

Palo Alto University

Palo Alto University

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Palo Alto University
2010-2011 Catalog

2010-2011 Catalog

PALO ALTO UNIVERSITY 2010-11 CATALOG

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SECTION I

INTRODUCTION TO PAU

Palo Alto University
1791 Arastradero Road
Palo Alto, CA 94304
Office of Admissions: 800-818-6136
FAX: (650) 421-4888
www.paloaltou.edu

Palo Alto University (PAU) is a private, independent professional school of psychology. PAU is accredited by:

Western Association of Schools and Colleges (WASC)
Ralph Wolff, Ph.D., Executive Director
985 Atlantic Avenue, Suite 100
Alameda, California 94501
(510) 748-9001

The PGSP Ph.D. program in clinical psychology and the PGSP-Stanford Psy.D. Consortium are accredited by:

American Psychological Association (APA)
Susan Zlotlow, Ph.D., Director
Program Consultation and Accreditation
50 First Street, N.E.
Washington, DC 20002
(202) 336-5500

PAU practices a nondiscriminatory policy regarding race, gender, sexual orientation, national origin, ancestry, color, religion, religious creed, age, marital status, gender identity, cancer-related or genetic-related medical condition, disability, citizenship status, military service status, or any other status protected by federal, state, or local law, ordinance, or regulation in admissions and employment, and in the administration of its programs and activities.

The information contained in this Catalog is accurate as of the date of publication (July 2010). The contents are subject to change without notice as the School deems necessary and appropriate, and as such is not to be construed as a contract binding the School to any specific policies. Such changes include, but are not limited to graduation requirements, admissions requirements, tuition, fees, curricula and course content. Students are expected to keep themselves apprised of any changes, and are held responsible for knowledge of them.

For updates to the Catalog, please consult the PAU website at <http://www.paloaltou.edu>.

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 scholarship of the highest level; and to providing services to the community informed by science and scholarship.

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

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

Core Purpose

Expanding the frontiers of psychological science and practice.

Faculty, students, administrators, trustees, alumni, and staff are committed to fulfilling the core purpose by assuming responsibility for their vital and varied roles at PAU. Trustees establish policy and steward the quality and integrity of the institution; faculty create and maintain academic programs which define the quality and character of the institution; faculty and students actively engage in research, scholarship and instruction; administration 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
- **imagination** and experimentation in current and future efforts in pursuit of science and pedagogy
- **accountability** to our profession, community and students to provide outstanding programs, operational transparency and fiscal responsibility
- a strong, committed **relationship** to internal, local, national, and international partners
- creative **collaborations** with other institutions

Vision

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

Institutional and Program Accreditation

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

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

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

The PGSP-Stanford 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.

The Executive Council

Coordinates the administration of the following areas:

- Academic Affairs
- Business and Finance
- 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 President. 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.paloalto.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 contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure of student records without consent, is disclosure to school officials with legitimate educational interests.

A school official has a legitimate educational interest if he or she needs to review an education record in order to fulfill his or her professional responsibility. A school official is a person employed by PAU in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom PAU has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

PAU discloses education records without consent, upon request, to officials of another school in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by PAU to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:
Family Policy Compliance Office, U.S. Department of Education,
400 Maryland Avenue, SW, Washington, DC 20202-4605.

INSTITUTIONAL POLICIES AND CAMPUS DIVERSITY

Commitment to Diversity

PAU is committed to providing an educational environment that respects cultural and individual differences. It seeks both to foster a diverse student body and to support the aspirations of all of its students. It supports the kind of critical debate over important ideas that are central to the academic enterprise. At the same time, it encourages the respect and cooperation that are also central to an academic community. PAU's commitment to diversity requires a commitment on the part of all members of this academic community to acknowledge the range of human variability and to respect 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 other status protected by law. When necessary, PAU will reasonably accommodate individuals with disabilities if the individual is otherwise qualified to meet

the fundamental requirements and aspects of the program and safely perform all essential functions, without undue hardship to the College and/or without altering fundamental aspects of its educational program.

A qualified disabled student or applicant who requires an accommodation and is otherwise unaware of the appropriate process should contact the 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 qualified disabled student shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any academic, research, counseling, financial aid or other postsecondary education program or activity which PAU provides for all students. PAU's disabled students meet the requirements and levels of competency, required of all students in the program. In order to assist students with qualified learning, physical and other disabilities, 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 qualified disabled student or applicant. The individual must meet the qualifications and requirements expected generally of PAU students, and must be able to perform the essential requirements of the curriculum, either with or without reasonable accommodation.

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 part-time 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 Distance Learning 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 Library Intern 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.

Reserves

The PAU Library has an electronic reserves system available online at <http://pgsp.docutek.com>. There is an additional Course Reserve section in the Library for books and articles that have been placed on reserve each quarter by

the instructors. Some of these materials are non-circulating and may be used in the Library only; others may be checked out. Materials on reserve for the comprehensive examinations are either non-circulating or available to borrow for a three-day loan period.

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. 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. There are nominal fees for interlibrary loans of books, journal articles, and dissertations. Free interlibrary loan services (Link +) are 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 PAU's Librarian, or, purchase a Library card directly from Stanford.

Personal library cards are available for a fee from the University of California at Berkeley, San Francisco State University, University of California Medical Center in San Francisco, and other Bay Area libraries. Students with public library cards from the city of Santa Clara or San Jose may borrow materials from Santa Clara University Library or San Jose State University Library at no charge.

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	
TBA	Director of Financial Aid	650-433-3824	rcollings@pgsp.edu
	FAX	650-433-3897	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
January 15 th	Graduate Fellowships Application Deadline (check with Admissions for more information)
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

Refund checks are available at the PAU Business Office the first week of each quarter.

Cost of Attendance for Financial Aid Purposes

Financial Aid eligibility at PAU is based on actual charges for Tuition and Fees as well as allowances for reasonable expenses not paid directly to the school.

Tuition and Fees amounts are furnished by the Business Office and are available at www.paloaltou.edu.

Books and Supplies estimates are derived from faculty and administration input as well as a survey of students. These costs vary by program and year in that program. There are no Book and Supplies allowances during the Internship year.

Transportation figures have been determined by a survey of students and the 511 organization (<http://511.org/>). 511 is managed by a partnership of public agencies led by the Metropolitan Transportation Commission, the California Highway Patrol, and the California Department of Transportation. An adjusted rate is calculated for Dissertation students who are not regularly on campus. Reasonable allowances are made for commuting costs to the campus or internships.

Housing Allowances are based on surveys of both students and assorted rentals in the vicinity of the campus. There is no Housing Allowance in the Cost of Attendance calculations for Extended Dissertation (greater than two years of dissertation) students or Distance Learning students.

Personal and Miscellaneous Allowances are based on averages and include student loan fee allowances. There is no Personal and Miscellaneous Allowance for Extended Dissertation or Distance Learning students. Loan fees have been calculated into the Miscellaneous Allowance.

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 to apply for, 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:

1. 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.
4. Application materials and a link to the FAFSA are available in the Financial Aid Forms and Publications section of www.paloaltou.edu.

The Process:

1. Collect your financial information. It is easier to complete the FAFSA if you have finished your tax returns. If you use estimated information on the FAFSA you will receive a notice on the FAFSA acknowledgment advising you to correct income and related fields with data from the completed forms. You may need:
 - Federal tax return if you file taxes ie: 1040, 1040A, 1040EZ
 - Social Security Number
 - Bank statements
 - Investment records
 - Your PIN. New applicants will receive a PIN from the Department of Education at time the applicant completes the FAFSA. Students who have already completed a FAFSA in the past will use the same PIN. PINs will also be used for electronic signatures on some loans. Do not share your PIN with anyone.
 - Your Alien Registration Number, if you're not a U.S. Citizen
2. Complete the FAFSA on-line at www.FAFSA.ed.gov. 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.

3. Pay attention to deadlines. The PAU Financial Aid Application for new students is March 15th; however the PAU Fellowship Application for new students may have an earlier deadline. Deadline for continuing students is May 15th.
4. Make sure you receive your SAR or PIN e-mail. *If your e-mail includes a bulk mail or junk mail folder, your SAR or PIN e-mail may be placed into one of these folders if it's identified as SPAM by your Internet Service Provider. Some ISPs (AOL, EarthLink, Hotmail and others) may require that an e-mail address be listed in your address book before delivering the e-mail. **To help ensure you get your SAR or PIN e-mail, enter the following U.S. Department of Education e-mail address into your address book:** cpsnotify@cpsemail.ed.gov. Also, be sure your e-mail address is current and entered correctly on your FAFSA or SAR and make sure your inbox isn't full.*
5. Applications will be reviewed as they become complete. Any additional information needed by the student will be communicated to the student via email.
6. When your file is complete, it will be reviewed by the Financial Aid staff. Once your eligibility will be 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.
7. Students must reapply each year.
8. 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
 - Most fellowships are awarded to entering students. When available, however, awards may also be granted to returning students, also based on the criteria above.
 - Some fellowships are renewable annually to a maximum of four years
- Fellowships are split equally over the quarters in the academic year.
 - Students who are selected to receive a fellowship will be notified by the Office of Admissions.

Federal Pell Grants (Undergraduate students)

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

- Students apply for the Pell Grant Program by completing the FAFSA 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 lowest expected family contributions, [EFCs], at the institution) and those who are also Federal Pell Grant recipients.
- Financial need is determined by the U.S. Department of Education, using a standard formula, established by Congress, to evaluate the financial information reported on the FAFSA and to determine the family's EFC.

Student Employment

- PAU offers employment in both the Federal 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. TA students are paid once at the end of the quarter.
- 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 Stafford Student Loan and other alternative educational loan programs.

- The Federal Subsidized and Unsubsidized Direct Loans are available to students who are enrolled at least half-time. 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 and may pick up refund checks from the Business Office during the first week of each quarter.
- All students borrowing in the Federal Student Loan Programs **MUST** complete Federal Loan Entrance/Exit Interviews or 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 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 Interview materials.

Satisfactory Academic Progress:

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 prior to school certification of a student loan application, prior to teach loan | disbursement, and at the end of each academic year. In order to be considered making Satisfactory Academic Progress, all financial aid applicants and recipients must meet the following criteria:

SAP Criteria for Graduate Programs

- Maintain the standards as set for by the PAU Student Evaluation Committee (SEC)
 - A minimum cumulative grade point average (GPA) of 3.0 (B)
 - No grade of "F" in any graduate or undergraduate course
 - A grade of "B" or better in practicum
 - No more than 8.5 units of incomplete
- 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.
- Complete the educational objective within the following maximum time frame.
 - 5 years to advance to candidacy
 - Total of 10 years to completion
- The maximum time allowed to advance to candidacy or complete the educational objective will be prorated when a student's status varies between full-time and half-time or when transfer units reduce the total number of units to be completed at PAU. The 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.

Any student who fails to meet the Satisfactory Academic Progress minimum unit requirement will be notified and placed on Financial Aid Probation for one year. During this time a student must successfully complete the annual number of units normally required, in addition to successfully complete the number of units lacking from the previous year(s). By the end of the probation period the student will have completed the minimum number of units required up to that point in the program for SAP. A student still failing to meet the unit requirement for SAP becomes ineligible for further financial aid. The student is sent a disqualification notice and all financial aid is immediately discontinued.

Any student placed on academic probation by the SEC will be notified and also placed on Financial Aid Probation. In such cases, the length and terms of the Financial Aid Probation are the same as those established for academic probation, including any subsequent extension(s), as specified in the SEC written notice(s) to the student. Unsatisfactory or inadequate compliance with the terms of the probation may result in dismissal from the program. Any student who: is academically dismissed by PAU, fails to advance to candidacy, or complete the educational objective within the maximum time frame allowed becomes ineligible for financial aid. All financial aid is immediately discontinued. Students exceeding the maximum time frame are sent a disqualification notice.

If mitigating circumstances (e.g. illness) contributed to a student failing to successfully complete a sufficient number of units and thus being placed on Financial Aid Probation, an appeal may be filed with the Financial Aid Committee. The Committee will review each appeal on a case-by-case basis for possible removal from Financial Aid Probation. Removal from probation will be based on the following criteria:

- The mitigating circumstances were unavoidable
- The circumstances were beyond the student's control
- The student supplies the Director of Financial Aid with documentation from an official source verifying the circumstances
- The student agrees to specific conditions imposed by the Director which will lead to appropriate Satisfactory Academic Progress.

The Director of Financial Aid has the discretion to waive Satisfactory Academic Progress requirements in any case in which a student has experienced undue hardship as a result of special circumstances.

A student whose financial aid has been discontinued may petition the Director of Financial Aid in writing for a reinstatement of aid once all official PAU records indicate Satisfactory Academic Progress has been achieved. (The specific requirements for re-establishing SAP are detailed in the disqualification notice to the student.) Reinstatement of aid will be dependent upon the availability of funds.

Any decision by the Director regarding SAP standards may be appealed, in writing, to the Student Evaluation Committee at PAU. Such written appeals are submitted to the Director of Financial Aid who forwards them to the chair of the SEC.

SAP Requirements for Undergraduate Students

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 prior to school certification of a student loan application, prior to each loan disbursement, and at the end of each academic year. In order to be considered making Satisfactory Academic Progress, all financial aid applicants and recipients must meet the following criteria:

- Maintain the standards as set for by the PAU Student Evaluation Committee (SEC)
- All students must maintain a cumulative grade point average (GPA) of 2.50 to be in good academic standing. Should a student's GPA fall below 2.50, 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.
- The Bachelor of Science program is designed to be a full-time program that students will complete in two years or 6 quarters. A full-time course load is 4 courses per quarter for 15 -16 unit hours. 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.

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.

If mitigating circumstances (e.g. illness) contributed to a student failing to successfully complete a sufficient number of units and thus being placed on Financial Aid Probation, an appeal may be filed with the Financial Aid Committee. The Committee will review each appeal on a case-by-case basis for possible removal from Financial Aid Probation. Removal from probation will be based on the following criteria:

- The mitigating circumstances were unavoidable
- The circumstances were beyond the student's control
- The student supplies the Director of Financial Aid with documentation from an official source verifying the circumstances
- The student agrees to specific conditions imposed by the Director which will lead to appropriate Satisfactory Academic Progress.

The Director of Financial Aid has the discretion to waive Satisfactory Academic Progress requirements in any case in which a student has experienced undue hardship as a result of special circumstances.

A student whose financial aid has been discontinued may petition the Director of Financial Aid in writing for a reinstatement of aid once all official PAU records indicate Satisfactory Academic Progress has been achieved. (The specific requirements for re-establishing SAP are detailed in the disqualification notice to the student.) Reinstatement of aid will be dependent upon the availability of funds.

Any decision by the Director regarding SAP standards may be appealed, in writing, to the Student Evaluation Committee at PAU. Such written appeals are submitted to the Director of Financial Aid who forwards them to the chair of the SEC.

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.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 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 calendar days in length. If the student dropped all classes during days 1 through 46 of the 81 day quarter, the student may be required to send money for that quarter back to the Department of Education. If all classes were dropped on calendar day 47 or later in the 81 day quarter, the student would not have to return federal financial aid to the Department of Education for that quarter.

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

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

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

Leave of Absence for Financial Aid Purposes

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 student. The form must then be approved by the student's Advisor and Program Chair. Typically grounds for a leave of absence include medical or psychological problems; arrival of a child, during the term in which the child arrives and/or the term following; and compelling personal reasons.

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

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

Students should realize that after 180 days a standard six month grace period will have expired. The student will go into repayment status for these student loans even though the school may consider the student still on an approved Leave of Absence. Students with alternate educational loans (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 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.

