



## ABOUT PALO ALTO UNIVERSITY

Founded in 1975, the Pacific Graduate School of Psychology reincorporated to Palo Alto University in 2009. A private, non-profit, fully accredited higher education institution that combines the advantages of a professional school with a traditional university, Palo Alto University provides undergraduate and graduate students small class sizes with renowned faculty and impressive clinical training resources through the university's cooperative relationships with Stanford University, University of San Francisco, and Palo Alto Veterans Health Administration.

## THE PAU SETTING

Located on the San Francisco Bay Area Peninsula

— 35 miles south of San Francisco and 25 miles
north of San Jose, Palo Alto University is nestled
in the foothills of Palo Alto just minutes away
from Stanford University and downtown Palo Alto.

# Arastradero Preserve neighboring Palo Alto University

#### SAN FRANCISCO GOLDEN GATE BRIDGE

The area is home to Nobel Prize winners, Silicon Valley CEOs, venture-capitial firms, HP, Facebook and one of the most renowned universities and medical centers in the world at Stanford University. The city of Palo Alto combines small-town charm with sophisticated elegance. Tree-lined streets and historic buildings reflect the California heritage, while a vibrant downtown core anchors its business and residential areas. This dynamic mix of tradition and innovation makes Palo Alto an extraordinary place for your academic endeavors.



## THE PALO ALTO UNIVERSITY CAMPUS

enjoys a serene setting overlooking the hills of Palo Alto and Portola Valley, with easy access to all that Silicon Valley and the richness that the San Francisco Bay Area has to offer.



I am very thankful for my experience at PGSP, now PAU, because it prepared me very well for the many roles I have enjoyed throughout my career as a psychologist. The professors were always highly dedicated to their craft, and the administration and staff worked hard and were always supportive of the needs of students. PAU provided for me a tremendous experience of growth and learning, and I feel great pride to be associated with such a fine institution of higher learning.

-Yvette Taurez, Ph.D., Class of 2003



PAU programs are characterized by innovative and creative collaborations with a rich variety of institutions in the San Francisco Bay Area and the world. PAU combines the emphasis on scientific research characterizing the best professional programs to produce graduates and clinicians whose professional activities are grounded in science and the highest professional standards. PAU offers a select but diverse range of undergraduate, masters, Psy.D. and Ph.D. programs, emphasizing the integral role of psychology and the social sciences in a wide variety of academic and applied disciplines. The scientific and professional rigor and the broad range of degrees offered, make PAU uniquely suited to train students at all levels who aspire to improve the human condition.

#### **MISSION**

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.

#### **VALUES**

- 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,
- A strong, committed relationship to internal, local, national, and international partners creative collaborations with other institutions
- Creative collaborations with other institutions

#### **VISION**

Using psychological insights, scientific rigor, and our own humanity to improve lives around the globe, Palo Alto University will establish its leadership by achieving the highest standards of excellence.



## BY THE NUMBERS



1,020

Graduate Students Enrolled (Fall 2016) 170

Undergraduate Students Enrolled (Fall 2016) 41%

Diversity Enrollment Institution-wide (Fall 2016) 58

Countries represented by the PAU student body Institution-wide 17:1

Student Faculty Ratio Institution-wide 90%

Retention Rate Institution-wide

98%

2016 match
percentage of PAU
doctoral students
for pre-doctoral
internships (APA and
APPIC)

77%

of PAU doctoral students who passed the California State Licensing exam for psychologists since 2008 76%

Average California
Statewide percentage
of students who
passed the California
State Licensing exam
for psychologists
since 2008

100

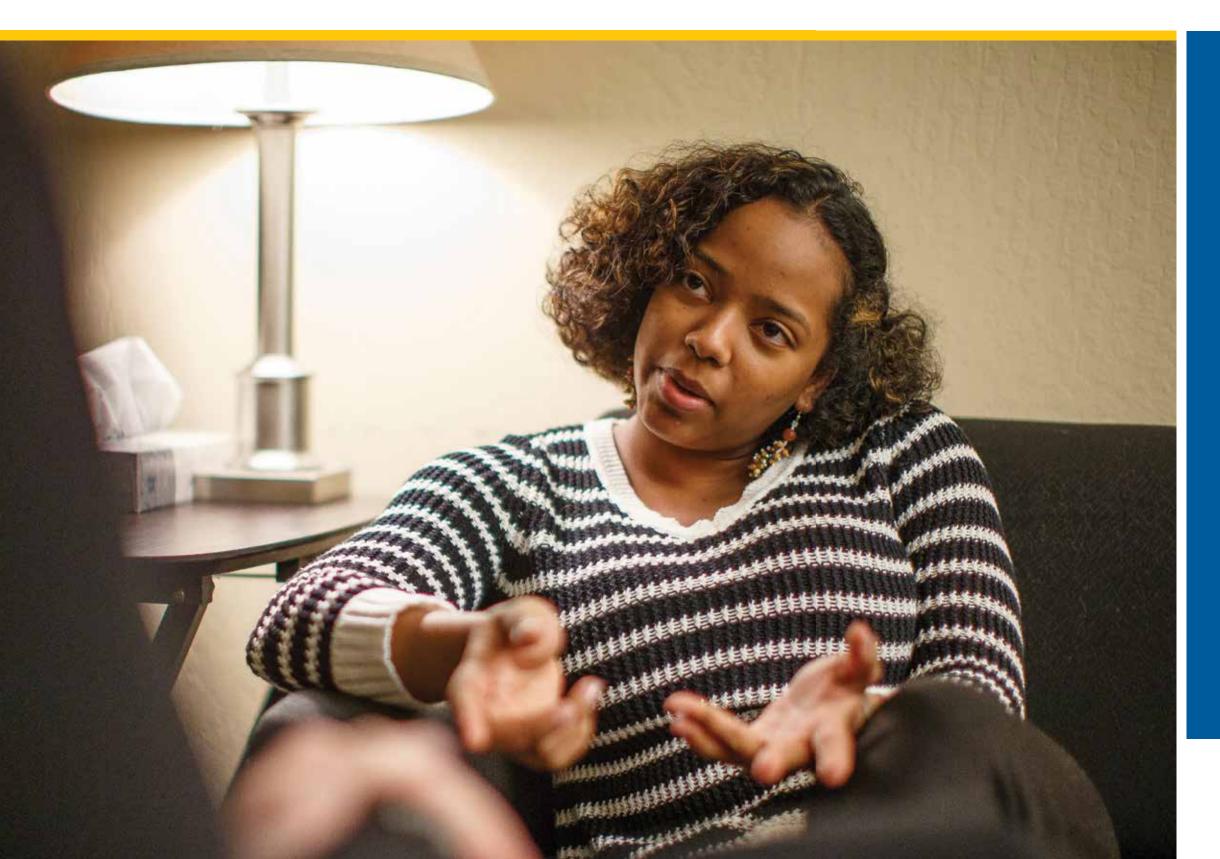
More than 100 full and part-time faculty representing the foundational facets of psychology and specialized clinical interests 19th

