PALO ALTO University

Palo Alto University 2012-2013 Catalog

PALO ALTO UNIVERSITY 2012-13 CATALOG

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SECTION I

PALO ALTO UNIVERSITY PROFILE

Overview

Palo Alto University (PAU) is a private, independent professional school in the San Francisco Bay Area educating doctoral students since 1975 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 scholar-ship 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 and staff oversee 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
- <u>Imagination</u> 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 <u>relationship</u> 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 Psy.D. Consortium training program has been accredited by the American Psychological Association (APA) since 2006.

Documents describing the licensing, approvals to operate, accreditation of PAU by 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 student 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 Provost, the Vice-President for Finance, the Vice-President for Advancement and the University Ombuds.

The Provost's Council

Coordinates the administration of the following areas:

- Academic Affairs
- Enrollment Management
- Information Resources
- 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 Council

Each degree program is led by a Program Director who organizes the faculty to create, administer and change curriculum, evaluate student learning and progress, and advise on faculty selection and retention. The Faculty, led by the chair of the faculty, is responsible for faculty oversight of the curriculum, faculty selection, and other academic matters. Voting members of the faculty include professors, associate professors, and assistant professors in both the tenure and teacher/scholar tracks.

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.

Campus Safety

PAU complies with the drug free school and communities act. PAU also annually reports crime and arrest statistics, as required by the Crime Awareness and Campus Security Act of 1990. To review the report about campus crime, please go to our website at www.paloaltou.edu and click on Financial Aid; click on "Consumer Information", click on Portal to Consumer Information and finally click on "Cleary (Campus Security) Act."

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 \succ 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 concern- \succ ing 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 difference.

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 both the PGSP Ph.D. program, the PGSP-Stanford Psy.D. Consortium and the PAU Undergraduate programs serve as agents for each 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 another status protected by law. When necessary, PAU will reasonably accommodate individuals with disabilities if the individual is otherwise gualified 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 gualified disabled student or applicant who requires an accommodation and is otherwise unaware of the appropriate process should contact the Vice President of Student 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 barriers(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 is not equivalent alternatives, PAU will offer to make an accommodation. Please read further details in this catalog.

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 Vice President for Academic Affairs, who is the Coordinator for matters pertaining to Title IX, Section 504, and Title VI, as follows: Vice President for Academic Affairs, Palo Alto University, 1791 Arastradero Road, Palo Alto, California 94304, (650) 433-3830.

Accommodation of Disabled Students

Palo Alto University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Accordingly, no otherwise gualified 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, who request reasonable disability accommodations (please read the appropriate sections of the Student Handbooks), a student must provide current documentation of any disability and other relevant information to PAU. 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 gualified disabled student or applicant. The individual must meet the gualifications 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.

All PAU facilities are wheelchair accessible.

In order of request disability accommodations, no later than two weeks after the start of any academic quarter, please fill out the request form available from the Office of Student Services. If we have this form on record and your request has been approved, we will notify your professors that you are eligible for accommodations. We also will notify the professor of the nature of the accommodations that have been approved. If a student's request for accommodation is refused by the Vice President of Student Services, he or she may appeal the decision to the Institutional Grievance and Appeals Committee.

Student Health Insurance

PAU has a mandatory health insurance requirement for all full-time and parttime matriculating students.

Those students who are registered and attending classes are eligible for and are automatically enrolled and insured under this plan, unless they timely complete a waiver form identifying their own health insurance. Students must complete the online waiver form with the student's own health insurance information. Students enrolled in a M.S. in Psychology Program are not eligible for coverage under this plan.

PAU will automatically enroll and charge you for the student health insurance unless an acceptable waiver is submitted. To learn more about the plan, consult the PAU website at www.paloaltou.edu.

RESOURCES AND FACILITIES - PAU CAMPUS

Omar Seddiqui Research Library

The 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 www.paloaltou.edu for current hours and contact information.

Library Staff

The Library is managed by the Vice-President for Information Resources, and is staffed by a Reference Librarian, a Technical Services Librarian, a Media Technician/Instructional Designer, and Student Assistants.

Collections

The Library contains extensive digital resources, paper volumes of books and journals and multiple copies of psychological tests. PAU student dissertations are available in digital format from the Library. Audiovisual materials include a database of streaming videos and DVD's.

Research Library Services

The Research Library offers a full range of resources and services. In addition to our print collections, the Library has a virtual collection of online databases, including hundreds of full-text books, journals and dissertations. Media services and room reservations may be scheduled by contacting the Library Circulation Desk at 650-433-3808. The Library Computer Lab has a scanner, printer and multi computer workstations. The Reference Librarian offers research assistance and instruction on drop-in basis as time permits. The Library is open daily except for holiday closures.

Access to more extensive collections is made available through interlibrary loan. Students are entitled to ten free interlibrary loan requests per quarter. 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 request a seven-day pass for the use of Stanford's Cecil H. Green Library from the privileges desk at Green. Lane Medical Library at the Stanford University Medical Center is open to everyone. Students requiring borrowing privileges or access in excess of the seven-day Stanford Library pass, may either request the use of an Institutional Library Card from the PAU Library staff or, purchase a Library card directly from Stanford.

Computer Lab

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 Lab have SPSS©, and Microsoft Office© software. There is wireless internet throughout the campus for use on personal laptops and other mobile devices. The Computer Lab is open the same hours as the library, including evenings and weekends.

School Setting

PAU has relocated to a new campus in the foothills of Palo Alto on the San Francisco Bay Area Peninsula in the summer of 2009. The campus is at the apex of Silicon Valley — a world-renowned center of the electronics industry, and, increasingly, of biotechnology. The PAU Undergraduate program in Psychology and Social Action (P3) is located on the campus of De Anza College in Cupertino, California. The Business Psychology program is located at Foothill College in Los Altos Hills, California. Both of these institutions are the most modern and well equipped of the California Community Colleges.* 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.

*The Business Psychology program is located at Foothill College in Los Altos Hills, California.

FINANCIAL AID

FAFSA	Code 021383	
Mailing Address	Financial Aid Office	Financial Aid Office Palo Alto University 1791 Arastradero Road Palo Alto, CA 94304
America Bryant	Director	abryant@paloaltou.edu
Jessica Ayres	Financial Aid Officer	jayres@paloaltou.edu
	Financial Aid FAX: 650-433-3897	650-433-3824 This secure FAX number is used by the Financial Aid Office only.

Office Hours (Graduate Campus) - Monday through Friday from 8:30 am to 4:30 pm. Satellite Campus Hours posted quarterly

Financial Aid Calendar

January 15 th	Financial Aid Application and Information available on line at
	www.paloaltou.edu
March 2 nd	California State Grant application deadline (undergraduate)
March 15 th	New student financial aid application deadline
May 31 st	Returning student financial aid application deadline
June 30 th	Last date for Federal Work Study for the Academic Year
July 1 st	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 miscel–laneous personal expenses
- Allowance for room and board
- Allowance for dependent care costs for students with dependents
- · Allowance for health insurance
- 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 government agencies, PAU, and private individuals and organizations. You are encouraged to thoroughly read through the following information. After reviewing the enclosed, should you have any questions or concerns, please do not hesitate to contact the Financial Aid Office at 650-433-3824 or via email at financialaid@paloaltou.edu.

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 for new students should be received in the Financial Aid Office by March 15th. Please be aware that there is different paperwork and deadlines for new students seeking consideration under the PAU Fellowship program. The Admissions Department coordinates the application process. Successful applicants will be notified by the Admissions Department directly. Continuing students should have completed all required materials by May 31st.

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 in 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
- Be a U.S. citizen or Permanent Resident of the U.S.
- 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 required to do so
- Be making Satisfactory Academic Progress
- Not be in default on a federal loan or owe a refund on other federal student aid programs
- Demonstrate financial need by use of the Free Application for Federal Financial Aid (FAFSA)

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 Step 6 of the FAFSA, list PAU as the institution to receive your information (the school code is 021383). The FAFSA is available at www. FAFSA.ed.gov.
- 2. PAU Application for Financial Aid. This application is specific to PAU and asks for additional and necessary information about you, your enrollment and graduation plans.
- 3. Other documentation. The Department of Education may ask for additional information such as proof of citizenship, 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 two weeks. Failure to do so may delay your financial aid notification.

The Process:

Step 1. Complete the Free Application for Federal Student Aid (FAFSA) at: <u>www.fafsa.ed.gov</u> and sign with your PIN

Prospective students

To apply for federal financial aid, you must complete a FAFSA. Before you fill out a FAFSA, you must apply for a Federal Student Aid PIN. After you receive your PIN, fill out the FAFSA and sign with your PIN. An online FAFSA is typically processed within several days if you thoroughly complete the application. The Palo Alto University school code is **021383**.

Current students

To continue to receive federal financial aid each year, you must complete a renewal FAFSA and sign with your PIN.

Don't send any tax forms, letters of explanation or other materials with your FAFSA; they'll only be shredded. Any correspondence explaining your family's special circumstances should be sent directly to each college's financial aid office.

Pay attention to deadlines. The PAU Financial Aid Application for new students is March 15th. Deadline for continuing students is May 15th.

Step 2. Complete Online Entrance Counseling for Federal Direct Loans at: www.studentloans.gov

Prospective students

<u>Federal Direct Loans</u> are fixed-rate student loans for undergraduate and graduate students attending college at least half-time. Direct loans are the most common and one of the lowest-cost ways to pay for school.

If you are applying for a Direct Loan, you must complete online <u>Entrance</u> <u>Counseling</u> by filling out an online questionnaire. To complete the questionnaire, sign in with your PIN and follow the online instructions.

Once you complete the online entrance counseling, Palo Alto University will receive this information automatically and start processing your loan.

Step 3: Sign a Master Promissory Note (MPN)

Returning students

To complete your Direct Loan application process, you must sign a <u>Master</u> <u>Promissory Note</u> with your PIN. The promissory note is a legal document that obligates you to repay your federal student loan. To sign your promissory note, <u>sign in with your PIN</u> and follow the rest of the online instructions.

Step 4: Fill Out Final Documents

This helps us complete the processing of your financial aid:

PAU Financial Aid Application:

• Helps determine what program you are entering into and the amounts and types of any outside aid sources you expect to receive.

Applications will be reviewed as they become complete. Any additional information needed by the student will be communicated to the student via email.Once your eligibility is determined, your budget calculated, and your need analyzed,you will then be sent a Financial Aid Award Letter detailing 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. Included in this mailing will be further information on student loans. On the Student Loan Request form you will be asked to accept this aid and let PAU know if you wish to accept (or reduce) loans. Your signed acceptance should be returned to the PAU Aid Office via fax at 650-433-3897 or by mail.

Please follow up 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 check with that department for further information and applications. 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.
- The length of a fellowship award

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 and submitting it to the Department of Education for processing.
- 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 those students with "exceptional need" (those with the low-

est 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 College Work-Study and institutional employment programs. Students locate their own positions on campus.
- The student employment program at PAU allows students to work as Teaching Assistants, Research Assistants and Student Assistants. 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 required paperwork. SA students 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 Federal Direct-Loan Program

- The Federal Subsidized and Unsubsidized Direct Loans are available to undergraduate students who are enrolled at least half-time. Unsubsidized Direct Loans are available to Graduate Students. Repayment starts 6 months after graduating or leaving school.
- The Federal Direct Grad PLUS Loan is a credit based federal loan available to most students in most graduate programs. The published interest rate is 7.9%. 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 if you are a 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. They also must have an acceptable 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 checks.
- All students borrowing from the Federal Direct Loan Programs MUST complete an online Federal Loan Entrance Counseling Session. Entrance counseling is a federal requirement and no federal loan will be disbursed without the student successfully completing this process.

Each student applying for financial assistance will receive a Financial Aid Award Notification letter. This letter will explain the student's eligibility for financial aid and how that eligibility was calculated. The student will see the 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 term after grades are posted. In order to be considered 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 (B)
- No grade of "F" in any graduate or undergraduate course
- No more than 8.5 units of incomplete

Average Credit Hours per quarter (Full time students only):

- Starting with the initial quarter, matriculated full-time students complete a minimum of 27 units/academic year. If a student is taking a second year of dissertation or is on internship full-time status is 3 units per quarter.
- Courses with the following grades do not count toward total units completed
 - I Incomplete
 - W Withdrawal
 - AUDIT Auditor
 - 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 Student (Maximum Time Frame):

- Students must complete the educational objective within the following maximum time frame.
 - 5 years to advance to candidacy
 - Total of 10 years to completion
- Programs must be completed within a period no longer than 150% of the published length of the educational program. 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 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.

Timing of Review Process:

The Financial Aid Office will review student's academic records each term after grades are posted to determine whether Satisfactory Academic Progress 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 become ineligible for further Federal or State financial aid. The student is sent a disqualification notice and all financial aid is immediately discontinued.

A student found academically ineligible for financial aid 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. Appeal letters will be considered in cases of mitigating circumstances that were beyond the student's control (i.e. illness, death of a relative). The appeal letter must include why the student failed to meet SAP and what has changed that will allow them to meet the requirements by the end of the next guarter. The student should also include a plan of action that will be implemented to achieve this goal, as well as a Supporting Statement. The Supporting Statement is a detailed statement from someone (preferably in a professional capacity) familiar with those circumstances described in the appeal. Statements from doctors, counselors, teachers, advisors, etc. are acceptable. Statements from roommates, family members, and/or friends are usually inadeguate for appeal. Appeals without accompanying statements will not be accepted. If the appeal is approved, the student is re-instated and placed on Financial Aid Probation status for one guarter. The student can receive aid while on probation. The student must meet the SAP requirements by the end of the guarter in order to be removed from Probationary status and continue to remain eligible for Federal and State financial aid.

SAP Requirements for Undergraduate Students

Cumulative Minimum Grade Point Average:

 All students must maintain a cumulative grade point average (GPA) of 2.50 quarter

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

- A full-time course load is 4 courses per quarter for 15 -16 unit hours. Starting
 with the initial quarter, matriculated full-time students complete a minimum of
 48 units/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. Courses with the following grades do not count toward total units
 completed
 - I Incomplete
 - W Withdrawal
 - AUDIT Auditor
 - 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 com pleted each year.

Maximum Length of Student (Maximum Time Frame):

• Student must complete the 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.

Timing of Review Process:

The Financial Aid Office will review student's academic records each term after grades are posted to determine whether Satisfactory Academic Progress 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 become ineligible for further Federal or State financial aid. The student is sent a disqualification notice and all financial aid is imme diately discontinued.

A student found academically ineligible for financial aid 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. Appeal letters will be considered in cases of mitigating circumstances that were beyond the student's control (i.e. illness, death of a relative). The appeal letter must include why the student failed to meet SAP and what has changed that will allow them to meet the requirements by the end of the next quarter. The student should also include a plan of action that will be implemented to achieve this goal, as well as a Supporting Statement. The Supporting Statement is a detailed statement from someone (preferably in a professional capacity) familiar with those circumstances described in the appeal. Statements from doctors, counselors, teachers, advisors, etc. are acceptable. Statements from roommates, family members, and/or friends are usually inadequate for appeal. Appeals without accompanying statements will not be accepted.

If the appeal is approved, the student is re-instated and placed on Financial Aid Probation status for one quarter. The student can receive aid while on probation. The student must meet the SAP requirements by the end of the quarter in order to be removed from Probationary status and continue to remain eligible for Federal and State financial aid.

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 in the Financial Aid Office and on-line in the Forms and Links section of Financial Aid at www.paloaltou.edu.

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 at www.paloal-tou.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 that you inform the financial aid office staff of your plans.

- 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 calendars 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 (available at www. paloaltou.edu). This document must be completed, signed and dated by the stu-

dent. 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 (GradPLUS, Signature Loans, 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 calendars days in length. If the student dropped all classes during days 1 through 46 of the 81 day quar-

ter, 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.

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 and supporting the educational needs of the military community. We appreciate and recognize the service and sacrifice of our nation's active and veteran military personnel and their families. Our goal is to provide you with the best possible service with your transition to and success at Palo Alto University.

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.).

Inquiries regarding financial planning for your VA benefits and financial aid eligibility should be directed to the Palo Alto University Financial Aid Office.

The Veterans Student Service Office is located in Building 2, Rm 210. Or you may call 650-433-3831 for any questions related to veteran and military student life and groups or email Liesl Violante, Director of Veteran Services at Iviolante@paloaltou.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 Tuition Assistance (TA) Program My CAA Military and Veterans Program (MVP) Scholarship California National Guard Education Assistance Program

Veterans and their dependents generally qualify for an array of 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 Services Professions Scholarship Program (HSPS). The programs generally cover 100% of a student's graduate school tuition to become a Psychologist. In addition, the programs generally offer a signing bonus 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. Generally, students are obligated to serve at least three (3 years).

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/healthprofessionsscholarshipprogram_prospective.aspx

Once enrolled and receiving benefits, students must report any in-semester course load reductions to the V.A. and to the schools Certifying Official of Veterans Affairs.

Veterans Benefits – Prior Credit Policy for Veterans

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 - Sailor/Marine ACE Registry Transcript System (SMARTS), Army/ACE Registry Transcript System (AARTS), Community College of the Air Fore (CCAF) and United States Coast Guard transcripts.

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
- Submit your letter of acceptance, original transcripts, and PAU application for VA benefits to the Veteran Student Service office in person.
 Call 650-433-3831 to schedule an appointment. The office is located in

Building 2, Room 201.

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 semester. Certifying Officials 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 quarterr 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 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 Alliant International University must be notified.

Your Role as a Student—Irrespective 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 University

Education benefits are terminated when a student makes unsatisfactory progress.

 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.
- Selective Drops. A student may drop one or more courses and elect to complete remaining coursework according to Option 3 or Option 4 below. A full credit of tuition and fees for dropped courses will be honored.
- **3. 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.
- 4. 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 an Palo Alto University CO.
- The cumulative length of the absence and of all previous absences from PAU by reason of service in the uniformed services does not exceed five years, and except as otherwise provided in this section, the student submits a notification of intent to re-enroll at Palo Alto University.

Exceptions include:

- 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
- Dismissal of such person permitted under section 1161(a) of Title 10, United States Code.

Transfer Students

A student transferring from another graduate program at another college or university must register with the Palo Alto University Certifying Official of Veterans Affairs. Graduate credits from other post-secondary institutions may not always be accepted. Only the number of applicable and approved transfer credits will be reported to the V.A. at the time of the enrollment certification. If approved, the V.A. will issue a Certificate of Eligibility which must be on file with the VA Certifying Official at PAU. Transfer students under Chapter 35 must complete the 22-5495 "change of Place of Training" form.

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 a 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.

Once enrolled and receiving benefits, students must report any in-quarter course load reductions to the V.A. and, by delegation of the Consortium, to the PAU office of the Coordinator of Veterans Affairs. Each veteran receiving V.A. benefits must verify enrollment each quarter. This can be accomplished by using the W.A.V.E. option at the VA's website at www.gibill.va.gov, or by touch-tone telephone at 1-877-823-2378 (Interactive Voice Response).

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 Academic Affairs in Building 2 at (650)433-3831.

Students should direct their questions to: VA Regional Office PO Box 8888 Muskogee, OK 74402-8888

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

Please see <u>www.gibill.va.gov/</u> for information on what benefits are available and contact the VA determine your eligibility.

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.

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 IELT 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.

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.
- 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

Pre-internship years are spent in residence at PAU or DeAnza, Foothill College, or Cabrillo College.

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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.

Materials in a complete application packet include:

- $\checkmark~$ Application form
- $\checkmark\,$ Transcripts of prior undergraduate and graduate study
- √ Statement of Purpose
- √ Resume
- $\checkmark~$ Letters of recommendation
- \checkmark Graduate Record Examination scores

Interview

Each successful applicant is reviewed and interviewed independently by a minimum of two faculty members during the Ph.D. program interview weekends. Students have the opportunity in this process to tour PAU's internal training clinic (the Gronowski Clinic) facilities and meet in a mock supervision sessions the Gronoswki Clinic faculty supervisors. In addition, the interview weekend also provides applicants the opportunity to meet the majority of the Ph.D. program core faculty and become familiar with their research interests through a series of research presentations. The Ph.D. program interview weekends ensures that both our program and the applicant are the appropriate match for students pursuing their doctoral education.

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. Graduate Record Exam Applicants are required to have GRE scores sent to PAU for the General GRE exams, i.e., scores in the Quantitative, Verbal, and Analytical portion of the exam. The PAU "Institution Code" for GRE scores is 4638.

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 can be waived with a score of 650 on the Psychology GRE.

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 can be waived with a score of 650 on the Psychology GRE.

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 48 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. See the policy on psychology course prerequisites for admissions.

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 insure 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 wishes to take additional clinical courses or wishes to take courses for the clinical board, then the three quarter limit normally would be lifted since this person has no intention of matriculating. Up to three consecutive quarters of academic work which have been taken for credit at PAU may be transferred into PAU upon formal admittance/matriculation.

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

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

Policies and Criteria for Transfer of Credit

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. International and non-accredited coursework must be approved by the Curriculum Committee.

Time Limit for Requesting Transfer Credit: Requests for transfer of units must be completed by the end of the summer before a student's first quarter at PAU, i.e. before September 1.

Maximum Units Transferable: A maximum of 48 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. A maximum of 18 units may be transferred as elective credit.

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 Vice President of Academic Affairs 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.

Ph.D. PROGRAM TRAINING MODEL

The Ph.D. Program's 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). 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.

The primary goals of the Ph.D. Program in clinical psychology are to train psychologists 1) whose work is firmly grounded in theory and informed by current research; 2) who can function effectively as independent practitioners; and, 3) who can critically evaluate and perform research that will contribute to the academic discipline of scientific psychology. PAU places a high value on scholarship and an equal emphasis on research and clinical training. The integration of psychological theory, clinical practice, and research allows students to gain:

- > Knowledge of philosophical origins and history of psychology as a discipline
- An understanding of and ability to critically evaluate theoretical concepts in affective, biological, cognitive, and social bases of behavior, life-span developmental psychology, personality, and psychotherapy theory and process
- An understanding of the principles of scientific inquiry and the various research methodologies applicable to the study of human behavior
- > Mastery of clinical skills needed for professional practice in different settings
- An ability to formulate a research question and carry out an independent investigation that makes an original and significant contribution to scientific knowledge in psychology
- > Awareness of socially important issues and a commitment to public service
- An ability to work cooperatively with colleagues at many levels of service in the helping professions
- > A commitment to the ethical standards of psychology
- > A commitment to continuing personal and professional development

The Ph.D. Program Four Core Objectives

Objective #1: To produce <u>clinicians</u> 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.

Objective #2: To produce <u>researchers</u> with the requisite scientific knowledge, skills, and attitudes to both consume and generate research.

Objective #3: To produce <u>culturally competent</u> clinical psychologists.

Objective #4: To produce clinical psychologists with the requisite knowledge, skill, and attitudes to practice <u>professionally and ethically</u>.

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 class-room settings; 2) direct clinical experience in supervised field settings; and 3) exposure to and interaction with appropriate 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 teacher 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 select 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. Students enrolled in second year and advanced practica serve as therapists 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 videotape facilities available for use by the therapists-in-training. Advanced clinical experience is available for 3rd and 4th year students in the following areas: Brief Psychotherapy, Psychological Assessment, and working with seriously mental ill Clients.

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. The colloquium program serves as a formal mechanism for faculty and invited professionals to share their current work with the PAU community.

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 CURRICULUM

The Ph.D. Program is a full-time program. The program is five years in length: three years for academic course work, one year for internship and one year for the dissertation. In order to be eligible for the Ph.D. degree, students must complete a minimum of 169 units and several required milestones, including completion of the publication/presentation requirement by the end of their fourth year in the program. Of the 169 total units needed for graduation, 127 are core academic units that students are expected to complete during the first three years of the program. The remaining 42 units consist of 30 units of dissertation, taken during the fourth year of the program, and 12 units of internship, taken as the fifth year. Students may transfer a maximum of 48 guarter units (graduate level) to PAU. Details regarding transfer units are found within this Catalog.