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

Veterans Benefits Bulletin

Educational assistance is available for U. S. military veterans 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 the Department of Veterans Affairs (V.A.). Eligible students must be matriculated (accepted and enrolled in a degree program with a Certificate of Eligibility on file from the VA for the applicable benefit.

Palo Alto University will be participation in the Yellow Ribbon Program starting in the fall 2010 and will be available on a first come first serve basis for a limited number of students. To be eligible for this program, you must first be eligible for 100% of the Post 9-11 GI Bill and provide a Letter of Eligibility from the VA to the PAU VA Certification Official. Units certified vary each quarter based upon course load, dissertation and internship and will be reflected as such with full time status not less than 12 units; 3/4 time not less than 9 units and 1/2 time not less than 6 units.

Students who will attend school under the sponsorship of the V.A. Vocational Rehabilitation program (Chapter 31) should make their initial inquiry to the V.A. by calling the toll-free number 1-800-827-1000. If approved for Chapter 31, the V.A. will issue authorization and appropriate forms to the school.

Congress has authorized a new education benefits program – Chapter 1607 (REAP) - for certain activated Reservists who served at least ninety consecutive days of active duty after September 11, 2001. The Department of Defense and the Department of Homeland Security determines eligibility for this program.

National Guard and Reservists must also request, through their respective units, the issuance of the "Notice of Basic Eligibility" (N.O.B.E.) which is to be submitted to the school with the initial application for benefits. Transfer student who previously received V.A. benefits do not need to present the N.O.B.E. form, but do need to complete the 22-1995 form.

Students eligible for Survivors' and Dependents' Educational Assistance (Chapter 35) benefits must apply directly to the V.A. on V. A. Form 22-5490 for that program. If approved, the V.A. will issue a Certificate of Eligibility which is then submitted to Palo Alto University Certifying Official of Veterans Affairs for processing. Transfer students under Chapter 35 must complete the 22-5495 "Change of Place of Training" form.

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

Once enrolled and receiving benefits, students must report any in-semester 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 semester. 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 www.gibill.va.gov/ for information on what benefits are available and contact the VA determine your eligibility.

INTERNATIONAL STUDENTS

PAU is authorized under Federal law to enroll non-immigrant students. International applicants are reminded that they must demonstrate to the satisfaction of U.S. immigration/visa officials the availability of financial resources necessary to attend PAU. An applicant will not be able to secure a student visa, nor attend PAU, unless he or she is able to demonstrate these necessary financial resources.

International applicants whose first language is not English must submit TOEFL (Test of English as a Foreign Language) scores prior to having their application evaluated by the Admissions Committee. A score at or above the 50th percentile is required. The PAU "Institution Code" for reporting TOEFL scores is 4638.

RESIDENCY REQUIREMENT

Pre-internship years are spent in residence at PAU or DeAnza or Foothill College (undergraduate program).

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SECTION II

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

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

Application and Admission Process and Requirements

PAU accepts students into the Ph.D. Program for the fall quarter. The application for admission is due January 15 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.

Each prospective Ph.D. student's application packet is evaluated carefully by a team of faculty members. In evaluating an applicant, the faculty looks for a previous record of high academic achievement, indications of good clinical and research potential, and an awareness of cultural sensitivity. Materials in a complete application packet include:

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

Interview

Based on an initial review of PhD applicants, a designated group may be invited to visit the PGSP campus for an Interview Day to meet faculty and students, as well as learn more about the program and co-curricular offerings.

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.

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:

This applicant has a Bachelor's degree in psychology or another field from a regionally accredited school or university. It is required that applicants complete specific undergraduate prerequisite courses before beginning doctoral level courses. Four prerequisites are required for admission to the PhD program. They are Biopsychology, Introduction to Statistics, Developmental Psychology and either Psychology of Personality or Abnormal Psychology. An Introduction to Psychology class does not count as a prerequisite.

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

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 (R201), Ethics in Clinical Psychology (F201), Integrated Test Batteries (E264), Cultural Differences (T300), 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 Curriculum Committee. Any requests for transfer credit of courses taken elsewhere prior to matriculation in the PhD program at PAU, but submitted after the end of a student's first quarter at PAU must be done in writing through the Curriculum 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 (Draft policy statement, 2005). 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.

Objectives of the Ph.D. Program

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

Core Objectives

Objective #1: To produce clinicians with the requisite clinical knowledge, skills, and attitudes to successfully practice as entry PhD-level clinical psychologists in a variety of clinical settings and with a variety of clinical problems.

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

Objective #3: To produce culturally competent clinical psychologists.

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

Methods of Ph.D. Training

PAU considers an integration of scholarship, practical experience, and research the best training model for preparing Ph.D. psychologists to meet the highest standards of clinical practice and scholarly research in a changing healthcare environment. The integration of academic work, clinical experience and research begins early in the student's training and continues throughout the graduate career. Three training mechanisms are emphasized: 1) didactic training in classroom settings; 2) direct clinical 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 20 hours or more per week in direct service delivery. Practicum and field placement assignments are made on the basis of careful evaluation by the faculty of students' clinical interests, goals, and training needs. Students are assisted in the selection of practicum placements in community settings that provide a wide range of clinical experiences. The internship, which occurs later in the students' training, integrates and expands upon earlier experiences in the field.

Ph.D. students also engage in directed research beginning in the second year of graduate study. Research involves students in clinical and basic research conducted by PAU faculty. Students are encouraged to pursue small, independent research projects, wherever possible, in addition to their involvement in directed research in classroom laboratories or at practicum sites. 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.

Kurt and Barbara Gronowski Psychology Clinic

Currently located in Los Altos, California, about a twenty minute drive from the PAU Campus in Palo Alto, the Kurt and Barbara Gronowski Clinic 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 the disadvantaged, older adults, and other underserved groups on a sliding scale fee basis. Students enrolled in second year and advanced practicum 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 157 units. Of the 157 total units needed for graduation, 115 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 42 quarter units (graduate level) to PAU. Details regarding transfer units are found within this Handbook.

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 include:

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
T301A Psychological Science I: History and Systems	3
T301B Psychological Science I: Child and Adolescent Development	1.5
T301C Psychological Science I: Cognitive Bases of Behavior I	2
T302A Psychological Science II: Affective Bases of Behavior II	2
T302B Psychological Science II: Biological Bases of Behavior I: Neuropsychology	2.5
T303A Psychological Science III: Adult Development and Aging	1.5
T303B Psychological Science III: Biological Bases of Behavior II: Psychopharmacology	2.5
T303C Psychological Science III: Social and Personality Psychology	2
T300 Cultural Differences/Cross-Cultural Issues	3
S201 Professional Issues in Clinical Psychology I	0
S202 Professional Issues in Clinical Psychology II	0
S203 Professional Issues in Clinical Psychology III	0
Total	20

2. Research:

Course work in both quantitative and qualitative research methods and statistics is designed to prepare 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 planning their dissertations. Six consecutive quarters of research group participation (generally to be 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
R201 Research Methods	3
R201 Research Methods Lab	1
R202 Statistics I	3
R202 Statistics I Lab	1
R203 Statistics II	3
R203 Statistics II Lab	1
R330 Research Group	6
R310 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 second year requirements. After successfully completing all psychological assessment courses, students are required to pass the Assessment Multiple Choice Competency Examination. The graduate courses required in this area are:

Course	Units
E212A Psychopathology and Psychodiagnosis I	3
E212B Psychopathology and Psychodiagnosis II	3
E261 Adult Cognitive Assessment	3
E262 Objective Personality Inventories	2
E263 Projective Techniques	3
E264 Integrated Test Batteries	3
Total	17

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
P200A Introduction to Psychotherapy	3
P203A Psychodynamic Psychotherapy I	3
P253A Cognitive-Behavioral Psychotherapy I	3
P255A Child, Adolescent, and Family Psychotherapy	3
Total	12

5. Clinical Practica

After passing the Clinical Multiple Choice Competency Examination, students begin practicum. Practica provide diverse training opportunities integrate academic skills with experiential learning. Practica prepared students for a full clinical internship in year five. The initial clinical practicum experience takes place in the Gronowski Clinic, PAU's own outpatient community clinic, under the direct supervision of the School's faculty. Every student is required to complete 24 practicum units before advancement to candidacy, accumulating nine units in Practicum 2A, 2B, and 2C and fifteen units in the third year in Practicum 3A, 3B, and 3C.

The graduate courses required in this area are:

Course	Units
F201 Ethics in Clinical Psychology	3
F204 Clinical Interviewing	3
F213 Clinic Practicum 2A	3
F214 Clinic Practicum 2B	3
F215 Clinic Practicum 2C	3
F221 Practicum 3A	5
F222 Practicum 3B	5
F223 Practicum 3C	5
F300 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 include two certificate programs, several course sequences, as well as individual courses. See elsewhere in this catalog for a listing of elective courses.

Course	Units
Psychological Theory	20
Research	48
Psychological Evaluation	17
Psychotherapy Theory and Process	12
Clinical Practice	42
Electives	18
Total	157

Clinical Field Experience

Practica

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 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 typically 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.

The first practicum experience (Practicum 2) begins in the second year at the Kurt and Barbara Gronowski Psychology Clinic. 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 on successful completion of three quarters of experience.

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, and can expect to spend 16-24 hours per week at their practicum.

Requirements

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

The practicum supervisor evaluates the student on a quarterly basis, providing candid and specific remarks on clinical strengths and areas needing development. These evaluations must be forwarded to the Practicum Coordinator who assigns the Pass/Fail practicum grade on the basis of the supervisor's evaluation. Each third year practicum course carries five units of credit and is graded on a Pass/Fail basis.

Internship

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), among other requirements 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.

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. The primary focus and purpose is assuring breadth and quality of training. 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 aged; ethnically diverse, 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.

Internship Evaluation

The internship supervisor evaluates the student twice a year, providing candid and specific remarks 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 Vice President of Professional Development. Further 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 157 units. Of the 157 total units needed for graduation, 115 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 self-awareness and a capacity for good relationships. The two are obviously related; understanding and acceptance of others depend in part on understanding and acceptance of ourselves. Students are expected to demonstrate maturity, good judgment, discretion, and respect. If their effectiveness is compromised by personal problems or illness, they are expected to seek competent professional help to determine whether to suspend, terminate, or limit the scope of professional studies at PAU.

Faculty Advisor System

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

CERTIFICATE PROGRAM IN NEUROPSYCHOLOGICAL ASSESSMENT

An elective certificate program is offered to students at PAU and to other appropriately credentialed psychologists who wish to develop a proficiency in 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 post-doctoral) applying neuropsychological services in a clinical setting.

The courses offered in the Certificate Program in Neuropsychological Assessment and the courses required as prerequisites to the Certificate Program in Neuropsychological Assessment fulfill the didactic education criteria listed above as approved by Division 40. However, successful completion of the Certificate Program in Neuropsychological Assessment 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 an average passing grade of at least a "B+", and no grade in any course below a "B."

- E212A Psychopathology and Psychodiagnosis I
- E212B Psychopathology and Psychodiagnosis II
- E261 Adult Cognitive Assessment
- E262 Objective Personality Inventories
- E263 Projective Techniques
- E264 Integrated Test Batteries
- T302B Psychological Science II: Biological Bases of Behavior I: Neuropsychological

Neuropsychological Assessment Course Requirements:

The following courses encompass the certificate program and must be taken in the order listed. That is, T306 must be taken before E301, and all of the "E" courses must be taken in numerical sequence.

- T306 Clinical Neurology
- E301 Introduction to Neuropsychological Assessment: Boston Approach
- E302 Advanced Neuropsychological Assessment I: Halstead-Reitan
- E303 Advanced Neuropsychological Assessment II: Benton Iowa and Brief Batteries
- E304 Differential Diagnosis in Neuropsychological

PAU is in the process of adding a sixth course to requirements for completion of the Certificate Program in Neuropsychological Assessment. This will be a laboratory course in neuroanatomy and neurophysiology (2 units), and plans to offer it for the first time during the 2008-2009 academic year.

Ph.D. students who plan to take the Neuropsychological Assessment 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 may be required. A complete offering of this sequence begins at least once a year, and more often as demand and scheduling require.

Once admitted to the program, students must complete the full sequence of courses to obtain a Certificate of Proficiency in Neuropsychological Assessment.

Appropriately credentialed psychologists who are not matriculated PAU students may apply to enroll in the Certificate Program in Neuropsychological Assessment. Such applicants, who would enroll as non-matriculates, need to provide evidence of satisfactory completion of the prerequisite course work with their application to join the certificate program.

Neuropsychological Testing Practicum Requirement:

Students are required to administer neuropsychological test batteries to one or two subjects per quarter, for each of the "E" 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 E301, 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 Certificate Program in Neuropsychological Assessment for further information.

Forensic Program 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 Program, students must complete and maintain a 3.67 (A-) average in the following elective courses:

- S432 Forensic Psychology I (Survey of Forensic Psychology)
- S433 Forensic Psychology II
- E311 Forensic Assessment
- S431 Advanced Ethical and Legal Issues in the Professional Practice of Psych.
- S434 Advanced Forensic Psychology Seminar: Possible topics include Child Custody; Expert Testimony; Psychopathy

Forensic Practicum Requirement: Students wishing to complete the Forensic Program 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 Program. 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 Program must complete a dissertation that will contribute to the body of knowledge that is relevant to the intersection of psychology and law.

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

Forensic Program Completion: Upon satisfying all of the criteria above, graduating students will receive the Forensic Psychology Proficiency Certificate. Completion of the Forensic Program 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 certificate program, completion of the Forensic Program does **not** qualify graduates to call themselves "Forensic Psychologists."

As is the case with our Neuropsychology certificate, students are not qualified to call themselves a "Forensic Psychologist", 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 Program.

OTHER ELECTIVE COURSES AND COURSE SEQUENCES

Psychodynamic Psychotherapy		Units
P203B	Psychodynamic Psychotherapy II: Time-Limited Dynamic Therapy	3
P203C	Psychodynamic Psychotherapy III	3
Cognitive-Behavioral Psychotherapy		Units
P253B	Cognitive-Behavioral Psychotherapy II	3
P253C	Cognitive-Behavioral Psychotherapy III	3
Child Clinical		Units
P255B	Psychological Disorders of Childhood	3
P255C	Child and Adolescent Psychotherapy II	3
P255D	Child Assessment	3
Family Therapy		Units
P256A	Family Therapy I: Family Systems Theory	3
P256B	Family Therapy II: Couples Therapy	3
P256C	Family Therapy III: Therapy of the Whole Family	3
Health Psychology		Units
P311	Health Psychology I	3
P312	Health Psychology II	3
P313	Health Psychology III	3
Other Electives		Units
E216A	Clinic Seminar in Assessment	2
E216B	Clinic Practicum in Assessment	2
F216	Clinic Practicum 2D	0
F224	Practicum 3D	0
F231	Practicum 4A	0
F232	Practicum 4B	0
F233	Practicum 4C	0
F225	Practicum 4D	0
F241	Supplemental Practicum	0
F242	Supplemental Practicum	0
F243	Supplemental Practicum	0
F244	Supplemental Practicum	0
F250	Practicum Electives	0
P320	Group Psychotherapy	3
R301	Multivariate Statistics	3
R302	Alternative Methodologies	3
R315	Research Practicum	2
S410	Independent Study	Variable
S420	Special Topics in Psychology Seminar	3

Recent Examples:		Units
	Private Practice in the Era of Managed Care The Suicidal Patient	
	Traumatic Stress: Diagnosis and Treatment	
T272	Proseminar in College Teaching	3

SUMMARY OF PH.D. PROGRAM:

Program Area	Units
Psychological Theory	20
Research	48
Psychological Evaluation	17
Psychotherapy Theory and Process	12
Clinical Foundations and Experience	42
Electives	18
Total	157

Sample Program of Studies:

Year One: The first year of the Ph.D. Program is built around four central sequences: Research, Clinical Foundations, Psychopathology, and Psychological Theory.