Overall ranking of PAU
Faculty for research
productivity in a study
of 166 APA-accredited
clinical psychology
Ph.D. programs by
Stewart, Roberts &
Roy (2007)

80,000

Over 80,000 hours per year of in-kind clinical services through internships and practicum placements, including collaborations with the VA healthcare system, national center for PTSD, and the El Camino Hospital

## DEGREE PROGRAMS



## DOCTORAL DEGREE PROGRAMS

- Ph.D. Clinical Psychology
- PGSP-Stanford Psy.D. Consortium

## MASTER'S DEGREE PROGRAMS

- M.S. Psychology (Ph.D. Prep)
- M.A. Counseling (MFT/LPCC)

### BACHELOR'S DEGREE PROGRAMS

- B.S. Business Psychology
- B.S. Psychology and Social Action



PROGRAM DIRECTOR SPOTLIGHT: 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 Non-psychotic 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 PGSP.

### **OVERVIEW**Practitioner-Scientist Model

- Rich opportunities in clinical training and scholarly research educate well-rounded clinical psychologists who can excel as both clinicians and researchers
- Training emphasizes science mindedness and appreciation of the role of psychology in alleviating suffering in the world
- Integration of science and practice through rigorous evidence-based curriculum and outstanding faculty mentorship

#### **BALANCE**

- Balanced curriculum provides requisite knowledge, skills, and awareness to practice as a clinical psychologist and consume and generate scholarship
- This balance facilitates a breadth of career options;
   Hospital settings, private practice, schools, academia,
   and administration
- Practica and research opportunities reinforce the balance of science and practice that is right for each specific student

#### **OPPORTUNITY**

- A diverse and well-published faculty with whom to collaborate and conduct research
- Community services to link education to career as a professional
- Formalized and well-established relationships with premier institutions such as Stanford University and the Palo Alto VA.
- Clinical training opportunities from hundreds of practicum sites through the Bay Area

#### **INTERNSHIP**

- Tailoring elective coursework, research experiences, and clinical training environments to specific students' goals for internship
- Providing appropriate opportunities and experiences for students to be competitive and obtain high quality predoctoral internships
- A high percentage of students consistently place in internship each year (in 2016, 97% of students placed)



#### **AREA OF EMPHASIS**

All students in the Ph.D. program study the core curriculum, which provides intensive but broad-based training in five areas: basic theoretical concepts in psychology, psychological evaluation and assessment, psychotherapy theory and process, research and clinical foundations, and field experience. In addition to this foundation, students may choose to pursue one of our many formalized specialty areas by their choice of elective coursework, the many research opportunities, and the clinical training experiences

that fit the environment and/or populations that interest our students most. The Ph.D. program is designed with the flexibility to help our students discover their particular interests without getting locked into a specialty too early. Instead, we encourage our students to refine their interests by building on the experience and knowledge accumulated throughout the program. By combining coursework, mentorship and supervised clinical training environments, PAU graduates are well prepared to work in the area that fits their interests best.

#### FORMAL AREAS OF EMPHASIS AVAILABLE:

- Child & Family Psychology
- Diversity and Community Mental Health
- Forensic Psychology
- LGBTQ Psychology

- Meditation & Psychology
- Neuropsychology
- Trauma Psychology

#### **FIVE YEAR CURRICULUM**

#### **FIRST YEAR**

All first year students take the didactic coursework that lays the foundation both in psychological theory and in practical applications. Courses include psychological sciences (e.g. Biological Bases of Behavior), research methods/statistics, psychopathology, development and neuropsychology.

#### SECOND YEAR

Second year students move into research groups, take the assessment sequence, begin their supervised clinical experience at PAU's Gronowski Center, and engage in a variety of theoretical and therapy-focused courses.

#### THIRD YEAR

Third year students continue to work in research groups, generally moving toward the development of a line of inquiry that will lead to the dissertation. Students will also include a third year practicum experience continuing the development of therapeutic approaches.

#### **FOURTH YEAR**

The fourth year of the curriculum is reserved for completing the dissertation. In addition, most students complete and additional year of practicum, and will identify and apply for internship sites, under the guidance of the Director of Clinical Training.

#### FIFTH YEAR

During the fifth year, the Ph.D. student completes an approved 2000 hour internship. The psychology internship is an organized training program that, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. Typically, the internship takes place in a multidisciplinary setting offering a wide range of services and training experiences.

## RESEARCH & CLINICAL TRAINING

Integral to the Ph.D. curriculum are the research opportunities available at PAU. As we believe in the idea that well informed research leads to well informed practice, all Ph.D. students are required to participate in small faculty-led research groups during their second and third years of the program. The research groups serve to engage students in ongoing research projects, facilitate development of mentoring relationships, and also assist students in planning their dissertations. Through this process students are provided with the necessary experience to become contributing members in the field of scientific psychology, and to critically evaluate research in order to integrate this into sounds clinical practice. Below is a sample of ongoing research projects available at PAU.

Aging, Neuropsychology, and Depression - Rowena Gomez, Ph.D.

Behavioral Research and Assessment in Neuropsychology - Rayna Hirst, Ph.D.

CBT with Anxious Youth - Robert Friedberg, Ph.D.

Children and Adolescents Psychotherapy and Technology - Eduardo Bunge, Ph.D.

Choice-making and Computer Technology for Unipolar Depression (CACTUS) Lab - Yan Leykin, Ph.D.

Clinical Crises and Emergencies: Emergency and Disaster Psychology; the Psychology of Courage - Bruce Bonger, Ph.D.

Clinical Neuropsychology and Psychological Assessment - James Moses, Ph.D.

Child Psychopathology and Treatment - Robert Russell, Ph.D.

College Student Substance Abuse - Amie Haas, Ph.D.

Cultural Transitions - Sita Patel, Ph.D.

Depression, Technology, and Latino Health - Alinne Barrera, Ph.D.

Emotion, Cognition and Neuropsychology Lab - Stacie Warren, Ph.D.

Empowerment and Violence Prevention, Mood Disorders and Neuropsychology - Jennifer Keller, Ph.D.

Early Intervention Clinic - Matthew Cordova, Ph.D. & Josef Ruzek, Ph.D.

Ethnic Minority Mental Health - Joyce Chu, Ph.D.

Ethnic Youth Resilience - Alvin Thomas, Ph.D.