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 course work in specific areas of interest.

The five areas of required curriculum are:

1. Psychological Theory:

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

Course	Units
PSYS800Psychological Science I: HPSYS801Psychological Science I: CPSYS802Psychological Science I: CPSYS804Psychological Science II: LPSYS805Psychological Science II: LNeuropsychology	Id and Adolescent Development 1.5 gnitive Bases of Behavior I 2.5 ective Bases of Behavior II 2.5

PSYS807	Psychological Science III: Adult Development and Aging	1.5
PSYS809	Psychological Science III: Biological Bases of Behavior II:	2.5
	Psychopharmacology	
PSYS811	Psychological Science III: Social and Personality Psychology	5
CLDV800	Cultural Differences/Cross-Cultural Issues	3
CLIN825	Professional Standards in Clinical Psychology I:	1
	Identity, Discipline, Culture	
CLIN826	Professional Standards in Clinical Psychology II:	1
	Practicum Preparations and Advising	
CLIN827	Professional Standards in Clinical Psychology III:	1
	Internship Preparation and Advising	
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, Statistics I, and Statistics II courses in the first year, students are required to pass the Research Multiple Choice 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 guarters 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
MTHD801 Research Methods Lecture	3
MTHD802 Research Methods Lab	1
STAT802 Statistics Lecture	2
STAT803 Statistics I Lab	1
MTHD805 Advanced Research Methods II Lecture	1
STAT807 Statistics II Lecture	2
STAT805 Statistics II Lab	1
MTHD806 Advanced Research Methods III Lecture	1
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
	0
ASMT800 Psychopathology and Psychodiagnosis I	3
ASMT801 Psychopathology and Psychodiagnosis II	3
ASMT810 Psychometric Theory	5
ASMT804 Adult Cognitive Assessment	3
ASMT805 Objective Personality Inventories	2
ASMT808 Overview of Projective Techniques	1
ASMT807 Integrated Test Batteries	3
ASMT811 Applied Assessment Skills	2
Total	22

4. Psychotherapy Theory and Process:

The curriculum in psychotherapy theory and process requires the completion of three 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	Child, Adolescent, and Family Psychotherapy	3
Total		12

5. Clinical Practicum

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

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
INTR800 Pre-Doctoral Internship	12
Total	42

6. 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 interest (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 i several course sequences and areas of emphasis, as well as individual courses. See elsewhere in this catalog for a listing of elective courses.

Course	Units
Psychological Theory	27
Research Psychological Evaluation	48 22
Psychotherapy Theory and Process Clinical Practice	12 42
Electives	18
Total	169

Clinical Field Experience 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 at the Palo Alto VA or 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 Practicum Coordinator 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 graded on a Pass/Fail basis.

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; acute psychotics, 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.

Pacific Graduate School of Psychology requires all Ph.D. students to complete a minimum of 2,000 hours of a supervised professional experience at internship. These hours fulfill one of pre-doctoral internship requirements established by the State of California and other states (subject to individual state licensing boards), for eligibility to sit for the licensing examination.

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, Association of Psychology Postdoctoral and Internship Centers (APPIC) or California Psychology Internship Council (CAPIC) member internship, or an approved equivalent, is required for graduation.

Internship Evaluation

The internship supervisor evaluates the student 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.

GENERAL PROGRAM REQUIREMENTS AND TUITION

For current information about tuition and fees, please visit our website at www. paloaltou.edu.

Pacific Graduate School of Psychology at Palo Alto University's Ph.D. program is full-time and is typically five years in length; three years for academic course work, a year for the dissertation, and a year of internship. This minimum residency allows for completion of specified course work and other degree requirements, and gives students time to immerse themselves in the intellectual life of the school.

In order to be eligible for the Ph.D. degree, students must complete 169 units. Of the 169 total units needed for graduation, 127 are core academic units that students are expected to complete during years one through three of the program. The remaining 42 units consist of 30 units of dissertation, taken as the fourth year of the program, and 12 units of internship, taken as the fifth year.

Tuition for the basic program is charged at the full-time rate of \$38,391 (2010) for the first three years of the program. There is no part-time tuition. 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. There is a three-year cap of 115 core academic units are billed on a per unit basis (i.e., \$958 per unit for 2010). Advanced sequences and additional courses taken during the fourth and/or fifth year will be charged on a per unit basis (i.e., \$958 per unit for 2010).

During dissertation year, students pay 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 (i.e., \$958 per unit for 2010). The internship year costs 20% of the full-time tuition for the required 12 internship units.

In summary, five years of the basic program cost is 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 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 for four years' 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 115 core academic units will be billed on a per unit basis (i.e., \$958 per unit for 2010). 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.

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 selfawareness 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.

AREAS OF EMPHASIS IN CLINICAL NEUROPSYCHOLOGY

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.

- * 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. For more info see http://www. paloaltou.edu/phd-clinical-psychology/areas-of-emphasis/child-and-family
- * The Diversity and Community Mental Health (DCMH) proficiency track 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. For more info see http://www.paloaltou.edu/phd-clinical-psy-chology/areas-of-emphasis/diversity-and-community

- * The Forensic Psychology Emphasis is a track 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.paloaltou.edu/degree-program/forensic-psychology-emphasis-certificate
- * 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. For more info see http://www.paloaltou. edu/phd-clinical-psychology/areas-of-emphasis/lgbtq-psychology
- * The Meditation and Psychology Emphasis at PGSP 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. For more info see http://www.paloaltou.edu/phd-clinical-psychology/areas-of-emphasis/meditation-psychology
- * The Neuropsychological Assessment 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 signifying that they fulfilled the requirements for 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 Neuropsychological assessment at PAU is only one component in the education and supervised clinical training necessary to become a clinical neuropsychologist. For more info see below and http://www.paloaltou.edu/certificate-neuropsychology
- * The Clinical Neuroscience in Women's Health area of emphasis is a unique collaboration between PGSP 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. For more info see http://www.paloaltou.edu/phd-clinical-psychology/areas-of-emphasis/womens-health

EMPHASIS IN NEUROPSYCHOLOGICAL ASSESSMENT

An elective area of emphasis is offered to doctoral students at PAU and to other appropriately credentialed psychologists who wish to develop proficiency in clinical neuropsychology and neuropsychological assessment. According to guidelines adopted by the Division of Clinical Neuropsychology (Division 40) of the American Psychological Association (APA), the basic education and training of a clinical neuropsychologist involves:

- Successful completion of a doctoral level degree in psychology from a regionally accredited program
- Successful completion of systematic didactic education (course work in neuropsychology and neuroscience)
- Supervised experiential training (practica, internships) in clinical neuropsychology including two or more years of supervised training (usually postdoctoral) applying neuropsychological services in a clinical setting.

The courses offered in the Area of Emphasis in Clinical Neuropsychology and the courses required as prerequisites to the Area of Emphasis in Clinical Neuropsychology fulfill the didactic education criteria listed above as recommended by Division 40. However, successful completion of the Area of Emphasis in Clinical Neuropsychology at PAU is only one component in the education and clinical training necessary to become a clinical neuropsychologist.

The required graduate-level courses in this area include the following prerequisites and specialized courses in neuropsychology:

Prerequisites:

The following prerequisite course work at PAU (or equivalent course work from another institution) must be completed with no grade in any prerequisite course below an "A."

ASMT800	Psychopathology and Psychodiagnosis I
ASMT801	Psychopathology and Psychodiagnosis II
ASMT804	Adult Cognitive Assessment
ASMT805	Objective Personality Inventories
ASMT808	Overview of Projective Techniques
ASMT807	Integrated Test Batteries
ASMT810	Psychometric Theory
ASMT811	Applied Assessment Skills
PSYS805	Psychological Science II: Biological Bases of
	Behavior I: Neuropsychology

Neuropsychological Assessment Course Requirements:

The following courses encompass the certificate program and must be taken in the order listed. That is, CLIN890 must be taken before ASMT821, and all of the "ASMT" courses must be taken in numerical sequence. Each course is 3 quarter units, for a total of 15 units.

Clinical Neurology
Introduction to Neuropsychological Assessment:
Process Approach
Advanced Neuropsychological Assessment I:
Halstead-Reitan Battery
Advanced Neuropsychological Assessment II:
Benton Iowa and Brief Batteries
Differential Diagnosis in Clinical Neuropsychology

PAU is in the process of adding a sixth course to requirements for completion of the Area of Emphasis in Clinical Neuropsychology. This will be a laboratory course in neuroanatomy and neurophysiology (Neurobiology of the Brain, 2 units). Email will be forwarded to all PhD students when plans for this course offering are finalized.

Ph.D. students who plan to take the Area of Emphasis in Clinical Neuropsychology course sequence need to plan their schedules carefully in order to be positioned to take the complete sequence during their time on campus; two summers of study are required. A complete offering of this sequence begins at least once a year, and more often as demand and scheduling require. The first course (Clinical Neurology) is typically offered in Summer Quarter, with the remaining four courses officered the following Fall, Winter, Spring and Summer Quarters.

Once admitted to the program, students must complete the full sequence of courses to obtain a Certificate of Proficiency in the Area of Emphasis in Clinical Neuropsychology.

Appropriately credentialed psychologists who are not matriculated PAU students may apply to enroll in the Area of Emphasis in Clinical Neuropsychology. Such applicants, who would enroll as non-matriculates, need to provide evidence of satisfactory completion of the prerequisite course work with their application to enroll in the Area of Emphasis in Clinical Neuropsychology

Neuropsychological Testing Practicum Requirement:

Students are required to administer neuropsychological test batteries to one or two subjects per quarter, for each of the "ASMT" courses, for a total of six individuals during the four courses. It is often difficult for students to locate subjects on short notice if they attempt to do so on a quarter by quarter basis. Therefore, before registering for ASMT821, students need to set up a placement site (or more than one site) where they can test subjects. If the subjects are volunteers, no clinical supervisor will be needed since no report will be issued to a clinical agency or patient. If the subjects are actual clinical cases at an agency, then the student must arrange for supervision/co-signing of clinical assessment reports by a licensed psychologist other than the course instructor. Contact the Director of the Area of Emphasis in Clinical Neuropsychology for further information.

EMPHASIS IN FORENSIC PSYCHOLOGY

Forensic Psychology is the application of the science and profession of psychology to questions and issues relating to law and the legal system. The Clinical application of psychology to the legal system requires broad and general training in clinical psychology, with specific forensic training in addition to the clinical training. The mission of the Forensic Psychology Area of Emphasis 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 forensic elective courses and practical experiences. Enrollment in the Forensic Psychology Proficiency area of emphasis is open to all students in the Ph.D. program at PGSP/PAU who complete the following prerequisites and maintain the following academic minimums in core clinical coursework. Those who meet these standards and maintain the stated requirements throughout the program will earn a proficiency certificate in Forensic Psychology upon graduation.

Forensic Required Courses:

The sequence of forensic electives includes five courses for a total of 15 credits. This sequence of courses and their content have been carefully designed to fulfill training requirements and competencies for forensic psychologists published in the literature (DeMatteo, Marczyk, Krauss, & Burl, 2009), and by relevant professional bodies (e.g. APA Division 41, AAFP). While students in the Forensic Program will receive broad training in all areas of psychology that pertain to the legal system, emphasis is placed on content specific to the clinical practice of forensic psychology. To continue in the Forensic Area of Emphasis, students must complete and maintain a 3.67 (A-) average in the following elective courses:

- > CLIN831 Forensic Psychology I (Survey of Forensic Psychology)
- CLIN832 Forensic Psychology II
- > ASMT830 Forensic Assessment
- CLIN830 Advanced Ethical and Legal Issues in the Professional Practice of Psych.

Forensic Practicum Requirement:

Students wishing to complete the Forensic Area of Emphasis must complete an official practicum placement (one year of full or supplemental) in a setting that provides forensically-relevant practical experience. Ideally, such placements will occur in a correctional or forensic setting, but other relevant experience (e.g. SUD treatment of parolees) can satisfy this requirement at the discretion of the Director of the Forensic Area of Emphasis. Such considerations are to be arranged with the Director prior to the beginning of the placement.

Forensic Dissertation Requirement:

Students wishing to complete the Forensic Area of Emphasis must complete a dissertation that will contribute to the body of knowledge that is relevant to the intersection of psychology and law.

Forensic Emphasis Application:

Students must apply to the Director of the Forensic Psychology Area of Emphasis for admission. Admission will be granted to all students who meet the above criteria for application. For further information or to apply, contact the Director of the Forensic Psychology Area of Emphasis. Please refer to the Forensic Handbook for procedures regarding failure to meet and maintain forensic program criteria.

Forensic Emphasis Completion:

Upon satisfying all of the criteria above, graduating students will receive a certificate indicating that they satisfied all the requirements of the Forensic Psychology Area of Emphasis. Completion of the Forensic Area of Emphasis signifies a) completion of advanced training in areas of clinical forensic psychology designed to satisfy requirements and competencies published in the literature and by governing bodies in forensic psychology (e.g. APA Division 41, AAFP), b) completion of practical clinical and research activities relevant to the practice of clinical forensic psychology, c) performance in broad and general clinical doctoral requirements in excess of general required program minimums, and d) qualification to receive further professional training, education and experience in forensic psychology (e.g. during internship). As such, students cannot receive the formal Certificate with partial completion (e.g. less than a B+ average in core clinical courses) of the above requirements. As with the Neuropsychology Area of Emphasis, completion of the Forensic Area of Emphasis does not qualify graduates to call themselves "Forensic Psychologists,", but are instead highly qualified to receive further professional training, education and experience to meet the Division 41 and Academy of Forensic Psychology qualifying requirements.

For further information, contact the Director of the Forensic Psychology Area of Emphasis.

OTHER ELECTIVE COURSES AND COURSE SEQUENCES

Psychody	mamic Psychotherapy	Units
CLIN804	Psychodynamic Psychotherapy II: Time-Limited Dynamic Therapy	3
CLIN805	Psychodynamic Psychotherapy III	3
Cognitive	-Behavioral Psychotherapy	Units
CLIN807 CLIN808	Cognitive-Behavioral Psychotherapy II Cognitive-Behavioral Psychotherapy III	3 3
Child Clin	ical	Units
CLIN841 CLIN842 ASMT841	Psychological Disorders of Childhood Child and Adolescent Psychotherapy II Child Assessment	3 3 3
Family Th	erapy	Units
CLIN845 CLIN846 CLIN847	Family Therapy I: Family Systems Theory Family Therapy II: Couples Therapy Family Therapy III: Therapy of the Whole Family	3 3 3
Health Ps	ychology	Units
CLIN851 CLIN852 CLIN853	Health Psychology I Health Psychology II Health Psychology III	3 3 3
Other Electives		Units
ASMT803 PRAC803 PRAC807 PRAC809 PRAC811 PRAC814 PRAC808 PRAC815 PRAC819 Independe	Clinic Seminar in Assessment Clinic Practicum in Assessment Clinic Practicum 2D Practicum 3D Practicum 4A Practicum 4B Practicum 4C Practicum 4D Supplemental Practicum Training Practicum Electives ent Study Variable pics in Psychology Seminar	2 2 0 0 0 0 0 0 0 0 3

Recent Examples:

Private Practice in the Era of Managed Care The Suicidal Patient Traumatic Stress: Diagnosis and Treatment Proseminar in College Teaching

SUMMARY OF PH.D. PROGRAM

Program /	Area	Units
Research Psychologi Psychothe	ical Theory ical Evaluation rapy Theory and Process undations and Experience	27 48 22 12 42 18 169
Year One: sequences	rogram of Studies: The first year of the Ph.D. Program is built around four central E: Research, Clinical Foundations, Psychopathology, and ical Theory.	
Research		Units
MTHD802 STAT802 STAT803 MTHD805 STAT807 STAT805	Research Methods Lecture Research Methods Lab Statistics I Lecture Statistics I Lab Advanced Research Methods II Statistics II Lecture Statistics II Lab Advanced Research Methods III	3 1 2 1 1 2 1 1
Clinical Fo	oundations	Units
CLIN800 CLIN801 CLIN802	Ethics in Clinical Psychology Clinical Interviewing Introduction to Psychotherapy: Evidence Based Approaches	3 3 3
Psychopa	thology	Units
	Psychopathology and Psychodiagnosis I Psychopathology and Psychodiagnosis II	3 3
Psycholog	jical Theory	Units
PSYS801 PSYS802 PSYS804	Psychological Science I: History and Systems Psychological Science I: Child and Adolescent Development Psychological Science I: Cognitive Bases of Behavior Psychological Science II: Affective Bases of Behavior Psychological Science II: Biological Bases of Behavior I: Neuropsychology Psychological Science III: Adult Development and Aging Psychological Science III: Biological Bases of Behavior II: Psychological Science III: Biological Bases of Behavior II:	3 1.5 2.5 2.5 2.5 1.5 2.5

PSYS811	Psychological Science III: Social and Personality Psychology
CLIN825	Professional Standards in Clinical Psychology I: Identify,
	Discipline, Culture

2

1

The sequences listed above are required for all full-time students in the first academic year. Currently, for a typical first year student, the program of study would be:

Year 1 - Fall Quarter	Units
Research Methods (w/lab) Psychopathology/Psychodiagnostics I Ethics in Clinical Psychology Professional Standards in Clinical Psychology I: Identity, Discipline Psychological Sciences I Total	4 3 9, Culture 1 5.5 16.5
Year 1 - Winter Quarter	Units
Psychopathology/Psychodiagnostics II Clinical Interviewing Statistics I and Advanced Research Methods II Psychological Science courses Total	3 3 4 4.5 14.5
Year 1 - Spring Quarter	Units
Statistics II and Advanced Research Methods III Psychological Science courses Introduction to Psychotherapy: Evidence Based Approaches Total Year 1 Total Units	4 11 3 18 49

Year 1 – Summer Quarter (prior to Year 2)	Units
Psychometric Theory	5

The Research and Clinical Multiple Choice Competency Examinations are taken following the completion of the appropriate course work. Ph.D. students choose a research group (with instructor approval) in which to participate during their second and third academic years. Students begin their clinical work in the PAU Clinic after passing the Clinical Competency Examination.

Year Two:

During the second year, students complete the research sequence, move into research groups, take the Assessment sequence, begin their supervised clinical practicum experience, and engage in a variety of theoretical and therapy-focused classes. Some students take a sequence in the second year; others take a broader selection first, following with the advanced sequence in year three. Students who plan to take the Area of Emphasis in Neuropsychological Assessment need to plan carefully in order to be positioned to take that complete sequence. For a typical second year student, the program of study would be.

Year 2 - Fall Quarter	Units
Adult Cognitive Assessment Objective Personality Inventories Clinic Practicum 2A Introduction to Psychotherapy Courses: Cognitive-Behavioral Psychotherapy; or Psychodynamic Psychotherapy; or Child/Adolescent/Family Psychotherapy Research Group Professional Standards in Clinical Psychology II:	3 2 3 3
Practicum Preparation and Advising Total	1 13
Year 2 - Winter Quarter	Units
Overview of Techniques Clinic Practicum 2B Introduction to Psychotherapy Courses: Cognitive-Behavioral Psychotherapy; or Psychodynamic Psychotherapy; or Child/Adolescent/Family Psychotherapy Research Group Elective	1 3 3 1 3
Total	3 11
Year 2 - Spring Quarter	Units
Integrated Test Batteries Clinic Practicum 2C Research Group Introduction to Psychotherapy Courses: Cognitive-Behavioral Psychotherapy; or Psychodynamic Psychotherapy; or	3 3 1 3
Child/Adolescent/Family Psychotherapy Cultural Differences (or Fall or Winter) Total Year 2 Total Units	3 13 37

Following completion of the Assessment Course sequence students must take the Assessment Competency Examination.

Year Three:

During the third year, students continue to work in research groups, generally moving toward the development of a line of inquiry that will lead to the dissertation. Students who elected a broad exposure in year two, will now focus on an advanced sequence this year. Studies will also include an external practicum experience continuing the development of therapeutic approaches. The specifics of the practicum experience are detailed in the PhD program's Practicum Handbook available online. Alternatively, students who elected to complete a sequence in the second year might elect broad exposure to different therapeutic approaches in the third year. Students usually complete the Oral Clinical Competency Exam at the end of the 3rd year. Students also prepare to advance to doctoral candidacy during year three. For a typical third year student, the program of study would be:

Year 3 - Fall Quarter	Units
Clinic Practicum 3A Research Group 2 Electives Applied Assessment Skills	5 1 6 1
Total	13
Year 3 - Winter Quarter	Units
Clinic Practicum 3B Research Group 2 Electives Applied Assessment Skills Total	5 1 6 1 13
Year 3 - Spring Quarter	Units
Clinic Practicum 3C Research Group Elective Professional Standards in Clinical Psychology III: Internship Preparation and Advising Total	5 1 3 1 10
Year 3 Total Units	36

Year Four:

During the fourth year, Ph.D. students prepare their dissertations. The proposal presentation and final defense processes, required administrative forms, and technical requirements for completion of the dissertation are detailed in the PhD program's Dissertation Handbook which is available on line. Students must identify a Dissertation Chairperson before registering for the first quarter of dissertation research since the Chair's signature is required for initial enrollment. The Dissertation Chair, who must be a core faculty member, becomes the student's advisor, guiding the research and writing process. Additionally, dissertation level students are advised to remain in close contact with Ph.D. Program office throughout their work, to assure timely processing and the completion of various administrative requirements. Due to the amount of work required during the dissertation phase of the program, all students registered for and working on their dissertations are considered to be full-time. Students must register for a minimum of 30 Dissertation units. Students also identify and apply for internship sites, under the guidance of the Director of Clinical Training and the Office of Professional Advising and Development, during the fall guarter of this fourth year. While residency is not required during the fourth year, students work with their dissertation chair to determine – in their particular case – whether residency is required.

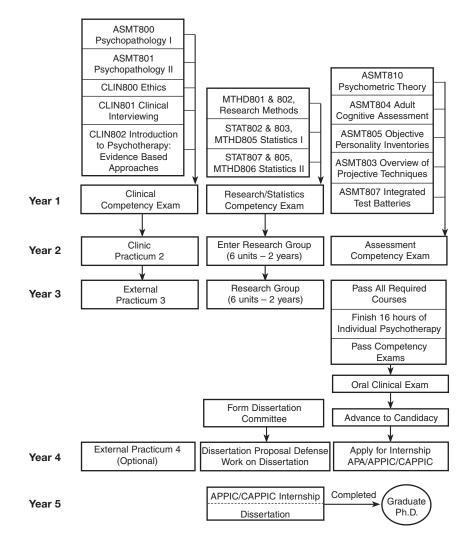
A minimum of 36 advanced research units is required. At least 6 of these must be in Research Group , and at least 30 must be in dissertation. If the dissertation is not completed within the required 30 unit minimum, students must register for three additional dissertation units quarterly until completion.

Year 4	Units
Dissertation Units (Fall/Winter/Spring/Summer)	30
Total Year 4 Total Units	30 30

Year Five: During the fifth year, the Ph.D. student completes an approved 2000 hour internship as discussed in the Internship section of this Catalog, and in the Internship Handbook which is available online and from the Internship Coordinator.