Research		Units
R201	Research Methods	3
R201	Research Methods Lab	1
R202	Statistics I	3
R202	Statistics I Lab	1
R203	Statistics II	3
R203	Statistics II Lab	1

Clinical Foundations		Units
F201	Ethics in Clinical Psychology	3
F204	Clinical Interviewing	3
P200A	Introduction to Psychotherapy	3

Psychopathology		Units
E212A	Psychopathology and Psychodiagnosis I	3
E212B	Psychopathology and Psychodiagnosis II	3

Psychological Theory		Units
T301A	Psychological Science I: History and Systems	3
T301B	Psychological Science I: Child and Adolescent Development	1.5
T301C	Psychological Science I: Cognitive Bases of Behavior	2
T302A	Psychological Science II: Affective Bases of Behavior	2
T302B	Psychological Science II: Biological Bases of Behavior I: Neuropsychology	2.5
T303A	Psychological Science III: Adult Development and Aging	1.5
T303B	Psychological Science III: Biological Bases of Behavior II: Psychopharmacology	2.5
T303C	Psychological Science III: Social and Personality Psychology	2
S201	Professional Clinical Issues in Psychology I	0

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)	4
	Psychopathology/Psychodiagnosis I	3
	Ethics in Clinical Psychology	3
	Professional Issues in Clinical Psychology I	0
	Psychological Sciences I	6
	Total	16

Year 1 - Winter Quarter		Units
	Psychopathology/Psychodiagnosis II	3
	Clinical Interviewing I	3
	Statistics I	4
	Psychological Science courses	6.5
	Total	16.5

Year 1 - Spring Quarter		Units
	Statistics II	4
	Psychological Science courses	4.5
	Introduction to Psychotherapy	3
	Total	11.5
	Year 1 Total Units	44

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 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 Certificate Program 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	3
Objective Personality Inventories	2
Clinic Practicum 2A	3
Introduction to Psychotherapy Courses: Cognitive-Behavioral Psychotherapy; or Psychodynamic Psychotherapy; or Child/Adolescent/Family Psychotherapy	3
Research Group	1
Cultural Differences (or Winter or Spring)	3
Professional Issues in Clinical Psychology II	0
Total	15

Year 2 - Winter Quarter	Units
Projective Techniques	3
Clinic Practicum 2B	3
Introduction to Psychotherapy Courses: Cognitive-Behavioral Psychotherapy; or Psychodynamic Psychotherapy; or Child/Adolescent/Family Psychotherapy	3
Research Group	1
Elective	3
Cultural Differences (or Fall or Spring)	3
Total	16

Year 2 - Spring Quarter	Units
Integrated Test Batteries	3
Clinic Practicum 2C	3
Research Group	1
Introduction to Psychotherapy Courses: Cognitive-Behavioral Psychotherapy; or Psychodynamic Psychotherapy; or Child/Adolescent/Family Psychotherapy	3
Elective	3
Cultural Differences (or Fall or Winter)	3
Total	16
Year 2 Total Units	41

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

Year Three: During the third year, the student continues work in a research group, generally moving toward the development of a line of inquiry that will lead to the dissertation. The student may have elected a broad exposure in year two, and will now focus on an advanced sequence this year. Studies will also include a third year 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, if a student elected to complete a sequence in the second year, he/she 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	5
Research Group	1
Elective	6
Total	12

Year 3 - Winter Quarter	Units
Clinic Practicum 3B	5
Research Group	1
Elective	3
Total	9

Year 3 - Spring Quarter	Units
Clinic Practicum 3C	5
Research Group	1
Elective	3
Professional Issues in Clinical Psychology III	0
Total	9
Year 3 Total Units	30

Year Four: During the fourth year, the Ph.D. student prepares the dissertation. 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. A student 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, during the fall quarter of this fourth year.

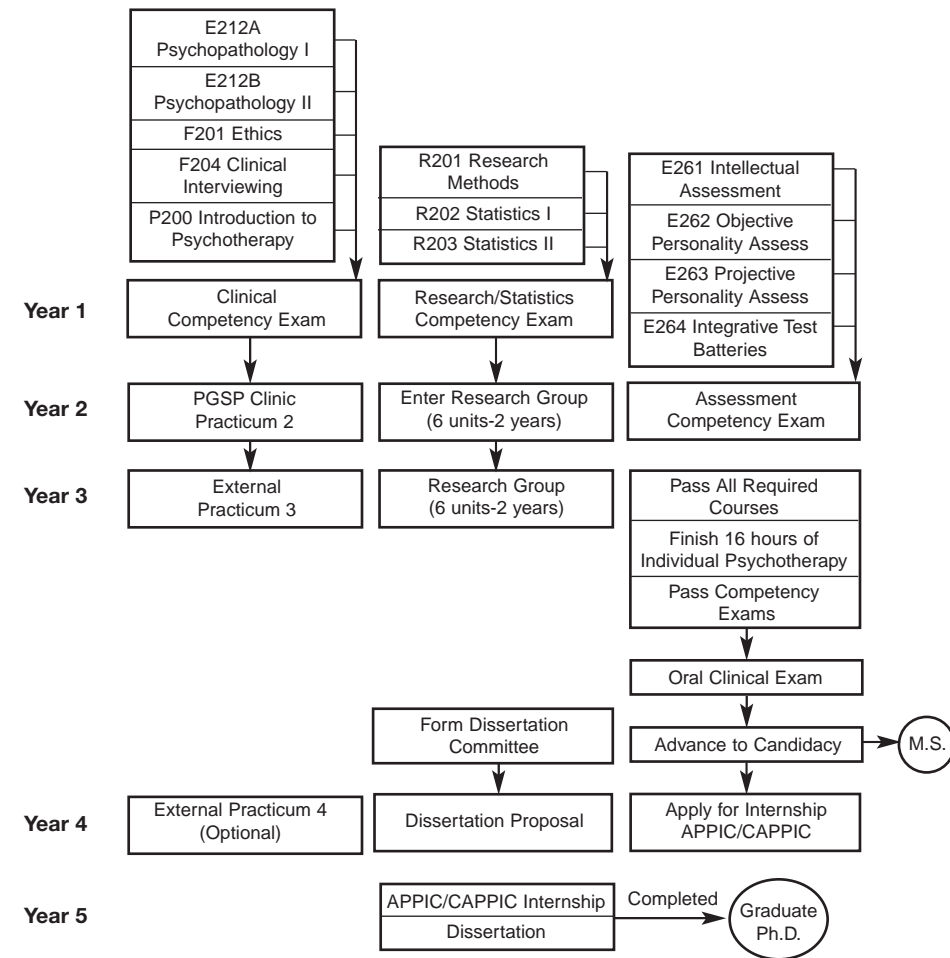
A minimum of 36 advanced research units is required. At least 6 of these must be in Research Group (R330), and at least 30 must be in dissertation. If the dissertation is not completed within the required 30 unit minimum, students must register for three additional dissertation units quarterly until completion.

Year 4	Units
Dissertation Units (Fall/Winter/Spring/Summer)	30
Total	30
Year 4 Total Units	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	12
Year 5 Total Units	

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



ADDITIONAL MILESTONES IN THE PH.D. PROGRAM

Multiple Choice Competency Examinations

Three areas of knowledge are evaluated by multiple choice 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.

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 Comprehensive Exam. Individual psychotherapy, dating from no more than five years prior to matriculation, may be approved. A letter from the student's therapist (with 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 Multiple Choice 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 Multiple Choice 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:

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

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

Office of Admissions: GGU:

415/442-6630

http://www.ggu.edu/school_of_law/

Office of Admissions: PAU:

800/818-6136

admissions@paloaltou.edu

www.paloaltou.edu

Joint M.B.A./Ph.D. Program

The joint Ph.D./M.B.A. Program in Psychology and Business is a collaborative effort between PAU's Ph.D. program and the University of San Francisco (USF) Masagung Graduate School of Management.

Using an integrated approach in psychology and business, this program leads to a Ph.D. degree in Clinical Psychology from PAU and a MBA from USF. USF's business school is accredited by the American Assembly of Collegiate Schools of Business. The expectation is that students who complete the joint degree program will make significant contributions in the areas of organizational psychology, managed care administration, executive assessment and development, university teaching, and research.

Students must be eligible for admission to both the Ph.D. program in clinical psychology at PAU and to the MBA program at USF. Thus, they are required to take both the Graduate Record Examination (GRE) and the Graduate Management Admissions Test (GMAT).

Psychology and MBA students will be enrolled concurrently in PAU and USF, taking courses at both institutions for approximately five years, plus a one year psychology internship. Since this is an integrated joint program, students will be able to complete the requirements for both degrees in significantly less time than if they were to pursue each degree separately. Emphasis in the first year is on course work at PAU and in the second year, at USF. Students must complete a psychology internship in an approved setting and a doctoral dissertation. Students who complete the program are eligible for licensure as a psychologist, subject to the postdoctoral statutory requirements in each jurisdiction.

The Joint M.B.A./Ph.D. Program currently has three major training goals:

Management Executive:

To develop well trained psychologists who can work in administrative, managerial, and policy making departments of managed care organizations. Students trained in this area will be well prepared to work as an executive developing, implementing, and providing consultation related to policies and procedures impacting health and the managed care industry.

Executive Coach:

To develop well trained psychologists who can design and perform empirically supported advanced techniques related to executive assessment and development. Students trained in this area will be well prepared to work as an executive coach for international consulting firms.

Organizational Consultant:

To develop well trained psychologists who can design and perform empirically supported advanced techniques related to Organizational Development. Students trained in this area will be well prepared to work as change agents for international consulting firms or to develop their own practice or firm.

LICENSURE TOPICS

Licensure

Pacific Graduate School of Psychology at Palo Alto University's Ph.D. Program is designed to fulfill the pre-doctoral requirements for Psychology licensing in California and in most other states. The basic requirements for licensure in California are covered in PAU course work. As specific aspects of the law change from time to time in California, and as other states may have somewhat different requirements, students are advised to maintain familiarity with current licensing requirements in their respective states of interest. Information about California requirements for licensure as a Psychologist may be obtained from the California State Board of Psychology, 1422 Howe Avenue, Suite 22, Sacramento, California 95825-3200; 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 the MFT license. PAU does, however, coordinate with the Board of Behavioral Science Examiners (BBSE), as, on occasion, students studying at PAU do 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



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 populations. Her most recent work is a prevention of postpartum depression Web-based 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 mental health psychologist on the psychiatric emergency team of the Los Angeles County Department of Mental Health. For over 25 years he maintained a small practice specializing in psychotherapy, consultation and supervision in working with the difficult and life-threatening patient. He is past president of the Section on Clinical Crises and Emergencies of the Division of Clinical Psychology of the American Psychological Association, a diplomat of the American Board of Professional Psychology, a fellow of the Divisions of Clinical Psychology (12), Psychology and the Law (41), and Psychotherapy (29) of the American Psychological Association, a fellow of the American Psychological Society and of the Academy of Psychosomatic Medicine, and a chartered clinical psychologist of the British Psychological Society. Dr. Bongar is also a winner of the Edwin Shneidman Award from the American Association of Suicidology for outstanding early career contributions to suicide research, and the Louis I. Dublin award for lifetime achievement in research on suicidology. Since 2001, he has also become interested in the psychology of mass casualty events and suicide terrorism. His research and published work reflects his long-standing interest in the wide-ranging complexities of therapeutic interventions with difficult patients in general, and in suicide and life-threatening behaviors in particular.



ALLISON MARIE PUA'ALI'IOKALANI BRISCOE-SMITH, PH.D.

Dr. Briscoe-Smith earned her undergraduate degree from Harvard University. She then received her Ph.D. from University of California Berkeley and she completed her internship and postdoctoral work at the University of California San Francisco/San Francisco General Hospital.

Throughout her training her studies were focused on child psychopathology and diversity issues. After her postdoctoral work she was the Program Director of a mental health program serving children as they entered into the Alameda County foster care system. She now serves as the research consultant of that program. In addition, she provides clinical services at Children's Health Council.

Her research has focused on two different topics: Trauma/Post Traumatic Stress Disorder and how children understand race. With these topics she has had the opportunity to work broadly with many families and schools on issues salient to them. Her current research focuses on the mental health risks and collection of basic information of children who are commercially sexually exploited (prostituted).

Clinically her focus is on working with adult victims of abuse and trauma and also working with children. In particular, she focuses on dyadic and relational therapies for young children and behavior disorders for older children. She also has worked as a school and child care consultant and enjoys the opportunities that consultation brings. She hails originally from Hawaii and has also lived and worked in the Caribbean.



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.



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.



**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 community-based mental health programs serving individuals experiencing distress related to HIV/AIDS. He has contributed to the professional literature related to Gay men's health, AIDS related suicide, end of life issues, HIV and work, and AIDS bereavement. His current research interests include: child on child aggression (bullying), HIV and work, the development of sexual identity, and internalized homophobia. In his former role as Director of Clinical Training, he was interested in the development of competency-based clinical curriculum.



ROWENA GOMEZ, PH.D.

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

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

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.



ROGER L. GREENE, PH.D.

Associate Director of Clinical training (Ph.D. Program)

Dr. Greene has focused his interests on the area of self-report measures of personality for a number of years. He is currently working on a number of issues with the Minnesota Multiphasic Personality Inventory (MMPI-2), such as how to match a specific MMPI-2 to prototypic profiles, the assessment of self- and other-deception, the nature of the critical items, the stability of specific profiles, and whether MMPI-2 codetypes are taxonic or dimensional. He has written a number of books and articles on the MMPI and MMPI-2.

Dr. Greene received his Ph.D. from Washington State University in 1974. He was a faculty member for 18 years in both the Psychology and Psychiatry Departments at Texas Tech University before coming to PAU in 1992. Dr. Greene has been an active member of APA and was elected to Fellow status in 1993. He has been a member of the Board of Trustees of the Society for Personality Assessment and the Association of Couples for Marriage Enrichment.

SHELLEY HANNAH KAY HOWELL, PH.D., J.D.

Assistant Professor

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.



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.



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 self-esteem and locus of control issues in mothers without custody of their children; school bonding and its relationship with ethnicity and acculturation; evaluation of a three-year after school homework program; and an evaluation of a three-year juvenile drug court treatment program. Her most recent research focus was on the intergenerational transmission of child abuse.



LOUIS MOFFETT, PH.D. PROFESSOR

Dr. Moffett received his Ph.D. in Clinical Psychology from Louisiana State University. From 1974 to 2008, he was a Staff Psychologist at the VA Health Care system in Palo Alto, and from 1975 to 2003 he was Clinical Faculty in the Department of Psychiatry and Behavioral Sciences at Stanford University School of Medicine. From 1991 to 2006 he was a Consulting

Associated Professor in the School of Education at Stanford University. Between 1978 and 1988 he taught Human Sexuality and Substance Dependence at Pacific Graduate School of Psychology/Stanford Psy.D. Consortium. In September 2008 he joined the PAU faculty full time (80% Psy.D., 20% Ph.D.). He teaches Foundation of Ethics and Professional Psychological Practice. Substance use Disorders Treatment, and Group Therapy and Supervision.

He has specialized in the treatment of substance use disorders, personality disorders, therapeutic community, and group psychotherapy. His publications have included research on aesthetics and therapeutic communities for substance-dependent persons, and clinical papers on group therapy, therapeutic communities, personality assessment, drama therapy, and supervision.



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.

REBEKKA PALMER, PH.D.

