical Psychology, University of Miami
 M.A., Social Work, University of California, Berkeley
 B.S., Psychology, University of California, Berkeley

KRISTEL NAZZAL, Ph.D.

Ph.D., Clinical Psychology, Palo Alto University, Palo Alto
 M.S., Clinical Psychology, Palo Alto University, Palo Alto
 B.S. International Business, University of San Francisco, San Francisco

STEVE NUZZO, M.Ed.

B.S. in Industrial Relations, La Salle University
 M.Ed. in Instructional Theory and Development, Temple University

NYE, FABRICE, Ph.D.

Ph.D., Clinical Psychology, Institute of Transpersonal Psychology (2011)
 M.S., Computer Science, Institute National Polytechnique, Grenoble

ATHENA PANZAR, Psy.D.

Psy.D, Clinical Psychology, PGSP-Stanford Psy.D. Consortium, Palo Alto University
 M.S., Clinical Psychology, PGSP-Stanford Psy.D. Consortium, Palo Alto University
 B.A., Anthropology, University of California, Santa Barbara

ANGEL ROQUE, M.A.

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

KATHERINE SCHAEFERS, M.A.

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

ALLISON SIEBERN, Ph.D., CBSM

B.S. Psychology/Biology, the University of New Mexico
 M.S. & Ph.D. Clinical Psychology, Nova Southeastern University

SHARADON SMITH, M.OB.

M.OB., Organizational Behavior, Brigham Young University
 B.S., Psychology, Brigham Young University

SAPNA SOOD, M.S.

B.S. in Economics, University of Delhi, India
 M.S. in Business Economics, University of Delhi, India

RONA STEIN, Ph.D.

Ph.D., Public Policy, Tel-Aviv University
 M.A., Sociology and Social Psychology, Bar-Ilan University
 B.A., Sociology, Anthropology and English Literature, Bar-Ilan University

CARRIE TALESFORE, Ph.D.

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

MELISSA TAMAS, Ph.D.

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

RYLAND TESTA, Ph.D.

Ph.D., Clinical Psychology, Temple University
 M.A., Clinical Psychology, Temple University
 B.A., Psychology, Tufts University

TECETA TORMALA, Ph.D.

Ph.D., Social Psychology, Stanford University
 M.A., Social Psychology, Stanford University
 B.A., Psychology and Spanish, Duke University

SANDRA TRAFALIS, Ph.D.

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

AMY TSOU, Psy.D.

B.A. Psychology, University of California at Berkeley
 Psy.D. Clinical Psychology, California School of Professional Psychology at Alliant University

DON UY-BARRETA, M.S.

B.A. in Economics, University of Santa Cruz
 M.S. in Economics, Golden Gate University