Year 5	Units
Internship Units (Fall/Winter/Spring/Summer)	12
Total Year 5 Total Units	12

Structure of Ph.D. Program, PGSP at Palo Alto University



ADDITIONAL MILESTONES IN THE PH.D. PROGRAM Competency Examinations

Three areas of knowledge are evaluated by competency exams: Psychotherapy Theory and Practice (Clinical); Research; and Psychological Assessment. The Clinical exam and Research exam are normally multiple choice and taken after the first year of study. The Assessment exam, taken after the second year, is open book and open notes, with no time limit. 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 professoras senior student author, and/or publish a paper in a peer reviewed indexed journal or 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 date of completion 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 and licensed psychologists, or board eligible psychiatrists. Upon successfully passing the oral examination, and meeting academic and financial requirements, students may begin the internship application process.

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 or Psy.D. 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. The areas covered in the Oral 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.

Eligibility:

Students must have completed all required courses, all three Competency Examinations and the Oral Competency Exam successfully before advancing to candidacy.

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:

- To develop psychologists who can perform sophisticated social science research to assist the legal system in making better empirically based decisions;
- 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.gqu.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 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 and plan their PAU academic class schedule accordingly. 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 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.Nineteen 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 FACULTY

KIMBERLY BALSAM, PH.D. ASSOCIATE PROFESSOR 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 a bilingual (Spanish/English) licensed clinical psychologist with a specialty in working with immigrant, Spanish-speaking individuals with mood disorders. She is an Assistant Professor at PAU and clinical supervisor at the Kurt and Barbara Gronowski Clinic. Her research focuses on designing and testing depression programs for underserved popula-

tions. Her most recent work is a prevention of postpartum depression Webbased randomized trial. Dr. Barrera is working with community providers to design a depression treatment for immigrant women from Latin America. She is actively involved on several research projects conducted in the Department of psychiatry at the University of California, San Francisco that focus on developing innovative depression interventions and with the Department of Nursing on an NIH funded multidisciplinary team focused on developing depression-related educational materials.

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.



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.



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 men-

tal 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.



JOYCE P. CHU., PH.D.

Joyce P. Chu is currently an Assistant 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.



DR. LAUREN DRAG ASSISTANT PROFESSOR DIRECTOR OF NEUROPSYCHOLOGY

Dr. Lauren Drag completed her undergraduate degree at Pomona College and received her PhD in clinical psychology with an emphasis in neuropsychology from the University of Arizona. She completed a neuropsychology internship at the VA

Ann Arbor Healthcare System and a two-year post-doctoral fellowship in neuropsychology at the University of Michigan Medical System. Prior to joining the faculty at Palo Alto University, she was a Research Health Science Specialist at the VA Palo Alto Health Care System. She continues to collaborate with colleagues at both the VA Ann Arbor and the VA Palo Alto to explore the relationships amongst psychiatric functioning and objective and subjective cognitive functioning in veterans with mild traumatic brain injury. A second line of research examines psychiatric symptoms and effects on cognitive functioning and functional outcomes in older adults.

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 participant in the legal process. Her research has been supported by the American Psychology-Law Society and the American Academy of Forensic Psychology.



NIGEL FIELD, PH.D.

Dr. Field, PAU Professor, received his Ph.D. in clinical psychology at York University in Toronto, Canada. He did a postdoctoral fellowship at UCSF with the McArthur Foundation funded Program on Conscious and Unconscious Mental Processes directed by Dr. Mardi Horowitz prior to his present position as a full-time faculty member at PAU. Dr. Field's area of expertise is in bereavement, with particular focus on spousal bereavement. He has published

extensively on the role of the continuing bond to the deceased in coping with the death of a loved one. More recently, Dr. Field has extended his program of research to Thailand and Cambodia. As part of this, he is examining complicated grief and PTSD stemming from genocide during the Khmer Rouge regime in Cambodia. In his clinical practice, Dr. Field focuses on the psychotherapeutic treatment of adults with complicated grief. He incorporates psychodynamic and attachment theory based approaches in his clinical work. Dr. Field's clinical work also includes supervising graduate students in brief therapy for complicated grief.



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

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 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 communi-

ty-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.

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 agerelated 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 neurospychology 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.

In 2003, she began teaching at PAU as an instructor for the statistics courses and later research methods. In April 2005, she was hired full-time as an assistant professor at PAU.

AMIE HASS

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

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



REBECCA JACKSON, PH.D. Director, Forensic and Correctional Mental Health

Counseling Masters Program Dr. Jackson received her Ph.D. in clinical psychology from the University of North Texas and interned at the University of

Washington School of Medicine in the Public Behavioral Health and Justice Policy track. She has an emphasis in forensic

assessment including competency to stand trial and sexually violent predator assessment. Her clinical work has focused on chronically mentally ill adults, mentally ill offenders, and civilly committed sex offenders. She also has an interest in the assessment and treatment of severe personality disorders.

Her research focuses on criminal forensic evaluation including psycholegal constructs such as competency to stand trial and criminal responsibility, as well as clinical constructs with forensic implications, particularly psychopathy and malingering. A particular interest is the reliability and validity of the psychopathy construct among female offenders. Additional research interests include test validation, personality disorders in forensic assessment, and clinical correlates of psychopathy and sex offending.

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RAYNA MACHER ASSISTANT PROFESSOR

Dr. Rayna Macher conducts research in neuropsychology and clinical assessment. Past research has focused on factors which can impact the legitimacy of clinical neuropsychological assessment, such as the examinee's motivation to perform well or examiner expectancy effects. This research has also focused on

techniques for evaluating and enhancing the validity of neuropsychological assessment.

Dr. Macher completed her undergraduate education at Penn State University, and worked in the Neuropsychology Lab with Dr. Peter Arnett and Dr. Frank Hillary on the Penn State Concussion Study. She completed her M.A. and Ph.D. in Clinical Psychology at the University at Albany, SUNY, with a focus on Neuropsychology and Addictions with Dr. Mitch Earleywine. Her predoctoral internship in psychology/neuropsychology was completed at the VA Ann Arbor/ University of Michigan Healthcare System, under the supervision of Dr. Kenneth Adams, Dr. Linas Bieliauskas, and Dr. Henry Buchtel. She completed her postdoctoral fellowship at Dartmouth Medical School in the Brain Imaging Lab, and worked with Dr. Laura Flashman, Dr. Robert Roth, and Dr. Heather Wishart.



SANDRA MACIAS, PH.D.

Assistant Director, Gronowski Clinic

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 selfesteem 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.

Res 1

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 substancedependent persons, and clinical papers on group therapy, therapeutic communities, personality assessment, drama therapy, and supervision.



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 com-

pleted 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 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 an Associate 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.

Director of Clinical Training (Ph.D. Program) Professor and Director of Clinical Training in the APA approved Ph.D. program at PAU 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.

A recipient of awards for research, teaching, and community service, Dr. Russell exemplifies the practitioner-scientist model that orients PAU's Ph.D. program.



STANLEY SUE, PH.D. Director, Center for Excellence in Diversity

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.



TECETA TORMALA, PH.D.

Dr. Teceta Tormala is a social psychologist whose experimentalwork has focused on the causes and consequences of the perception of prejudiceby low- and high-status group members, and on racial and ethnic identityprocesses among Black immigrants.

Dr. Tormala earned her undergraduate degree at Duke

University, and received her Ph.D. in social psychology from Stanford University. Shecompleted an NSF-funded postdoctoral fellowship at The Graduate Center, CityUniversity of New York. Prior to joining the faculty at Palo Alto University, Dr. Tormala was a lecturer at Stanford University, and a visiting assistant professorat Indiana University.



LYNN WAELDE, PH.D.

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.



CHRIS WEAVER, PH.D. Director of Forensic Program

Dr. Christopher Weaver is an Assistant 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

AMY WISNIEWSKI, PH.D.

Director, Neuropsychological Assessment Program

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.

PART TIME FACULTY



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 A licensed psychologist in California, a PGSP alumnus, and Vice President for PAU's Office of Professional Advising and Development, Luli Emmons is a non-tenured faculty with a primary role in mentoring and overseeing the progress of PAU student's throughout 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 interim Chair of the Bay Area Practicum Training Collaborative (BAPIC).



WILLIAM FROMING, PH.D. Vice President for Academic Affairs Director, M.S. in Psychology Program

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) Lifecourse 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 interested in the perception and treatment of psychiatric illness across cultures. She is working on investigating the expression and treatment of mental health disorders Pakistan, particularly in women. In addition, she has begun examining mental health expression and treatment in South Asian immigrants.

STEVEN LOVETT, PH.D.

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 credentialled 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.



PHILIP G. ZIMBARDO

Philip G. Zimbardo is internationally recognized as the "voice and face of contemporary psychology" through his widely seen PBS-TV series, Discovering Psychology, his media appearances, best-selling trade books on shyness, and his classic research, The Stanford Prison Experiment.

Zimbardo has been a Stanford University professor since 1968 (now emeritus), having taught previously at Yale, NYU, and Columbia University. He also continues to teach at the Naval Post Graduate School in Monterey. He starts a new tenure as a professor at the Palo Alto University in September 2006. Zimbardo has been given numerous awards and honors as an educator, researcher, writer, and for service to the profession of psychology. Most recently, he was awarded the Havel Foundation Prize for his lifetime of research on the human condition. Among his more than 350 professional publications and 50 books is the oldest current textbook in psychology, *Psychology and Life*, now going into its 18th Edition, and *Core Concepts in Psychology* in its 5th Edition.

His current research interests are in the domain of experimental social psychology, with a scattered emphasis on everything interesting to study from shyness to time perspective, persuasion, cults, madness, violence, vandalism, political psychology, and terrorism.

Noted for his personal and professional efforts to actually 'give psychology away to the public', Zimbardo has also been a social-political activist, challenging the Government's wars in Vietnam and Iraq, as well as the American Correctional System.

Zimbardo has been President of the Western Psychological Association (twice), President of the American Psychological Association, Chair of the Council of Scientific Society Presidents (CSSP), and now Chair of the Western Psychological Foundation and Director of the Center for Interdisciplinary Policy, Education, and Research on Terrorism.

He is most excited about the publication of his new trade book in March 2007 (Random House), which he has been working on intensely for the past several years. If the stars align right, it will be a national best seller. Its domain is the psychology of evil; its provocative title: "The Lucifer Effect: Understanding How Good People Turn Evil."

EMERITUS FACULTY



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 otherdeception, 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.

AMY WISNIEWSKI, PH.D.

Director, Neuropsychological Assessment Program

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 COURSE DESCRIPTIONS

ASMT800 Psychopathology & Psychodiagnosis I

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

3 units, required

ASMT801 Psychopathology & Psychodiagnosis II

This course, a continuation of E212A, focuses on infancy, childhood, and adolescence, as well as Axis II disorders. Integration of the DSM-IV multiaxial system with social, genetic, biological, and cultural factors is examined.

2 units, required.

ASMT802 Clinic Seminar in Assessment

This course is designed to train students in the interpretation of psychological tests, primarily the MMPI-2 and Rorschach, with clients in the PAU Clinic. PAU clients are tested routinely and students in this course are trained to provide feedback to the student therapist or client as determined by the therapist's supervisor.

2 units, elective. Prerequisite: ASMT807

ASMT803 Clinic Practicum in Assessment

This course is designed to give students actual experience in the interpretation of psychological tests, primarily the MMPI-2 and Rorschach, with clients in the PAU Clinic. PAU clients are tested routinely and students in this course are responsible for providing feedback to the student therapist or client as determined by the therapist's supervisor.

2 units, elective. (May be repeated for credit) Prerequisite: ASMT802

ASMT810 Psychometric Theory

This class is a basic course in classical and modern psychometric theory. Topics include basic formulations, factor analysis, validity and reliability, and factors affecting the psychometric properties of the test. Generalizability Theory and Bayesian Theory are also taught. These concepts will be related to research and the clinical practice of psychological assessment.

5 units, required (beginning 2012-13)

ASMT804 Adult Cognitive Assessment

This course focuses on the WAIS-III and the Cognistat as measures of cognitive functioning in adults. Administration, scoring and interpretation of these instruments are covered both didactically and experientially.

3 units, required. Prerequisites: ASMT800 and 801

ASMT805 Objective Personality Inventories

This course provides an overview of the MMPI-2 in the assessment of psychopathology. Both empirical and content-based methods are covered. There is limited interpretation of actual clients' MMPI-2s.

2 units, required. Prerequisites: ASMT800 and 801

ASMT808 Overview of Projective Techniques

This course provides an overview of the Rorschach using Exner's Comprehensive System in the assessment of psychopathology. The primary emphasis in this course is on learning the scoring system and the bases for interpretation of the Rorschach.

1 unit, required. Prerequisites: ASMT800 and 801

ASMT807 Integrated Test Batteries

This course integrates cognitive, objective, and projective measures into a coherent description of the client. The primary focus in this course is on the actual interpretation of batteries of psychological tests, particularly as they impact treatment interventions and outcomes.

3 units, required. (May not be transferred; must be taken at PAU) Prerequisites: ASMT804, 805 and 808

ASMT811 Applied Assessment Skills

This course is designed to give students actual experience in the interpretation of psychological tests, primarily the MMPI-2 and Rorschach, with clients in the PAU Clinic. PAU clients are tested routinely and students in this course are responsible for providing feedback to the student therapist or client as determined by the therapist's supervisor.

2 1 unit classes, required.

Neuropsychological Assessment

This sequence of courses is not required; it may be taken as electives. A detailed description of the emphasis in Neuropsychology appears elsewhere in the PAU Catalog.

ASMT821 Introduction to Neuropsychological Assessment: Process Approach

Introduction to the (Boston) Process Approach in neuropsychological assessment. Includes use of Wechsler Intelligence Scales as neuropsychological instruments. Evaluation of attention, language, memory, reasoning, spatial & visual motor skills, and executive functions is included. Practical experience is an integral part of the course.

CLIN890 Clinical Neurology must be completed before ASMT821 can be taken 3 units, elective Prerequisites: ASMT800, ASMT801, ASMT804, ASMT805, ASMT808,

ASMT807, PSYS805, and CLIN890

ASMT822 Advanced Neuropsychological Assessment I: Halstead-Reitan Battery

Use of the Halstead-Reitan Battery and associated procedures in the comprehensive neuropsychological evaluation of adults and children. Implications for treatment and rehabilitation. Practical experience is an integral part of the course.

3 units, elective. Prerequisite: ASMT821

ASMT823 Advanced Neuropsychological Assessment II: Benton Iowa &

Brief Batteries

Review of Arthur Benton's approach and the Benton-Iowa Neuropsychological Battery. Use of brief but comprehensive neuropsychological batteries in the age of managed care. Practical experience is an integral part of the course. *3 units, elective. Prerequisite: ASMT822*

ASMT824 Differential Diagnosis in Neuropsychology

An advanced course integrating neuropsychological and psychodiagnostic evaluation. Use of brief screening procedures. Formulation of batteries for specific clinical populations and problems. Implications for diagnosis and intervention are covered. Practical experience is an integral part of the course.

3 units, elective. Prerequisite: ASMT823

Forensic Assessment

This sequence of courses is not required; it may be taken as electives. A detailed description of the emphasis in Forensic Psychology appears elsewhere in the PAU Catalog.

ASMT830 Forensic Assessment I

Survey of the use of psychological assessment instruments in the forensic realm, with an emphasis on objective approaches to formal assessment (e.g., MMPI-2).

3 units, elective. Prerequisites: Successful completion of the Assessment Competency Exam; CLIN800; Completion of either CLIN832 or CLIN830, with the other taken concurrently; good standing in the Forensic Psychology Program (or instructor permission)

Clinical Foundations and Clinical Field Experience

CLIN800 Ethics in Clinical Psychology

This course is an introduction to ethical, professional and legal standards of practice and research.

Ethics: This course examines a number of basic ethical and professional issues faced by the practicing clinical psychologist. The course has a number of objectives:

- 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.

3 units, required. (Must be taken at PAU)

CLIN801 Clinical Interviewing

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

3 units, required. Prerequisite: CLIN800

PRAC800 Clinic Practicum 2A

This second-year placement consists of training as a therapist in the PAU Gronowski Center. Students gain clinical skills by conducting intakes, counseling community clients, and participating in approximately four hours of supervision per week. The supervision focuses on student presentations, videotapes, and discussion of clinical casework. Relevant theory and research are discussed. *3 units, required. Prerequisites:ASMT800, ASMT801, CLIN800, CLIN801,*

CLIN825, passing grade on the Clinical Competency Examination

PRAC801 Clinic Practicum 2B

This practicum is a continuation of PRAC800. *3 units, required. Prerequisite: PRAC800*

PRAC802 Clinic Practicum 2C

This course is a continuation of PRAC801.

3 units, required. Prerequisite: PRAC801

PRAC803 Clinic Practicum 2D

This course is a continuation of PRAC802 for second year students who wish to continue supervised therapist training in the PAU clinic.

0 units, elective. Prerequisite: PRAC802

PRAC804 Practicum 3A

This advanced practicum experience requires direct field experience and weekly supervision by a licensed psychologist.

5 units, required. (Must be taken in Fall Quarter of 3rd year) Prerequisite: PRAC802

PRAC805 Practicum 3B

This practicum is a continuation of PRAC804. 5 units, required. (Must be taken in Winter Quarter of 3rd year) Prerequisite: PRAC804

PRAC806 Practicum 3C

This practicum is a continuation of PRAC805.

5 units, required. (Must be taken in Spring Quarter of 3rd year) Prerequisite: PRAC805

PRAC807 Practicum 3D

This practicum is a continuation of the clinical portion (only) of Practicum 3. 0 units, elective. (May be taken in Summer Quarter before PRAC804 or after PRAC806)

PRAC809 Practicum 4A

This advanced practicum experience required direct field experience and weekly supervision by a licensed psychologist.

0 units, elective. (May be taken in Fall Quarter of 4th or subsequent year) Prerequisite: PRAC806

PRAC811 Practicum 4B

0 units, elective. (May be taken in Winter Quarter of 4th or subsequent year) Prerequisite: PRAC809

PRAC814 Practicum 4C

0 units, elective. (May be taken in Spring Quarter of 4th or subsequent year) Prerequisite: PRAC811

PRAC808 Practicum 4D

0 units, elective. (May be taken in Summer Quarter before PRAC809 or after PRAC814)

PRAC815 Supplemental Practicum Training

Supplemental Practicum Training Experiences (SPTE) are optional training experiences. These experiences are offered in addition to PAU/PGSP's official second, third, or fourth year practica. Like regular practicum training, these programs involve direct patient contact and meet all PAU Practicum Site Criteria, but involve less than the full-time practicum (16 hour) minimum.

0 units, elective Prerequisite: PRAC800 approval of DCT

PRAC820 Supplemental Practicum - Psychoeducational Groups

Numerous studies demonstrate the effectiveness of psychoeducational and skill training interventions for stress symptoms and disorders. Students in this practicum will receive clinical training and experience in the design, implementation, and evaluation of group-based psychoeducational and skills-based interventions designed to enhance positive coping and prevent and alleviate stress symptoms and stress-related disorders. A primary approach to these interventions will be based on the Inner Resources (IR) programs (Waelde, 2003, 2004, 2005), though students will have the option to develop and implement other approaches or to adapt the current work to new populations. In this practicum, students will have the opportunity to work with children and adults in hospital, clinic, and community-based settings. Second and 3rd year students will participate in this practicum in addition to their other practicum experience; 4th year students participate as advanced practicum students. Advanced students may be paid based on fees collected for the groups.

INTR800 Internship

Students must complete, within one or two years, an internship of a minimum of 2000 hours total at a rate of at least 18 hours per week. Internship experience must be in accordance with the terms of a contract involving PAU, the student. and a PAU-approved internship site. Full-time students register for 3 units (minimum of 36 hours per week) of internship credit per guarter; part-time students register for 1.5 units (minimum of 18 hours per week) of internship credit per quarter. Four consecutive 3-unit quarters may also be elected as appropriate. The internship provides the student with the opportunity to take substantial responsibility for fulfilling major applied professional functions under the guidance of a licensed psychologist in a multidisciplinary setting. An APA-accredited, APPIC, or CAPIC member internship or its approved equivalent is required. Application for internship can be made only after advancement to candidacy. In addition, the student's dissertation proposal must be formally approved before a student can submit internship rankings to APPIC or accept a CAPIC internship. 12 units, (2000 hours pre-doctoral) required, (not waivable). Prerequisites: Advancement to Candidacy, and approval by the Director of Clinical Training

Psychotherapy Theory and Process

All students must take four introductory psychotherapy courses: P200A, P203A, P253A and P255A. Additional courses may be taken as electives. 12 units, reauired

CLIN802 Introduction to Psychotherapy: Evidence Based Approaches

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

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. Close study of two contemporary psychodynamic approaches to psychotherapy is emphasized. The course includes demonstration of selected therapy techniques, discussion of case material, and a survey of relevant clinical research.

3 units, required. Prerequisites ASMT800, ASMT801

CLIN804 Psychodynamic Psychotherapy II: Time Limited Psychotherapy

This course offers a systematic study of Time Limited Dynamic Psychotherapy (TLDP). Research that provides evidence to support this manualized approach is critically reviewed. Problems in applying research knowledge to the practice of psychotherapy are examined. Other case formulation methods are contrasted with TLDP and the TDLP method is applied to work with clients.

3 units, elective. Prerequisites: CLIN803, ASMT800, ASMT801

CLIN806 Cognitive-Behavioral Psychotherapy I

This course examines the theory and practice of cognitive and behavioral approaches to psychotherapy. A variety of contemporary formulations in cognitive-behavioral therapy are compared with more traditional models. The course includes demonstration of selected therapy techniques, discussion of case material, and a survey of relevant clinical research.

3 units, required. Prerequisite: ASMT800, ASMT801

CLIN807 Cognitive-Behavioral Psychotherapy II

Building on CLIN806, this course focuses on integration of specific CBT clinical techniques to form a focused treatment approach, using anxiety disorders as a specific example, with attention to the application of CBT to diverse populations. 3 units, elective. Prerequisite: CLIN806

CLIN808 Cognitive-Behavioral Psychotherapy III

As an extension of CLIN807, this course continues to integrate theory with techniques of practice and research. This course extends the application of CBT to a broad range of clinical disorders (e.g., Axis II disorders, severe mental illness), populations (e.g., older adults, medical populations), and modalities.(e.g., psychoeducational groups), with attention to application of CBT to diverse populations. 3 units, elective. Prerequisite: CLIN807

CLIN809 Introduction to Child, Adolescent and Family Psychotherapy

This course provides a survey of theory, research, and treatment approaches for children, adolescents and families, beginning with the earliest work in child psychoanalysis and extending to current developmental, psychodynamic, behavioral, cognitive-behavioral, structural, family systems, strategic, and culturally responsive approaches, with special attention to approaches that have been empirically validated. A range of psychotherapeutic modalities is reviewed, including individual, parent-child, group, and family work. In addition, school consultation, psychopharmacological interventions, parent training, crisis intervention, and ethical and diversity considerations are addressed. Current treatment approaches for children in adverse contexts (such as maltreatment and other traumatization) and for commonly occurring clinical disorders are examined. Finally, the literature concerning the effectiveness of child, adolescent and family treatments is reviewed.

3 units, required. Prerequisites: ASMT800, ASMT801

CLIN841 Psychological Disorders of Childhood

This course provides an overview of the field of childhood psychopathology and considers recent theory and research on the etiology, assessment, and treatment of childhood disorders. Relevant developmental, biological, psychodynamic, cognitive, sociocultural, and family systems theories are considered for the various disorders discussed, DSM-IV as well as traditional classifications of childhood psychopathology are included. This course covers explorations of disorders such as autism, childhood schizophrenia, depression in childhood and adolescence, learning and attention disorders, conduct disorders and aggression, delinquency and substance abuse in adolescence, eating disorders, and ethical issues in the diagnosis and labeling of children.