Dr. Palmer is a licensed clinical psychologist with a speciality in addiction, substance use and high-risk populations. Her research focuses on the impact of participant defensiveness on intervention outcomes (particularly within mandated populations), the use of alcohol and protective behavior strategies among college students who have been the victim or perpetrator of sexual aggression, and the development and evaluation of theory driven interventions for alcohol and other drug use specific to high-risk populations such as mandated college students, adolescents, and at-risk minority populations.

Dr. Palmer earned her undergraduate degree and her Ph.D in clinical psychology at the University of Washington. She completed a National Institute of Drug Abuse postdoctoral fellowship at the Yale University School of Medicine, Division of Substance Abuse.



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 REISER, PH.D.
Director, Gronowski Clinic

Dr. Reiser, a licensed Psychologist and Associate Professor of Psychology (Research, Non-Tenure Track), has major interests in the area of developing and transporting evidence-based treatments into real world practice settings. With a background as an executive-administrator in large mental health systems, over the past several years he has consulted to California county mental health systems on issues related to quality improvement and clinical guidelines in mental health services. His primary interests involve developing and improving treatment guidelines for clients with bipolar disorder and other serious mental illnesses.

Current research interests include improving clinical supervision and training. Dr. Reiser has been working with a British psychologist, Derek Milne (<http://www.ncl.ac.uk/nnp/staff/profile/d.l.milne>), examining the effects of implementing an evidence-based supervision model in a pilot study at the Kurt and Barbara Gronowski Clinic. Dr. Reiser has trained in the enhanced supervision model over the last five months by having audiotapes of his weekly supervision rated on a process evaluation scale developed by Dr. Milne and receiving weekly feedback on improving the process of supervision. The goal of the current pilot study is to identify enhanced supervision training outcomes for students and clients. In phase two of the program, Dr. Reiser and Dr. Milne will provide training in evidence-based practices to Gronowski Clinic supervisors. Dr. Reiser believes that this unique evidence-based training program will greatly enhance student training at the Gronowski Clinic and position the Clinic as a cutting edge training program in evidence-based supervision practices.

In 2001, Dr. Reiser received a two-year \$576,000 grant from The Health Trust to develop a group-based treatment model designed to improve treatment outcomes for clients with bipolar disorder in Santa Clara County. Dr. Reiser is completed a randomized clinical trial with 120 patients with Dr. Larry Thompson as Co-Investigator that compared enhanced clinical treatment services for bipolar disorder with treatment as usual. Clinical sites for the project include the Alliance for Community Care (a large community mental health clinic site) in San Jose, three Santa Clara County Mental Health Clinics and the Palo Alto University.

Dr. Reiser was also the Principal Investigator with Bill Froming, Ph.D. on a three year clinical trial evaluating a Mentally Ill Offender Crime Reduction Grant (MIOCRG) in Santa Clara County that provided improved linkage to community services for mentally ill offenders.

Drs. Reiser, Larry Thompson and Dolores Gallagher-Thompson are completing an evaluation of a two year "Young Adults in Transition" Health Trust grant involving training community clinicians in evidence-based practices. The two part evaluation involves a survey of changes in clinician attitudes towards evidence-based practices and a client-based feedback survey evaluating changes in clinician behavior. In a related follow-on project, the researchers are working on implementing "desk-top" evidence-based micro-practice strategies.

Currently, Dr. Reiser is working with Larry Thompson and Dolores Gallagher-Thompson to develop a Center of Older Adults with Affective Disorders and anticipates submitting an NIMH grant to fund the development of specialized psychosocial treatment strategies for older adults with bipolar disorder.



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.



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 Development

A licensed psychologist in California, a PGSP alumnus, and Vice President for PAU's Office of Professional 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 recently 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 on the steering committee developing the Bay Area Practicum Training Collaborative (BAPIC).



WILLIAM FROMING, PH.D.

Vice President for Academic Affairs Director, Distance Learning Programs

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 Distance Learning 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.

STEVEN LOVETT, PH.D.

Dr. Lovett received a Ph.D. in clinical psychology from Virginia Tech in 1983, interned at the Hutchings Psychiatric Center in Syracuse, New York, and completed a postdoctoral fellowship in Geriatric Mental Health at the VA Palo Alto Health Care System. He is currently the Acting Chief of the Psychology Service and Coordinator of the Cardiac Psychology program at the Palo Alto Veterans Affairs Health Care System.

Dr. Lovett is actively involved in the field of clinical geropsychology and has special interests in geriatric rehabilitation and coping with chronic medical disorders, especially heart disease. He also has a long-standing interest in the stress associated with caregiving for older adults and the training and development of health care teams. He has published research in each of these areas. He is a member of the American Psychological Association, the Society of Behavioral Medicine, and the Gerontological Society of America.

JAMES MOSES, PH.D.

Dr. Moses received his Ph.D. from the University of Colorado at Boulder in 1974. He completed his predoctoral internship at the VA Palo Alto Health Care System (VAPAHCS) in 1973-1974. He has served as the Coordinator of the Psychological Assessment Unit at that facility since 1974. Since 1999 he has served as the Section Chief of Neuropsychology Programs at the VAPAHCS.

Dr. Moses is formally trained and credentialed as a school psychologist and licensed to practice in California as a clinical psychologist. He continues to pursue interests in lifespan developmental as well as clinical issues. He is a Diplomate in Clinical Psychology and in Clinical Neuropsychology of the American Board of Professional Psychology. He also is a Diplomate in Clinical Neuropsychology of the American Board of Professional Neuropsychology. He is a Fellow of the National Academy of Neuropsychology, The Academy of Clinical Psychology, The American College of Clinical Neuropsychology, and of the American Psychological Society.

Dr. Moses was appointed as a member of the Adjunct Clinical Faculty at Stanford University School of Medicine in 1975, and he was promoted to the rank of Adjunct Clinical Professor of Psychiatry and Behavioral Sciences at that institution in 1994. He was promoted to Adjunct Clinical Professor Emeritus in 2005. He continues to provide didactic instruction as well as clinical consultation and supervision to medical students and residents and to teach on topics related to diagnostic neuropsychology and neuropsychiatry at Stanford Medical School.

Dr. Moses joined the PAU Faculty in the Fall of 2002 as a part-time faculty member. He currently leads several neuropsychology research groups and teaches courses in the areas of intellectual assessment, neuropsychology and personality assessment at PAU. His primary research interests include neuropsychiatric differential diagnosis, construct and psychometric validation of cognitive and personality tests, and experimental design. He has published six books, 28 chapters in books, approximately 126 professional papers in peer reviewed journals, and 32 published reviews of professional books and tests in clinical psychology and related fields.

JOSEF I. RUZEK, PH.D.

Joe Ruzek received his doctorate in clinical psychology from the State University of New York at Stony Brook. He is a psychologist with the VA Palo Alto Health Care System, where he is Associate Director for Education at the Education and Clinical Laboratory Division of the National Center for Post-Traumatic Stress Disorder. He is involved in treatment of veterans with chronic combat-related PTSD, and is responsible for education of those treating PTSD in the nationwide VA Health Care System. He is an editor of the text *Cognitive-Behavioral Therapies for Trauma*, a member of the Board of Directors of the International Society for Traumatic Stress Studies, an author of the VA-Department of Defense Clinical Practice Guideline for Management of Traumatic Stress, and an author of a manual on Psychological First Aid following exposure to disaster/terrorist attack.



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."

PH.D. PROGRAM COURSE DESCRIPTIONS

Psychological Evaluation and Assessment

E212A Psychopathology & Psychodiagnosis I

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

3 units, required

E212B 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 multi-axial system with social, genetic, biological, and cultural factors is examined.

2 units, required. Prerequisite: E212A

E216A 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: E264

E216B 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: E216A

E261 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.

1 unit, required. Prerequisite: E212

E262 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. Prerequisite: E212B

E263 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.

3 units, required. Prerequisite: E262

E264 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)

Prerequisite: E263

Neuropsychological Assessment

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

E301 Introduction to Neuropsychological Assessment

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.

****T306 Clinical Neurology must be completed before E301 can be taken****

3 units, elective

Prerequisites: E212A, E212B, E261, E262, E263, E264, T302B, and T306

E302 Advanced Neuropsychological Assessment I: Halstead-Reitan

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: E301

E303 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: E302

E304 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: E303

Forensic Assessment

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

E311 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: F201; Completion of either S433 or S431, with the Other taken concurrently; good standing in the Forensic Psychology Program (or instructor permission)

Clinical Foundations and Clinical Field Experience

F201 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:

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

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

F204 Clinical Interviewing

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

3 units, required. Prerequisite: F201

F213 Clinic Practicum 2A

This second-year placement consists of training as a therapist in the PAU Kurt and Barbara Gronowski clinic. 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: E212A, E212B, F201, F204, S201, passing grade on the Clinical Comprehensive Examination

F214 Clinic Practicum 2B

This practicum is a continuation of F213.

3 units, required. Prerequisite: F213

F215 Clinic Practicum 2C

This course is a continuation of F214.

3 units, required. Prerequisite: F214

F216 Clinic Practicum 2D

This course is a continuation of F215 for second year students who wish to continue supervised therapist training in the PAU clinic.

0 units, elective. Prerequisite: F215

F221 Practicum 3A

This advanced practicum experience requires direct field experience and a weekly two hour clinical case seminar.

*5 units, required. (Must be taken in Fall Quarter of 3rd year)
Prerequisite: F215*

F222 Practicum 3B

This practicum is a continuation of F221.

*5 units, required. (Must be taken in Winter Quarter of 3rd year)
Prerequisite: F221*

F223 Practicum 3C

This practicum is a continuation of F222.

*5 units, required. (Must be taken in Spring Quarter of 3rd year)
Prerequisite: F222*

F224 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 F221 or after F223)*

F231 Practicum 4A - F234 Practicum 4D: 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.

Registration information: Students register for "F250 Practicum Elective: Psychoeducational Groups" for 3 units total. Although students will participate in the practicum for a minimum of three quarters, they will be allowed to register for all units in a single quarter so they can have the appropriate number of units per quarter to receive financial aid. Fourth year students will register for a minimum of three quarters of advanced practicum (F231 Practicum 4A,4B,4C and F234 Practicum 4D).

F231 Practicum 4A

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

Prerequisite: F223

F232 Practicum 4B

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

Prerequisite: F231

F233 Practicum 4C

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

Prerequisite: F232

F234 Practicum 4D

0 units, elective. (May be taken in Summer Quarter before F231 or after F233)

F241 Supplemental Practicum

0 units, elective

F242 Supplemental Practicum

0 units, elective

F243 Supplemental Practicum

0 units, elective

F244 Supplemental Practicum

0 units, elective

F250 Practicum Electives

If a 3rd year practicum placement requires a larger time commitment than PAU requires, a cumulative maximum of three additional elective units may be applied toward practica to compensate for additional time spent at the site. These elective units are referred to as F250, and are taken in conjunction with a regular practicum (3A-3C) course. Each unit of Practicum 250 is equal to approximately five additional clinical placement hours per week for a quarter.

1-3 units, elective

F250 Practicum Elective: 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.

Registration information: Students register for "F250 Practicum Elective: Psychoeducational Groups" for 3 units total. Although students will participate in the practicum for a minimum of three quarters, they will be allowed to register for all units in a single quarter so they can have the appropriate number of units per quarter to receive financial aid. Fourth year students will register for a minimum of three quarters of advanced practicum (F231 Practicum 4A,4B,4C and F234 Practicum 4D). Alternatively, 4th year students can register for "F250 Practicum Elective: Psychoeducational Groups" if they need additional elective units.

1-3 units, elective

F300 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 quarter; 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, required

P200A Introduction to Psychotherapy

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 research-derived principles of psychotherapy, and 3) develop a theory and philosophy about psychotherapy.

P203A 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. Prerequisite: E212A, E212B

P203B Psychodynamic Psychotherapy II

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: P203A, E212A, E212B

P203C Psychodynamic Psychotherapy III

This course covers personality theory and clinical treatment from the perspective of ego psychology, (American) object relations theory, and self psychology. An overview of each of these three theories is presented. Therapeutic approaches (treatment) from each of the perspectives are given prominence. Research validating some aspects of ego psychology is reviewed; selected treatment outcome research is also covered.

3 units, elective. Prerequisites: P203A, E212A, E212B

P253A 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: E212A, E212B

P253B Cognitive-Behavioral Psychotherapy II

Building on P253A, 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: P253A

P253C Cognitive-Behavioral Psychotherapy III

As an extension of P253B, 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: P253B

P255A 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: E212A, E212B

P255B 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: E212A, E212B. May be taken before, with, or after P255A

P255C 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: P255a

P255D 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: P255B or permission of instructor

P256A 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: E212A, E212B

P256B 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. Prerequisite: P202

P256C Family Therapy III: Therapy of the Whole Family

As an extension of P256A and P256B, this course focuses exclusively on working with whole families, again emphasizing intervention and change. Students are provided with the opportunity to learn and apply various family therapy approaches and interventions through experiential in-class exercises, in-class discussions, and research-based readings.

3 units, elective. Prerequisite: P256B

P311 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: P253A

P312 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: P311

P313 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 intervention, motivational interviewing, and medical family therapy.

3 units, elective. Prerequisite: P311 and P312

P320 Group Psychotherapy

This is a basic course in group processes, methods, and techniques. The course includes both theoretical and experiential components.

3 units, elective. Prerequisite: E212A, E212B

Research Courses

R201 Research Methods

Course provides an overview of psychological research. Topics covered include research ethics, measurement issues, reliability, validity, experimental and quasi-experimental designs, single-case designs, specification of constructs, and sociocultural issues in research. Students learn to write APA style, produce posters for presenting at professional conferences, conduct literature reviews using electronic databases, evaluate current psychological research studies, and write a research proposal based on their research interests. Students also learn the basics of SPSS.

4 units, required. Prerequisite: U121 or equivalent

R202 Statistics I

This course covers basic descriptive statistics plus the fundamentals of statistical inference: elementary probability theory; discrete and continuous distributions; and the concepts of sampling distributions, estimation, and hypothesis testing. These concepts are applied to tests and estimates of means and variances in one- and two-sample problems. One-way ANOVA, correlation/regression, nonparametric tests, and goodness-of-fit tests are also covered. Students conduct analyses using SPSS.

4 units, required. Prerequisite: R201

R203 Statistics II

This course applies inferential concepts to more complex designs: n-way between subjects ANOVA, repeated measures and mixed designs, unequal n's. Advanced multiple regression and analysis of covariance are also covered. Students are taught to use computer software to assist data analysis.

4 units, required. Prerequisite: R202

R301 Multivariate Statistics

This course is a conceptual introduction to multivariate statistics, including canonical correlation, discriminant analysis, multivariate analysis of variance and covariance, the multivariate approach to repeated measures, principal component analysis and introductory factor analysis. Examples of each technique from the research literature are emphasized. The use of SPSS is taught for all techniques.

3 units, elective

Prerequisite: R203 and proficiency with statistical software of comparable sophistication to SPSS

R302 Alternative Methodologies

Advanced training in two or more alternative methodologies for psychological research. Possible topics include grounded theory, content analysis, phenomenological analysis, field research, and action research. The particular methods emphasized are determined by the interests of the students enrolled. Field experience is an integral part of the course.

3 units, elective. Prerequisite: R203

R310 Dissertation 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: R203, 6 units of R330

R315 Research Practicum

This course is designed to give students additional "hands on" research experience. Students participate in an ongoing on-site or off-site project under faculty supervision.

2 units, elective. Prerequisites: R203 and permission of instructor

R330 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: R203 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

S201 Professional Issues in Clinical Psychology I

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.