Forensic - Christopher Weaver, Ph.D.

Interpersonal Relationships and Applied Methodologies - Robert Wickham, Ph.D.

i4Health - Institute for International Internet Interventions for Health - Ricardo Munoz, Ph.D.

Juvenile Forensic Research Group - Amanda Fanniff, Ph.D.

Lesbian, Gay, Bisexual and Transgender Research Group - Kimberly Balsam, Ph.D.

Meditation and Psychotherapy - Lynn Waelde, Ph.D.

Multicultural Suicide Research Center - Bruce Bongar, Ph.D., Joyce Chu, Ph.D., & Peter Goldblum, Ph.D., MPH

Personality and Social Norms - Janice Habarth, Ph.D.

Psychology & Law - Wendy Packman, Ph.D.

Research in Neurobiological Correlates and Cognitive Processes in Psychiatric Conditions - Tilman Schulte, Ph.D.

Risk and Resilience Lab - Lisa Brown, Ph.D.

Trauma, Dissociation and PTSD - Lynn Waelde, Ph.D.



High quality Clinical Training depends on closely supervised practicum experience in a variety of settings. Practicum placements at PAU sponsored clinics and in the community begin in the second year of the Ph.D. program and provide valuable, direct, and professional experience for our students. Students are first closely supervised by our faculty in PAU's Gronowski Center (http://www.gronowskicenter.org), followed by up to two additional years of community practicum environments, and with placements managed by our practicum coordinator and the Office of Professional Advising and Development. PAU students have over 200 community practicum sites in a wide variety of populations and environments to choose from, with a sampling of these sites below:

- 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 of 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 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

## THE PH.D. PROGRAM CORE FACULTY

Lifetime Achievement awards, Past APA and current division Presidents, Presidential citation for achievement from the APA, and Early Career Awards from APA are just some of the accomplishments represented by the Ph.D. program faculty at Palo Alto University.

Comprised of talented and distinguished psychologists with a wide range of clinical and research specialties, the faculty members as a whole support evidence-based approaches to practice and are actively involved in clinical research. With a low student-to-faculty ratio, PAU's faculty can provide the personalized attention necessary to become teachers, mentors, and clinicians.



#### Kimberly Balsam, Ph.D., MPH, Full Professor, Co-Director of CLEAR, Co-Director LGBTQ Program

 Emphasis: LGBTQ psychology, women and gender, CBT

#### Alinne Barrera, Ph.D. Associate Professor, Associate Director of Clinical Training, Ph.D. Program

 Emphasis: Mood disorders of immigrant Spanish-speakers, depression in under-served populations.

#### Leonard Beckum, Ph.D., Professor

 Emphasis: Cultural competency, educational equity

#### Larry E. Beutler, Ph.D., Distinguished Professor Emeritus, and Director of the Institute for the Study of Equine Assisted Change

 Emphasis: Psychotherapy outcome and process; trauma and terrorism; equine assisted therapy

#### Bruce Bongar, Ph.D. ABPP, FAPM, Professor

• Emphasis: Suicide and self destructive behaviors, clinical and legal standards of care, disaster psychology

#### Lisa M. Brown, Ph.D., ABPP, Professor, Director of the Trauma Program

 Emphasis: Stress, resilience, terrorism, vulnerable and under-served populations

#### Eduardo Bunge, Ph.D., Associate Professor, Institute for International Internet Interventions for Health (i4Health)

 Emphasis: Psychotherapeutic approaches for children and adolescents with internalizing disorders.

#### Grace Chen, Ph.D. Associate Professor, Ph.D. Practicum Coordinator

 Area of Emphasis: Professional development and issues, training, psychotherapy, social advocacy

#### Joyce Chu, Ph.D., Associate Professor

• Emphasis: Geriatrics, ethnic minority populations, and diversity

#### Matthew Cordova, Ph.D., Associate Professor, and Co-Director of the Early Intervention Clinic

• Emphasis: Health psychology; cognitive behavioral therapy; trauma

#### Luli Emmons, Ph.D., Professor, Director of Office of Professional Advising and Development

• Emphasis: Professional development and training

#### Amanda Fanniff, Ph.D. Associate Professor

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

#### Robert Friedberg, Ph.D., ABPP, Associate Professor, Director Center for Study and Treatment of Anxious Youth

• Emphasis: Cognitive behavioral therapy with children, adolescents, and families

#### Peter Goldblum, Ph.D., MPH, Professor, Director of CLEAR, Director of LGBTQ Program

 Emphasis: Lesbian, gay, bisexual and transgender, bullying, suicide, HIV

#### Rowena Gomez, Ph.D., Professor; Director, Clinical Training, Ph.D. Program

 Area of Emphasis: Aging, neuropsychology, and depression

#### Roger L. Greene, Ph.D., Professor Emeritus

• Emphasis: Taxonicity of MMPI-2 codetypes; assessment of deception

#### Amie Haas, Ph.D., Associate Professor

Area of Emphasis: Substance abuse in college populations

#### Janice Habarth, Ph.D., Assistant

#### Professor

 Emphasis: Personality and normative attitudes, health psychology and psychology of gender and sexual orientations

#### Rayna Hirst, Ph.D., Assistant Professor, Director of Neuropsychology Program

 Emphasis: Clinical neuropsychology, validity in assessment

#### Jennifer Keller, Ph.D., Research Faculty

 Emphasis: Prevention of sexual violence towards women; mental health care in South Asian immigrants

#### Yan Leykin, Ph.D., Associate Professor

 Emphasis: Judgment and decisionmaking and depression, cognitive behavioral and internet interventions, technology-based resources

#### Steven Lovett, Ph.D., Research Faculty

 Emphasis: Psychological issues in heart disease and chronic illnesses

#### Sandy Macias, Ph.D., Gronowski Clinic Director, Associate Professor

• Emphasis: Couples, children

#### James Moses, Ph.D., Research Faculty

• Emphasis: Clinical neuropsychology; psychological assessment

#### Ricardo Muñoz, Ph.D., Distinguished Professor of Clinical Psychology, Founder of i4Health Program

 Emphasis: Depression prevention and treatment, smoking cessation, evidence-based internet interventions; digital self-help

#### Sita Patel, Ph.D., Assistant Professor

• Emphasis: Immigrant mental health

#### Wendy Packman, J.D., Ph.D., Professor

Emphasis: Pediatric psychology and psychology law

#### Robert Russell, Ph.D., Professor

 Emphasis: Developmental psychology, child and adolescent communication disorders

### Josef I. Ruzek, Ph.D., Research Faculty, Founding Director of the Early Intervention Clinic

Emphasis: PTSD early intervention,
 CBT, web and phone interventions; best practices