3 units, elective Prerequisite: ASMT800, ASMT801. May be taken before, with, or after CLIN809

CLIN842 Child and Adolescent Psychotherapy II

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. Students will gain knowledge in the area of Child and Adolescent Psychotherapy through lectures, research-based readings, in-class discussions, in-class experiential exercises, in-class student presentations, and case formulation and treatment planning using clinical vignettes. Focus will be on the application of child and adolescent treatment modalities in clinical practice. Topics will include: 1) empirically-supported treatment approaches for use with children, adolescents, and their families; 2) ethical and legal issues related to child and adolescent psychotherapy; 3) interviewing strategies used with children, adolescents, and parents; 4) treating culturally diverse child and adolescent populations; and 5) case conceptualization and treatment planning.

3 units, elective. Prerequisites: CLIN809

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 throughout the course. Written Assignments cover the areas of cognitive testing, visual/motor, and assessment of personality and emotional development

3 units, elective. Prerequisites: CLIN841 or permission of instructor

CLIN845 Family Therapy I: Family Systems Theory

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. Specific objectives include: (1) conceptualizing family interaction from a systems perspective, (2) becoming familiar with different kinds of family systems, (3) comparing how family therapy relates to other therapy approaches, (4) recognizing the similarities and differences between different models of family therapy, (5) recognizing diverse cultural structures that impact families and family therapy and (6) giving students an opportunity to research and present a topic of interest to them from within the field of family therapy. *3 units, elective. Prerequisite: ASMT800, ASMT801*

CLIN846 Family Therapy II: Couples Therapy

This second course in the 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.

3 units, elective.

CLIN851 Health Psychology I

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 (e.g., diabetes/compliance, tobacco substance abuse/motivational interviewing, cardiovascular disease/exercise/life-style change, PNI/stress management, and behavioral pain management). 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.

3 units, elective. Prerequisite: CLIN806

CLIN852 Health Psychology II

This course builds upon Health Psychology I, introducing additional professional issues (working on teams, training), disease states/intervention approaches (e.g., obesity/exercise, cancer, HIV/AIDS, medical family therapy), and issues in health and behavior (e.g., medical basis for psychological symptoms, spirituality, somatization, sleep, pediatrics, women's health, death and dying). This course continues to emphasize critical review of the research literature and ethical and diversity issues related to health and behavior.

3 units, elective. Prerequisite: CLIN851

CLIN853 Health Psychology III

The 3rd part of the Health Psychology teaches students a broad-range of clinical skills in Health Psychology and Behavioral Medicine and provide them an opportunity to gain experience in their use, emphasizing application of these skills in a broad range of clinical settings and with patient populations diverse in presenting problems and ethnic/cultural backgrounds. The course covers a broad range of relaxation/self-regulation exercises, as well as multi/interdisciplinary team meetings, introducing Health Psychology to other disciplines, communicating with physicians, psychoeducational group therapy, problem-focused interviewing and interviewing and medical family therapy.

3 units, elective. Prerequisites: CLIN851 and CLIN852

Research Courses

MTHD801 Research Methods Lecture

Course provides an overview of psychological research. Topics covered include research ethics, measurement issues, reliability, validity, experimental and quasiexperimental 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.

3 units

MTHD802 Research Methods Lab

Course provides an overview of psychological research. Topics covered include research ethics, measurement issues, reliability, validity, experimental and quasiexperimental 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 assignemtn s on particlate lecture content (e.g., research ethics, internal valisity, reliability)."

1 unit

MTHD805 Advanced Research Methods 2

This course covers the theoretical basis for basic descriptive statistics plus the fundamentals of statistical inference: elementary probability theory; discrete and continuous distributions; the concepts of sampling distributions, hypothesis testing, and parametric versus non parametric tests.

1 unit

STAT802 Statistics 1 Lecture

This course covers the mathematical 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.

2 units

STAT803 Statistics 1 Lab

Students conduct data analyses using SPSS that is covered in Statistics 1. They also practice how to do data analyses by hand, and conduct critical reviews of research articles.

1 unit

MTHD806 Advanced Research Methods 3

This course covers the theoretical basis of inferential concepts to more complex data analysis designs. : n-way between subjects ANOVA, repeated measures, and mixed designs. Advanced multiple regression and analysis of covariance, as well as moderators, mediators, and supressor are also covered.

1 unit

STAT807Statistics 2 Lecture

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.

2 units

STAT805Statistics 2 Lab

Students are taught to use computer software to assist data analysis that is covered in Statistics 2. They also conduct critical reviews of research articles. 1 unit

DISS800Dissertation Research

A dissertation, dissertation abstract, and APA publication style manuscript prepared from the dissertation are degree requirements. The dissertation must present an independent and original piece of psychological research. No single research methodology is emphasized; all appropriate methodologies for scientific research in psychology are accepted. An oral defense of the dissertation proposal is required. Following advancement to candidacy, students must be enrolled in Dissertation Research each quarter until a successful final oral defense.

> 30 units, required. (After 30 units completed, must be taken for 3 units per quarter until successful final oral defense. Prerequisites: STAT807, 6 units of RSGP8xx

RSGP8xx Research Group

This one unit, six-quarter sequence provides supervised research training and exposure to the problems of conducting research, as a prelude to the dissertation process. Students work directly with a faculty member on a research project. Research groups are organized to allow maximum interaction with the faculty member and peers on a regular basis.

1 unit per quarter, required during 2nd and 3rd years (6 total units required). Prerequisites: STAT807 and instructor approval. May be taken for extra units with consent of instructor. May be taken without prerequisites only with the consent of the instructor

Special Courses

CLIN825 Professional Standards in Clinical Psychology I: Identity, Discipline, Culture

This course provides the entering student with a systematic examination of the issues confronting the clinical psychologist. Enrollment is required during Fall Quarter of the first year of study.

1 unit, required

CLIN826 Professional Standards in Clinical Psychology II: Practicum Preparation and Advising

This course prepares second year students with systematic preparation for the external practicum application. Enrollment is required during Fall Quarters prior to practicum application.

1 unit, required

CLIN827 Professional Standards in Clinical Psychology III: Internship Preparation and Advising

This is a required course for students advancing to internship and most of the course centers around the internship application process. However, because of its proximity to the Oral Competency Exam, one class will focus on preparation for the orals. The primary objective of the course is to prepare for pre-doctoral internship application, learn about internship sites, and complete an internship application. The course includes individual advising and optional Fall Workshops. *1 unit, required*

Independent Study

The student contracts with a PAU faculty member or other advisor (approved by the Faculty Standards & Review Committee) for independent study or directed reading in a special area of interest not offered in the curriculum. The program of study may include workshops, fieldwork, projects, outside course work, and reading agreed upon with the faculty supervisor. No more than six units may be taken in any one subject area and a maximum of six units may be applied to graduation requirements. No more than four units of independent study may be registered for per quarter.

1-6 units, elective

Special Topic Seminar

This course provides an opportunity for advanced study of topics of special interest to faculty and students. Recent examples of such topics include: Private Practice in the Era of Managed Care, The Suicidal Patient, and Traumatic Stress: Diagnosis, Treatment, Diversity, etc.

1-3 units, elective

Forensic Psychology

This sequence of courses is not required; it may be taken as electives. A detailed description of the Area of Emphasisin Forensic Psychology appears elsewhere in the PAU Catalog.

CLIN830 Advanced Ethical and Legal Issues in the Professional Practice of Psychology: Special Focus on Forensic Psychology and Psychology and the Law.

This course reviews the APA ethical guidelines, along with the legal and statutory material for the effective practice of forensic psychology, and the interface between psychology and the law (e.g., competency to practice forensic psychology, guidelines for practice, confidentiality in forensic practice, informed consent issues, risk management, expert testimony, mandatory reporting, dangerousness, etc.). Special emphasis is placed on advanced material designed to facilitate students' eventual application to Forensic Board Certification.

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

CLIN831 Forensic Psychology I

Survey of the field of psychology and the law. Areas in clinical, social, and cognitive psychology are reviewed along with the fundamentals of legal and clinical forensic research. Topics include an introduction to the legal system, criminal and civil forensic assessment, family law, eyewitness identification and testimony, jury decision making, and expert testimony.

3 units, elective

CLIN832 Forensic Psychology II

Survey of advanced material in the field of forensic psychology with an emphasis on the practice of forensic assessment in the criminal court system. For example, testimony and evaluation regarding psycholegal issues such as competency to stand trial, criminal responsibility, and violence risk assessment are emphasized.

> 3 units, elective. Prerequisite:CLIN831, good standing in the Forensic Psychology Area of Emphasis (or instructor permission)

CLDV800 Cultural Differences: Cross-Cultural Issues in Psychology

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 psychologists.

3 units, required

PSYS800 Psychological Science I: History and Systems

Historical developments in the scientific study of human and animal behavior are studied. 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, required

PSYS801 Psychological Science I: Child and Adolescent Development

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, required.

PSYS802 Psychological Science I: 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, required

PSYS804 Psychological Science II: Affective Bases of Behavior

This course directly extends T301C 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, required.

PSYS805 Psychological Science II: Biological Bases of Behavior I: Neuropsychology

Topics studied include: neuroanatomical structures and functions; neuronal bases of perception, motor function, language, memory, and emotion; hemi-spheric specialization. Biological correlates of psychiatric and neurological disorders are reviewed.

2.5 units, required.

PSYS807 Psychological Science III: Adult Development and Aging

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, required.

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

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, antianxiety, 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, required.

PSYS811 Psychological Science III: Social and Personality Psychology

Advanced study of interpersonal behavior including attitude formation, group dynamics, person perception, and interpersonal attraction. Current theories and research are evaluated.

5 units, required

CLIN890 Clinical Neurology

This course focuses on major neurological syndromes with an emphasis on differential diagnosis. Common or significant neurological conditions are presented to allow recognition of psychological manifestation of neurological disease and the converse. Other topics include the neurological examination, various syndromes and disorders, and neuropharmacology.

3 units, elective. Prerequisites: ASMT800, ASMT801, PSYS805, PSYS809

REPRESENTATIVE PRACTICUM SITES

Asian Americans for Community Involvement Barbara Aarons Pavilion – Santa Clara Vallev Medical Center Children's Hospital Autism Intervention (at Children's Hospital & Research Center Oakland) City of Fremont Youth and Family Services Depression Research Clinic, Stanford University Goodwill of the Silicon Valley Institute on Aging San Francisco Jail Psychiatric Services Kaiser Hospital/The Permanente Medical Group, Redwood City La Familia Laguna Honda Hospital and Rehabilitation Center Memory and Aging Center & Epilepsy Center, UCSF Notre Dame de Namur University. Counseling Services San Mateo County Mental Health Services Division, Juvenile Probation Mental Health Unit State of California, Department of Rehabilitation VA Palo Alto - Neuropsychological Assessment Unit VA Palo Alto – Psychiatric Intensive Care Unit VA Palo Alto – Spinal Cord Injury VA San Francisco - VA Medical Center VA San Francisco - Geriatrics/Extended Care (VA Medical Center)

VA San Francisco – Substance Use PTSD Team

REPRESENTATIVE PRE-DOCTORAL INTERNSHIP SITES

Arizona State University, Tempe, AZ Baylor University College of Medicine/Neuropsychology, Houston, TX Boston Medical Center, Boston University, Boston, MA Brown University Clinical Consortium, Providence, RI Child and Family Guidance Center, Northridge, CA Denver Health Medical Center, Denver, CO Dorothea Dix Hospital, Raleigh, NC Eastern Virginia Medical School, Norfolk, VA Harvard Medical School/Cambridge Hospital, Cambridge, MA Infant-Parent Program at UCSF, San Francisco, CA Kennedy Kreiger/Johns Hopkins, Baltimore, MD Marin County Health and Human Services, San Rafael, CA Metropolitan Detention Center, Los Angeles, CA Miami Dade County Department of Human Services, Miami, FL Mt. Sinai School of Medicine, New York, NY Northwestern Memorial Hospital, Chicago, IL PCOM Center for Brief Therapy, Philadelphia, PA Sharp Healthcare, San Dieto, CA South Shore Mental Health Center, Quincy, MA University of California Santa Barbara Counseling Center, Santa Barbara, CA University of California Davis Medical Center Department of Family and Community Medicine, Sacramento, CA University of Utah, Neuropsychology Unit, Salt Lake City, UT VA-Atlanta, Atlanta, GA VA-Carl T. Haden Medical Center, Phoenix, AZ VA-Honolulu, Honolulu, HI VA-Los Angeles, Los Angeles, CA VA-Medical Center, San Francisco, CA VA-Missouri Health Sciences Center/Truman Memorial, Columbia, MO VA-Puget Sound/American Lake, Tacoma, WA VA-Tampa, FL Yale University Department of Psychiatry, New Haven, CT



SECTION III

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

PGSP-STANFORD PSY.D. CONSORTIUM

Application and Admission Process and Requirements

The PGSP-Stanford Psy.D. Consortium accepts students in the program in the fall quarter 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 at both PAU and Stanford University from February 1 to March 15, 2010. Offers of admission will be made by phone on April 1 or shortly thereafter.

Prerequisites (see also http://www.paloaltou.edu/content/admission-requirements)

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 recommended.

<u>Clinical Experience</u>: 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 by a nonrefundable check or money order payable to **Palo Alto University.**

2. Resume/Curriculum Vitae

Please include a resume or 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

PGSP-Stanford PsyD Consortium: Both the GRE General and Psychology Subject test scores are required. The PAU institutional code for receipt of GRE scores is 4638.

5. Statement of Purpose

Please answer the following questions in your statement: (Please type, double space, and maximum 1,000 words)

- 1. Brief autobiographical sketch, including what led to your interest in the practice of clinical psychology
- 2. Details of your goals and purpose in applying to the PGSP-Stanford Psy.D. Consortium
- 3. 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?

- 4. 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
- 5. 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.

8. Application Form

You may request to receive an application packet in the mail. The application will be completed online and is available at www.paloaltou.edu in the Admissions page.

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, 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 3.6 GPA and 13151243 GRE.

Although the program uses these criteria to inform the student selection process, it also assumes that recruitment of a student body that is both highly qualified and diverse are both very important to the educational process. Thus, factors such as the quality of early educational environment, socioeconomic status, culture, race, ethnicity, and life or work experiences are also considered.

Admission Policy

If you are offered admission, the Palo Alto University 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.

Requests for accommodation of a disability should be submitted to the Vice President of Student Services, Palo Alto University, 1791 Arastradero Road, Palo Alto, CA 94304; telephone 650-421-4818.

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 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 both the Ph.D. 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 the Consortium website and 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. With respect to the section of the Student Handbook, students and faculty are also encouraged to review Section 3, Human Relations of the 2002 APA Code.

PSY.D. DEGREE - PROGRAM REQUIREMENTS

General Program Description

The PGSP-Stanford Doctor of Psychology Consortium training program is a fulltime, five-year training program: three years of academic course work, a year for the clinical dissertation project, and a year for a full-time pre-doctoral internship. The nine-month academic year runs on the quarter system, with minimal elective classes offered during summer quarter. Prior to their external fifth-year internship, students gain clinical experience through practicum program coordinated by the Consortium. Upon completion of all requirements for the Consortium program, 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.

Training Goals

There are five primary training goals for the Consortium:

- 1. To train psychologists who can effectively and critically evaluate psychosocial and biomedical research.
- 2. To train psychologists to apply evidence-based interventions in clinical practice.
- 3. To train clinical psychologists who are outstanding in psychological assessment, consultation, and supervision.
- 4. To provide theory, skills, and supervision necessary to enable students to ethically, effectively, and in a culturally sensitive manner engage in treatment interventions in response to our societal needs.
- 5. To prepare our students to contribute to the advancement of clinical psychology.

Academic Advisors

Students are assigned to an academic advisor upon entering the Consortium. When possible, students and advisors are matched based on shared clinical 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. Ideally, advisors hold quarterly meetings with their advisees including a year-end meeting to review their annual progress evaluation report. It is the student's responsibility to contact their advisor to arrange each quarterly meeting. Students are also strongly encouraged to be proactive and contact their advisor earlier rather than later should any difficulties arise.

Dissertation Chair (Advisor)

Initial advisors may serve as dissertation Chairs, but it is more likely that a student will select an additional advisor in their second or third year in the program to serve as their Chairperson for their dissertation. Students will work closely with their Chair to complete their dissertation. Students may choose Dissertation Chairs from Consortium faculty at either member entity, i.e., PAU or Stanford, however, each student's dissertation committee must include at least one Consortium faculty (core, adjunct, or associated) member from each member entity.

Psychotherapy Suggestion

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 selfawareness and a capacity for good relationships. The two are obviously related; understanding and acceptance of others depend in part on understanding and self-acceptance. 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 Consortium.

Whenever possible, the Consortium will seek to publicize available high-quality, low-cost options for students' personal psychotherapy experience. Further, the Consortium Leadership is committed to increasing opportunities for personal exploration and growth in a safe, confidential, professional environment.

Academic Requirements

Each entering class moves through the first two years of didactic coursework as a cohesive cohort, attending all classes together and in the same sequence. Elective courses are offered beginning in the third year such that students can tailor their course schedule to individual interests and goals. Students are also encouraged to explore personal areas of interest by tailoring their clinical and research experiences. All pre-internship years must be spent in residence in the Consortium.

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. Students must resolve all incomplete grades prior to advancing to candidacy (following the passing of their comprehensive exams in the 3rd/4th year).

The Consortium training program provides students with experiences 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 internship. All practicum sites must be formally approved by the Co-Direcotors of Clinical Training. Students are evaluated twice annually by their practicum supervisors. Students must maintain satisfactory practicum ratings to maintain good academic standing.

All students must pass a series of comprehensive exams held in the first, second, and third years.

Dissertation Progress

All students are enrolled in a two-quarter dissertation seminar Fall and Winter Quarters of year three. The focus of this seminar is for the students to develop a dissertation topic, clear hypotheses, committee membership and timeline. They formally present 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 both Co-Directors. Subsequent progress is monitored by the student's dissertation committee.

COMPLETE ACADEMIC CURRICULUM

The complete academic curriculum for the first three years of the Consortium training program is as follows:

Required Courses for PGSP-Stanford Psy.D. Consortium Degree (Year1 through Year 3)

Quarter	Course	Units	Course Title
YEAR 1 Fall	CLIN700 PSYS708 PATH701 ETHC700 STAT705 Psy250	3	Learning Psychotherapy: An Integrated Approach History and Systems Psychopathology Across the Life Span (Adult) Foundations of Ethics & Prof. Psychological Practice Statistics and Research Methods I
Winter	CLIN701 PSYS700 PSYS706 PSYS716 STAT707	3	Learning Psychotherapy: An Integrated Approach II Foundation of Psy. Sci I: The Human Experience Normal Human Development Foundations of Psy Sci II: Cognitive and Affective Bases Part I Statistics and Research Methods II
Spring	CLIN702 PATH700 ETHC702 PSYS710 STAT703	-	Learning Psychotherapy: An Integrated Approach III Psychopathology Across the Life Span: Child & Adolescent Critical Issues in Clinical Psychology Biological Bases of Behavior Psychometrics
YEAR 2 Fall	ETHC703 CLIN715 CLIN708 ASMT700	3 3	Advanced Prof. Issues: Clinical Emergencies and Crises Foundations of Psychodynamic Psychotherapy Cognitive Behavioral Therapy for Mood Disorders Psychological Assessment I: Intellectual Assessment
Winter	CLIN712 CLIN710 CLDV702 ASMT705		Substance Abuse Nature and Treatment of Anxiety Disorders Culturally Competent Counseling Psychological Assessment II: Assessment of Personality and Psychopathology
Spring	CLIN704 CLIN725 ASMT708	3 3 5	Supervision and Group Work Advanced Psychological Case Formulation Psychological Assessment III: Integrated Test Batteries

Quarter	Course	Units	Course Title
YEAR3			
Fall	CLIN726	3	Family Therapy (Elective)
	CLIN713	3	Child/Adolescent I: Developmental Psychology
	DISS710	3	Dissertation Prep I
	CLIN719	3	Behavioral Medicine (Elective)
	AMNT761	3	Introduction to Neuropsychological Assessment (Elective)
Winter	CLIN723	5	Child/Adolescent II: Child Assessment (Elective)
	CLIN720	3	Nature and Treatment of Eating Disorders (Elective)
	CLIN727	3	Medical Illness & Psychological Symptoms
	DISS704	3	Dissertation Prep II
	CLIN717	3	Consultation Psychology
	ASMT762	3	Neuropsychological Assessment II (Elective)
Spring	CLIN728	3	Child/Adolescent III: Child Psychotherapy (Elective)
	CLIN722	3	DBT for the Borderline Patient: Clinical Overview (Elective)
	PSYS719	3	Psychopharmacology for the Psychologist
	ASMT763	3	Neuropsychological Assessment III (Elective)
	INTR700 Psy347	1	Internship Intro Prep
	1 39077		

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, have 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 compulsory review by the Consortium Student Evaluation Committee. 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.

CLINICAL PRACTICUM REQUIREMENTS

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. All practicum sites must be formally approved by the Co-Directors of Clinical Training following an evaluation and recommendation by the Consortium Practicum Co-Coordinators. Though not required, we strongly encourage graduate students to begin working in clinical settings during their first year. During the second, third, and fourth years, students enroll in a variety of practicum at the discretion of Consortium faculty. Practicum may take place in medical school teaching hospitals, community

mental health centers, VA medical centers, county mental health systems, community-based child/family clinics, and the Gronowski Clinic. Many students complete at least one practicum placement within the Veterans Affairs Palo Alto Healthcare System (VAPAHCS).

During the first year, we strongly encourage students to obtain entry level clinical experiences to begin familiarizing themselves with the mental-health system. Students meet with their advisors to begin an active dialogue about their clinical background, interests, and working style. Students should discuss potential opportunities with the Consortium Practicum Coordinator before accepting a position to verify that it qualifies for course credit.

Given the introductory purpose of the optional first year practicum, we encourage students to obtain entry level patient contact volunteering in some aspect of the mental-health system for approximately five (5) hours per week, with a goal of at least 60 hours total. First year 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 setting and if available, it is optimal to obtain supervision by a licensed psychologist or psychiatrist. First year practicum placements may begin anytime during the student's first year of graduate training.

By the second year, practicum experiences should involve direct contact with clinical populations. The expectations during the second and third years are for students to have increased responsibilities and participation within a variety of clinical practices and with a variety of patient populations. Clinical experiences may include individual, group, family and/or couples psychotherapy and assessment. A minimum of one hour weekly of individual supervision by a licensed professional is required. An additional hour of weekly supervision by a licensed psychologist is required. The hour with a psychologist may take place in group or case consultation format.

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) hours per week in practicum activities. Students should have acquired a minimum of 1,500 - 2,000 clinical hours before beginning internship.

By the doctoral internship year, students will have exposure to empirically supported treatments for a variety of psychological disorders, including anxiety and depression. It is recommended that students experience a broad array of psychotherapeutic experiences, such as conducting psychotherapy with individuals, couples, families, groups, and conducting assessments.

Application Procedures for Practicum Placement

For second, third, and fourth year practicum placements, the Practicum Coordinator will circulate an updated Practicum Handbook during the fall of each academic year that includes current application procedures and approved sites for each year. Information also is available on MyPAU and many sites have websites with information about their practicum training. Students are expected to meet with their advisor (and/or a Practicum Coordinator, as needed) to discuss their practicum interests. Students are required to apply only to practicum sites that have been approved by the Consortium Practicum Committee and to submit their list of sites to the Practicum Coordinator for approval prior to submitting an application to the site.

Evaluation

Practicum supervisors evaluate students at the mid-year point and at the end of each academic year, providing candid and specific remarks about the student's clinical strengths and weaknesses. Though these evaluations are confidential, supervisors are strongly encouraged to review their remarks with the student. Evaluations should be submitted to the Consortium Administrative Assistant and are forwarded to the Practicum Coordinator, who assigns a Pass/Fail practicum grade after reviewing the evaluations.