0 units, required

S202 Professional Issues in Clinical Psychology II

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

0 units, required

S203 Professional Issues in Clinical Psychology III

This is course provides the advanced student with systematic preparation for the pre-doctoral internship. Enrollment is required during Spring Quarter prior to internship application,

0 units, required

S410 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

S420 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 and Treatment.

2 units, elective

Forensic Psychology

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

S431 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: S432, good standing in the Forensic Psychology Program (or instructor permission).

S432 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

S433 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: S432, good standing in the Forensic Psychology Program (or instructor permission)

S434 Advanced Forensic Psychology Seminar

An elective course in forensic psychology. Possible topics include: child custody, testifying in court, advanced risk management and standards of care, death penalty mitigation, ABA benchbook and forensic psychology, screening for high risk occupations, multicultural issues in forensic practice, etc.

3 units, elective. Prerequisite: S432, good standing in the Forensic Psychology Program (or instructor permission)

Theory Courses

T300A 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

T300B Cultural Differences: Special Topics

Ethnic and cultural differences in human behavior are addressed. Selected topics examine psychological issues of ethnic minorities and other special interest groups. Recent topics have included: Gay Issues in Psychotherapy, Lesbian Issues in Psychotherapy, Bisexual Issues in Psychotherapy, Culture and Mental Health, and Directed Reading in Race Relations.

1 - 3 units, elective

T301A 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

T301B 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. Prerequisite: U160 or equivalent

T301C Psychological Science I: Cognitive-Affective Bases of Behavior I

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

T302A Psychological Science II: Cognitive-Affective Bases of Behavior II

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. Prerequisite: T301C

T302B Psychological Science II: Biological Bases of Behavior I:

Neuropsychology

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

2.5 units, required. Prerequisite: U140 or equivalent

T303A 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. Prerequisite: T301B

T303B 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 antidepressants, anti-anxiety, and antipsychotic medications. Emphasis on recognizing conditions under which clients should be referred to a physician for a medication evaluation, understanding the experience and side-effect (e.g., cognitive) problems clients have with their medications, helping clients with drug compliance, educating clients about interactions of their psychiatric medications with alcohol or illicit drugs, and understanding issues of dual diagnosis.

2.5 units, required. Prerequisites: U140 or equivalent, and T302B

T303C Psychological Science III: Social Psychology

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

2 unit, required

T306 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: E212A, E212B, T302B, and T303B

REPRESENTATIVE PRACTICUM SITES

Asian Americans for Community Involvement
Barbara Aarons Pavilion – Santa Clara Valley Medical Center
Behavioral Neuroendocrinology (Stanford University School of Medicine)
Children's Health Council
Children's Hospital Autism Intervention (at Children's Hospital & Research Center Oakland)
City of Fremont Youth and Family Services
Correctional Health Services, San Mateo County (Maguire Correctional Facility)
Depression Research Clinic, Stanford University
Edgewood Community Center for Children and Families
El Dorado County, CA Mental Health Department
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
St. Mary's Medical Center Project School Care
San Mateo County Mental Health Services Division, Juvenile Probation Mental Health Unit
Santa Clara University Counseling Center
Stanford/VA Aging Clinical Research Center (ACRC)
Stanford University Medical Center – Acute Psychiatry (H2/G2)
UC Davis, Counseling and Psychological Services
UCSF/AIDS Health Project
VA Menlo Park – National Center for PTSD
VA Palo Alto – Comprehensive Rehabilitation Unit (CRC)/TBI Inpatient Rehab Unit
VA Palo Alto – Defense and Veterans Brain Injury Center
VA Palo Alto – Geriatric Neuropsychology and Neuro-Imaging
VA Palo Alto – Neuropsychological Assessment Unit
VA Palo Alto – Psychiatric Intensive Care Unit
VA Palo Alto – Spinal Cord Injury
VA Palo Alto – Women's Mental Health Center
VA Palo Alto – Women's Trauma Recovery Program, National Center for PTSD
VA Palo Alto – MPD Nursing Home Care Unit
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 Krieger/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 Diego, 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



PGSP - STANFORD Psy.D. CONSORTIUM



SECTION III

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

PGSP-STANFORD PSY.D. CONSORTIUM

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 January 15; however, applications received after this date will be reviewed if there is space available in the incoming class. Finalists will be extended invitations to interview at both PGSP 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.paloalto.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 is required. This requirement can be waived if a student obtains a score of 650 or higher on the Psych GRE.

Clinical Experience: Although not required, strong preference is given to applicants with clinical experience.

Application Checklist

1. Application Fee

The application fee is \$50.00 for all programs. The application fee can be paid 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 Pacific Graduate School of Psychology

3. Discussion of your future career goals as a clinical psychologist that answers the questions: why do I want to become a clinical psychologist and 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. You may also print out the application form and mail it to PAU or file it directly on-line. Mailed applications must be typed or printed legibly in ink and signed by the applicant. All application materials should be mailed to:

Office of Admissions
Palo Alto University
1791 Arastradero Road
Palo Alto, CA 94304
Phone No. 650-421-4819

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 3.5 GPA and 1243 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 full-time, 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 no classes during summer quarter. Prior to their external fifth-year internship, students gain clinical experience during years two through four, with an optional first year practicum. 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 self-awareness 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 3-year experience of didactic coursework as a cohesive cohort, attending all classes together and in the same sequence. There are no electives, thus, students receive the same curriculum regardless of previous education or experience. Students are encouraged to explore personal areas of interest by tailoring their clinical and research experiences. All pre-internship years must be spent in residence in the Consortium. The three years of didactic coursework of the Consortium are designed analogous to the curriculum model of top-tier medical schools.

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 student's advisor and the Practicum Coordinator. 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 (Year 1 through Year 3)

Quarter	Course	Units	Course Title
YEAR 1			
Fall	Psy121	5	Psychological Assessment I: Intellectual Assessment
	Psy108	5	Foundation of Psy. Sci I: The Human Experience
	Psy110	3	Psychopathology Across the Life Span: Middle Yrs and Older
	Psy114	3	Foundations of Ethics & Prof. Psychological Practice
Winter	Psy102	3	Learning Psychotherapy: An Integrated Approach II
	Psy102B	3	History and Systems
	Psy111	3	Psychopathology Across the Life Span: Child & Adolescent
	Psy118	5	Psychological Assessment II: Objective and Projective Personality

Quarter	Course	Units	Course Title
Spring	Psy103	3	Learning Psychotherapy: An Integrated Approach III
	Psy112	3	Critical Issues in Clinical Psychology
	Psy119	5	Psychological Assessment III: Integrated Test Batteries
	Psy120	3	Assessment Practicum1A
YEAR 2			
Fall	Psy201	3	Advanced Prof. Issues: Clinical Emergencies Crises
	Psy204	3	Foundations of Psychodynamic Psychotherapy
	Psy207	3	Foundations of Psy Sci II: Cognitive and Affective Bases
Winter	Psy224	3	Statistics and Research Methods I
	Psy206	3	Substance Abuse
	Psy208	3	Nature and Treatment of Anxiety Disorders
	Psy217	3	Culturally Competent Counseling
	Psy225	3	Statistics and Research Methods II
Spring	Psy203	3	Cognitive Behavioral Therapy for Mood Disorders I
	Psy209	3	Supervision and Group Work
	Psy226	3	Statistics and Research Methods III
	Psy2xx	3	Advanced Psychological Case Formulation
YEAR3			
Fall	Psy303	3	Family Therapy
	Psy304	3	Medical Illness & Psychological Symptoms
	Psy306	3	Child/Adolescent I: Developmental Psychopathology
Winter	Psy310	3	Dissertation Prep I
	Psy305	3	Advanced Psychological Case Formulation
	Psy307	3	Child/Adolescent II: Child Assessment
	Psy302	3	Nature and Treatment of Eating Disorders
	Psy311	3	Dissertation Prep II
Spring	Psy308	3	Child/Adolescent III: Child Psychotherapy
	Psy309	3	DBT for the Borderline Patient: Clinical Overview
	Psy312	3	Psychopharmacology for Psychologist
	Psy345	3	Advanced Statistical & Writing Consultation
	Psy346	3	Consultation Psychology
	Psy347	1	Internship Intro Prep

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 Consortium Practicum Coordinator. 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 MyPGSP 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 recommend that students begin tracking 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 2010, the comprehensives are organized as follows:

- Students will take the Assessment Comprehensive Examination at the end of the Spring Quarter of the first academic year.
- Students will take a comprehensive, cumulative written exam covering statistics and research methods at the end of their second academic year.
- In Spring Quarter 2011, third-year students will take the Clinical Competency Comprehensive exam, covering ethics, clinical intervention and assessment, on Friday, June 13.

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 MyPGSP) 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 before students accept an internship; however, doing so is strongly recommended as there are multiple internships that require a successful dissertation proposal prior to their application deadline.

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., Board-qualified 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 www.paloalto.edu.

Students should plan for an incremental rise in tuition each year, as determined by the PAU Board of Directors and in compliance with the PGSP-Stanford Psy.D. Consortium contract between PAU and Stanford. Whenever possible, the Consortium will attempt to keep tuition increases to two points above the Bay Area Consumer Index Increase. Students pay 100% of the full-time tuition rate each year during years one through three, 80% of the full-time rate fourth year, and approximately 20% during Internship year.

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.

2010-2011 Tuition and Fee Schedule

Full tuition and fees for the basic program is charged at the full-time rate of \$13,602 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. Students should plan for an incremental rise in tuition each year, as determined by the PAU Board of Directors and in compliance with the PGSP-Stanford Psy.D. Consortium contract between PAU and Stanford. Whenever possible, the Consortium will attempt to keep tuition increases to two points above the Bay Area Consumer Index Increase. Students pay 100% of the full-time tuition rate each year during years one through three, 80% of the full-time rate fourth year, and approximately 20% during Internship year.

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.pgsp.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 2010-2011 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 has relocated to a new campus in the foothills of Palo Alto on the San Francisco Bay Area Peninsula in the summer of 2009. It will be 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 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.

Psy107 Foundations of Psychological Science I: 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.

Psy108 Foundations of Psychological Science II: Explorations in Human Nature

Professor Zimbardo provides an overview of critical aspects of social psychology aimed at providing a solid foundation for clinical practice.

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 Neurobiologic Basis of Psychiatric Disorders

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.

Psy117: 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.

Psy118: 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: Psy117.

Psy119: 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: Psy118

Psy120: Assessment Practica 1A

This course 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: Psy119 and Instructor approval

Psy217 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.

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 I

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

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 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 Cognitive Behavioral Therapy for Mood Disorders II**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.

Psy224 Research Methods and Statistics I

Psy225 Research Methods and Statistics II

Psy226 Research Methods and Statistics III

Psy302 The Nature and Treatment of Eating Disorders

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

Psy306 Child/Adolescent I: Developmental Psychopathology

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

Psy309 DBT for the Borderline Patient: Clinical Overview

A comprehensive overview of DBT including the empirical evidence for the treatment and its 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.

Psy346 Consultation Psychology

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

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.

Psy310 Dissertation Preparation

Weekly seminar focused on the development and facilitation of the dissertation process. Students are assigned a Stanford-based clinical research faculty member who provides individual assistance with the logistics of the dissertation project, including the literature review, finding a dissertation chair and committee, and preparation for the IRB proposal.

Psy311 Dissertation Preparation

See Psy310.

Psy312 Psychopharmacology for Psychologists

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

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

Psy402 Internship Preparation

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.

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 quarter 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.

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

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 combinations 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.

JAMES BRECKENRIDGE, PH.D.

Professor of Psychology and Co-Director of Clinical Training

After twenty-five years of service, Dr. Breckenridge retired from his position as Chief of the Psychology Service at the Veterans Affairs Palo Alto Health Care System in August 2005. He is a Consulting Professor of Psychiatry and Behavioral Sciences at Stanford University School of Medicine and a Fellow of the American Psychological Association.

Dr. Breckenridge's current research focuses on psychological factors that underlie political violence. Dr. Breckenridge is the Associate Director of the Stanford Center for Interdisciplinary Policy, Education, and Research on Terrorism (CIPERT) and a Senior Fellow at the Center for Homeland Defense and Security at the Naval Post Graduate School in Monterey, California. He is the principal investigator on a variety of funded research projects investigating psychological aspects of terrorism and homeland security, including a grant from the National Science Foundation to evaluate psychological measures for detecting deception and improving national security evaluations. This grant was part of a broader effort intended to guide Congressional priorities for the relevant future research agenda. Dr. Breckenridge is the Principal Investigator on a Medical Response Corps grant funded by the Department of Health and Human Services to develop an evidenced-based psychological early response to acts of terror. He also leads a national study supported by the Department of Homeland Security exploring emotional responses to terrorist threats and related aspects of risk communication. Dr. Breckenridge directs additional security-related psychological research projects in conjunction with various national security organizations. Dr. Breckenridge, along with nineteen other academics and twenty Government personnel from various intelligence agencies, participated in the Summer Hard Problem Program (SHARP) sponsored by the Office of the Director of National Intelligence. In a classified setting, SHARP explored intelligence implications of factors that cause individuals or communities to coalesce into terrorist movements. Together with his colleague, Philip G. Zimbardo, Dr. Breckenridge is an author and editor of forthcoming texts on aspects of psychology and homeland security.

AMIE HAAS, PH.D.

**Co-Associate Director of Clinical Training
Assistant Professor of Psychology**

Dr. Haas received 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. Currently, she is a Co-Associate Director of Clinical Training for the PGSP-Stanford Psy.D. Consortium. Dr. Haas has published articles and made presentations related to substance abuse treatment, smoking cessation, drug court program evaluations, and cognitive functioning in older adults.

Currently she has two main areas of research: the identification and treatment of college students who abuse substances and neuropsychological correlates of healthy aging. She has been collaborating with a local, private university to develop prevention and early interventions for college students at risk for problematic drinking. Clinical interests include assessment and neuropsychology.

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 Psy.D. students.



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 as 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.



**ALLISON MARIE PUA'ALI'IOKALANI BRISCOE-SMITH, Ph.D.
Assistant Professor of Psychology**

Dr. Briscoe-Smith received her Ph.D. from the University of California, Berkeley, and her B.A. from Harvard University. She completed her internship and postdoctoral work at the University of California San Francisco/San Francisco General Hospital.

Throughout her training her studies were focused on child psychopathology and diversity issues. After her postdoctoral work she was the Program Director of a mental health program serving children as they entered into the Alameda county foster care system. She now serves as the research consultant of that program. In addition, she provides clinical services at Children's Health Council.

Her research has focused on two different topics: trauma/Post Traumatic Stress Disorder and how children understand race. With these topics she has had the opportunity to work broadly with many families and schools on issues salient to them. Her current research focuses on the mental health risks and collection of basic information of children who are commercially sexually exploited (prostituted).

Clinically her focus is on working with adult victims of abuse and trauma and also working with children. In particular, she focuses on dyadic and relational therapies for young children and behavior disorders for older children. She also has worked as a school and child care consultant and enjoys the opportunities that consultation brings. She hails originally from Hawaii and has also lived and worked in the Caribbean.

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.



ROGER L. GREENE, PH.D.

Professor of Psychology

Dr. Greene has focused his interests on the area of self-report measures of personality for a number of years. He is currently working on a number of issues with the Minnesota Multiphasic Personality Inventory (MMPI-2), such as how to match a specific MMPI-2 to prototypic profiles, the assessment of self- and other-deception, the nature of the critical items, the stability of specific profiles, and whether MMPI-2 codetypes are taxonic or dimensional. He has written a number of books and articles on the MMPI and MMPI-2.