#### Tilman Schulte, Ph.D., Associate Professor

 Emphasis: Cognition and behavior, neuroscience, clinical psychology

#### Nicole Shiloff, Ph.D., Clinical Faculty; Assistant Director, Gronowski Center

• Emphasis: Psychology training

#### Stanley Sue, Ph.D., Distinguished Professor of Clinical Psychology

 Emphasis: Culturally competent treatment; psychopathology in ethnic minorities; racism/privilege; Asian-American mental health

#### Alvin Thomas, Ph.D., Associate Professor, Co-Director of Center for Excellence in Diversity

 Emphasis: Risk and protective factors for African American youth, father involvement in children's therapy

#### Teceta Tormala, Ph.D., Assistant Professor, Co-Director of Clinical Training Ph.D. Program

• Emphasis: Prejudice, racial and ethnic identity process among Black immigrants

#### Lynn Waelde, Ph.D., Professor

 Emphasis: Meditation and psychotherapy, trauma, dissociation, PTSD

#### Stacie L. Warren, Ph.D., Assistant Professor

 Emphasis: Understanding key mechanisms and pathways that contribute to anxiety and depression

#### Christopher Weaver, Ph.D., Associate Professor; Director, Forensic Psychology

 Emphasis: Forensic psychology, PTSD and criminal offending, psychopathy/ PTSD co-occurrence

#### Robert Wickham, Ph.D., Assistant Professor

 Emphasis: authenticity and attachment in relationships; schematic knowledge structures and uncertainty reduction; applied research methods and statistical modeling

## THE GRONOVSKI CENTER

## A COMMUNITY CLINIC FOR PSYCHOLOGICAL

The Gronowski Center is a psychology training clinic dedicated to providing compassionate counseling and psychotherapy services to adults, older adults, couples, adolescents, children, and families in Santa Clara County and San Mateo County.

The clinic offers services on a sliding scale basis as a part of its community mission. Services are provided by doctoral level psychology students under the supervision of licensed psychologists.

The Gronowski Center has supported the following ongoing research projects:

- Larry Beutler, Ph.D. (PAU faculty): Enhancing psychotherapy training with the use of STS/Inner life feedback in supervision.
- Lea Williams, Ph.D. (Stanford faculty): Neural dimensions of threat reactivity and regulation for understanding anxiety (RAD: Research on anxiety and depression)

The Gronowski Center offers a number of clinical forums for students such as:

- Compassion-Focused Therapy
- Mindfulness-Based Cognitive Therapy
- Transgender and Gender Nonconforming Clients
- Parent-Child Interaction Therapy





## LA CLINICA I ATINA

The Gronowski Center also offers psychological services in Spanish! The clinic is dedicated to providing mental health services to the Latino Community. We offer psychotherapy for adults, couples, adolescents, children, and families.

In June 2014, The Gronowski Center established a Latino specialty clinic to provide Spanish-language services for the Latino/a community. Student therapists are trained to conduct both individual and group psychotherapy and assessment in Spanish using evidence-based, culturally-appropriate interventions under supervision of a licensed psychologist. These students receive specialized training through individual and group supervision with bilingual and bicultural supervisors. In additions, all Gronowski practicum students and supervisors have enhanced opportunities to attend didactic trainings on topics relevant to Latino culture and the use of evidence-based Spanish-language treatment and prevention manuals. Finally, La Clinica Latina plans to deepen its contacts with the Spanish-speaking community and agencies serving Latinos to increase the number of Spanish-speaking clients seen at the Gronowski Center, allowing for additional recruitment and training of students in Spanish-language services. PAU and the Gronowski Center are very pleased that the Clinic is starting to grow as the word gets out to the community.



La Clinica Latina is run by Dr. Elisabet Revilla, who came to Palo Alto University in June of 2014. Dr. Revilla is a licensed clinical psychologist, specializing in multicultural and community psychology, with an emphasis in Latino immigrants. She graduated with a psychology degree in her country of origin, Argentina. Dr. Revilla's research interests and clinical expertise are on clinical supervision and training, acculturation, immigration/acculturation context. PAU is very pleased to have Dr. Revilla at the Gronowski Center, and is proud of the work she is doing to provide mental health services to the Latino community.



#### PROGRAM DIRECTOR SPOTLIGHT: KIMBERLY HILL, PH.D.



Dr. Hill received her Ph.D. in Clinical Psychology from Ohio University. After completing her predoctoral internship at the Veterans Affairs Palo Alto Health Care System, she held a research coordinator position at the National Center for Post Traumatic Stress Disorder. She then completed her postdoctoral fellowship in the Psychiatry Department at the Stanford University School of Medicine where she currently serves as a Clinical Associate Professor. Dr. Hill has published articles and made presentations related to pain management, serious mental illness, including Post Traumatic Stress Disorder, and sexual dysfunction.

Currently, Dr. Hill's time is divided across clinical, research, administrative, and teaching domains. In addition to her clinical work in the Psychosocial Treatment Clinic at Stanford, she maintains a private practice in Palo Alto. Her current research interests include psychology training, chronic pain, insomnia/ depression, social anxiety, and post-traumatic stress disorder. The remainder of her time is committed to psychology training. On a national level, she serves as the Chair of the Postdoctoral Membership Committee for APPIC as well as a committee member of the Postdoctoral Training Task Force. As the Director of Clinical Training for the Psy.D. Consortium, she directs all aspects of program development including curricula design, comprehensive exam development, dissertation requirements, diversity recruitment policy, APA self-study preparation, as well as student and faculty recruitment/selection. In addition, she teaches courses. provides clinical supervision, and offers professional development supervision/mentoring to students.

#### **PROGRAM OVERVIEW**

The PGSP-Stanford Psy.D. Consortium's academic program is taught by an outstanding faculty drawn from Palo Alto University and the Stanford University School of Medicine, Department of Psychiatry and Behavioral Sciences. The curriculum emphasizes three years of core course work that prepares the student in empirically supported psychological interventions, psychological assessment, ethics, the impact of diversity and culture, psychopathology, and evaluating research, along with a solid foundation of coursework in psychological science.

The PGSP-Stanford Psy.D. Consortium training program is a full-time, five-year training program:

- three years of academic course work
- one year for the clinical dissertation project
- one year for a full-time pre-doctoral internship

The nine-month academic year runs on a quarter system, with elective classes, professional seminars and practicum activities offered during summer quarter. The program integrates academic course work, supervised clinical training, and research experience at every stage of the student's progress. The goal of the Psy.D. Consortium training model is to prepare students for a career as a clinical psychologist. As a practitioner-scholar program, intended for individuals seeking careers devoted primarily to the direct delivery of clinical psychological services, the program emphasizes evidence-based practice and seeks to graduate competent consumers of science.