We require students to track their hours beginning with their first clinical experience. At the cessation of each practicum year, students submit a signed practicum hours tracking form stating the student's name, dates at the site, and total hours completed. This document should be submitted to the Consortium Administrative Assistant.

Students evaluate their practicum site and supervisors at the termination of the practicum year. These evaluations are confidential. In most cases the evaluations are reviewed by the Practicum Coordinator, Practicum Committee, and Co-Directors of Clinical Training. To preserve confidentiality and 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.

Clinical Competency Evaluations

In addition to other outcome evaluation methods administered throughout the program such as course grades and practicum evaluations during the first, second, and third years of the program, three comprehensive examinations will be given during the first, second, and third years. 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 judge their qualifications for internship application.

As of September 2012, the comprehensive examininations are organized as follows:

- Students will take the First-Year Comprehensive Examination at the end of the Spring Quarter of the first academic year.
- Students will take the Second Year Comprehensive Examination at the end of their second academic year.
- Prior to the start of the Winter Quarter, third-year students will take the Clinical Competency Comprehensive exam, covering ethics, clinical intervention and assessment,.

Each exam is administered 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 may result in automatic dismissal from the program and students will NOT be eligible to apply for internship that year, if applicable.

Advancement to Candidacy

Following passing of all three comprehensive exams and satisfactory completion of all academic and clinical requirements detailed above, Consortium students advance to candidacy. At this time, students will receive a notification letter from the Co-Directors. Advancement to candidacy constitutes permission to apply for Internship. Advancement to Candidacy also results in the awarding of a Master of Science in Clinical Psychology.

Upon Advancement to Candidacy, the student is required to register for dissertation units each quarter until the dissertation project is completed. During the fourth year in the program, students register for 10 dissertation units per quarter (Psy750A-B-C) during Fall, Winter, and Spring Quarter, even if the dissertation has been completed prior to the Spring Quarter (early completion is understood to have involved use of the Program's resources in a more concentrated fashion than is typical, requirement payment of the full amount of dissertation credit). If the dissertation project is unfinished after these 30 units, the student must register for 3 dissertation project units per quarter until the dissertation is completed.

A student has a maximum of five years to Advance to Candidacy and a maximum of five years from advancement to graduation, for a maximum of ten years to complete the program.

DISSERTATION PROJECT REQUIREMENTS

As mentioned above, in the fourth year of the program, students register for three consecutive quarters of Dissertation project units (Psy750A-B-C; 10 units each quarter). 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, a minimum of three dissertation project units per quarter must be taken following the full-time dissertation project year until the dissertation project is completed. Dissertation project units taken after completion of the required Dissertation project year will be charged on a per unit basis. Students are not charged in Summer Quarter unless they make formal progress (i.e., defended their dissertation project). Students can, as a courtesy, propose before their fourth year without additional payments. They must still register for 10 dissertation units per quarter for three quarters in the fourth year. Summer defenses are contingent upon the availability of faculty and many members of the Consortium faculty are not available during the summer months.

Please refer to the Dissertation Handbook (available on MyPAU) for complete information on the dissertation project, including forms, policies, and procedures.

Internship Requirements

During their fifth year, Consortium students are required to complete a minimum of 2000 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.

The Consortium expects student to complete internships that meet the guidelines set forth by the California Board of Psychology and/or the American Psychological Association for supervised professional experience. The Co-Director based at PAU has been delegated overall responsibility for the Consortium internship placement process, as well as for interacting with APA, APPIC, and related organizations. This Co-Director consults with students and supervisors at internship sites for interpretation of these guidelines. In the final analysis, only the California Board of Psychology can rule as to the admissibility of the internship experience for state licensure.

The internship is a twelve (12) unit requirement. Internship students register for three (3) units per quarter in the Fall, Winter, Spring and Summer Quarters of their fifth year. Students with an approved half-time internship (20 hours per week) must instead register for 1.5 units per quarter for each of the four academic quarters for two years.

Eligibility for Internship

In order for a student to apply for internship placement, he/she must have advanced to candidacy.

Beginning in Fall, 2011, dissertation proposals must be formally approved by the student's committee by October 1 in order for the student to apply to internship during that academic year.

Site Requirements

An APA-accredited, APPIC, or California Association of Psychology Internship Centers (CAPIC) member internship site or an approved equivalent is required for graduation. The training site must be a multidisciplinary setting (including professionals from a variety of training models; e.g., psychiatrists, psychologists, social workers) offering a wide range of services and training experiences. These experiences generally include in-depth contact with various populations children, adults, and aged; ethnically diverse, and sexual minorities; couples, groups, families, and individuals; acute psychotics, drug and alcohol abusers; and outpatients, inpatients, and persons in immediate crisis. More than one intern must be present at every training site.

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

The internship must total a minimum of 2000 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. Other licensed mental health professionals (e.g., Boardqualified psychiatrists, licensed clinical social workers) may provide secondary supervisory coverage.

Evaluation

The internship supervisor evaluates the student, providing candid and specific remarks on clinical strengths and weaknesses. Evaluations must be forwarded to the delegated Co-Director (see the section on governance in Appendix A) on a regular basis for non-APA sites.

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.

Time Limits for Completion of Program

A student has a maximum of five (5) years to advance to candidacy, and a maximum of five (5) years from advancement to graduation, for a maximum of ten (10) years to complete the program.

Tuition and Fees for the PGSP-Stanford Psy.D. Consortium

Full tuition and fees for the basic program is charged at a full-time rate. There is no part-time tuition. For the current tuition and fees, see below or go to the PAU Website at <u>www.paloaltou.edu.</u>

All tuition balances for Financial Aid students must be paid at the time Financial Aid loan checks are disbursed to the student. Students certified as eligible for a student loan by the Financial Aid Office may postpone payment of tuition at registration. Students will be expected to pay any tuition balance that exceeds the amount of financial aid expected for the quarter during the registration period.

2012-2013 Tuition and Fee Schedule

Full tuition and fees for the basic program is charged at the full-time rate of \$14,854 per quarter (Fall, Winter & Spring). There is no part-time tuition. Tuition is charged at flat rate each quarter, thus there are no refunds for dropping a course.

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. A late fee of \$100.00 will be charged for late or incomplete payments.

Special Fees - As apply:

Bank returned Check	\$25.00
Continuing Registration Fee (see description below)	\$100.00
Official Transcript	\$4.00
Unofficial Transcript	FREE
Doctoral Dissertation Project Binding Fee	\$20.00

For a full late fee schedule, please see the website www.paloaltou.edu

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 concurrence of the Consortium Practicum Committee.

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. Please check the financial aid portion on this handbook further information:

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.

Academic Year 2012-2013 Dissertation Fee Policy

- In year 5 (internship) students register for standard internship units.
- If, in this 5th year, they have not completed their dissertation, they must register for 3 units per quarter until they defend (paid by the unit with unit cost variable by year).
- Even if they defend in the first week of a given quarter, they still must register and pay.
- In the summer following the 5th year (internship), if students have NOT finished their dissertation, students do NOT have to register or pay, UNLESS students are proposing/defending their dissertation during the summer quarter.
- If students have not defended and students are defending dissertations during the summer, students should register for summer units. Students should check Academic Calendar for summer tuition due date. Otherwise, students should register for dissertation units for the following Fall Quarter.
- Students must complete a final defense by May 15th in order to graduate that year.
- All academic requirements, including the final dissertation project defense must be complete by June 10th.
- Since some internships end after June 10th (following the 2010-2011 academic calendar), students can attend the graduation ceremony in June and officially graduate on September 15th (If students have met the May 15th defense deadline).

RESOURCES AND FACILITIES

Consortium Department of Psychiatry and Behavioral Sciences at Stanford University Setting

The Department of Psychiatry and Behavioral Sciences is at 401 Quarry Road, Palo Alto. A number of classes are held in this building. Many students spend additional time at the Department of Psychiatry working on their practica and pursuing other research and clinical interests with Stanford faculty and staff. Students have access to paid parking permits and there are pay kiosks in the lot at 401 Quarry as well.

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. Throughout the winter and spring, cross-country and downhill skiing is about a four-hour drive away in the Sierra Nevada Mountains.

Stanford University Libraries

All Consortium students, unless away on internship, are eligible for Stanford University library cards for access to Greene Library. Lane Medical Library at the Stanford University Medical Center is open to everyone. In addition, all Consortium students are given a SUNet ID, the Stanford University unique 3-8 character account name that identifies them as members of the Stanford community, allowing them access to the Stanford University Network of computing resources and services, including on-line library resources.

PAU Research Library

The 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 www.paloaltou.edu for current hours and contact information.

PSY.D. PROGRAM COURSE DESCRIPTIONS

First Year Courses

Psy101 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.

Psy102 Learning Psychotherapy: An Integrated Approach II

The second module provides an introduction to case formulation and exposes students to various theories of psychotherapy.

Psy102b History and 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.

Psy103 Learning Psychotherapy: An Integrated Approach III

In the third module those pan-theoretical elements identified by the APA Division 29 task force are studied at in greater depth. Key issues include empathy, recognizing and repairing ruptures in the therapeutic alliance, recognizing stages of change and attachment styles.

Psy108 Foundations of Psychological Science I: The Human Experience

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

Psy110 Psychopathology Across the Lifespan: Middle Years and Older Adult

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.

Psy111 Psychopathology Across the Lifespan: Child and 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.

Psy112 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.

Psy113 Biological Bases of Human 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.

Psy114 Foundations of Ethics and Professional Psychological Practice

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

Psy121: Psychological Assessment I: Adult Intellectual and Cognitive Assessment

This 5-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.

Psy123: Psychological Assessment II: Personality Assessment

This 5-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: Psy121.

Psy124: Psychological Assessment III: Integrated Test Batteries

This 5-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: Psy123

Psy120: Assessment Practica 1A-1D

This elective course sequence provides students who have completed the assessment sequence and passed the Assessment Comprehensive Examination with an opportunity to conduct supervised psychological assessments using the instruments and model demonstrated throughout the assessment course sequence. Prerequisite: Psy121-Psy124, successful completion of the Assessment Comprehensive Examination, and Instructor approval

Second Year Courses

Psy201 Advanced Professional Issues: Clinical Emergencies and 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.

Psy203 Cognitive Behavioral Therapy for Mood Disorders

Focuses on the treatment of mood disorders, including comorbid Axis I and Axis I disorders, with cognitive behavior therapy. It emphasizes the integration of five crucial ingredients of therapeutic success: Assessment, Technique, Emotion, Alliance, and Motivation.

Psy204 Foundations of 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.

Psy206 Psychological Treatment of Substance Use Disorders

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.

Psy207 Foundations of Psychological Science II: Cognitive and Affective Bases of Behavior

Examines the interplay between cognition and affect and their relation to behavior. Particular attention is paid to the neurobehavioral underpinnings of cognition and emotion, particularly with regard to clinical syndromes in anxiety and depression.

Psy208 The Nature and 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.

Psy209 Supervision and Group Work

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 the models, methods, and competencies of clinical supervision. 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.

Psy250 Research Methods and Statistics 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. In addition, students will be able to correctly determine if parametric versus nonparametric statistics should be used given the assumptions and distribution of scores.

Psy251 Research Methods and Statistics 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. Percognisite: Per/250

Prerequisite: Psy250.

Psy252 Research Methods and Statistics III

This course emphasizes the development of the student's ability to apply analytic and critical thinking to understanding and evaluating empirical journal articles of relevance to psychology. It builds on the knowledge and skills developed in the previous two courses of this series (Psy250 and Psy251), and presents some additional material (qualitative research, reporting on clinical trials, program evaluation, conceptual modeling, sampling procedures, and smoke-andmirrors reporting. Prerequisite: Psy251

Psy280 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.

Third Year Courses

Psy302 The Nature and Treatment of Eating Disorders (elective course)

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.

Psy303 Family Therapy

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.

Psy304 Medical Illness and 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.

Psy305 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.

Psy306 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.

Psy307 Child/Adolescent II: Child Assessment

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.

Psy308 Child/Adolescent III: Child Psychotherapy

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.

Psy309 DBT for the Borderline Patient: Clinical Overview (elective option)

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.

Psy310 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.

Psy311 Dissertation Preparation II See Psy310.

Psy312 Psychopharmacology for Psychologists (elective option)

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

Psy345 Advanced Statistical and Writing Consultation (elective)

Individualized consultation in writing and statistical analyses for dissertation.

Psy346 Consultation Psychology

Theory and methods of consultation psychology in child and adult settings.

Psy347 Introduction to Internship Preparation (elective)

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

Psy355 Behavioral Medicine (elective beginning 2011-2012)

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.

Fourth Year and Beyond Courses

Psy400 Clinical Practicum

Students are expected to acquire 5-10 weekly hours of unofficial practicum activity in the spring quarter of their first year.

Psy401 Internship Preparation (elective)

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

Psy402 Internship Preparation (elective)

See Psy401

Psy500 Professional Practicum 2A

Students are expected to acquire 15-20 weekly hours of practicum experience in the fall quarter of their second year.

Psy501 Professional Practicum 2B

Students are expected to acquire 15-20 weekly hours of practicum experience in the winter quarter of their second year.

Psy502 Professional Practicum 2C

Students are expected to acquire 15-20 weekly hours of practicum experience in the spring quarter of their second year.

Psy550 Internship

Students are expected to acquire 40 weekly hours of internship experience throughout the year.

Psy600 Professional Practicum 3A

Students are expected to acquire 20 weekly hours of practicum experience in the fall quarter of their third year.

Psy601 Professional Practicum 3B Students are expected to acquire 20 weekly hours of practicum experience in the winter guarter of their third year.

Psy602 Professional Practicum 3C

Students are expected to acquire 20 weekly hours of practicum experience in the spring quarter of their third year.

Psy700 Professional Practicum 4A

Students have the option of acquiring 15-20 weekly hours of practicum experience in the fall quarter of their fourth year. 132

Psy701 Professional Practicum 4B

Students have the option of acquiring 15-20 weekly hours of practicum experience in the winter quarter of their fourth year.

Psy702 Professional Practicum 4C

Students have the option of acquiring 15-20 weekly hours of practicum experience in the spring quarter of their fourth year.

Psy750a Clinical Dissertation Psy750b Clinical Dissertation Psy750c Clinical Dissertation

Psy800 Dissertation Units – 5th Year

Psy951 Clinical Practicum

CONSORTIUM CORE FACULTY



BRUCE ARNOW, PH.D. Professor of Psychiatry and Behavioral Sciences Stanford University Medical Center Co-Director of Clinical Training

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 combina-

tions of treatment for chronic depression. Along with several colleagues at Stanford and across the country, he has been involved in two large clinical trials investigating the efficacy of antidepressant medication, psychotherapy and their combination. The most recent trial enrolled patients until early 2006. This investigation compares, among chronically depressed partial and non-responders to an initial trial of medication, the efficacy of: 1) medication switching alone; 2) medication switching plus brief supportive psychotherapy; 3) medication switching plus cognitive behavioral analysis system of psychotherapy.

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. Finally, along with an interdisciplinary team at Stanford, Dr. Arnow has been investigating the relationship between brain activation and sexual response in men and women.

KIMBERLY HILL, PH.D.

Co-Associate Director of Clinical Training Clinical Associate Professor in Psychiatry and Behavioral Sciences Stanford University Medical Center

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 Instructor. 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 Behavioral Medicine, Sports Medicine, and Interpersonal Problems clinics at Stanford, she maintains a private practice in Palo Alto. Her current research interests include chronic pain, insomnia/depression, sexual dysfunction, post-traumatic stress disorder, dialectical behavior therapy, and media psychology. The remainder of her time is committed to the Psy.D.Consortium. As a member of the leadership team, she is involved in 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.

JENIFER L. CULVER, PH.D.

Clinical Associate Professor in Psychiatry and Behavioral Sciences Stanford University Medical Center

Dr. Jenifer Culver graduated magna cum laude with degrees in Psychology and in Spanish from Furman University. She subsequently obtained her Master's degree from Wake Forest University and her doctorate in Clinical Psychology from the University of Miami. She completed her postdoctoral training in Behavioral Medicine at Stanford University. Dr. Culver's research interests include psychosocial treatments of bipolar disorders and enhancing quality of life and positive experiences of individuals with mood disorders. She conducts a weekly Dialectical Behavior Therapy (DBT) group adapted for individuals with bipolar disorder. In addition, she manages clinical trials, teaches, and supervises practicum students.

CHERYL GORE-FELTON, PH.D. Associate Professor of Psychiatry and Behavioral Sciences Stanford University Medical Center

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.

SHELLEY H. K. HOWELL, PH.D., J.D. Associate Professor of Psychology Co-Director of Clinical Training

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. Dr. Howell is also an attorney specializing in high tech law and civil rights litigation. Her interests include the intersection of technology and privacy and fair land use regulation.



CHERYL KOOPMAN, PH.D.

Associate Professor of Psychiatry and Behavioral Sciences Stanford University Medical Center

Dr. Cheryl Koopman received her Ph.D. from the University of Virginia, and her B.A. from University of California, Berkeley. 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.

KRISTINE LUCE, PH.D.

Clinical Associate Professor in Psychiatry and Behavioral Sciences Stanford University Medical Center

Dr. Luce is the Practicum Coordinator for the PGSP-Stanford Psy.D. Consortium and serves a student advisor. Dr. Luce also works as a therapist on several research studies and in the Behavioral Medicine Clinic at Stanford University.

Dr. Luce received her doctorate in Clinical Psychology from Kent State University. She completed a pre-doctoral internship at the Seattle Veterans Hospital and a post-doctoral fellowship at Stanford University in the Department of Psychiatry and Behavioral Sciences. She has specialized clinical and research experience with eating-related disorders, including work as a project coordinator on two research studies that evaluated Internet-based interventions. One intervention was designed to reduce eating disorders in college women at high risk for developing an eating disorder and the other was a weight management program for overweight adolescents who binge eat. Although Dr. Luce uses Cognitive Behavior Therapy as a primary treatment modality, she is a certified therapist in a variety of therapeutic approaches including Dialectical Behavior Therapy, Cognitive Behavior Therapy for Bipolar Disorder, Family Focused Therapy for Bipolar Disorder, Brief Supportive Psychotherapy for Chronic Depression, Cognitive Behavior Therapy for Insomnia, and Desensitization Treatment for Insomnia.



LOUIS MOFFETT, PH.D.

Professor of Psychology 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 Associate 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, and in 2005 he began teaching group therapy and supervision 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 substancedependent persons, and clinical papers on group therapy, therapeutic communities, personality assessment, drama therapy, and supervision.



PHILIP G. ZIMBARDO, PH.D. Professor of Psychology

Philip G. Zimbardo is internationally recognized as the "voice and face of contemporary psychology" through his widely seen PBS-TV series, Discovering Psychology, his media appearances, best-selling trade books on shyness, and his classic research, The Stanford Prison Experiment.

Zimbardo has been a Stanford University professor since 1968 (now emeritus), having taught previously at Yale, NYU, and Columbia University. He also continues to teach at the Naval Post Graduate School in Monterey. He starts a new tenure as a professor at the Palo Alto University in September 2006. Zimbardo has been given numerous awards and honors as an educator, researcher, writer, and for service to the profession of psychology. Most recently, he was awarded the Havel Foundation Prize for his lifetime of research on the human condition. Among his more than 350 professional publications and 50 books is the oldest current textbook in psychology, Psychology and Life, now going into its 18th Edition, and Core Concepts in Psychology in its 5th Edition.

His current research interests are in the domain of experimental social psychology, with a scattered emphasis on everything interesting to study from shyness to time perspective, persuasion, cults, madness, violence, vandalism, political psychology, and terrorism.

Noted for his personal and professional efforts to actually 'give psychology away to the public', Zimbardo has also been a social-political activist, challenging the Government's wars in Vietnam and Iraq, as well as the American Correctional System.

Zimbardo has been President of the Western Psychological Association (twice), President of the American Psychological Association, Chair of the Council of Scientific Society Presidents (CSSP), and now Chair of the Western Psychological Foundation and Director of the Center for Interdisciplinary Policy, Education, and Research on Terrorism.

He is most excited about the publication of his new trade book in March 2007 (Random House), which he has been working on intensely for the past several years. If the stars align right, it will be a national best seller. Its domain is the psychology of evil; its provocative title: "The Lucifer Effect: Understanding How Good People Turn Evil."

For information about Associated Program Faculty and Other Contributors, please view our website at www.paloaltou.edu.

APPENDIX A - CONSORTIUM FACULTY

Core Faculty

Bruce Arnow, DCT (Stanford) Kimberly Hill, Associate DCT (Stanford) Jenifer Culver (Stanford) Cheryl Gore-Felton (Stanford) Joyce Chu (PAU) Robert Hall (PAU) Robert Holaway (PAU) Shelley Howell, DCT (PAU) Cheryl Koopman (Stanford) Kristine Luce (Stanford) Louis Moffett (PAU) Amrita Ray (PAU) Philip Zimbardo (PAU)

Associated Program Faculty

Robin Apple (Stanford) John Barry (Stanford) Kathleen Corcoran (Stanford) Charles DeBattista (Stanford) Aaron Fisher (PAU) Rowena Gomez (PAU) Chris Hayward (Stanford) Rachel Manber (Stanford) Meg Marnell (Stanford) Yvonne Morris (Stanford) Jennifer Phillips (Stanford) Lisa Post (Stanford) Douglas Rait (Stanford) Craig Rosen (Stanford) Debra Safer (Stanford) Allison Thompson (Stanford) Sharon Williams (Stanford)

Other Contributors

Alinne Barrera (PAU) James Breckenridge, (PAU) Kathleen Eldredge (Stanford) Craig Forte (Stanford) Tamara Hartl (Stanford) Julia Shiang (Stanford) Stanley Sue (PAU)

APPENDIX B - 2010-2011 ACADEMIC ADVISORS LIST

Bruce Arnow (Stanford) Jenifer Culver (Stanford) Cheryl Gore-Felton (Stanford) Kimberly Hill (Stanford) Robert Holaway (PAU) Shelley Howell (PAU) Kristine Luce (Stanford) Meg Marnell (Stanford) Louis Moffett (PAU) Yvonne Morris (Stanford) Allison Thompson (Stanford) Sanno Zack (Stanford)

APPENDIX C – REPRESENTATIVE PRACTICUM SITES

Asian Americans for Community Involvement Center for Special Problems Community Health Awareness Council - CHAC EMQ Institute on Aging - Center for Elderly Suicide Prevention and Grief Related Services Laguna Honda Hospital Marin County Health and Human Services New Leaf: Services for Our Community Oakes Children's Center Portia Bell Hume Behavioral Health and Training Center San Francisco Child Abuse Prevention Center, T.A.L.K. Line Family Support Center San Francisco County Jail San Jose Job Corps San Jose State University San Mateo County Santa Clara University St. Mary's Hospital Stanford University – Faculty and Staff Help Center Stanford/VA Aging Clinic Research Center (ACRC) and VA Memory Clinic Children's Health Council **UCSF AIDS Health Project** Veterans Affairs Palo Alto Health Care System

Veterans Affairs San Francisco Medical Center Youth and Family Enrichment Services YSC Mental Health (formerly known as Hillcrest)

APPENDIX D – REPRESENTATIVE PRE-DOCTORAL

INTERNSHIP SITES

Albert Einstein College of Medicine/Montifiore, Bronx, NY Boston University of Medicine/ Center for Multicultural Training, Boston, MA Calgary Health Region, Calgary, Alberta, Canada Denver Health Medical Center, Denver, CO Forest Institute of Professional Psychology, Springfield, MO The Help Group, Sherman Oaks, CA Jerry L. Pettis Memorial VA Medical Center, Loma Linda, CA Marin County Health and Human Services. San Rafael, CA Mount Sinai Center - Adolescent Health Center, New York, NY New York University -Bellevue Hospital Center, New York, NY Portia Bell Hume Behavioral Health and Training Center, Fremont, CA Sharp HealthCare, San Diego, CA University of Miami School of Medicine/Mailman Center for Child Development. Miami. FL University of California Santa Cruz, Santa Cruz, CA University of California San Diego, Counseling and Psychological Services, La Jolla, CA University of California San Francisco, Department of Psychiatry, San Francisco, CA University of Maryland School of Medicine/VA Maryland Health Care System, Baltimore, MD VA Medical Center, North Chicago, IL Vancouver Coastal Health, Vancouver, Canada Vanderbilt VA Consortium - Adult Psychiatry, Nashville, TN Yale University School of Medicine, New Haven, CT



SECTION IV

MASTER'S PROGRAMS

PALO ALTO UNIVERSITY M.S. IN PSYCHOLOGY PROGRAM

The Application Process for all Masters Programs

Palo Alto University accepts new student applications from prospective students to the Masters programs each spring and summer to begin in the following fall quarter. The deadline for initial applications is August 1, 2012 but PAU strongly urges prospective students 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. Classes begin just after Labor Day, but students should check the PAU website at www. paloaltou.edu for the Academic Calendar.