Dr. Greene received his Ph.D. from Washington State University in 1974. He was a faculty member for 18 years in both the Psychology and Psychiatry Departments at Texas Tech University before coming to PAU in 1992. Dr. Greene has been an active member of APA and was elected to Fellow status in 1993. He has been a member of the Board of Trustees of the Society for Personality Assessment and the Association of Couples for Marriage Enrichment.

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.

CHRIS HAYWARD M.D., M.P.H.

**Associate Professor of Psychiatry and Behavioral Sciences
Stanford University Medical Center**

Dr. Hayward received an M.P.H. (1982) in epidemiology from the School of Public Health at the University of California at Berkeley and his M.D. (1984) from the University of California at San Francisco. He completed his residency training in psychiatry at Stanford University Medical Center and participated in research fellowships in the Laboratory for the Study of Behavioral Medicine at Stanford and the Stanford Center for Research in Disease Prevention. In 1989 Dr. Hayward was appointed Medical Director of the Medical Psychiatry Inpatient Service at Stanford University Hospital. In 1995 he was promoted to Associate Professor in the Department of Psychiatry at Stanford University. In 2000 he was appointed Chief of Hospital Based Services for the Department of Psychiatry.

Dr. Hayward's research has focused on the emergence of internalizing disorders during adolescence. His interests are in the epidemiology of adolescent psychopathology in school-based studies and the role of puberty in determining onset of internalizing disorders in adolescent girls in particular. He studies risk factors for the onset of adolescent panic disorder and social anxiety disorder. Dr. Hayward helped to establish the Stanford Center on Adolescence, a multidisciplinary research and training center funded by the Carnegie Corporation of New York, where he is now Associate Director. Dr. Hayward is actively involved in medical education and is the instructor for the beginning psychiatry course of medical students. In 1994 Dr. Hayward was awarded teacher of the year by graduating residents.

SHELLEY HANNAH KAY HOWELL, PH.D., J.D.

Assistant Professor of Psychology

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.



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 substance-dependent 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)
James Breckenridge, DCT (PAU)
Allison Briscoe-Smith (PAU)
Roger Greene (PAU)
Amie Haas, Associate DCT (PAU)
Kimberly Hill, Associate DCT (Stanford)
Shelly Howell (PAU)
Cheryl Koopman (Stanford)
Kristine Luce (Stanford)
Louis Moffett (PAU)
Philip Zimbardo (PAU)

Associated Program Faculty

John Barry (Stanford)
Jenifer Culver, Ph.D. (Stanford)
Charles DeBattista (Stanford)
Rowena Gomez (PAU)
Cheryl Gore-Felton (Stanford)
Robert Hall (PAU)
Chris Hayward (Stanford)
Rob Hollaway (PAU)
Rachel Manber (Stanford)
Meg Marnell (Stanford)
Yvonne Morris (Stanford)
Lisa Post (Stanford))
Douglas Rait (Stanford)
Craig Rosen (Stanford)
Debra Safer (Stanford)
Hans Steiner (Stanford)

Other Contributors

David Burns (Stanford)
Kathleen Eldredge (Stanford)
Leonard Beckem (PAU)

Appendix B – 2010-2011 Academic Advisors List

Bruce Arnow (Stanford)
James Breckenridge (PAU)
Allison Briscoe-Smith (PAU)
Jenifer Culver (Stanford)
Amie Haas (PAU)
Kimberly Hill (Stanford)
Shelly Howell (PAU)
Roger Greene (PAU)
Cheryl Gore-Felton (Stanford)
Kristine Luce (Stanford)
Meg Marnell (Stanford)
Louis Moffett (PAU)
Yvonne Morris (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

DISTANCE LEARNING AND BLENDED PROGRAMS

PALO ALTO UNIVERSITY

DISTANCE LEARNING PROGRAM IN PSYCHOLOGY

The Distance Learning Master's (M.S.) Program in Psychology

The Application Process for the Distance Learning (DL) Program

The Pacific Graduate School of Psychology (PAU) accepts applications from prospective students to the DL program each spring and summer to begin in the following fall quarter. Classes begin just after Labor Day, but students should check the DL website at www.paloaltou.edu for the Academic Calendar. The deadline for applications is August 15th, but prospective students are strongly encouraged to apply in the spring and early summer. Only complete applications will be reviewed by the members of the Admissions Committee and the Director of the Program.

There is an online application form that can be filled out and submitted on the Internet at http://www.paloaltou.edu/admissions_online_application.php. 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 to the Distance Learning Program

The applicant must be a graduate of a regionally accredited undergraduate institution and submit official transcripts. The application itself must be submitted, as well as three letters of recommendation. The applicant is required to write a personal statement outlining his or her interest in forensic and correctional mental health counseling.

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.

GRE scores are not required for admission to the DL program. A prospective student who wishes to transfer into the Ph.D. program, however, will be required to submit GRE scores at the time of the transfer request.

Transferring Units

A maximum of five units of prior graduate work may be transferred. The coursework cannot be more than five years old. 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

The tuition for the DL program is the same as for our Ph.D. residential program. Please go to our website at www.paloaltou.edu and click on "Distance Learning Program" and then "Pre-Enrollment Package" for more information. There are 23 units required in the first year of the program. There is also a technology fee per

quarter. Because the second year of the program consists of 18 units (instead of 23), the tuition costs will be somewhat lower. Students should anticipate increases in tuition commensurate with inflation.

Accreditation

The American Psychological Association (APA) does not accredit programs that award master's degrees; therefore, it is not possible for PAU to obtain APA accreditation for the DL program.

While APA accreditation is not an option for any master's degree program in psychology, the prospective student should note that the Director of the DL program, Dr. William Froming, has been at PAU since 1988 and founded the DL program. Before coming to PAU, he taught in the Psychology Department at the University of Florida for eleven years. The DL faculty members are primarily full-time PAU faculty who teach the same courses in the residential Ph.D. program as they do in the DL program.

The DL Training Model

The program uses a number of techniques to accomplish its educational goals. PAU has a partnership with an educational technology company (Docutek) that hosts 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 read the slides. Readings for the classes are from texts or articles available on the course Web site in Adobe Acrobat (.pdf) format. Many classes also use "threaded," or topic-specific, discussion groups to provide a way for students to converse online about course materials. Finally, chat rooms or conference calls are used to provide a forum for students to ask questions of the professor or Teaching Assistant. We now use the GoToMeeting technology, which allows the instructor's computer screen to be shown to all students simultaneously. This technology also allows the class to talk in a conference call while viewing the same materials. Through our use of aggregated cutting-edge technology, we are able to create the essentials of the classroom experience at a distance. Additionally, you will be taking courses with both students from every part of the United States and from foreign countries, an experience rich in diversity and learning.

The student will need access to a computer with a Web connection for our technology to work. We strongly recommend that the student has a fairly powerful PC computer with a DSL or cable modem connection. Students can get by with dial-up modems, but they will be considerably slowed by the amount of information to download over the course of the academic program.

Performance in class is assessed in a number of ways. Some instructors assign papers; others use tests; and some use both. Independent third parties proctor exams. Students identify individuals in their community (e.g., 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 frequent feedback on the strengths and weaknesses of the program helps us deliver our top program and services

Time Frame of the DL Program

Students start the DL program once a year, in September, after Labor Day. Students cannot enter the program once classes have started, which can be determined by the Academic Calendar at www.paloaltou.edu. Classes end in mid-June.

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 of the DL Program

The program takes place where the DL students live. Because it is Web-based, the students do not have to leave their current home or job and relocate to northern California, where PAU is physically located. The DL students can also maintain their current work situation. Those factors represent a tremendous cost savings to our DL students.

Current and past DL students come from across the United States, Canada, Europe, Asia, Africa, 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. However, usually we are able to find times that are convenient 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 DL program before classes begin.

Frequently Asked Questions about the DL Program

What are the Advantages of a Distance Learning Program?

There are a number of reasons students are interested in the DL program. The most obvious one is that students who are successful in the DL program 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 with the confidence of being able to master the course material. Also, students will have saved both the expense and obligation of moving to northern California before starting any Ph.D. classes.

Some work situations provide additional job opportunities and/or additional pay after the employee obtains an advanced degree. For example, in some states, teachers may be qualified to teach psychology with a Master's Degree and will increase their salaries. Students are encouraged to research whether such a scenario might apply to their individual work.

Still other potential students may have had a long-standing interest in psychology and want to investigate the subject 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 does not provide Web- based clinical supervision. Thus, this degree is not designed for people who want a master's degree in order to see patients. Students who are interested in seeing clients should seek out a local program that might exist in the Social Work department or the Counselor Education department of a university.

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. For an isolated failure, students usually simply retake the class the next time it is offered. However, students should be cautioned that there is a tuition fee for retaking a class, and students may lack sufficient credits during the academic quarter of retaking that course to qualify for financial aid. In short, such students would have to pay out of pocket for retaking the course.

How Do I Get Additional Information?

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

The DL Program Overview and Courses

The program consists of 41 quarter units of coursework. These courses are taken over a two-year period during the regular academic year (i.e., no summer classes are offered). The courses are structured such that the program only has two courses available at any given point in time during most quarters. There is no thesis requirement.

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—a course in clinical interviewing and another in psychotherapy that are not included in the DL program. 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 and not in clinical psychology, even though some of the content is obviously relevant to clinical psychology.***

A sample DL schedule appears below:

Courses for Students Entering Fall 2008

Fall 2008

Course	Instructor	Units
P253A-DL Cognitive Behavioral Psychotherapy I	Sharp	3
T301A-DL History & Systems	Wagner	3
T301B-DL Child & Adolescent Development	Wagner	1.5
T303A-DL Adult Development & Aging	Gomez	1.5
Total		9

Winter 2009

Course	Instructor	Units
T301C-DL Cognitive Bases of Behavior	Field	2
T302A-DL Affective Bases of Behavior	Field	2
T303B-DL Neuropsychology	Wisniewski	2.5
Total		6.5

Spring 2009

Course	Instructor	Units
F201-DL Ethics in Clinical Psychology	Packman	3
T302B-DL Psychopharmacology	Wisniewski	2.5
T303C-DL Social & Personality Bases of Behavior	TBA	2
Total		7.5

Courses for Students Who Entered Fall 2007 (i.e., second year in program)

Fall 2008

Course	Instructor	Units
E212A-DL Psychopathology I	Briscoe-Smith	2
R201-DL Research Methods	Gomez	4
Total		6

Winter 2009

Course	Instructor	Units
E212B-DL Psychopathology II	Zalewski	2
R202-DL Statistics I	Gomez	4
Total		6

Spring 2009

Course	Instructor	Units
E212C-DL Psychopathology III	Zalewski	2
R203-DL Statistics II	Gomez	4
Total		6

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 DL program is very high. Data we currently have indicates that the performance of students in the DL program is comparable to that of students taking the same courses on campus.

Transferring from the DL Program to the Ph. D. Program

The DL Program was developed in order to provide students who may have the ability to handle Ph.D. level work at PAU with an opportunity to demonstrate that ability. It is our hope that every student who is admitted to the M.S. program will be successful in moving to the Ph.D. program.

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

Students will move automatically from the M.S. in Psychology program to the Ph.D., if they have:

1. Met the initial prerequisites for the Master's program. There are 4 required prerequisite courses: Abnormal (or Personality), Developmental, Statistics, and Physiological Psychology. Students are required to complete the appropriate prerequisites prior to the appropriate PAU DL class. For example, students will take Child and Adolescent Development in the first quarter of the DL Program. They need to have the prerequisite course taken before classes begin. They will take Neuropsychology in the winter quarter of the first year. They need to have the Physiological Psychology course taken by winter of the first year. The same reasoning applies for the second year of the program. Of course, the easiest solution for this requirement is to have taken all four prerequisites before beginning the M.S. program. **Documenting that the prerequisites have been fulfilled is the responsibility of the student.**

Students can request waivers by detailing the basis for the request. Those waiver requests should be submitted before the fact (i.e., before the related PAU course is started) and sent to Dr. Froming.

The required prerequisite courses and their graduate "partners" are listed below.

MS Course at PAU	Prerequisite Undergraduate Course
T301B-DL Child & Adolescent Development	Developmental
T302B-DL Neuropsychology	Physiological Psychology
E212B-DL Psychopathology II	Abnormal or Personality
R202-DL Statistics I	Statistics

2. Successfully completed at least six (6) unit quarters
3. Earned the following grades
 - a) No failing grades and
 - b) No more than one B- and
 - c) No more than one incomplete
4. Successfully completed the following sequences:

Sequence	Courses	Units	Subtotal
Research	R201-DL Research Methods	4	12
	R202-DL Statistics I	4	
	R203-DL Statistics II	4	
Psychopathology	E212A-DL Psychopathology I	2	6
	E212B-DL Psychopathology II	2	
	E212C-DL Psychopathology III	2	
Clinical Foundations	F201-DL Ethics	3	6
	Psychotherapy Course (CBT or Psychodynamic)	3	
Psychological Science	T301A-DL History and Systems	3	17
	T301B-DL Child and Adolescent Development	1.5	
	T301C-DL Cognitive Bases of Behavior	2	
	T302A-DL Affective Bases of Behavior	2	
	T302B-DL Biological Bases of Behavior: Neuropsychology	2.5	
	T303A-DL Adult Development and Aging	1.5	
	T303B-DL Biological Bases of Behavior: Psychopharmacology	2.5	
	T303C-DL Social and Personality Bases of Behavior	2	
	Total		

5. Passed the research comprehensive exam
6. Submitted a GRE score to the Admissions Office.

Note: DL students who wish to move into the Ph.D. program do not need to submit a Ph.D. program application.

All required course work will normally be completed by the end of the second spring quarter following matriculation. Any deviations from this timetable must be approved by the Distance Learning Committee and, if appropriate, the Student Evaluation Committee.

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 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 take a course in clinical interviewing and a second course in psychotherapy. Since it is offered in the summer, students must move to the San Francisco Bay area by August 1st of that year. After taking the two courses on campus during the summer, students will have the background to take the clinical comprehensive exam (which also includes the courses in ethics and psychopathology).

This is offered during the last week in August and needs to be passed before a student can begin to see clients in the clinic.

Students in the DL program follow the same guidelines as students in the residence 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 Ph.D. Student Handbook. Students failing courses will be referred to the Student Evaluation Committee (SEC).

In summary, there is a 3-step system for the Distance Learning 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.

DISTANCE LEARNING PROGRAM FACULTY



ALLISON MARIE PUA'ALI'IOKALANI BRISCOE-SMITH, PH.D.

Dr. Briscoe-Smith earned her undergraduate degree from Harvard University. She then received her Ph.D. from University of California Berkeley and she completed her internship and postdoctoral work at the University of California San Francisco/San Francisco General Hospital.

Throughout her training her studies were focused on child psychopathology and diversity issues. After her postdoctoral work she was the Program Director of a mental health program serving children as they entered into the Alameda County foster care system. She now serves as the research consultant of that program. In addition, she provides clinical services at Children's Health Council.

Her research has focused on two different topics: Trauma/Post Traumatic Stress Disorder and how children understand race. With these topics she has had the opportunity to work broadly with many families and schools on issues salient to them. Her current research focuses on the mental health risks and collection of basic information of children who are commercially sexually exploited (prostituted).

Clinically her focus is on working with adult victims of abuse and trauma and also working with children. In particular, she focuses on dyadic and relational therapies for young children and behavior disorders for older children. She also has worked as a school and child care consultant and enjoys the opportunities that consultation brings. She hails originally from Hawaii and has also lived and worked in the Caribbean.

**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 interested 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

Publications:

Froming, W.J., Walker, G.R. and Lopyan, K.J. (1982). Public and private self awareness: When personal attitudes conflict with societal expectations. *Journal of Experimental Social Psychology*, 18, 476- 487.