#### TRAINING MODEL

The PGSP-Stanford Psy.D. Consortium is a practitioner-scholar program intended for those seeking careers devoted to the direct delivery of clinical psychological services. The program provides a generalist education in clinical psychology, emphasizing evidenced-based practice. The priority we assign to evidence-based practice is matched by our commitment to promote students' broad and general understanding of science and to foster students' ability to critically evaluate scientific theories, methods, and conclusions.

#### **ABOUT STANFORD**

Stanford University Department of Psychiatry and Behavioral Sciences is the home of the largest clinic at the Stanford University Medical Center. The mission of the Stanford clinics involves the care of a wide variety of patients with diagnoses that span the spectrum from mood and anxiety disorders, to personality disorders, as well as bipolar disorder and schizophrenia. The majority of faculty who teach clinical courses also provide direct clinical care. Thus, instructors bring a fresh and vital perspective to their teaching.

In addition, the Department of Psychiatry is well-positioned to help students develop an integrated biopsychosocial understanding of mental illness. The Psy.D. Consortium faculty includes many internationally renowned experts in psychopharmacology and the neurobiology of psychiatric disorders. Stanford's resources in psychosocial treatment, the Psy.D. Consortium is able to provide a broad and unique perspective on the nature of psychiatric and behavioral disorders.



The PGSP-Stanford Psy.D. Consortium training program is a full-time, five-year training program, structured as follows:

- Years 1-3: academic course work and practicum opportunities (Clinical practicum experiences typically begin in the summer of year 1 or fall of year 2. Structured dissertation project work begins in the fall of year 3.) Please see our website for a detailed outline of the courses we offer.
- Year 4: dissertation project completion, internship application process and clinical practicum
- Year 5: completion of a full-time, 2000-hour predoctoral internship

Students who complete all program requirements will be awarded the M.S. and Psy.D. degrees by the Pacific Graduate School of Psychology at Palo Alto University, indicating that the student has completed all requirements of the PGSP-Stanford Psy.D. Consortium.

The Consortium uses a cohort model: each cohort of students enroll together in the same prescribed program of didactic coursework over most of the first three years of the program, with the exception of elective opportunities in the third year (loosely divided by interest in child and adult psychology).

## CURRICULUM & CLINICAL TRAINING

#### **CLINICAL TRAINING**

Students are introduced to practica in their first year and are required to successfully complete two full years of practicum in a community setting in their second and third years. They may elect to complete a fourth year, for additional clinical experience. During the practicum sequence, students are introduced to supervision, consultation, and clinical organizational management. The PGSP-Stanford Psy.D. Consortium seeks to provide extensive supervised practicum experience (i.e. approximately 2000 hours prior to internship) in diverse settings. Practicum placements give students the opportunity to apply, integrate, and expand skills learned didactically.

The PGSP-Stanford Psy.D. Consortium is primarily generalist in approach and students have the opportunity to work in settings that provide care to adults, adolescents, children and families. For example, PAU has forged a relationship with Stanford University's Children's Health Council, and students receive advanced experience working with children and families with videotaped supervision in this setting. Other community sites allow our students the opportunity to work extensively with LGBT populations (UCSF AIDS Health Project), multicultural populations (Richmond Area Multi Service Agency), adolescents and young adults (San Jose Job Corps, San Jose State University Counseling Center), individuals with serious mental health issues (Valley Medical Hospital Inpatient, Stanford Hospital Inpatient, Santa Clara Bi-Polar Project) and with a variety of community individuals, couples, and families (Youth and Family Enrichment Services, Community Counseling and Education Agency).

Our community-based practicum sites give students exposure to a range of theoretical orientations, including CBT, DBT, brief dynamic, family systems, and a more eclectic, multi-systemic approach. We also have the opportunity to utilize the PGSP Gronowski Clinic as an excellent training site for students. In addition, we place many students in the Palo Alto VA Health Care System (VAPAHCS). Presently, our students are training in the Anxiety Disorders Clinic and other mental health clinics, such as the San Jose Outpatient VA Clinic and the Monterey VA Outpatient Clinic. The training model involves intensive and discussion with a senior psychologist. Thus, each student placed at a VA site is observed so that the supervisory feedback closely fits his/her development level.

## PGSP-STANFORD PSY.D. CONSORTIUM FACULTY

The Consortium faculty includes a number of distinguished PGSP at Palo Alto University faculty members and Stanford University School of Medicine, Department of Psychiatry faculty members who conduct a wide range of research, and thus provide the knowledge, enthusiasm, and insights of those actively working in the field of psychology. Every faculty member is selected to model excellence in their specific professional endeavors. They teach and supervise based on their own extensive clinical and academic experience.



#### **CORE PROGRAM FACULTY**

Bruce Arnow, Ph.D., Member, PGSP-Stanford Psy.D. Consortium Oversight Committee; Professor,

Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

• Interests: Treatment outcomes for major depression; epidemiology of chronic pain and depression; relationships between child maltreatment and adult sequelae; relationship between brain activation and sexual response in men and women

Christine Blasey, Ph.D., Professor, Palo Alto University

• Interests: Statistics

#### Lian Bloch, Ph.D., Assistant Professor, Palo Alto University

• Interests: Emotion, emotion regulation, impact of emotion and communication on couple relationships and health

Victoria Cosgrove, Ph.D., Instructor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

Courtney Farmer, Ph.D., Clinical Supervisor, VAPAHCS Mental Health Clinic

• Interests: Psychotherapy training and supervision; evidence based treatment for post traumatic stress disorder

Cheryl Gore-Felton, Ph.D., Professor and Associate Chairman, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

• Interests: Trauma, Behavioral Medicine

Nancy A. Haug, Ph.D., Assistant Director, The Gronowski Center; Associate Professor, Palo Alto University

• Interests: Addiction, smoking cessation, substance abuse treatment; behavioral medicine; health behavior change; eating disorders, nutrition and body image; women's health.

Kimberly Hill, Ph.D., Co-Director of Clinical Training, PGSP-Stanford Psy.D. Consortium; Clinical Associate Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

• Interests: Psychology Training, Social Anxiety, PTSD, Behavioral Medicine, Media Psychology

Robert Holaway, Ph.D. Co-Associate Director of Clinical Training, PGSP-Stanford Psy.D. Consortium; Assistant Professor, Palo Alto University

• Interests: Psychology Practicum Training, Anxiety Disorders

Jamie Kent, Ph.D. Assistant Professor, Palo Alto University; Co-Practicum Coordinator, PGSP-Stanford Psy.D. Consortium

• Interests: Women's mental health, psychological assessment, psychology practicum training

Sandy Macias, Ph.D., Director, The Gronowski Center; Assistant Professor, Palo Alto University

• Interests: Couples and Children

Jennifer Phillips, Ph.D., Clinical Associate Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

• Interests: Autism Spectrum Disorders, Assessment of young children, Developmental Disabilities

• Lauren M Schneider, Psy.D., Clinical Assistant Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

• Interests: Intersection of medicine and psychology in children, adolescents, and young adults with chronic medical conditions.