There is an online application for each of the Masters programs that can be filled out and submitted on the Internet:

M.S. in Psychology:

https://www.paloaltou.edu/department/admissions/apply-online/online-MS-in-Psychology-apply-online

M.A. in Counseling:

http://www.paloaltou.edu/webforms/mental-health-counseling-program-apply-online

M.A.S. in Counseling – Forensic and Correctional

https://www.paloaltou.edu/department/admissions/apply-online/ma-forensicsand-correctional-psychology

Certificate in Counseling – Forensic and Correctional https://www.paloaltou.edu/department/admissions/apply-online/ma-forensicsand-correctional-psychology

M.A. in Counseling – China Program Available in China only - contact Director of program

Certificate in Counseling – China Program Available in China only – contact Director of program

M.A. in Counseling Psychology – emphases in Marriage and Family Therapy and Professional Clinical Counseling

http://www.paloaltou.edu/degree-program/ma-counseling-mft-emphasis/admissions

M.S. in Clinical Psychology (PAU-AIGLÉ) Available to Argentinian students only – contact Director of program

Applications are also available by calling the Admissions office staff at 800-818-6136 or by sending an email request to admissions@paloaltou.edu.

Requirements for Admission

The applicant must be a graduate of a regionally accredited undergraduate institution and submit official transcripts. The applicant will also be asked to provide three letters of reference in support of their application. Finally, an essay outlining the applicants goals and reasons for applying is required. For the M.A. in Counseling Psychology program, a resume or C.V. and an interview are also required.

For students coming from a non-psychology background, there are four prerequisite courses: Developmental Psychology, Physiological Psychology, Personality or Abnormal Psychology, and Statistics. Documentation of completion for these prerequisites should be submitted to the Admissions Office. For the M.A. in Counseling Psychology program, courses meeting broader categories of human behavior, human development, human stress and dysfunction, and research may also qualify as prerequisites. See the M.A. in Counseling Psychology section or contact the program director for more information.

GRE scores are not required for admission. If, however, the applicant wishes to transfer into the PhD program, they will be required at that time.

Transferring Units

A maximum of five units of prior graduate work may be transferred. The coursework cannot be more than five years old and it is done on a case-by-case basis. The applicant should submit the course description with supporting documentation (e.g., syllabi) to the Admissions Office. The materials will be reviewed by a PAU faculty member, who will either accept or reject each course for transfer credit.

Tuition and Fees

Please refer to the PAU web site for current tuition and fees at http://www.paloaltou.edu/department/admissions/tuition-fee. Students should anticipate increases in tuition commensurate with inflation.

Accreditation

All Masters level programs at PAU are fully accredited by the Western Association of Schools and Colleges (WASC). The American Psychological Association (APA) does not accredit programs that award master's degrees. While APA accreditation is not available for any master's degree program in psychology, the prospective student should note that the Director of the M.S. in Psychology program, Dr. William Froming, has been at PAU since 1988 and has founded this program. Before coming to PAU, he taught in the Psychology Department at the University of Florida for eleven years. The M.S. faculty members are primarily full-time PAU faculty who teach the same courses in the residential Ph.D. program as they do in the M.S. program.

Mental Health Counseling Programs are eligible for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Programs must be in existence for several years before being eligible for CACREP accreditation. PAU will seek this accreditation as soon as regulations allow. MHC programs share many of the full-time PAU faculty who teach the same courses in the residential Ph.D. program as well.

M.S. IN PSYCHOLOGY (DISTANCE LEARNING)

The Training Model

The program uses a number of techniques to accomplish its educational goals. We have partnered with an educational technology company (Pearson) and they host the course materials. Many of the courses use PowerPoint slides accompanied by lecture notes. A number of classes have an audio track, so that the student can listen to the instructor as well. Readings for the classes are from texts or articles available on the course website in Adobe Acrobat (.pdf) format. Many classes also use "threaded," or topic-specific, 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 Teaching Assistant. We use out Learning Management System 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. In aggregate we feel we are able to create the essentials of the classroom experience at a distance.

The student will need access to a computer with a Web connection for this to work. We strongly recommend that the student has a fairly powerful PC computer with a DSL or cable modem connection.

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., librarians) who can receive test materials, supervise the administration of the test, and return the materials to the instructor.

Students are required to submit written evaluations of each class and each instructor every quarter. This informs us as to the strengths and weaknesses of the program in order to help us deliver our top program.

Time Frame

For students in the half-time program, classes start once a year in September. For students doing the program in one year, classes start in June. Students cannot enter the program once classes have started.

The only synchronous, or real-time, part of the courses occurs in the chat rooms. For classes using chat rooms, each instructor will schedule chat times that work for their students. Scheduling chat times can be complicated with students who come from locations around the world. Chat times will generally occur sometime between 8:00 A.M. and 7:00 P.M. Pacific Standard or Daylight Savings Time Mondays through Thursdays and/or between 8:00 A.M. and 5:00 P. M. on Fridays. These times are all local times for San Francisco. Every reasonable effort will be made to schedule them at times that allow everyone to attend. If that is not possible, alternative arrangements will be made.

Logistics

The program takes place where the students live. Because it is Web-based, the students do not have to leave their current home or job and relocate to Palo Alto, California. These factors represent a tremendous cost savings to our students.

We currently have (or have had) students from across the U.S., Canada, Europe, Asia, Africa, Australia, and South America.. Because much of the work is asynchronous, or outside of real-time, differences in location do not present much of a problem. They only become an issue when synchronous conversations (e.g., chat rooms) are scheduled. At that point we find times that work for students wherever they live.

We have an on-line Orientation for beginning students in September. This Orientation is required so that students can learn the foundations of the program before classes begin.

Program Overview and Courses

The program consists of 46 quarter units of coursework. There is no thesis requirement. These courses are typically taken over a two-year period (four quarters including some summer the first year and three quarters the second year. Some students have applied to take the program in one year. While this is possible, it makes working full-time almost impossible. In addition, it requires students in this option to start in the summer rather than the typical fall start.

The courses in the program are the same courses as those offered to doctoral students during the first year in PAU's residential Ph.D. program with two exceptions (Clinical Interviewing and Introduction to Psychotherapy). The courses are didactic in nature and do not contain an applied clinical component. *That is why the degree associated with the program is in psychology, even though some of the content is obviously relevant to clinical psychology.*

A sample schedule appears below:

Year One

Fall		Units
PSYS500 PSYS501 PSYS507 Total	History & Systems Child & Adolescent Development Adult Development & Aging	3 1.5 1.5 6
Winter PSYS502 PSYS504 PSYS505 Total	Cognitive Bases of Behavior Affective Bases of Behavior Neuropsychology	2.5 2.5 2.5 7.5
Spring CLIN500 PSYS509 CLIN501 Total	Ethics in Clinical Psychology Psychopharmacology Professional Standards I: Identity, Discipline, Culture	3 2.5 1 6.5
Summer CLIN506 PSYS511 Total	Cognitive Behavioral Psychotherapy I Social & Personality Bases of Behavior	3 5 8

Year Two

Fall		Units
ASMT500 MTHD501 MTHD502 Total	Psychopathology I Research Methods Lecture Research Methods Lab	2 3 1 6
Winter ASMT501 STAT502 STAT503 MTHD505 Total	Psychopathology II Statistics I: Lecture Statistics I: Lab Advanced Research Methods I: Lecture	2 2 1 1 6
Spring ASMT502 STAT507 STAT508 MTHD506 Total	Psychopathology III Statistics II: Lecture Statistics II: Lab Advanced Research Methods II: Lecture	2 2 1 1 6

Program Total:

46 units

By offering the same courses as we do on campus taught by the same faculty members, we have been able to ensure that the quality of instruction in the MS program is very high. Data we currently have indicates that the performance of students in the MS program is comparable to that of students taking the same courses on campus.

Transferring from the M.S. Program to the Ph. D. Program	Sequence	Courses	Units	Subtota
The Distance Learning M.S. in Psychology program was developed in order to	Descent	MTUDE04 Deservels Matheda Lastera	0	
provide students who may have the ability to handle Ph.D. level work at PAU	Research	MTHD501 Research Methods: Lecture MTHD502 Research Methods: Lab	3	
with an opportunity to demonstrate that ability. It is our hope that every student			1	
who is admitted to the M.S. program will be successful in moving to the Ph.D.		MTHD505 Advanced Research Methods I: Lecture STAT502 Statistics I: Lecture	1	
program.		STAT502 Statistics I: Lecture STAT503 Statistics I: Lab	2	
		MTHD506 Advanced Research Methods II: Lecture	1	
There will be regular student reviews by the Master of Science Committee		STAT507 Statistics II: Lecture	2	
(MSC). The MSC meets approximately two weeks after grades are turned in		STAT507 Statistics II: Lecture	2 1	12
each quarter, to review the progress of Masters' students, with the particular		STAT506 Statistics II. Lab	1	12
	Psychopathology	ASMT500 Psychopathology I	2	
goal of identifying and providing guidance to any students who may be encoun-	r sychopathology	ASMT501 Psychopathology II	2	
tering problems.		ASMT502 Psychopathology III	2	6
		Adivi1302 1 Sychopathology III	2	0
Students will move automatically from the M.S. in Psychology program to the	Clinical	CLIN501 Ethics	3	
Ph.D., if they have:	Foundations	CLIN506 Cognitive Behavioral Psychotherapy I	3	
	roundations	CLIN501 Professional Standards I: Identity,	1	7
1. Met the initial prerequisites for the Master's program. There are 4 required		Discipline, Culture		,
prerequisite courses: Abnormal (or Personality), Developmental, Statistics,				
and Physiological Psychology. Students are required to complete the appro-	Psychological	PSYS500 History and Systems	3	
	Science	PSYS501 Child and Adolescent Development	1.5	
priate prerequisites prior to the appropriate PAU class. For example, students		PSYS502 Cognitive Bases of Behavior	2.5	
will take Child and Adolescent Development in the first quarter of the M.S.		PSYS504 Affective Bases of Behavior	2.5	
class. They need to have the prerequisite course taken before classes begin.		PSYS505 Biological Bases of Behavior:	2.5	
They will take Neuropsychology in the winter quarter of the first year. They		Neuropsychology		
need to have the Physiological Psychology course taken by winter of the first		PSYS507 Adult Development and Aging	1.5	
year. The same reasoning applies for the second year of the program. Of		PSYS509 Biological Bases of Behavior:	2.5	
course, the easiest solution for this requirement is to have taken all four pre-		Psychopharmacology		
requisites before beginning the M.S. program. Documenting that the prerequi-		PSYS511 Social and Personality Bases of Behavio	or 5	21
sites have been fulfilled is the responsibility of the student.				
	Total			46
Students can request waivers by detailing the basis for the request. Those waiv-				
er requests should be submitted before the fact (i.e., before the related PAU	5. Passed the re	search comprehensive exam		
course is started) and sent to Dr. Froming.	AU		<i>с</i>	
		rse work will normally be completed by the end		
The required prerequisite courses and their graduate "partners" are listed below.		ollowing matriculation. Any deviations from this		
The requires prerequiente obtribue and their graduate partitione are noted below.	be approved by	the MS Committee and if appropriate the Stur	IODT EV	oluction

M.S. Course at PAU

PSYS505 Neuropsychology

ASMT501 Psychopathology II

Prerequisite **Undergraduate Course** Developmental Physiological Psychology Abnormal or Personality STAT502 & STAT503 Statistics I. Lecture and Lab Statistics

Successfully completed at least seven (7) unit quarters (or four quarters of doing the program in one year).

3. Earned the following grades

- a) No failing grades and
- b) No more than one B- and
- c) No more than one incomplete

PSYS501 Child & Adolescent Development

4. Successfully completed the following sequences:

during the summer of that year. Once students have completed the required clinical courses, they must pass the clinical competency exam before they can register for Practicum 2A and start seeing clients in the PAU clinic. The clinical competency exam is offered in August after the required classes are completed and before fall classes begin. In addition to those two courses, students will also take a course in Psychometrics the summer prior to entering the Ph.D. program.

be approved by the MS Committee and, if appropriate, the Student Evaluation

Master's students have the same rules for taking the comprehensive exams as

do other students; however, they cannot start Practicum 2A or the Assessment

take two courses: Clinical Interviewing and Introduction to Psychotherapy. These

sequence until being admitted to the Ph. D. program. Prior to starting clinical

work in the PAU clinic (in the fall of the first year on campus), students must

courses are offered in the summer and require students to move to Palo Alto

Committee.

Students in the M.S. program follow the same guidelines as students in the oncampus program. In the event of any 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 (SEC).

In summary, there is a 3-step system for the M.S. students:

- 1. If a student cannot pass basic course work, that student simply leaves the program during, or 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, that student can receive the M.S. in Psychology when leaving the program.
- 3. If a student completes the prerequisite undergraduate courses, passes the graduate course work, and passes the research comprehensive exam, that student goes into the Ph. D. program on campus. In that case the student is not awarded the MS in Psychology. After two years in the PhD program students will qualify for the MS in Clinical Psychology. Because the two degrees would be based on considerable overlap in coursework and the fact that the second MS degree would supersede the first MS, we don't award the MS in Psychology to the students who enter the PhD program.

Frequently Asked Questions about the M.S. in Clinical Psychology Program

What are the Advantages of a Distance Learning Program?

There are a number of reasons students are interested in the M.S.in Clinical Psychology program. The most obvious one is that students who are successful will be able to transfer those units into the residential Ph.D. program. That means that students will be well on their way to the Ph.D. degree knowing they can master the course material and having saved themselves the costs and uncertainty of moving to Palo Alto before starting any classes.

Some people are in work situations where obtaining an advanced degree provides additional job opportunities and/or additional pay. For example, teachers may be qualified to teach psychology and that may lead to higher pay. Students are encouraged to research whether such a scenario might apply to their individual work.

Teaching psychology in a community college setting is also a possibility. PAU has a number of graduates who have gone on to do this.

Still others have had a long-standing interest in psychology and want to investigate further. This course work will give those students a "real feel" for where psychology is today.

Can I See Patients With This Degree?

This degree does not contain an applied clinical component, as PAU is not yet ready to do web based clinical supervision. Because of that, this degree is designed for people who want a master's degree in order to see patients.

If you are interested in doing clinical work as a mental health counselor in child, family, forensic/correctional, or other settings, we offer our distance learning master's degree in mental health counseling program. Students in the program may be able to practice as Licensed Professional Counselors or other similar mental health practitioner licenses in all 50 states. Students interested in this program should check their state regulations to see what license they may qualify for after completing the mental health counseling program.

What Happens If I Don't Pass a Class?

Students who fail a class will be put on academic probation, a process that occurs for all students at PAU who do not pass a course. The normal remedy for an isolated failure is to simply retake the class the next time it is offered. Students should be warned that they need to pay again to retake a class and that they may not have sufficient credits available during the quarter for them to retake the class and qualify for financial aid. That means you would have to pay out of pocket for retaking the class. We hope the issue is one that students never have to deal with directly.

How Do I Get Additional Information?

You can e-mail Dr. Froming (wfroming@paloaltou.edu). He will also be happy to arrange for you to talk with current students and recent graduates of the program to get their perspective.

DIRECTOR:



WILLIAM FROMING, PH.D.

DIRECTOR OF THE DISTANCE LEARNING PROGRAM, ACADEMIC VICE PRESIDENT, CHIEF ACADEMIC OFFICER 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 inter-

ested in genocide and the common features shared by genocides of the twentieth 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 University of Wisconsin, Madison and a Ph.D. from the University of Texas, Austin. He was a Visiting Scholar at Stanford in 1986. He has also taught for the University of New Orleans in Innsbruck, Austria, at the National University of Rwanda in Butare, Rwanda and at Fudan University in Shanghai, China. 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 Distance Learning Program. He holds PAU's Nancy Black Cozzens Chair in Psychology.

Areas of Research:

Public and private aspects of the self; the development of self-regulation

MA IN COUNSELING PROGRAM

The Training Model

The MA in Counseling program is a blended program, meaning courses primarily take place online, but are supplemented with an on-campus residency requirement and field work. At the end of the first year of study, 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 the student's learning experience. Performance in class is assessed in a number of ways. Instructors will 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 (i.e., librarians). Proctors receive the test materials, supervise and administration of the test, and return the materials to the instructor.

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

During the fall of the third year in the program, 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.

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 us improve our program on a continuous basis.

Time Frame & Format

Students start the MA in Counseling program once a year, during the fall quarter. Students can enroll either part-time or full-time, and the program can be completed in a little over two years. Each fall, an online orientation is held for incoming students. This orientation is required so that students can learn the foundations of the online programming before classes begin.

Program Overview and Courses

The program consists of 90 credit units of coursework. A listing of the courses is below.

Year One

Fall		Units
COUN601 ASMT600 PSYS600 PSYS601	Professional Identity Psychopathology & Psychodiagnosis I Child & Adolescent Development Adult Development (Includes Aging and Long Term Care)	3 2 2.5 2.5
Winter COUN600 ASMT601 MTHD600	Counseling Theory Psychopathology & Psychodiagnosis II Research & Program Evaluation	3 2 5
Spring ASMT602 ASMT603 COUN630	Psychopathology & Psychodiagnosis III Psychological Appraisal & Assessment Crisis and Trauma Counseling (Includes Child Abuse, Reporting and Domestic Violence)	2 5 5
Summer COUN608 CLIN616	Professional Ethics in Counseling Clinical Interviewing and Competency exam (on-site)	5 3
Year Two Fall CLIN640 CLIN604 PRAC603	Cognitive-Behavioral Therapy Substance Abuse Practicum	3 5 2
Winter PSYS605 COUN611 CLIN634 PRAC610	Child and Adolescent Psychotherapy Family Counseling Human Sexuality Internship I	3 3 2 2
Spring COUN610 CLIN621 PRAC610	Couples Counseling Group Psychotherapy Internship II	2 5 2
Summer CLDV601 CLIN680 PRAC610	Multicultural Counseling Theories and Techniques Psychopharmacology Internship III	5 5 2
Year Three Fall		
COUN607 COUN660 PRAC610	Capstone Project in Counseling Career Counseling Theories and Techniques Internship IV	2 5 2
Program Tota	ls	90

Frequently Asked Questions

How is the MA in Counseling program different from the MS Distance Learning program?

The MA in Counseling program is designed to train mental health practitioners. The degree includes clinical coursework and internship experiences needed to practice mental health counseling. The MS program is designed to prepare students to enter a PhD program and provides the foundation skills required by the American Psychological Association. It is not intended to be a clinical degree and students cannot seek licensure as a mental health counselor with the MS degree.

Can I see patients/clients with this degree?

Yes. Counseling degrees can lead to licensure. Students interested in becoming licensed mental health counselors should check with their state licensing laws for details. In addition, the MA in Counseling program includes clinical course-work and an internship experience to help students prepare for a career as a mental health professional.

Why does this program require so many credit hours?

We designed the curriculum to be in accordance with the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting body for counseling programs. By July 1, 2013, the CACREP standards specify that a minimum of 90 quarter credit hours will be required for mental health counseling programs to be considered for accreditation. We designed our program to meet that stricter standard.

How does this program differ from the Forensic and Correctional Counseling program?

The Forensic and Correctional Counseling program and Counseling program are identical in their foundation courses. The Counseling program builds upon the foundation with broad based course work applicable to many clinical settings. The internship requirement can be completed in any number of public agencies, institutions, or departments. The Forensic and Correctional Counseling program builds upon the foundation courses through coursework tailored toward applying those counseling skills in legal settings, such as jails, prison, probation offices, forensic hospital, juvenile justice facilities, and addiction and sexual offender treatment centers. The internship portion of the Forensic and Correctional Counseling program must be completed in a relevant setting that will improve the student's skill working with this unique population.

Director:



REBECCA JACKSON, PH.D. DIRECTOR, MA IN COUNSELING PROGRAM

Dr. Jackson received her PhD from the University of North Texas and completed her internship at the University of Washington School of Medicine with a focus on public behavioral health and justice policy.

In addition to teaching, Dr. Jackson is an active researcher, consultant, clinician and trainer in forensic and correctional environments. She has provided training to mental health professionals in a variety of prison and forensic contexts and published a textbook titled "Learning Forensic Assessment." Her primary clinical and research interest is in the area of sex offender civil commitment. As such, she works with sex offender civil commitment programs across the country. She is the current president of the Sex Offender Civil Commitment Programs Network (SOCCPN). In 2008, she received the Theodore Blau Award for outstanding early career contributions to clinical psychology from the American Psychological Association and the American Psychological Foundation.

MA IN COUNSELING - FORENSIC AND CORRECTIONAL EMPHASIS

The Training Model

The MA in Counseling with Forensic and Correctional emphasis allows the Counseling student to customize his/her learning experience by completing a series of forensic and correctional courses as part of the MA in Counseling curriculum.

FORENSIC AND CORRECTIONAL COUNSELING

Year One

Fall		Units
COUN601 CLIN602 ASMT600	Professional Identity Intro to Correctional Mental Health Counseling Psychopathology & Psychodiagnosis I	3 3 2
Winter COUN600 ASMT601 MTHD600	Counseling Theory Psychopathology & Psychodiagnosis II Research & Program Evaluation	3 2 5
Spring ASMT602 ASMT603 COUN630	Psychopathology & Psychodiagnosis III Psychological Appraisal & Assessment Crisis and Trauma Counseling (Includes Child Abuse, Reporting and Domestic Violence)	2 5 5
Summer COUN608 CLIN616	Professional Ethics in Counseling Clinical Interviewing and Competency exam (on-site)	5 3

Year Two

Fall	l	Jnits
CLIN640 CLIN604 PSYS600 PSYS601 PRAC603	Cognitive-Behavioral Therapy Substance Abuse Child & Adolescent Development Adult Development (Includes Aging and Long Term Care) Practicum	3 5 2.5 2.5 2
Winter CLIN606 CLIN609 CLIN634 PRAC610	Juvenile Offenders Risk Assesssment Human Sexuality Internship I	3 3 2 2
Spring CLIN608 CLIN621 PRAC610	Sexual Offenders Group Psychotherapy Internship II	2 5 2
Summer CLDV601 CLIN680 PRAC610	Multicultural Counseling Theories and Techniques Psychopharmacology Internship III	5 5 2
Year 3 Fall COUN607 COUN660 PRAC610	Capstone Project in Counseling Career Counseling Theories and Techniques Internship IV	2 5 2
Program Tota	lls	93

The online courses use a number of techniques to accomplish educational goals. Palo Alto University utilizes a course reserve system that allows students to retrieve lectures, power point slides, and other course materials through our website. Online discussion boards and chat rooms can also be utilized to enhance the "classroom" experience. A number of classes have an audio track, so that the student can listen to the instructor as well as read the slides. Readings for the classes are from textbooks, supplemented with readings posted online. Finally, conference calls or webinars may be used to provide a forum for students to ask questions of the professor or for the professor to deliver additional teaching in "real time."