Froming, W.J., Allen, L.H. and Jensen, R. (1985). Altruism, role taking and self awareness: The acquisition of norms governing altruistic behavior. *Child Development*, 56, 1223- 1228.

Froming, W.J., Corley, E.B., and Rinker, L. (1990). The influence of public self consciousness, and the audience's characteristic on withdrawal from embarrassing situations. *Journal of Personality*, 58 (4), 603- 622.

Froming, W.J., Moser, R., Mychack, P., and Nasby, W. (1995). A control theory approach to social development. In N. Eisenberg, (Ed.), *Review of personality and social psychology*, 261-288.

Froming, W. J., Nasby, W., and McManus, J. (1998). Prosocial self schemata, self awareness, and children's prosocial behavior. *Journal of Personality and Social Psychology*, 75, 766-777.

Froming, W.J. and Froming, K. B. (2005). Comparative genocide and social psychology: Parallels between the Holocaust and Rwanda. In A. Kimenyi, (Ed.), *Autopsy of genocide: New patterns, paradigms and prognosis*, (In press). Lewiston, NY: Edwin Mellen Press.

**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.

Publications:

Field, N. P. (2006). Unresolved grief and continuing bonds: An attachment perspective. *Death Studies*, 30, 739-756.

Field, N. P., Thompson, L. W., & Gallagher-Thompson, D. (2006). Impact of current grief on memory for past grief in spousal bereavement. *Memory*, 14, 297-306.

Field, N. P., Gal-Oz, E., & Bonanno, G. A. (2003). Continuing bonds and adaptation to bereavement at five years after the death of a spouse. *Journal of Consulting and Clinical Psychology*, 71, 110-117.

Field, N. P., Sturgeon, S. E., Puryear, R., Hibbard, S., & Horowitz, M. J. (2001). Object relations as a predictor of adjustment in conjugal bereavement. *Development and Psychopathology*, 13, 399-412.

Field, N. P., & Bonanno, G. A., Williams, P., & Horowitz, M. J. (2000). Appraisals of blame in adjustment in conjugal bereavement. *Cognitive Therapy and Research*, 24, 551-569.

Field, N. P., Nichols, C., Holen, A., & Horowitz, M. J. (1999). The relation of continuing attachment to adjustment in conjugal bereavement. *Journal of Consulting and Clinical Psychology*, 67, 212-218.



ROWENA GOMEZ, PH.D., ASSOCIATE PROFESSOR

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 neuropsychology to depressive disorders. In 2004, she received a Young Investigator Award Grant by the National Alliance of Research for Schizophrenia and Depression to examine the cognitive, hormonal, and (brain) structural differences in Psychotic Major Depression versus Nonpsychotic Major Depression.

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, Neuropsychology, and Depression.

Publications:

Harris, D.A., **Gomez, R.**, Bedolla, G., Lee, E., Ochoa, I., Ren, B., Vasquez, S., & Harris, J. (1997). Neuropsychological and positron emission tomographic comparisons of Alzheimer's, multi-infarct, and Parkinson's disease dementias. In *Progress in Alzheimer's and Parkinson's Disease*. Fisher, A. (Ed.) Plenum Press, New York.

Gomez, R., & Madey, S.F. (2001). Psychosocial Factors that Affect how Older Adults Cope with Hearing Loss. *Journal of Gerontology: Psychological Sciences*, 56B, P223-P225.

Gomez, R. (2002). Word Frequency Effects on Priming Performance of Older and Younger Adults. *Journal of Gerontology: Psychological Sciences*, 57B, P233-240.

Madey, S.F., & **Gomez, R.** (2003). Reduction in Optimistic Bias for Perceived Age-Caused Medical Conditions. *Basic and Applied Social Psychology*, 25, 213-219.

Braman, A., & **Gomez, R.**, (2004). Patient Personality Predicts Preference for Relationships with Doctors. *Personality and Individual Differences*, 37: 815-826.

Gomez, R., & White, D.A. (2006). Strategies used in fluency tasks in normal aging and dementia. *Archives of Clinical Neuropsychology*. 21: 771-775.

Keller, J., **Gomez, R.**, Gumina, H., Poesner, J., DeBattista, C., Flores, B., & Schatzberg, A.F. (2006). Detecting Psychotic Major Depression using psychiatric rating scales. *Journal of Psychiatric Research*, 40: 22-29.

Gomez, R. (Under revision). A cognitive and personality model of communication handicap in older adults. *Ear and Hearing*

Gomez, R., Fleming, S.H., Keller, J., Flores, B., & Schatzberg, A.F. (2006). The neuropsychological profile of Psychotic Major Depression. *Journal of Biological Psychiatry*, 60: 472-478

Keller, J., **Gomez, R.**, Flores, B., Sovelson, B., & Schatzberg, A.F. (2006). Cortisol activity in psychotic and nonpsychotic major depression. *Journal of Biological Psychiatry*, 60: 275-281.

Gomez, R., Keller, J., Poesner, J., Sovelson, B., & Schatzberg, A.F. (under revision). The interactions between diagnosis, and cortisol in verbal memory and executive function in nonpsychotic major depression, and healthy controls. *American Journal of Psychiatry*.

Keller, J., Shen, L., **Gomez, R.**, Garret, A., Sovelson, B., Reiss, A., & Schatzberg, A.F. (Accepted). Hippocampal and Amygdala Volume in Psychotic and Nonpsychotic Unipolar Depression. *American Journal of Psychiatry*.

Gomez, R., Garret, A., Keller, J., Reiss, A., Sovelson, B., & Schatzberg, A.F. (in preparation). Relations between neuropsychological performance on executive functioning and brain activity during an executive functioning task in fMRI.



**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.

Publications:

Packman, W., Fine J., Chesterman, B., VanZutphen, K., Golan, R. & Amylon, M. (2004). Camp Okizu: Preliminary investigation of a psychological intervention for siblings of children with cancer. *Children's Health Care*, 33(3), 201-216.

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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.

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.

AMY WISNIEWSKI, PH.D., PROFESSOR

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 also 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 had 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.

Area of Research:

Neuropsychology

Area of Clinical Practice:

Neuropsychology

Publications:

West, A., **Wisniewski, A.**, White, P., Crittenden, M. & Zalewski, C. (Under submission). Neuropsychological performances of asymptomatic HIV positive African American adolescents and young adults.

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CHRISTINE ZALEWSKI, PH.D.

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 Distance Learning program faculty member and teaches the adult psychopathology sequence. Dr. Zalewski was instrumental in the development of the Distance Learning 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.

Publications:

Thompson, W., Gottesman, I., & **Zalewski, C.** (In Review). *Reconciling Disparate Prevalence Rates of Post-traumatic Stress Disorder (PTSD) In Large Samples of Male Vietnam Veterans and Their Controls.*

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FORENSIC AND CORRECTIONAL MENTAL HEALTH COUNSELING PROGRAM (FCMHC)

The Application Process for the FCMHC Program

Palo Alto University (PAU) accepts applications from prospective students each spring and summer to begin the following fall quarter. Classes begin just after Labor Day, but students should check the PAU website (www.paloaltou.edu) for the Academic Calendar for the exact date each year. The deadline for applications is August 15, but prospective students are strongly encouraged to apply in the spring and early summer. Only complete applications will be reviewed by the members of the Admissions Committee and the Director of the program. Because supporting materials (transcripts, letters of recommendation) often arrive after the application, later applications may not be complete by the August 15 deadline.

There is an online application found at: <http://www.paloaltou.edu/ma-forensics-and-correctional-psychology/admissions/apply-online>. Applications are also available by calling the admissions office at 800-818-6136 or by sending an email request to admissions@paloaltou.edu.

Requirements for Admission to the FCMHC Program

The applicant must be a graduate of a regionally accredited undergraduate institution and submit official transcripts. The application itself must be submitted, as well as three letters of recommendation. The applicant is also required to write a personal statement outlining his or her interest in forensic and correctional mental health counseling.

For students coming from a non-psychology background, there are for 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.

GRE scores are not required for the FCMHC Program.

Transferring Units

A maximum of five units of prior graduate work may be transferred. The course work cannot be more than five years old. 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

Information on tuition and fees can be found on our website at <http://www.paloaltou.edu/ma-forensics-and-correctional-psychology/admissions/program-cost-ann-aid>.

Accreditation

PAU and the Forensic and Correctional Mental Health Counseling Program are fully accredited by the Western Association of Schools and Colleges (WASC). 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.

The Training Model

The FCMHC program is a blended program, meaning courses primarily take place online, but are supplemented with on campus residency requirements. Throughout the duration of the program, 98% of the course work will be completed online. Two on-campus residencies are required. Each is one week in duration. The first occurs during the summer between the first and second years of study. The second occurs at the end of the second year, in preparation to begin clinical field work through practicum and internship.

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."

The on-campus residencies provide an opportunity to meet with your professors and classmates face-to-face. The two courses held on campus are intensive, skill-based courses that allow students to develop and practice their clinical skills under the direction of PAU faculty. The second on-campus residency culminates in an oral clinical competency examination that must be passed before clinical field work can begin.

Year 3 of the program is dedicated to completing clinical field work. During the summer, 100 hours of clinical service must be completed. Fall, winter, and spring quarters each consist of 200 hours of clinical service. 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. The program is designed to be progressive in nature: didactic coursework and residencies must be successfully completed before the oral clinical competency exam; the oral exam must be successfully completed before field work can begin; and internship and capstone must be successfully completed in order to graduate.

The student will need access to a computer with internet access. Broadband cable, satellite or DSL is recommended. In addition to email (PAU will issue each student a PAU email account), Microsoft 2007 is recommended as is Windows Media Player and Adobe Acrobat.

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 (for example, public librarians). Proctors receive the 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 frequent feedback on the strengths and weaknesses of the program helps us improve our program on a continuous basis.

Time Frame & Format of the FCMHC Program

Students start the FCMHC program once a year, during the fall quarter. Students can enroll either part-time or full-time, and the program can be completed in as little as three 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.

The first two years are completed online, with two on-campus residencies. The third year is a clinical field work experience that takes place in the student's home community. PAU and the student work together to find a placement that will provide relevant experience in forensic or correctional mental health counseling, while providing the structure and supervision required for optimal learning.

FCMHC Program Overview and Courses

The program consists of 90.5 credit units of coursework. A listing of the courses is below.

Year One

Fall

MHC104	Professional Identity & Career Development (3)
E212A-DL	Psychopathology & Psychodiagnosis I (2)
FCMHC300	Intro to Forensic & Correctional Psych (3)
MHC100	ACA Ethics (3)

Winter

MHC101	Counseling Theory (3)
E212B-DL	Psychopathology & Psychodiagnosis II (2)
MHC105	Research & Program Evaluation (4)

Spring

E212C-DL	Psychopathology & Psychodiagnosis III (2)
MHC102	Psychological Appraisal & Assessment (3)
T303C-DL	Social and Personality Bases of Behavior (2)

Summer

F204	Interviewing & Crisis Intervention (4; Residency Requirement)
MHC106	Social, culture, and ethnic diversity (3)

Year Two

Fall

P253A-DL	CBT (3)
T301B-DL	Child & Adolescent Development (1.5)
T301A-DL	Adult Development (1.5)
FCMHC301	Substance Abuse (3)

Winter

FCMHC302	Juvenile Offenders (3)
FCMHC303	Risk Assessment (3)
FCMHC304	Sexual Offenders (3)

Spring

MHC200	Group Psychotherapy (3)
T302B-DL	Psychopharmacology (2.5)
FCMHC305	Empirically based treatments in forensic and correctional settings (3)
MHC400A	Pre-practicum (3)
MHC201	Clinical Competency Exam (Residency requirement) (3)

Summer

MHC400B	Practicum (3) 100 clock hours
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Year Three

Fall

MHC401A Internship (6)

Winter

MHC401B Internship (6)

Spring

MHC401C Internship (6)

MHC500 Capstone Project (3)

Frequently Asked Questions

How is the FCMHC program different from the DL MS program?

Mental Health Counseling programs are designed to train mental health practitioners. The degree includes clinical coursework and internship experiences needed to practice mental health counseling. The DL 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. Mental health 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 MHC 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 MHC program?

The Forensic and Correctional Mental Health Counseling (FCMHC) program and Mental Health Counseling (MHC) program are identical in their foundation courses. The MHC 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 FCMHC 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 FCMHC must be completed in a relevant setting that will improve the student's skill working with this unique population.

Program Faculty



REBECCA JACKSON, PH.D.

Director, Forensic and Correctional Mental Health 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 recently 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 both the Washington and South Carolina sex offender civil commitment programs. 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.



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 cognitive-behavioral 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 Distance Learning 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 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.



CHRISTOPHER WEAVER, PhD

Assistant Professor

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.

Students will also take classes with a number of PAU faculty, including faculty in the Distance Learning program and the PhD program.

FORENSIC AND CORRECTIONAL MENTAL HEALTH COUNSELING CERTIFICATE PROGRAM

Program Overview and Courses

The Forensic and Correctional Mental Health Counseling 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

- FCMHC300 Intro to Forensic & Correctional Psych (3)
- FCMHC301 Substance Abuse (3)

Winter

- FCMHC302 Juvenile Offenders (3)
- FCMHC303 Risk Assessment (3)
- FCMHC304 Sexual Offenders (3)

Spring

- MHC200 Group Psychotherapy (3)
- FCMHC305 Empirically based treatments in forensic and correctional settings (3)

Application Process & Admission Requirements

Palo Alto University (PAU) accepts applications from prospective students each spring and summer to begin the following fall quarter. Classes begin just after Labor Day, but students should check the PAU website (www.paloalto.edu) for the Academic Calendar for the exact date each year. The deadline for applications is August 15, but prospective students are strongly encouraged to apply in the spring and early summer. Only complete applications will be reviewed by the members of the Admissions Committee and the Director of the program. Because supporting materials (e.g., transcripts) often arrive after the application, later applications may not be complete by the August 15 deadline.

There is an online application found at: <http://www.paloalto.edu/ma-forensics-and-correctional-psychology/admissions/apply-online>. Applications are also available by calling the admissions office at 800-818-6136 or by sending an email request to admissions@paloalto.edu.

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.

MENTAL HEALTH COUNSELING PROGRAM

The Application Process for the MHC Program

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There is an online application found at: <http://www.paloalto.edu/webforms/mental-health-counseling-program-apply-online>. Applications are also available by calling the admissions office at 800-818-6136 or by sending an email request to admissions@paloalto.edu.

Requirements for Admission to the MHC Program

The applicant must be a graduate of a regionally accredited undergraduate institution and submit official transcripts. The application itself must be submitted, as well as three letters of recommendation. The applicant is also required to write a personal statement outlining his or her interest in mental health counseling.

For students coming from a non-psychology background, there are for 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.

GRE scores are not required for the MHC Program.

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A maximum of five units of prior graduate work may be transferred. The course work cannot be more than five years old. 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.

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Accreditation

PAU and the Mental Health Counseling Program are fully accredited by the Western Association of Schools and Colleges (WASC). 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.

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The MHC program is a blended program, meaning courses primarily take place online, but are supplemented with on campus residency requirements. Throughout the duration of the program, 98% of the course work will be completed online. Two on-campus residencies are required. Each is one week in duration. The first occurs during the summer between the first and second years of study. The second occurs at the end of the second year, in preparation to begin clinical field work through practicum and internship.

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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 of the MHC Program

Students start the MHC program once a year, during the fall quarter. Students can enroll either part-time or full-time, and the program can be completed in as little as three 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.

The first two years are completed online, with two on-campus residencies. The third year is a clinical field work experience that takes place in the student's home community. PAU and the student work together to find a placement that will provide relevant experience in forensic or correctional mental health counseling, while providing the structure and supervision required for optimal learning.