Allison Thompson, Ph.D., Co-Associate Director of Clinical Training, PGSP-Stanford Psy.D. Consortium; Clinical Assistant Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

• Interests: PTSD, Treatment of under-served populations, health psychology, evidence-based treatment

Sanno Zack, Ph.D., Adjunct Clinical Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

• Interests: Emotion regulation, psychology, Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT), personality development, mindfulness, adolescents, trauma

#### ASSOCIATED PROGRAM FACULTY

Grace Gengoux, Ph.D., BCBA-D, Clinical Assistant Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

• Interests: Lifespan Development, Behavioral Treatments, Autism and Developmental Disabilities

Debra Safer, M.D., Assistant Professor of Psychiatry, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

• Interests: The Use of Dialectical Behavior Therapy to Treat Bulimia Nervosa and Binge Eating Disorders

#### Teceta Tormala, Ph.D., Assistant Professor, Palo Alto University

• Interests: Negotiation of social identity across contexts; intersectionality of social identities; stereotyping, prejudice, and intergroup processes; racial and ethnic identity processes among Black immigrants

Sharon Williams, Ph.D., Associate Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

• Interests: Medically compromised children, cognitive deficits in children undergoing medical procedures



## PROGRAM DIRECTOR SPOTLIGHT: OLGA ROSITO, PH.D.

"Dr. Rosito received her Bachelor of Arts in Behavioral Science and Psychology from San Jose State University and went on to complete her Ph.D. in Clinical Psychology at Palo Alto University. Dr. Rosito conducted research on the impact of bereavement in family caregivers of patients with Alzheimer's disease. She completed her pre-doctoral internship at the VA Sepulveda Ambulatory Care Center in Los Angeles, providing a wide range of services to veterans with PTSD and other mood disorders. Dr. Rosito has received specialized training in treating sleep disorders and utilizing mindfulness based approaches in treatment of trauma. Dr. Rosito completed her postdoctoral training at the chemical dependency

clinic at Kaiser Permanente in South San Francisco.

Dr. Rosito is an adjunct professor for the Master of Science in Psychology program at Palo Alto University teaching a course in cognitive bases of behavior. She specializes in the treatment of trauma and mood disorders using Acceptance Commitment Therapy (ACT) and mindfulness based interventions (MBSR). "

#### **OVERVIEW**

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

The program is in its 16th year and has enrolled students from all continents of the world. It is truly an anytime, anywhere program, designed for students who are working part-time or full-time, as the online coursework can be completed during evenings and weekends. The program also includes a one-week oncampus summer residency at the end of the first year.

#### **HOW IS IT DONE?**

The program uses a number of techniques to accomplish its educational goals. We have partnered with an educational technology company (Pearson) which hosts the course materials online in a distance learning website called eCollege. Many of the courses use PowerPoint slides accompanied by lecture notes. A number of classes have an audio track so you can listen to the instructor as well. Readings for the classes are from texts or articles that are available on the course website in PDF format. Many classes also use threaded discussion groups to provide a way for students to discuss course materials with each other. Finally, chat rooms or conference calls are used to provide a forum for students to ask questions of the professor or TA at the community college level.

#### WHEN DOES IT HAPPEN?

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

The only synchronous parts of the courses are the chat rooms, webinar discussions, or phone conferences. For those classes that use chat rooms, the individual instructors will schedule chat times that work for their classes. Scheduling chat times can be complicated when students come from around the world. Chat times will generally occur sometime between 4 P.M. and 9 P.M. Mondays through Fridays. These times are all local times for San Francisco. Every reasonable effort will be made to schedule live discussions and chats at times that allow everyone to attend. If that is not possible, alternative arrangements will be made.

#### WHY DO THIS?

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

Teaching psychology in a community college is also a possibility. We have a number of graduates who have gone on to do this. A master's in psychology can be used to assist in psychological research, textbook publishing, or high tech and Internet publishing.

Beyond the direct and obvious career options, achieving a master's degree in psychology will provide the skills to succeed in a diverse variety of fields. Places where graduatelevel psychology skills are valued also include social causes, advocacy organizations, non-profits and the business world.



PROGRAM DIRECTOR SPOTLIGHT: WILLIAM SNOW, PH.D.



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

Dr. Snow is also a Colonel in the Army National Guard Medical Department and Commander of the California Medical Command where he supervises the physical and behavioral health assessment and health promotion of over 16,000 individuals.



I came to Palo Alto University for my master's degree because I anticipated that the program would provide me with both strong counseling skills and clinical training, as well as a high level of academic rigor grounded in research.

I certainly found both to be true. I came out of the M.A. in Counseling Psychology program feeling very well-prepared to apply my skills in counseling in a variety of settings, and to use my training to evaluate situations from a research-minded perspective.

-DEANNA BERGER, M.A., ASSISTANT DIRECTOR
OF ADMISSIONS CLASS OF 2012

#### **OVERVIEW**

The on-campus format of the M.A. Counseling program prepares students to serve their communities as Marriage and Family Therapists or Licensed Professional Clinical Counselors in the state of California. The program is partially on-campus, partially online with live videoconference classes, and is designed to accommodate students' schedules with evening classes. Classes are offered at our Palo Alto or San Mateo campus locations.

The M.A. Counseling program was awarded CACREP accreditation in 2017.

#### **PROGRAM GOALS**

Our professors draw from their academic backgrounds and professional experiences to provide students with the training they will need to be successful and practice professionally. Students learn through lecture, discussion, and evidenced-based learning material, then put their new knowledge to work in their practica, all guided by their professors. The program also has a unique multicultural focus with an emphasis on culture, social justice and families. Instructors equip students to serve individuals from different backgrounds and with widely different needs.

The M.A. Counseling program also involves innovative and creative collaborations with a rich variety of institutions in the San Francisco Bay Area.

#### **CAREERS**

The M.A. Counseling with emphasis in Marriage and Family Therapy or in Professional Clinical Counseling is an accredited program approved by the California Board of Behavioral Science Examiners. It is designed to meet the Marriage and Family license requirements of the Board of Behavioral Science in the State of California (Section 4980.36 or 4980.37). It is also designed to meet the Professional Clinical Counselor license requirements of the Board of Behavioral Science in the State of California (Business and Professions Code §4980.36).