Frequently Asked Questions

How is the Forensic and Correctional Counseling program different from the MS program?

Counseling programs are designed to train mental health practitioners. The degree includes clinical coursework and internship experiences needed to practice mental health counseling. The distance learning MS program is designed to prepare students to enter a PhD program and provides the foundation skills required by the American Psychological Association. It is not intended to be a clinical degree and students cannot seek licensure as a mental health counselor with the MS degree.

Yes. Counseling degrees can lead to licensure. Students interested in becoming licensed mental health counselors should check with their state licensing laws for details. In addition, the Counseling program includes clinical coursework and an internship experience to help students prepare for a career as a mental health professional.

Why does this program require so many credit hours?

We designed the curriculum to be in accordance with the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting body for counseling programs. By July 1, 2013, the CACREP standards specify that a minimum of 90 quarter credit hours will be required for mental health counseling programs to be considered for accreditation. We designed our program to meet that stricter standard.

How does this program differ from the MA in Counseling program?

The Forensic and CorrectionalCounseling program and Counseling program are identical in their foundation courses. The Counseling program builds upon the foundation with broad based course work applicable to many clinical settings. The internship in Year 3 can be completed in any number of public agencies, institutions, or departments. The Forensic and Correctional Counseling program builds upon the foundation courses through coursework tailored toward applying those counseling skills in legal settings, such as jails, prison, probation offices, forensic hospital, juvenile justice facilities, and addiction and sexual offender treatment centers. The internship portion of the Forensic and Correctional Counseling program must be completed in a relevant setting that will improve the student's skill working with this unique population.

FORENSIC AND CORRECTIONAL COUNSELING CERTIFICATE PROGRAM

Program Overview and Courses

The Forensic and Correctional Certificate Program is designed for those individuals who already have an advanced degree in a psychology or counseling profession (MSW, LPC, MFT, PhD, PsyD), but want to expand their area of competence to include forensic and correctional populations. The courses in the curriculum assume a foundation of knowledge in psychology or counseling. The program consists of 7 course that can be completed over one academic year or spread out over two or more as desired by the student.

Fall		Units
CLIN602 CLIN604	Intro to Correctional Mental Health Counseling Substance Abuse	3 5
Winter CLIN606 CLIN609	Juvenile Offenders Risk Assessment	3 3
Spring CLIN608 CLIN621 Total units:	Sexual Offenders Group Psychotherapy	2 5 21

Special Admission Requirement:

The applicant must hold an advanced degree in a psychology or counseling related discipline. Transcripts or other evidence of the advanced degree (e.g., professional license) must be submitted. The applicant is also required to write a personal statement outlining his or her interest in forensic and correctional mental health counseling.

CHINA PROGRAMS IN COUNSELING

- MA Degree Program in Counseling
- Certificate Program in Counseling

Overview

Due to an interest in improving counselor education around the world, Palo Alto University (PAU) offers two programs in Counseling to students in China, including a Master's Degree program in Counseling and a 9-month Certificate program:

- The MA in Counseling (China Program) blends approximately two years of courses drawn from PAU's online Master's degree program in Counseling (see preceding section) with practical clinical supervision and practical training at a clinic in Beijing that meets internationally approved (CACREP) standards of quality. Students are also encouraged through periodic informal Curriculum Highlights seminars to discuss practical ways to apply what they are learning to the Chinese context.
- The Certificate Program in Counseling is intended for already practicing counselors who do not have time to enroll in PAU's full-fledged master's degree program but still want to deepen their clinical knowledge and skills. It combines carefully selected courses with 200 clock hours of clinical training and supervision that meets internationally approved (CACREP) standards. The focus is on equipping counselors with a working knowledge of best practices of careful diagnostic assessment and empirically supported cognitive-behavioral therapy for depression and anxiety.

Training Model

These programs also follow PAU's innovative blended strategy of higher education. They offer students living in China, both Chinese citizens and expatriates, a systematic online program of courses that draws on PAU's U.S. based faculty's rich experience in counselor education. It combines 1) a distance learning curriculum that is carefully designed to meet CACREP standards with 2) training at a clinic in Beijing that provides field practice and supervision to help trainees apply what they are learning to serve clients in China. Thus, our programs offer individuals in China a flexible, cost-effective way to receive high-quality, systematic training that meets international standards of excellence without the expense of studying abroad.

The Application Process for the China Programs in Counseling

Palo Alto University accepts applications from prospective students to its China programs on an ongoing basis. Interested applicants are encouraged to apply as soon as possible, because once the quota of students for an academic year is filled any additional applicants will not be considered until the next academic year. The process includes completion of an application, an interview, and a careful review of supporting materials (e.g., 3 letters of recommendation, educational transcripts). Detailed instructions and application forms can be obtained from our website www.pauchina.com or by sending an email to ChinaPrograms@paloaltou.edu.

Requirements for Admission

All applicants must have a clear interest in a career as a mental health counselor, reside in China, and have an undergraduate university bachelor's degree by the summer before the academic year they intend to enroll.

- Specific additional requirements for the Master's degree program include English language fluency sufficient to benefit from English language-only instruction. An undergraduate degree in psychology is not required, but previous study of Developmental Psychology, Physiological Psychology, Personality or Abnormal Psychology, and Statistics will be considered during the admission process.
- Specific additional requirements for the Certificate degree program include 1) strong reading knowledge of the English language to benefit from English language reading materials and 2) a valid license to practice as a counselor in China. An undergraduate degree in psychology is not required, but previous training in basic active listening and crisis intervention skills will be helpful.

Note: The GRE and TOEFL tests are not required. We conduct our own test of English language ability as part of the interview.

Tuition and Fees

Information on tuition and fees can be obtained from our website www.pauchina. com or by contacting ChinaPrograms@paloaltou.edu.

Time Frame and Curriculum for the China Programs in Counseling

Students in China start the Counseling programs once a year, during the fall quarter, and follow PAU's standard academic year calendar. Students can enroll either part-time or full-time. An orientation is held in-person in Beijing for incoming students to help them adjust to the demands of graduate study in the context of an American university.

Master's Degree Program Curriculum

The program consists of 90 credit units of coursework. Its standard full-time schedule is as follows:

Year One

Fall	l	Jnits
MHC101 E212A-DL T301B-DL T301A-DL	Professional Identity Psychopathology & Psychodiagnosis I Child & Adolescent Development Adult Development (Includes Aging and Long Term Care	3 2 2.5 e) 2.5
Winter MHC? MHCE212B MHC105	Counseling Theory Psychopathology & Psychodiagnosis II Research & Program Evaluation	3 2 5
Spring MHCE212C MHC102 F204	Psychopathology & Psychodiagnosis III Psychological Appraisal & Assessment Crisis and Trauma Counseling (Includes Child Abuse, Reporting and Domestic Violence)	2 5 5
Summer MHC100	Professional Ethics in Counseling Clinical Interviewing and Competency exam (on-site)	5 3
Year Two		
Fall P253A-DL FCMHC301	Cognitive-Behavioral Therapy Substance Abuse Practicum	3 5 2
Winter MHC202 P256C	Child and Adolescent Psychotherapy Family Counseling Human Sexuality Internship I	3 3 2 2
Spring P256B MHC200	Couples Counseling Group Psychotherapy Internship II	2 5 2
Summer MHC106 T303B	Multicultural Counseling Theories and Techniques Psychopharmacology Internship III	5 5 2
Fall MHC500	Capstone Project in Counseling Career Counseling Theories and Techniques Internship IV	2 5 2
Program Totals		90

Note: During the first 3 quarters monthly extracurricular Curriculum Highlights seminars will be offered to help students apply what they learn to the China context.

COUNSELING CERTIFICATE - CHINA

This program consists of 17 credit units of coursework. Its standard 9-month course schedule is as follows:

Fall		Units
ASMT690 ASMT695	Essentials in Diagnosis Psychological Assessment	2 4
Winter CLIN640 CLIN690	Cognitive-Behavioral Therapy Evidence-Based Treatment for Anxiety and Depression	3 n 2
Spring PRAC620	Internship (200 clock hours of clinical training)	6
Total units:		17

Frequently Asked Questions

Why does the Master's degree program require so many credit hours? The Master's degree curriculum has been carefully designed to meet the highest international standards for counselor education as set forth by the Council for Accreditation of Counseling and Related Educational Programs(CACREP), an accrediting body for counseling programs. By July 1, 2013, the CACREP standards specify that a minimum of 90 quarter credit hours will be required for Master's degree programs in Mental Health Counseling to be considered for accreditation.

What kind of clinical training do the China programs in Counseling provide?

Both of our China Programs in Counseling include clinical supervision and training at a clinic in Beijing that meets internationally approved (CACREP) standards of training and supervision. Clinical training methods include modeling, demonstration, discussion of audio- or video-taped clinical work, and group and individualized supervision of ongoing cases. A focus will be on helping trainees to develop skills in conducting careful diagnostic assessment, implementing empirically supported treatments, and applying what they learn in culturally sensitive ways.

DIRECTOR:



MARTHA L. CHIU, PH.D. Associate Professor

Dr. Chiu, PAU Associate Professor, has a longstanding interest in the improvement of mental health services for culturally diverse populations. A commitment to take into account the influence of culture on the assessment and treatment of mental disorders underlies her years of clinical practice, teaching, and research. She received a B.A., M.A., and Ph.D. from Harvard

University in the field of East Asian Studies and earned a second Ph.D. in Counseling Psychology from Stanford University. She completed her pre-doctoral clinical internship training and a postdoctoral fellowship in Clinical Neuropsychology at the Department of Veterans Affairs Palo Alto Health Care System (VAPAHCS). As a California licensed psychologist, she has over 15 years of direct clinical experience in providing mental health services in various settings in California and Asia, including the VAPAHCS hospital, Stanford University Counseling and Psychological Services, National University Hospital (Singapore), Shanghai United Family Hospital (China), Capital Normal University Student Counseling Center (China), and private practice. She has evaluated and treated individuals, couples, and families with a variety of concerns and cultural backgrounds; but she specializes in conducting cognitivebehavioral psychotherapy for youth and adults.

Dr. Chiu provided clinical supervision and training for pre-doctoral and post-doctoral psychology students for 10 years in her work as a psychologist at the VAPAHCS, primarily in the context of a Memory Clinic she established. She also served as an Assistant Professor in the Department of Psychological Medicine at the National University of Singapore, where she was the Principal Investigator on a funded research study of culturally appropriate assessment methods for early detection of dementia in Chinese older adults. As psychologist and Director of the Shanghai United Family Hospital Family Counseling Department, she helped to develop a professional, financially profitable mental health clinic that met JCIA (Joint Commission International Accreditation) standards of excellence.

Currently, in addition to her teaching for PAU's Masters programs, Dr. Chiu serves as a lecturer and clinical supervisor at the Capital Normal University in Beijing, China. Under the aegis of Capital Normal University's Applied Psychology Department, she is establishing a new Anxiety Disorders and Depression Research Clinic in Beijing, which will introduce to China the model of a community-based training clinic that uses evidence-based treatment and supervision methods and meets international standards of quality for counselor training and practice. The goal is for this clinic in China to serve in the future as a field placement for interested PAU graduate students who wish to expand their multicultural clinical practice skills in a unique practicum or internship site.

M.A. IN COUNSELING PSYCHOLOGY WITH EMPHASIS AREAS IN MARITAL AND FAMILY THERAPY AND PROFESSIOINAL CLINICAL COUNSELING

The Training Model

This program is designed to prepare students to serve their communities as licensed Marriage and Family Therapists or licensed Professional Clinical Counselors in the state of California. 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.

This program specifically prepare students to:

- Understand people systemically, biologically, cognitively, psychologically, spiritually, and culturally;
- Think critically concerning issues relating to culture and social justice;
- Be equipped as a counselor/psychotherapist to work with diverse populations and develop a corresponding professional identity;
- Acquire, refine, and demonstrate appropriate masters level skills as a clinician, researcher, and academic;
- Become a licensed Marriage and Family Therapist or Professional Clinical Counselor.

Students learn through lecture, discussion, and research, then put their new knowledge to work in their internship, all guided by their professors. 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 that cut 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.
- Integration with the principles and practices of marriage and family therapy.
- The principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
- An understanding of various cultures, the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual's mental health and recovery.

Time Frame & Format

The M.A. in Counseling Psychology 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 "live and in-class" and one course "on-line" each quarter. This format allows students to take three classes per quarter, but to only attend course sessions two evenings a week. 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 and Thursday evenings from 6:00 to 9:30.

The M.A. in Counseling Psychology program uses 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. They encourage and assist one another when needed. They also become comfortable with one another to the point of being able to discuss tough issues and share personal accounts. Since a higher level of openness is attainable, a higher level of learning can also be reached. Some courses are done in a campus setting and other courses are online. All skill-based clinical work is done in an appropriate clinical or classroom setting.

Courses and Scheduling

The program consists of 90 Quarter Units for the MFT Emphasis and 93 Quarter Units for PCC emphasis. A listing of the courses is below. On-Line Distance Learning Courses are in italics.

Year One

Course		Units
Fall COUN600 PSYS600 LCNS602 PSYS601 LCNS600	Counseling Theory Child & Adolescent Development Workshop- Child Abuse and Reporting Adult Development (Includes Aging and Long Term Car Workshop- Aging and Long Term Care	3 2.5 re) 2.5
COUN605 or COUN606	Professional Identity Development for MFTs I Professional Identity Development for PCCs I	1
ASMT600 Total	Psychopathology & Psychodiagnosis I	2 11
Winter CLIN615 MTHD600 COUN615 or COUN616 ASMT601 Total	Clinical Interviewing Research & Program Evaluation Workshop-Advances in Clinical Research Professional Identity Development for MFTs II Professional Identity Development for PCCs II Psychopathology & Psychodiagnosis II	3 5 1 2 11
Spring CLIN618 COUN630 COUN625 or COUN626	Family Therapy I: Family Systems Theory Crisis and Trauma Counseling Workshop- Crisis Intervention Professional Identity Development for MFTs III Professional Identity Development for PCCs III	3 5 1
ASMT602 Total	Psychopathology & Psychodiagnosis III	2 11
Summer CLIN610 ASMT603 CLIN612 Total	ACA Ethics- with Focus on California Law Workshop in Law and Ethics Psychological Appraisal & Assessment Workshop in Psychological Appraisal Clinical Competency Exam	5 5 1 11

Year Two

Course		Units
Fall CLIN619 PRAC603 CLIN604 Total	Family Therapy II- Couples Counseling Workshop- Domestic Violence (15hrs) Practicum I Substance Abuse	2 2 5 9
Winter PSYS605 CLIN622 PRAC604 CLIN634 Total	Child and Adolescent Psychotherapy Family Therapy III: Therapy of the Whole Family Practicum II Human Sexuality	3 3 2 2 10
Spring CLIN621 CLIN650 PRAC605 Total	Group Psychotherapy Workshop- Advanced Techniques in Group Psychotherapy (8hrs) Advanced Psychotherapeutic Techniques Practicum III	5 3 2 10
Summer CLDV600 PRAC606 CLIN680 Total	Multicultural Counseling Theories and Techniques Workshop-Advances in Multicultural Counseling Practicum IV Psychopharmacology	5 2 5 12
Fall COUN607 PRAC608 CLIN655 or COUN661 Total	Capstone Project in Counseling and Psychotherapy Practicum V Advanced Marital and Family Therapy (MFT Emphasis or Career Development Theories and Techniques (PCC Emphasis)	2 1 or 5 5 or 8

Program Totals 90 Quarter Units for MFT Emphasis 93 Quarter Units for PCC Emphasis

All students are required to complete a nine quarter-unit traineeship which entails a 9 month supervised clinical placement. Students with an MFT emphasis are required to accrue a minimum of 225 hours of face-to-face experience counseling individuals, couples, families, or groups . Students with a PCC emphasis are required to accrue a a minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups.

Marriage and Family Therapy (MFT) Licensure

The MA in 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 Therapist 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 your MFT license. After graduation, you will need to accumulate 104 weeks of supervision and 3,000 total hours of supervised work experience. Once you accrue the required amount of experience, you may take the standard written exam and written clinical vignette exam for the Marriage and Family Therapy license. Upon passing both exams, you will be issued a license to practice by the Board of Behavioral Sciences in the State of California.

Professional Clinical Counselor (PCC) Licensure

The MA in Counseling Psychology with emphasis in Professional Clinical Counseling is an accredited program 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).

This degree is the first step to obtaining your PCC license. After graduation you will need to accumulate 104 weeks of supervision and 3,000 hours of supervised work experience. Once you accrue the required amount of experience you may take the written licensing test, the LPCC Jurisprudence and Ethics Written Examination, 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 Foreign Countries

The MA in Counseling Psychology was 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.

Admissions to the M.A. in Counseling Psychology Program

All candidates for the M.A. in Counseling Psychology must submit an application, resume/vita and two letters of reference. They must also interview with a member of the admissions team and possess an accredited baccalaureate degree before they start of the program. The admissions team further evaluates each candidate on the following four criteria.

- 1. Academic Potential with primary evidence as:
- College GPA
- · Grades in courses related to psychology and the social sciences
- Other evidence that would indicate the successful candidate can succeed in graduate studies

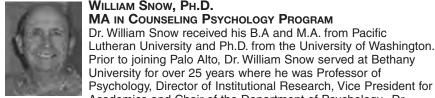
- 2. Foundational knowledge to succeed in the MA in Counseling Psychology-MFT/PCC program with primary evidence as:
- A broad understanding of human behavior as evidenced by coursework, professional experience and/or independent studies
- A broad understanding of the individual, social, and cultural factors contributing to normal human development and health as evidenced by coursework, professional experience and/or independent studies
- A broad understanding of the individual, social, and cultural factors contributing to human stress and dysfunction as evidenced by coursework, professional experience and/or independent studies
- A general understanding of research in the social and behavioral sciences as evidenced by coursework, professional experience and/or independent studies
- 3. Clinical Potential with primary evidence as:
- Letters of reference
- Outcome of interviews with program personnel
- Review of relevant professional experiences
- 4. Program fit with primary evidence as
- A review of candidate goals, outcomes and values
- A determination if Palo Alto University can meet the intended goals and outcomes of the potential student.

The criteria above gives the admissions team the flexibility to look at the unique attributes and potential of each candidate and not to exclude anyone based upon a single response to any one item. The team looks at each candidate holistically and identifies their unique strengths that they can potentially bring to the program. Those unique strengths might be academic and express themselves in course grades. Those strengths might also present themselves in the form of a unique experience of overcoming personal struggles, becoming involved in mental health recovery and wanting to give back in return. Each candidate is treated as the unique person they are. The admissions team reviews the entire file and communicates personally with each candidate before making a final decision. Admissions outcomes may take the form of an unconditional yes response, a conditional no with an invitation to reapply after remediating one or more deficits, or a simple no response.

A free on-line application is available at:

http://www.paloaltou.edu/degree-program/ma-counseling-mft-emphasis/admissions

DIRECTOR:



WILLIAM SNOW. PH.D. MA IN COUNSELING PSYCHOLOGY PROGRAM Dr. William Snow received his B.A and M.A. from Pacific Lutheran University and 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

Academics and Chair of the Department of Psychology. Dr. Snow is also a Colonel in the Army National Guard Medical Department and Commander of the California Medical Command where he supervises the physical and behavioral health assessment and health promotion of over 16,000 individuals. He also has extensive experience in peace keeping operations in Kosovo and working with Partnership for Peace programs in Ukraine, Thailand, and Nigeria. Dr. Snow's early research was on behavioral health promotion with children and adolescents while current research is on how leader decision making and actions positively or negatively impacts the well-being of individuals and organization.

M.S. IN CLINICAL PSYCHOLOGY (PAU-AIGLÉ)

For Argentinian students only

The PAU-AIGLÉ program is taught by an outstanding faculty from PAU and Aiglé Foundation together with seasoned guest professors. It integrates sound, clinically-oriented, theoretical training with systematic, professional practice. The academic component provides students a firm grounding in psychological science, psychotherapy skills and theories, psychological assessment and research skills. The practicum placements apply, integrate and expand skills learned didactically.

The program takes three years to complete and is organized as follows:

- First year: Courses and introduction to clinical practice in Buenos Aires, Argentina.
- Second year: Courses in Palo Alto, California, USA.
- Third year: Intensive clinical practice in Buenos Aires, Argentina.

Aiglé Foundation has an agreement with the University of Belgrano in Argentina whereby students completing the PAU-AIGLÉ Program are awarded an additional graduate degree of the University of Belgrano.

For more information contact Bill Froming, VPAA at 650-433-3831.

FACULTY



MARTHA L. CHIU, PH.D. Associate Professor

Dr. Chiu, PAU Associate Professor, has a longstanding interest in the improvement of mental health services for culturally diverse populations. A commitment to take into account the influence of culture on the assessment and treatment of mental disorders underlies her years of clinical practice, teaching, and research. She received a B.A., M.A., and Ph.D. from Harvard

University in the field of East Asian Studies and earned a second Ph.D. in Counseling Psychology from Stanford University. She completed her pre-doctoral clinical internship training and a postdoctoral fellowship in Clinical Neuropsychology at the Department of Veterans Affairs Palo Alto Health Care System (VAPAHCS). As a California licensed psychologist, she has over 15 vears of direct clinical experience in providing mental health services in various settings in California and Asia, including the VAPAHCS hospital. Stanford University Counseling and Psychological Services, National University Hospital (Singapore), Shanghai United Family Hospital (China), Capital Normal University Student Counseling Center (China), and private practice. She has evaluated and treated individuals, couples, and families with a variety of concerns and cultural backgrounds; but she specializes in conducting cognitivebehavioral psychotherapy for youth and adults.

Dr. Chiu provided clinical supervision and training for pre-doctoral and post-doctoral psychology students for 10 years in her work as a psychologist at the VAPAHCS, primarily in the context of a Memory Clinic she established. She also served as an Assistant Professor in the Department of Psychological Medicine at the National University of Singapore, where she was the Principal Investigator on a funded research study of culturally appropriate assessment methods for early detection of dementia in Chinese older adults. As psychologist and Director of the Shanghai United Family Hospital Family Counseling Department, she helped to develop a professional, financially profitable mental health clinic that met JCIA (Joint Commission International Accreditation) standards of excellence.

Currently, in addition to her teaching for PAU's MS program, Dr. Chiu serves as a lecturer and clinical supervisor at the Capital Normal University in Beijing, China. Under the aegis of Capital Normal University's Applied Psychology Department, she is establishing a new Anxiety Disorders and Depression Research Clinic in Beijing, which will introduce to China the model of a community-based training clinic that uses evidence-based treatment and supervision methods and meets international standards of guality for counselor training and practice. The goal is for this clinic in China to serve in the future as a field placement for interested PAU graduate students who wish to expand their multicultural clinical practice skills in a unique practicum or internship site.

Amanda Fanniff, Ph.D. Assistant Professor

Dr. Amanda 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 participant in the legal process. Her research has been supported by the American Psychology-Law Society and the American Academy of Forensic Psychology



NIGEL FIELD, PH.D. PROFESSOR

Dr. Field, PAU Professor, received his Ph.D. in clinical psychology at York University in Toronto, Canada. He did a postdoctoral fellowship at University of California San Francisco with the McArthur Foundation-funded Program on Conscious and Unconscious Mental Processes directed by Dr. Mardi Horowitz prior to his present position as a full-time faculty member at PAU.