MHC Program Overview and Courses

The program consists of 91 or 91.5 credit units of coursework. A listing of the courses is below.

Year One

Fall

MHC104	Professional Identity & Career Development (3)
E212A-DL	Psychopathology & Psychodiagnosis I (2)
T301B-DL	Child & Adolescent Development (1.5)
T301A-DL	Adult Development (1.5)
MHC100	ACA Ethics (3)

Winter

MHC101	Counseling Theory (3)
E212B-DL	Psychopathology & Psychodiagnosis II (2)
MHC105	Research & Program Evaluation (4)

Spring

E212C-DL	Psychopathology & Psychodiagnosis III (2)
MHC102	Psychological Appraisal & Assessment (3)
T303C-DL	Social and Personality Bases of Behavior (2)

Summer

F204	Interviewing & Crisis Intervention (4; Residency Requirement)
MHC106	Social, culture, and ethnic diversity (3)

Year Two

Fall

P253A-DL	CBT (3)
FCMHC301	Substance Abuse (3)
MHC201	Couples Counseling

Winter

T301-DL	Cognitive Bases of Behavior (2)
T302A-DL	Affective Bases of Behavior (2)
MHC202	Child Psychotherapy (3)
	Elective (2.5 or 3)

Spring

MHC200	Group Psychotherapy (3)
T302B-DL	Psychopharmacology (2.5)
MHC203	Family Therapy
MHC400A	Pre-practicum (3)
MHC201	Clinical Competency Exam (Residency requirement) (3)

Summer

MHC400B	Practicum (3) 100 clock hours
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Year Three

Fall

MHC401A	Internship (6)
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Winter

MHC401B	Internship (6)
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Spring

MHC401C	Internship (6)
MHC500	Capstone Project (3)

Frequently Asked Questions

How is the MHC program different from the DL MS program?

Mental Health Counseling programs are designed to train mental health practitioners. The degree includes clinical coursework and internship experiences needed to practice mental health counseling. The DL 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. Mental health 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 MHC 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 FCMHC program?

The Forensic and Correctional Mental Health Counseling (FCMHC) program and Mental Health Counseling (MHC) program are identical in their foundation courses. The MHC program builds upon the foundation with broad based coursework applicable to many clinical settings. The internship in Year 3 can be completed in any number of public agencies, institutions, or departments. The FCMHC 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 FCMHC must be completed in a relevant setting that will improve the student's skill working with this unique population.

Program Faculty



REBECCA JACKSON, PH.D.

Director, Mental Health 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 recently 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 both the Washington and South Carolina sex offender civil commitment programs. 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.



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 cognitive-behavioral 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 Distance Learning 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 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.

Students will also take classes with a number of PAU faculty, including faculty in the Distance Learning program and the PhD program.

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

- **M.S. in Clinical Psychology (PAU-AIGLÉ)**

The PGSP-AIGLÉ program is taught by an outstanding faculty from PGSP 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 PGSP-AIGLÉ Program are awarded an additional graduate degree of the University of Belgrano.



SECTION V

Undergraduate Programs

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

Admission Policies and Procedures

PAU accepts students into the Bachelor of Science Programs for the fall quarter. The PAU Bachelor of Science programs operate on a cohort model, where students are admitted in a group and complete all of their course work together. There is currently only one start date per year. Applicants are invited to make an appointment with a representative from the undergraduate programs for an informational interview. Arrangements can 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. Transcripts of all prior undergraduate study.
3. A Statement of Purpose.
4. The names and contact information of a faculty member who is familiar with the applicant's academic potential; and
5. A \$40.00 application fee

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

- Completion of an Associate of Arts or Associate of Science degree, or
- Completion of 90 quarter unit hours or 60 semester unit hours of coursework at an accredited community college or university.
- Completion of the California State University (CSU) general education breadth requirements or the UC/CSU 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 for further evaluation.

General Education Requirements

The Bachelor of Science programs at PAU require that transferring students have completed the general educational/breadth requirements of the California State University (CSU) system or the CSU IGETC. These include:

Communication in the English Language and Critical Thinking	12-15 units
Physical Universe and Its Life Forms	12-15 units
Arts, Literature, Philosophy and Foreign Languages	12-15 units
Social, Political, and Economic Institutions and Behavior, Historical Backgrounds	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

Transfer Unit Evaluation Procedures

Students entering one of the PAU Bachelor of Science programs will have already obtained or be in the process of obtaining an Associate of Arts or Associate of Science degree or its equivalent in credit hours. Applicants must submit all official transcripts of their college level work in order to attest that they have met 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 quarter 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:

$$1 \text{ semester unit} = 1.5 \text{ quarter units}$$

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 6 quarters. A full-time course load is 4 courses per quarter for 15 -16 unit hours. 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.

STUDENT SERVICES AT DE ANZA & Foothill COLLEGES

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 DSS.

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 on the De Anza College and Foothill College campuses in Cupertino and Los Altos Hills, both approximately 45 miles south of San Francisco and 5 miles west of San Jose. De Anza and Foothill Colleges each occupy a 100-acre campus in the heart of Silicon Valley. Cupertino is home to Apple, Compaq, Sun, Hewlett-Packard, and many other high-technology firms. Nestled near the base of the Santa Cruz Mountains, the college was named after Spanish explorer Juan Bautista de Anza. The Foothill/De Anza College District is one of the largest, community college districts in the country with an enrollment averaging 44,000 students.

De Anza is known for its distinctive architecture that harmonizes with the surrounding community and creates a natural, restful urban campus atmosphere conducive to study. The Foothill campus, located in the "foothills" of Silicon Valley, has a much more rural feel with spectacular views of the surrounding

hills and green spaces. The buildings on each campus are a blending of Spanish and modern architecture. Architectural accent points are expressed in buildings that serve unique functions, such as De Anza's Flint Center (a 2,570-seat performing arts auditorium), a newly renovated Olympic aquatics complex, a 5,000-seat Outdoor Events Arena, the 200-seat Planetarium and a 185-seat Recital Hall, the Advanced Technology Center, Science Center and the Kirsch Center for Environmental Studies. Foothill College is the home of the Krause Center for Innovation and a beautiful new Campus Center.

The Foothill/De Anza student bodies are very diverse. Most students are from local cities, although some 2,600 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.

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. All students are assigned to a graduate student mentor, who is available to assist them with coursework and personal advice.

Tuition and Fees 2010-2011 Academic Year

	Quarter	Annual
Tuition	\$4,380	\$13,140
Fees	\$1,330	\$3,990
Total Tuition & Fees	\$5,710	\$17,130

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 already obtained their Associate of Arts degree from an accredited community college or for students who have not yet obtained their Bachelor's degree but who have earned the equivalent of an Associate of Arts degree 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 communicates 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 an Internship.

Other classes may be approved for upper division work on an individual basis, based on a rationale and justification proposed by the student. These upper division classes will be individually identified and approved by the student's advisor and written into the Individual Education Plan (IEP).

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.

Psychology & Social Action Curriculum

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

Fall Quarter Year 1

Classes	Units
AN350 Cultural Anthropology	4
PY310 Psychology of Learning & Memory	4
MA220 Statistics for the Social Sciences	4
SO340 Fundamentals of Social Activism	4
Total	16

Winter Quarter Year 1

Classes	Units
BIO250 Biological Psychology	4
PY330 Theories of Personality	4
PY300 Psychological Writing	3
PY340 Research Methods in Psychology	4
Total	15

Spring Quarter Year 1

Classes	Units
PY390 Clinical and Abnormal Psychology	4
PY380 Psychology of Life Span Development	4
PH200 Philosophy of Science	4
PY320 Social Psychology	4
Total	16

Fall Quarter Year 2

Classes	Units
PY375 Cross Cultural Psychology	4
SO300 Sociology: Social Problems	3
AN370 Ethnic Identity and Social Stratification	4
PY395 Senior Internship	4
Total	15

Winter Quarter Year 2

Classes	Units
PO300 International Political Economy	4
PY370 Applied Social Psychology	4
PH300 Ethics	4
PY395 Senior Internship	2
Total	14

Spring Quarter Year 2

Classes	Units
PY400 Senior Capstone Class	4
SO320 Sociology: Globalization	4
PH300 Ethics	4
PY395 Senior Internship	2
Total	14

Total Credit Hours for Bachelor of Science in Psychology: 90 quarter unit hours

Internships

Students in the Psychology and Social Action program are required to complete a one year internship at a community agency or organization and that will allow the student to obtain a practical experience in the application of theoretical material 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 internships, 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. Internships are graded on a Pass/Fail basis.

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 in question to students. 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 three years have been "Career Development," "Cultural Competency," and "The Psychology of Good & Evil."

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 already obtained their Associate of Arts degree from an accredited community college or for students who have earned 90 quarter unit hours or 60 semester unit hours of transferable college credit and the equivalent of an Associate of Arts degree from an accredited college or university. The 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. The curriculum provides upper division classes in psychology, business and general education.

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.

- 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.

Other classes may be approved for upper division work on an individual basis, based on a rationale and justification proposed by the student. These upper division classes will be individually identified and approved by the student's advisor and written into the Individual Education Plan (IEP).

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.

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
 - Learning and Memory
 - Statistics and Research Methods
 - Personality Theory and Assessment
 - Social Psychology
 - Developmental Psychology
 - Normal and Abnormal Psychology
 - Psych 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
- Staffing, Compensation and Financial Planning
- Team Development
- Creative Training Skills
- Performance Development and Management
- Personality and 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 case study 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

Fall Quarter Year 1

Courses	Units
Psychology of Learning	4
Multicultural Studies	4
Statistics and Research Methods	4
Organizational Development	4

Winter Quarter Year 1

Courses	Units
Motivation and Work Satisfaction	4
Social Psychology	4
Theories of Personality and Assessment	4
Fundamentals of Management	4

Spring Quarter Year 1

Courses	Units
Philosophy (Ethics)	3
Employee Relations and Interpersonal Skills	4
Human Resource Management	4
Development Psychology	4
Total	47

Fall Quarter Year 2

Courses	Units
Psychological Writing and Communication Skills	4
Staffing, Compensation and Financial Planning	4
Social Problems	4
Normal and Abnormal Psychology	4

Winter Quarter Year 2

Courses	Units
Performance Development and Management	4
Team Development	3
Creative Training Skills	4
Final Business Psychology Project (Part 1)	4

Spring Quarter Year 2

Courses	Units
Personality and Change Management	4
International Political Economy	4
Final Business Psychology Project Paper and Presentation	4
Total	43

**PALO ALTO UNIVERSITY
UNDERGRADUATE PROGRAMS - COURSE DESCRIPTIONS**

Psychological Writing PY300

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.

3 Units

Psychology of Learning and Memory PY310

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 PY320

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 PY330

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 PY331

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

Research Design and Methods PY340

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

Psychology of Gender PY360

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

Cross-Cultural Psychology PY375

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.

4 Units

Psychology of Life Span Development PY380

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 per-sonality development; family, school, and other societal influences on develop-ment; physical, intellectual, and social development; identity; sexuality; changing social contexts; and life transitions.

4 Units

Abnormal and Clinical Psychology PY390

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 develop-ment of psychological disorders will be explored: analytic theories, behavioral, cognitive, humanistic, and biological. The course will review the various psycho-logical and biological treatments currently used to assist clients with these disorders.

4 Units

Applied Social Psychology PY370

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 exam-ined 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 environ-ment, and law.

4 Units

Senior Capstone Class PY400

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 prac-tical experiences. The topic will be chosen by faculty in the program each year.

4 Units

Business Courses**Organization Development BU301**

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

4 Units

Motivation and Work Satisfaction BU310

This course explores Maslow's and others' theory on motivation and its applica-tion 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.

4 Units

Fundamentals of Management BU320

This course will provide a deeper understanding of the history of management, and explore Drucker's and others' theories of management. It will explore effec-tive management characteristics and practices in successful organizations. Students will develop a case study that will involve investigating and learning about a current company and it's management practices. Students will also be exposed to theories of leadership and will explore the issues facing today's lead-ership.

4 Units

Employee Relation and Interpersonal Skills BU330

This course explores how human beings relate to one another. It provides stu-dents with the skills that are needed to promote healthy and constructive rela-tionships 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 BU340

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

Staffing, Compensation and Financial Planning BU350

This course introduces financial planning and management that relates to human resources. Students will learn the fundamentals of finance and its rela-tionship 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 compensa-tion procedures allowing an organization to achieve higher human and organiza-tional performance.

4 Units

Performance Development and Management BU360

This course teaches students how to develop and implement an effective performance appraisal system. Students will explore various methods of evaluation for employees and leadership in profit and non-profit organizations. These will include 360 degree feedback tools, behavior styles of assessment and annual performance review. Students will learn how and when to use these tools effectively and to interpret their results and provide constructive feedback for performance improvement.

4 Units

Team Development BU370

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

Creative Training Skills BU380

This course provides opportunities for students to gain practical experience conducting effective training in front of the class. It will provide techniques for developing training programs, delivering training and evaluating training effectiveness. Each student will develop a training program and give a short training session in a safe classroom environment. They will receive constructive feedback to gain confidence in training small groups.

4 Units

Personality and Change Management BU390

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 BU401

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 BU402

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.

4 Units

Upper Level General Education Courses**Biology Psychology BIO250**

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 MA220

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 SO340

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 PH200

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 AN350

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.

4 Units

Intercultural Studies: Ethnic Identity and Social Stratification AN370

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

International Political Economy PO300

This course will introduce students to different political systems around the world, providing a context from which to understand cultural differences and globalization. It will also provide students with a basic introduction to economic policies, treaties and institutions that impact the economic development of individual countries and the world.

4 Units

Sociology: Globalization SO320

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.

4 Units

Ethics PH300

This course provides an introduction to those problems of philosophy that are problems of moral philosophy, or ethics. Students will examine problems that arise when we try to make moral judgments: problems such as cultural relativism ("What's right for us is not necessarily right for them"), subjectivism ("What's right for me is not necessarily right for you"), and the role of religion in morality (e.g., "What's right is just what God says is right"). 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. A variety of important moral issues, such as famine relief, euthanasia, abortion, and genetic engineering will be explored 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**Matt Abrahams, M.A.**

B.A. in Psychology from Stanford University
M.A. in Communication Studies from the University of California Davis
M.A. in Education from San Francisco State University

Joshua Avera, MA

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

Kamau Birago, Ph.D.

M.A. & Ph.D. in Sociology from the University of California Berkley
B.A. in Social Ecology from the University of California Irvine

Daniel Bunce, Ph.D.

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

Aneel Chima, Ph.D.

B.A. in Consciousness Studies from the University of California Santa Cruz
M.A. & Ph.D. in Psychology from the Institute of Transpersonal Psychology

James O. Clifford, Jr., Ph.D.

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

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

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B.A. in Political Science from Swarthmore College
M.A. in Political Science from Indiana University, Bloomington

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B.A., University of Notre Dame
M.Div. Jesuit School of Theology
M.S. Clinical Counseling from California State University, Hayward
Ph.D. in Clinical Psychology from the California School of Professional Psychology

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B.A. in Sociology from the University of California, Santa Cruz
M.A. Sociology from the University of Massachusetts-Amherst
Ph.D. in Sociology from the University of Massachusetts-Amherst

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M.A. in Psychology from the University of Akron

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M.B.A. from Cornell's Johnson Graduate School of Management
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Ph.D. in Anthropology and Ethnology from the University of New Mexico.

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M.A. DePaul University
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M.S.E.E. 1982, University of Southampton, England
Area of emphasis: Microelectronics. Graduated with highest honor
B.S.E.E. 1980, University of California, Santa Barbara

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