#### **LICENSURE**

This degree is the first step to obtaining licensure. After graduation you will need to accumulate 104 weeks of supervision and 3,000 hours of pre- or post-master's supervised work experience. Once you accrue the required amount of experience you may take the written exams for your license. While the M.A. Counseling degree was designed to meet California counseling license requirements, it also meets the licensure requirements of many other states and foreign countries. Anyone who may potentially seek licensure in another state or country should check on their specific local laws and regulations.



PROGRAM DIRECTOR SPOTLIGHT: TIMOTHY BAIMA, PH.D



Dr. Timothy Baima received a Ph.D. in Marriage and Family Therapy from Syracuse University and a MA in Marriage and Family Therapy from Alliant International University in San Diego. Dr. Baima's clinical work has focused on providing home-based individual, couple and family therapy in economical disadvantaged communities. Dr. Baima draws upon a variety of therapeutic models to examine the intersections of loss, trauma, oppression and interpersonal relationships. He has worked with the Violence Intervention and Prevention Program in Syracuse, NY, and The Family Institute of Pinole in Pinole, CA.

#### **OVERVIEW**

No need to uproot your life to go back to school – our regionally accredited program is delivered 98 percent online, with only one week of the two-year, nine month program requiring you to visit campus. Hands-on experience through required practicum can also be completed in your own home community. Yet, the dynamics and interaction of a traditional classroom are not lost. Multimedia technologies enable students to share ideas and critical thought – even if they are an opposite sides of the country or around the world.

The M.A. Counseling program was awarded CACREP accreditation in 2017.

#### Marriage, Family, and Child Counseling

The M.A. Counseling with an emphasis in Marriage, Family and Child Counseling prepares students to serve their communities as California-licensed Marriage and Family Therapists (MFT). This master's in counseling degree also prepares students for California Professional Clinical Counseling (LPCC) licensure, with a scope of practice that includes counseling families and couples.

#### **Clinical Mental Health Counseling**

The M.A. Counseling program with emphasis in Clinical Mental Health Counseling prepares students to serve their communities as licensed Professional Clinical Counselors in most of the 50 U.S. states, territories and many countries. The online format option makes it possible for students across the U.S. and globally to complete master's in counseling degree requirements via distance learning and do their practicum placements locally, in their home communities.

#### **CAREERS**

The M.A. Counseling program is an online blended program, meaning courses primarily take place online, but are supplemented with a one-week workshop in your city/country of choice. In the summer, students come to the Palo Alto campus for one week of intensive study and competency-based skill training.

An advantage of online learning is that students may start the M.A. Counseling program at any quarter: fall (September), winter (January), spring (April), or summer (June). Students can enroll either part-time or full-time, and the program can be completed in two years and nine months.

#### **LICENSURE**

The M.A. Counseling is a WASC and CACREP accredited program approved by the California Board of Behavioral Science Examiners. It is designed to meet the Professional Clinical Counselor license requirements of the Board of Behavioral Science in the State of California (Business and Professions Code §4980.36). This degree is the first step to obtaining your LPCC license. After graduation you will need to accumulate 104 weeks of supervision and 3,000 hours of post-master's supervised work experience. Once you accrue the required amount of experience you may take the written licensing exams for the Professional Clinical Counselor license.

The M.A. Counseling program also meets the licensure requirements of many other states and foreign countries. Anyone who may potentially seek licensure in another state or country should check on their specific local laws and regulations.



FACULTY SPOTLIGHT: JULIA CORCORAN, PSY.D.



Dr. Julia Corcoran is a Professor and Academic Advisor in the B.S. Business Psychology program She is a licensed clinical psychologist, with a background in business administration and management information systems. She earned her B.S. in Business Administration at Cal Poly, San Luis Obispo, CA, with a concentration in management information systems and a minor psychology. She then worked in corporate retail for several years. Her business experience includes financial analysis and planning, developing user-friendly information systems, training and mentoring colleagues, and project management. Following her corporate career, she earned a Psy.D. in Clinical Psychology from the PGSP-Stanford Psy.D. Consortium in 2015. Besides teaching and advising students at PAU, Dr. Corcoran provides psychotherapy with the Pacific Anxiety Group in Menlo Park and is a Lead Coach at BetterUp, Inc., a career and performance coaching service for young professionals.

#### **OVERVIEW**

The B.S. in Business Psychology program prepares students for business careers in which knowledge of human behavior, motivation, communications, and group processes provide them with a competitive edge. The curriculum balances the study of strategic business practices with the foundations of psychology. Students learn to apply the theories of psychology to business challenges, such as employee motivation, sales, marketing, customer satisfaction, and human resources. They also learn to analyze financial, managerial and operational business problems and to develop effective, real-world solutions.

#### **CAREER POSSIBILITIES**

Business Psychology majors develop in-depth knowledge about corporate accounting and finance, human resources, management, marketing, consumer behavior and information technology. The psychology coursework helps students to understand how employees and consumers think and behave as individuals and in groups. Graduates are prepared for a wide variety of careers, including:

- Human resources
- Customer relations
- Marketing/sales
- Project management
- Training/coachingConsumer research
- Some alumni pursue graduate studies MBA programs and master's in marketing, organizational development, industrial psychology or data analytics.

#### **FLEXIBLE FORMATS**

PAU's location and format options enable students to choose their preferred course delivery, from independent online study to more traditional study on campus. The following options apply to both the B.S. Business Psychology and the B.S. Psychology and Social Action program:

#### Online

All classes are completed online. Professors schedule live video conferences each week. Classes take place year round, including summer.

#### **On-Campus**

Classes meet during the day on the campus of De Anza College in Cupertino. Classes meet from September to June, and students have the summer off.

#### Hybrid

Students complete three courses each quarter. One class is taught at the De Anza College campus in Cupertino on one evening a week, and the two other courses are taught simultaneously online. Classes are taught year round, including the summer.

#### TRANSFERRING IN

The transfer process at PAU is the same for both the Business Psychology and the Psychology and Social Action programs. PAU's transfer requirements are the same as the California State University system, as long as one of your Social Sciences electives is General Psychology.

**Step 1:** Contact a PAU undergraduate admissions counselor to discuss your education and career plans and to complete the PAU admission application.

**Step 2:** Develop your education plan and secure your classes.

**Step 3:** Complete all lower division courses by the end of summer quarter and have your transcripts sent to PAU.

**Step 4:** Enroll and start your classes in late September. Once enrolled at PAU, registration is guaranteed for all classes, and your degree can be completed in two years.