Dr. Field's area of expertise is in bereavement, with particular focus on spousal bereavement. He has published extensively on the role of the continuing bond to the deceased in coping with the death of a loved one. More recently, Dr. Field has extended his program of research to Thailand and Cambodia. As part of this, he is examining complicated grief and post traumatic stress disorder stemming from genocide during the Khmer Rouge regime in Cambodia. In his clinical practice, Dr. Field focuses on the psychotherapeutic treatment of adults with complicated grief. He incorporates psychodynamic and attachment theory based approaches in his clinical work. Dr. Field's clinical work also includes supervising graduate students in brief therapy for complicated grief.

Areas of Research:

Loss, trauma and other stressful life events

Area of Clinical Practice:

Adult Psychotherapy.



Rowena Gomez, Ph.D. Associate Professor Faculty Chair

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 where she applied her background of aging and neurospychology 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.

In 2003, she began teaching at PAU as an instructor for the Statistics courses and, later, for Research Methods. In April 2005, she was hired full-time as an Assistant Professor at PAU.

Areas of Research:

Aging, Neurospychology, and Depression.



LOU MOFFETT, PH.D. PROFESSOR

Dr. Lou 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

Associate 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, and in 2005 he began teaching group therapy and supervision 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 substancedependent persons, and clinical papers on group therapy, therapeutic communities, personality assessment, drama therapy, and supervision.



WENDY PACKMAN, J.D., PH.D., PROFESSOR AND 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 at Stanford University. She is the Director of the Joint J.D.-Ph.D. Program in

Psychology and Law at PAU and at Golden Gate University Law School. She is admitted to the State Bar of California and is a licensed clinical psychologist in California.

Dr. Packman received her clinical training at Boston Children's Hospital and the Judge Baker Children's Center of Boston, 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 issues of malpractice.

Areas of Research:

Pediatric Psychology and Psychology Law

Area of Clinical Practice: Pediatric psychology.

LOIS SHARP, PH.D. ADJUNCT PROFESSOR

Lois Sharp graduated from PGSP (now PAU) in 2000. Following practica at an inner city community clinic and a two-year practicum at the VA in Menlo Park, she completed an internship at the Centre for Addiction and Mental Health in Toronto. Dr. Sharp has received specialized training in CBT for trauma, addictions, depression, anxiety, eating disorders, and other difficulties, focusing mainly on people with comorbid disorders. She also completed a rotation on a unit using DBT for people with comorbid Borderline Personality Disorder and Substance Abuse.

In 2004, Dr. Sharp received Diplomate Status in Cognitive Therapy through the Academy of Cognitive Therapy. This certification requires demonstration of competence in both the theory of CBT and its application in clinical practice.

Dr. Sharp has been teaching at PAU since 2004 and also held a faculty position at the California Institute of Integral Studies in San Francisco from 2002-2005. Dr. Sharp has been in independent private practice since 2002.

NAOMI WAGNER, PH.D. ADJUNCT PROFESSOR

Naomi Wagner was born and raised in Israel. She received her M.S. in clinical psychology from the Hebrew University of Jerusalem, and her Ph.D. in Psychology (1986) from North Carolina State University at Raleigh. She has been licensed and in clinical practice (NC) since 1984, and also certified as a School Psychologist, specializing in assessment and treatment of childhood disorders. Dr. Wagner has also extensive experience in parent consultation and parent education. She currently teaches at San Jose State University.



CHRISTINE ZALEWSKI, PH.D. **ADJUNCT PROFESSOR**

Dr. Zalewski received her Ph.D. in research clinical psychology with a minor in quantitative analysis from the University of Virginia. She completed both her internship and post-doctoral fellowship at Eastern Virginia Medical School. Dr. Zalewski joined the PAU faculty in 1990 and was granted tenure in 1995. She has published extensively in the areas of psychological

assessment, psychiatric diagnosis, and the neuropsychological correlates of psychiatric symptomatology.

During her tenure as a full-time faculty member, Dr. Zalewski served as the coordinator of the psychological assessment sequence and taught courses in cognitive assessment, personality assessment, psychopathology and psychodiagnosis, clinical practicum, and statistics. She is currently a MS in Psychology distance learning program faculty member and teaches the adult psychopathology sequence. Dr. Zalewski was instrumental in the development of the MS in Psychology program at PAU and pilot tested the first DL course in 1998. A firm believer in the efficacy of the DL model, Dr. Zalewski currently lives in Florida, but travels for extended periods of time with her children who are enrolled in a Distance Learning school across the country.



CHRISTOPHER WEAVER, PHD ASSISTANT PROFESSOR

DIRECTOR OF FORENSIC STUDIES

Dr. Christopher Weaver is an Assistant 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.



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 the 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 Business Psychology. The PAU Bachelor of Science programs are full-time, two year programs, offered during the day at several locations, including on the campuses of De Anza College in Cupertino, Foothill College in Los Altos Hills, and Cabrillo College in Scotts Valley. The Bachelor degree programs are also offered in a hybrid format, which consists of students attending class one evening per week at one of the PAU locations and simultaneously completing two other courses in an online format. 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 a representative from the undergraduate programs for an informational interview. Students are encouraged to make contact with a PAU admissions representative as early as possible. PAU can provide students with academic advice about how best to complete the transfer requirements. Arrangements can also be made to accommodate students who wish to visit classes while they are in the application process.

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 or the UC/CSU Intersegmental General Educations Transfer Curriculum (IGETC) requirements (see below).
- Cumulative GPA of 2.0 or higher for college and university level courses.
- Successful completion of 4 undergraduate psychology courses, including; Introduction to General Psychology; and 3 other introductory level psychology courses.

Applicants who are deficient in any of these areas should speak with a representative of the PAU Admissions Office.

General Education Requirements

The Bachelor of Science programs at PAU provide the upper level course work required for completion of a 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 or the CSU/UC IGETC requirements or their equivalent. These include:

Communication in the English Language and Critical Thinking	12-15 units
A Physical Science. Life science and a college-level math course	12-15 units
(preferably statistics)	
Arts & Humanities	12-15 units
Social Sciences	16 units
Lifelong Understanding and Self-Development	4-5 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 or be in the process of completing 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 or its equivalent 90 guarter units or 60 semester units with satisfactory grades and have completed their general education requirements are eligible for admission into the undergraduate programs. If the student is admitted into a program, he or she will receive a copy of the transfer credit evaluation, which will become part of their official PAU record. 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 credit units will be transferred to PAU, regardless of the number of credits that a student has taken 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 values 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. 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, or the CSU/UC Intersegmental General Education Transfer Curriculum (IGETC).

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 semesters, they will be dismissed from the program.

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. 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. Students who drop to part-time status will be required to make up the course(s) they miss in the following year. Students who drop to part-time status may risk losing their financial aid and may go into the repayment period for their student loans. They should consult with the PAU Financial Aid Office to understand the implications of changing their status.

STUDENT SERVICES

PAU students, despite taking classes on the campuses of De Anza, Foothill and Cabrillo 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 and Foothill Colleges. These include access to the Campus Center, Cafeteria, Library and Bookstore. Students who wish may also register for courses independently at either De Anza or Foothill Colleges, providing them with access to all student services.

Parking and Handicapped Parking

PAU students may purchase quarterly or annual parking permits at both De Anza and Foothill Colleges, allowing them to park in all student lots. All parking lots at De Anza and Foothill 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: on the De Anza College and Foothill College campuses in Cupertino and Los Altos Hills, on the Cabrillo College campus in Scotts Valley, and at the PAU Gronowski Center in Los Altos. De Anza and Foothill 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 2,570seat 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 Cabrillo College campus in Scotts Valley is an extension campus and is located within minutes of Highway 17, the corridor connecting Monterey Bay to the Silicon Valley and San Francisco.

The De Anza, Foothill and Cabrillo College 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 program 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 very low, 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 both the De Anza College and PAU campuses. These include library and IT services, food services, access to handicap services, student activities, athletic facilities, etc.

Tuition and Fees 2012-2013 Academic Year

	Day Program (3 quarters) Quarter	Hybrid Program (4 quarters) Quarter	Annual
Tuition	\$ 4,783	\$ 3,587	\$14,349
Fees	\$ 1,453	\$ 1,089	\$4,359
Total Tuition & Fees	\$ 6,236	\$ 4,676	\$18,708

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. Califonia 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.

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.

Psychology & Social Action Curriculum

Year One

A sample sequence of courses in the two year program, all of which are required, would be:

Day Program

Courses		Units
Fall SOCI300 PSYCH300 MATH320 PSYC320 Fotal	Social Problems Psychological Writing* Statistics for the Social Sciences Social Psychology*	4 4 4 16
Winter PSYC340 PSYC330 PSYC310 BIOL350 Fotal	Research Methods & Design Theories of Personality Psychology of Learning & Memory Biological Psychology	4 4 4 4 16
Spring ANTH350 PHIL300 SOCI340 PSYC380 Fotal	Cultural Anthropology Philosophy of Science Fundamentals of Social Action Psychology of Life Span Development	4 4 4 16
Year Two Fall PSYC390 PSYC360 ANTH370 PSYC395 Fotal	Clinical & Abnormal Psychology Psychology of Gender Ethnic Identity, Social Stratification Senior Internship	4 4 3 15
Winter PSYC375 PHIL310 POLI310 PSYC395 Fotal	Cross Cultural Psychology Philosophy of Ethics International Political Economy Senior Internship	3 4 4 3 14
Spring PSYC385 SOCI320 PSYC400 PSYC395 Fotal Fotal Quarter Ui	Theories of Counseling Globalization Senior Capstone Senior Internship hit Hours for Degree	4 4 2 14 90

Evening/Online Hybrid Program

Year One

Courses		Units
Fall PSYC300 MATH320 SOCI300 Total	Psychological Writing Statistics for the Social Sciences Social Problems	4 4 4 12
Winter PSYC320 PSYC340 PSCY330 Total	Social Psychology Research Design & Methods Theories of Personality	4 4 4 12
Spring PSYC310 PSYC380 PSYC375 Total	Psychology of Learning & Memory Psychology of Life Span Development Cross Cultural Psychology	4 4 4 12
Summer PSYC390 ANTH350 SOCI340 Total	Abnormal & Clinical Psychology Cultural Anthropology Fundamentals of Social Action	4 4 4 12
Year Two Fall ANTH 370 PHIL300 PSYC360 Total	Ethnic Identity & Social Stratification Philosophy of Science Psychology of Gender	4 4 4 12
Winter BIOL350 POLI310 PSYC395 Total	Biological Psychology International Political Economics Senior Internship	4 4 12
Spring SOCI320 PSYC385 PSYC395 Total	Globalization Theories of Counseling & Psychotherapy Senior Internship	4 4 4 12
Summer PSYC400 PSYC395 Total Total Quarter Un 180	Senior Capstone Senior Internship nit Hours for Degree	4 2 6 90

Internships

Students in the Psychology and Social Action program are required to complete a one year internship at a community agency or organization, which will provide the student with a practical experience in the application in the application of the theoretical materials 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 expose the student to an area where psychology is applied to real world problems. It may expose students 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 either entry into a field or in acquiring admissions 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. The themes of the senior capstone class in the last five years have been "Career Development," "Cultural Competency," "The Psychology of Good & Evil," "Substance Abuse," and "Critical Issues in Adolescence."

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 or 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 Bachelor of Science in Business Psychology program provides students with knowledge of both the disciplines of psychology and business. The program is designed to provide a basic foundation in human psychology, human resources and business administration along with practical applications designed to improve on-going human and organizational performance. Graduates from this program will have an excellent foundation for entering careers in Human Resource, Marketing and Sales, as Organization Development Specialists or Consultants, as Trainers, as Applied Academic Researchers, or to prepare students for further education towards a Master's 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 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 psychology as a science.
- 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 and mental processes and apply effective strategies for self management and self-improvement.
- Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Demonstrate competency in the following Industrial-Organizational Domains

- Ethical, Legal, and Professional Contexts
- Measurement of Individual Differences
- Criterion Theory and Development
- Job and Task Analysis
- Employee Selection, Placement, and Classification
- Performance Appraisal and Feedback
- Training: Theory, Program Design, and Evaluation
- Work Motivation
- Attitude Theory
- Small Group Theory and Process
- Organization Theory
- Organizational Development

Requirements for the Bachelor of Science Degree in Business Psychology

A Completion of 90 quarter units of upper division psychology, business and social science courses is required. All courses in the major are required. A total of 180 quarter units of undergraduate courses (90 units of transferable credit and 90 units completed in the PAU program) are required for graduation, with an overall Grade Point Average of 2.00 or better.

Business Psychology Curriculum

When they have transferred to the PAU Business Psychology program, they will take an additional 90 quarter units of courses in the three following areas:

- 1. Upper level general education courses
- Philosophy (Ethics)
- Multicultural Studies
- International Political Economy
- Social Problems
- 2. Psychology
 - Psychology of Learning
 - Statistics and Research Methods
- Theories of Personality and Assessment
- Social Psychology
- Developmental Psychology
- Normal and Abnormal Psychology
- Writing and Communication Skills
- Business Psychology Project I
- Business Psychology Project 2
- 3. Business
 - Organizational Development
- Motivation and Work Satisfaction
- Employee Relations and Interpersonal Skills
- Fundamentals of Management
- Human Resource Management
- · Financial and Business Planning
- Team Development
- Career Planning
- Change Management

The courses for the Business Psychology degree listed above are all required and designed to be taken in sequence. The curriculum is highly structured, with courses designed to complement one another and all leading to a organized set of desired learning outcomes.

Business Psychology Final Project

All students will be required to complete a Final Project, which will consist of a research project and will be done in two parts:

Part 1: Students will select a subject which has been covered in class in the program and they will develop a case study with a profit or non-profit organization with their advisor's approval. Students will observe, investigate or take part in one of the business psychology issues or practices in depth within this organization; For example, they might investigate how an organization implements a human resource policy or change, what is the process, leadership's role and behaviors, what are some of the best practices or obstacles, and apply the theories learned to explore solutions of the issue(s). Students will be supervised both on site and by one of the program's faculty in weekly meetings. Part 2: Students will apply the APA style of writing to the Final Business Psychology Project Paper in order to present their findings. Students' papers shall demonstrate their understanding of the human resources or behavior issues in the organization. Students will reflect on the integration of theories and best practices, and they will develop recommendations for future research. Students will share their learning with each other by presenting their papers. Professors, the Program Director and business leaders will be invited to participate in the presentations and to evaluate the students' presentation and learning.

Business Psychology Course Sequence

Day Program		
Year One		
Courses		Units
Fall BUSI301 BUSI320 PSYC311 PSYC320 Total	Organizational Development Fundamentals of Management Psychology of Learning Social Psychology	4 4 4 4 16
Winter PSYC331 Theories of Personality and Assessment PSYC341 Statistics and Research Methods ANTH351 Multicultural Studies BUSI370 Team Development Total		4 4 4 4 16
PSYC381 Devel	n Resource Management opmental Psychology yee Relations & Interpersonal Skills ophy of Ethics	4 4 4 4 16

Day Program

Year Two

Courses	Units
Fall BUSI300 Writing & Communication Skills HLTH350 Health and Wellness BUSI350 Financial and Business Planning PSYC391 Normal and Abnormal Behavior Total	5 4 4 4 17
Winter BUSI390 Change Management BUSI310 Motivation and Work Satisfaction BUSI401 Final Business Psychology Project – Part 1 Total	4 4 5 13
Spring BUSI381 Career Planning POLI310 International Political Economics BUSI402 Final Business Psychology Project – Part 2 Total	4 4 4 14
Total Quarter Unit Hours for Degree	90

Evening/Online Hybrid Program

Year One

Courses		Units
Fall BUSI301 PSYC341 PSYC311 Total	Organizational Development Statistics & Research Methods Psychology of Learning	4 4 4 12
Winter PSYC320 PSYC331 BUSI320 Total	Social Psychology Theories of Personality and Assessment Fundamentals of Management	4 4 4 12
Spring ANTH351 PSYC381 BUSI 370 Total	Multicultural Studies Developmental Psychology Team Development	4 4 4 12
Summer PSYC391 PHIL310 BUSI340 Total	Normal and Abnormal Behavior Philosophy of Ethics Human Resources Management	4 4 4 12

Evening/Online Hybrid Program

Year Two

Courses		Units
Fall POLI310 BUSI310 BUSI330 Total	International Political Economics Motivation and Work Satisfaction Employee Relations and Interpersonal Skills	4 4 4 12
Winter HLTH350 BUSI350 BUSI300 Total	Health and Wellness Financial and Business Planning Writing and Communication Skills	4 4 4 12
Spring BUSI381 BUSI390 BUSI401 Total	Career Planning Change Management Final Business Psychology Project - Part 1	4 4 4 12
Summer BUSI402 Total Total Quarter U	Final Business Psychology Project – Part 2 Init Hours for Degree	6 6 90

PALO ALTO UNIVERSITY Undergraduate Programs - Course Descriptions

Psychological Writing PSYC300

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.

4 Units

Psychology of Learning and Memory PSYC310

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.

4 Units

Social Psychology PSYC320

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.

4 Units

Theories of Personality PSYC330

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.

4 Units

Theories of Personality and Assessment PSYC331

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. *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.

4 Units

Statistics and Research Methods PSYC341

This course provides students with an introduction to statistics for the social sciences and introduces the investigative designs and methods used in psychological research. Issues involved in the design of non-experimental and experimental methods of research, including collection, analysis and interpretation of data, particularly in work environments, will be explored. Students will be taught to read and understand research reports. They will conduct a research project and produce a written report.

4 Units

Psychology of Gender PSYC360

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.

4 Units

Applied Social Psychology PSYC370

This course explores the application of social psychological theory and research to evaluating the impact of social interventions, strategies, and shortcomings in personal and social decision making; the effects of mass media and other sources of social persuasion; conflict resolution and negotiation; applications in legal, medical, educational, and business settings. The issues that will be examined will be done so through the lens of three major theoretical areas within social psychology: social cognition, social relations, and social influence. These issues will include health, violence against women, volunteerism, the environment, and law.

4 Units

Cross-Cultural Psychology PSYC375

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.

Psychology of Life Span Development PSYC380

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 devel-opment; 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.

4 Units

Developmental Psychology PSYC381

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; psychical, 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.

4 Units

Theories of Counseling and Psychotherapy PSYC385

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. 4 Units

Abnormal and Clinical Psychology PSYC390

This course examines the classification systems for abnormal behavior, and uses the DSM IV Multiaxial 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.

4 Units

Normal and Abnormal Behavior PSYC391

This course examines the classification system for understanding abnormal behavior and will examine the major categories of psychological disorders, including their symptoms and treatments. Major theories about the development of psychological disorders will be explored: psychodynamic, behavioral, cognitive, humanistic, and biological.

4 Units

Senior Internship PSYC395

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. 2 - 4 Units

Senior Capstone Class PSYC400

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. *4 Units*

Business Courses

Writing and Communication Skills BUSI300

This course will help students develop their writing, reading, presentation, critical thinking skills, and creative thinking skills. They will learn literature search skills and how to use information technology. Students will be taught how to write papers using APA style, to create power point presentations, and to use these when giving oral reports. They will also develop their resumes and interviewing skills, and the professor will provide personal feedback to each student. *4 Units*

Organization Development BUSI301

This course explores the issues facing organizations in today's world. Topics include research and theories on what constitutes a healthy organization; how employees can grow and learn in the organization; and organization systems. Students will gain insight, assessment tools, and techniques to enable them to analyze an organization's development and intervene in addressing organizational issues.

4 Units

Motivation and Work Satisfaction BUSI310

This course explores Maslow's and others' theory on motivation and its application to the work environment. Students will learn techniques in motivating employees, designing reward system and creating a work place environment that fosters work satisfaction. This course will introduce assessment tools to measure job satisfactions and research findings applicable to increasing job satisfaction.

Fundamentals of Management BUSI320

This course will provide an introduction to the history of management, and explore theories of management and leadership. It 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. 4 Units

Employee Relation and Interpersonal Skills BUSI330

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.

4 Units

Human Resources Management BUSI340

This is a course in applied organization psychology. It examines the principles of human resource management in today's dynamic work place. It will explore the areas of organization learning, recruitment, job design, performance appraisal, labor relations including regulations that pertain to labor issues, training and the development of different levels of employees.

4 Units

Financial and Business Planning BUSI350

This course introduces financial planning and management that relates to creating a business plan. Students will learn the fundamentals of finance and its relationship to the values and decision making process in an organization. They will also learn how financial planning impacts the way an organization's hiring and compensation practices are handled and their influence on employee behavior. Students will analyze salary data, compensation surveys and design compensation procedures allowing an organization to achieve higher human and organizational performance and business growth.

4 Units

Team Development BUSI370

This course introduces students to the four stages of team development and the elements of effective teamwork. Students will examine obstacles to the formation of teams and the negative side of teams. The class work will include learning how to use assessment tools to measuring effective teamwork and to analyzing results. Students will also practice effective teamwork in the classroom by working on team projects and presenting the results to the class.

3 Units

Career Planning BUSI 381

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. 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. Students will learn to make intelligent and well-informed decisions in choosing a career path and how to prepare for a career that fits with their goals, interests and values.

4 Units

Change Management BUSI390

This course is designed to examine how different personalities cope with change and the theories about change management. It will introduce students to the major theoretical perspectives and fundamental principles of human personality in regards to organizations and change, and it will discuss cases in the high technology environment and the implications of these cases for organizations wishing to manage change effectively.

4 Units

Final Business Psychology Project BUSI401

Students select a subject which the program has covered and they will develop a case study with profit or non-profit organization with their advisor's and professor's approval. Students will observe, investigate or take part in one of the business psychology issues that this organization is dealing with, e.g., how organizations implement a human resource policy or change, what is the process, leadership's role and behavior that is observed, what are some of the best practices or obstacles and apply the theories learned to explore solutions of the issue(s). Readings and lectures will provide materials to assist students in developing their project.

4 Units

Final Business Psychology Project Paper and Presentation BUSI402

Students will work on and present the findings from their research project with a profit or non-profit organization. They will use APA style when writing their Final Business Psychology Project. The students' papers shall demonstrate their understanding of the human resources and behavioral issues in the organization. They will reflect the extent of their understanding and integration of theories and best practices, and their capacity to make realistic and relevant recommendations to the organization and for future research. The students will share their projects with each other by organizing a professional presentation of their projects, and their professors, the program director and business leaders will be invited to participate and to evaluate the students' presentation.

Upper Level General Education Courses Biology Psychology BIOL350

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. *4 Units*

Statistical Methods for the Social Sciences MATH320

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.

4 Units

Fundamentals of Social Action SOCI340

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.

4 Units

Philosophy of Science PHIL300

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.

4 Units

Cultural Anthropology ANTH350

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.

Intercultural Studies: Ethnic Identity and Social Stratification ANTH370

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.

4 Units

Multicultural Studies AN351

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.

4 Units

Health and Wellness HLTH350

This course is designed to provide students with the knowledge and research findings on impact of health and wellness on employees. It will cover the business aspects of Corporate Health Improvement Programs and its return on investment for companies, as well as their effect on employee productivity and effectiveness. The class will also discuss impacts of burn-out in the workplace and provide practical techniques on how to manage stress in the workplace and in everyday life. Students will explore the impact of health and wellness programs on employers by way of case studies.

4 Units

International Political Economy POLI 310

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. *4 Units*

Sociology: Globalization SOCI320

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.

Philosophy of Ethics PHIL 310

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 in Business Psychology will learn from case studies of organization ethics and gain insights from real organizational practices when facing ethical issues. Students in the Psychology & Social Action Program 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.

4 Units

PAU UNDERGRADUATE FACULTY

Joshua Avera, MA

B.A. in Psychology from CSU Fresno M.A. in Communications from CSU Fresno M.A. in Psychology from CSU Fresno

Charles E. Baker, Ph.D.

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