# B.S. IN PSYCHOLOGY & SOCIAL ACTION

**ONLINE • ON-CAMPUS • HYBRID** 

The Psychology and Social Action program provides students with a solid foundation in the major fields of psychology with additional course work in the social sciences. Students receive applied knowledge when they complete their senior internship. Graduates of this program work in a wide variety of fields where knowledge of human behavior and social, cultural, political and economic factors allows them to become educated and engaged citizens and agents of social change.



#### PROGRAM DIRECTOR SPOTLIGHT: PAUL J. MARCILLE, PH.D.



Dr. Paul Marcille joined the Palo Alto University administration and faculty in 2006 in order to create the PAU Bachelor's degree programs. He is a licensed clinical psychologist with over 30 years' experience in university administration and working with adolescents and adults in both inpatient and outpatient settings.

Dr. Marcille received his B.A. in Psychology from Ohio University and his Ph.D. in Clinical Psychology from the University of Health Sciences/The Chicago Medical School. He was the Director of Psychology at Potomac Hospital in Woodbridge, VA, and then moved to France, where he worked for 18 years at the American University of Paris (AUP). At AUP, Dr. Marcille became the Vice-president and Dean of Students, and supervised the health, career, psychological and student services. He was a professor and chair of the Psychology department. Dr. Marcille is the former president of the Santa Clara County Psychological Association and the president-elect of the California Psychological Association.

#### **OVERVIEW**

The B.S. in Psychology and Social Action degree emphasizes the application of psychological principles to understanding and solving social issues. Graduates pursue careers in human services, community organizations, education, health and mental health care. They are also prepared for graduate study in counseling and psychology. The course work is designed to provide students with an overview of the field of psychology, complemented by social science courses in sociology, anthropology, politics, economics and philosophy. Students complete a required nine-month internship at a community agency and a senior capstone course, in which they have an opportunity to apply the knowledge they have gained through their course work to a current psychological or social issue.

#### **CAREER POSSIBILITIES**

The Psychology and Social Action program prepares students for careers in human services, health care, mental health care, social services, and education. Psychology is the second most popular degree in the US, and graduates work in a wide variety of careers where knowledge of human behavior, communication skills, the ability to analyze data and think critically are essential. Careers in psychology and in psychological related fields are anticipated to grow by 25 percent in the coming decade. The majority of psychology graduates enter occupations that are not psychology related, though 25 percent of graduates do pursue graduate study.

## UNDERGRADUATE COHORTS

PAU undergraduates pursue their degree with the same group of students, called a cohort. Students in each cohort take all of their classes together in a specific sequence. They and their instructors get to know each other well and typically form a strong network that is conducive to collaborative learning and professional networking. PAU utilizes a robust learning management system with video conference capability for building connections among cohort members, particularly those enrolled in online classes. PAU also provides undergraduates students with many resources to excel academically, beginning with an orientation to the PAU community and access to disability services, financial aid, online library resources, veteran's benefits, and many other student services. Each student is assigned to a faculty advisors, and PAU graduate students provide support in many courses as teaching assistants.

#### **SENIOR INTERNSHIP**

All students in the PSA program complete a required nine-month senior internship in a community agency. The internship provides students with practical experiences applying the things they've learned in their psychology and social science courses. The senior internship allows students to explore potential career fields and settings. Potential internship sites include community mental health centers, schools, community service agencies, nonprofit organizations, forensic sites, and inpatient settings. Students interested in conducting research have the opportunity to serve as research assistants with PAU professors and organized research groups. Interns earn academic credit toward graduation. Students already employed in a social service setting may be able to do their internship at their place of employment, with the approval of their faculty advisor.

## PAU COMMUNITY





I found my educational experience at PAU to be very gratifying. The instructors are motivated and always willing to work with students of all levels. I found the administrators at PAU very attentive to addressing any problems that arose during my two wonderful years. I am grateful for the level of education that I have received and am happy to refer others to the school.

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-MOLLY DUNCAN, M.A. IN
COUNSELING PSYCHOLOGY
CURRENT STUDENT



-STEPHANIE SHIPPEN, PSY.D., CLASS OF 2011

"In the heart of the San Francisco Bay Area, PAU offers world-class training, research, and practice-oriented opportunities, including alliances with Stanford University and the Palo Alto Veterans Hospital. PAU graduates consistently outperform those who choose other programs. Students now come from all over the world to study here. We hope you will consider joining them."

-ALLEN CALVIN, PH.D.
PAU PRESIDENT EMERITUS



I am currently in my second year of the Clinical Psychology PhD program here at PAU. The coursework and training that I have received thus far in the program have been exceptional and immensely rewarding! As a second year student, I am working as a student therapist at The Gronowski Center, our university community clinic where we maintain a caseload of clients (between 1-8 clients on average), while also contributing to my research group. The work at the clinic has provided me with in-depth supervision and training when working with various types of clients, like adults and children. Research groups provide exploration in topics of interest and exposure as budding psychology professionals through conferences and publications. Beyond the remarkable academics and training, PAU has provided me with amazing connections within the Bay Area and the PAU community has truly become a family! I could not be happier with my decision to attend PAU.

-TAYLOR N. STEPHENS, 2ND YEAR PHD STUDENT, CHILD & FAMILY EMPHASIS



My name is Courtney Chappell and I was accepted into the Clinical Psychology Ph.D. program at Palo Alto University in the Fall of 2014. It took me quite a while to make the decision to go to graduate school, but after six years I chose PAU based on four main features. The first is the

program's dedication to understanding the role that culture plays in the field of psychology; second is that the program has established their own community mental health clinic for the purposes of providing their students with the opportunity to deliver psychological services to a varying population; third is the range of emphases that are offered to the students; and fourth is the supportive environment that has been engendered by the students and the professors here at PAU. Additionally, after going through the practicum application process at the end of my second year, I have realized that the most advantageous characteristic about PAU is that the caliber of our training is respected by APA accredited practicum and internship sites around the bay area. I am grateful for the latter and look forward to widening our reach.

—COURTNEY CHAPELL CURRENT PH.D. STUDENT

The culture at PAU is to work hard and use your strengths. People have a sense of urgency here; they are focused, so they accomplish a lot.

I get more done here than I've ever thought possible

– but I still have a life. It has prepared me for a
professional environment.

-LANDON BERGER, PSY.D., CLASS OF 2011



In my crystal ball, there is a clear vision that the best is yet to come for psychology. Psychologists will continue to expand the diversity of their research into areas such as behavioral economics, social neuroscience, terrorism, and genocide.

As more women enter the field, we will see further expansion into domains with great practical relevance, such as health, environment, culture, peace, family, and social identity.

-PHILIP ZIMBARDO, PAU PROFESSOR



