



*Engaging Minds,  
Improving Lives*

# **Palo Alto University**

## **2015-2016 Catalog**

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# **PALO ALTO UNIVERSITY 2015-16 CATALOG**

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# TABLE OF CONTENTS

## SECTION I – INTRODUCTION TO PALO ALTO UNIVERSITY (PAU).....18

<b>Disclosure Statement</b> .....	19
<b>Palo Alto University Profile</b>	
Overview.....	19
Core Purpose .....	19
Core Values.....	19
Vision.....	20
Institutional and Program Accreditation.....	20
Governance and Administration .....	20
Executive Team.....	20
The President's Council.....	21
The Provost's Council.....	21
The Faculty Senate.....	21
The Program Faculty .....	21
The Student Council .....	21
The Staff Council .....	21

<b>School Setting</b> .....	22
Program Locations and Partnerships.....	22

<b>PAU Board of Trustees</b> .....	22
Officers .....	22
Members .....	22
Secretary .....	24

<b>PAU Administrative Staff</b> .....	24
Administration.....	24
Senior Staff.....	25
Staff .....	26

## SECTION II — ACADEMIC PROGRAMS .....30

### UNDERGRADUATE PROGRAMS

<b>Bachelor of Science Degree Programs in</b> .....	31
<b>Psychology &amp; Social Action and Business Psychology</b>	
Admission Policies and Procedures.....	32
Admission Requirements .....	32
General Education Requirements .....	32
Transfer Unit Evaluation Procedures .....	33
Conversion of Semester to Quarter Units .....	33
General Education Competencies.....	34
Academic Advisors .....	34
Academic Progress .....	34
Course Load.....	35

<b>Student Services</b> .....	35
Parking and Handicapped Parking.....	35
School Setting .....	35

<b>Tuition and Fees</b> .....	36
Tuition and Fees 2015-2016 Academic Year .....	36
2015-2016 Per Unit Rate .....	37
Bachelor of Science Degrees.....	37

<b>Bachelor of Science Degree in Psychology and Social Action</b> .....	38
Requirements for the Bachelor of Science Degree in .....	38
Psychology and Social Action	
Psychology & Social Action Curriculum .....	39
Core Course Requirements.....	39
Non-Core Course Requirements.....	39
Psychology and Social Action Internship .....	39
Senior Capstone Course .....	39

<b>Bachelor of Science Degree in Business Psychology</b> .....	40
Business Psychology Curriculum .....	41
Core Course Requirements.....	41
Non-Core Course Requirements.....	41

<b>Palo Alto University</b> .....	42
Undergraduate Programs - Course Descriptions.....	42

<b>Business Courses</b> .....	45
-------------------------------	----

<b>Upper-Level General Education Courses</b> .....	48
--	----

<b>PAU Undergraduate Faculty</b> .....	51
--	----

<b>MASTERS' PROGRAMS</b> .....	55
--------------------------------	----

<b>M.A. Counseling (MFT/LPCC)</b> .....	56
Program Overview.....	56

<b>General Program Description</b> .....	56
Mission Statement.....	56
Program Objectives.....	56
Program Format Options.....	56
On-campus Blended Format .....	57
Online With One-Week Residential Format.....	57
Global Online Format .....	57
Program Duration .....	57
Teaching Methods .....	57
Program Costs .....	57
Program Director(s).....	58
Where to Get More Information.....	58
Areas of Emphasis .....	58

Marriage, Family and Child (MFT) .....	58
Clinical Mental Health (LPCC) .....	58
<b>Admissions</b> .....	59
Admissions Requirements .....	59
Application Deadlines .....	59
Fall Quarter Admission .....	59
Winter Quarter Admission .....	59
Spring Quarter Admission .....	59
Summer Quarter Admission .....	59
Document Submission Addresses .....	59
Paper documents should be mailed to .....	60
Application Checklist .....	60
Online Application .....	60
Application Fee .....	60
Official Transcripts .....	60
Resume or Curriculum Vitae .....	60
Letters of Recommendation .....	60
Statement of Purpose .....	61
Points to cover .....	61
Interview .....	61
Acceptance and Enrollment .....	61
Transferring Units In .....	61
Financial Aid .....	61
Fellowships .....	61
Who to Call with Admissions Questions .....	62
<b>Academic Requirements</b> .....	62
Coursework .....	62
Practicum Requirement and Training .....	62
Competency Assessment, Assignments, and Exams .....	63
Good Academic Standing .....	63
Academic Advisor .....	63
Cohort Model .....	64
Commitment to Diversity .....	64
Psychotherapy Suggestion .....	64
Awarding of the Degree .....	65
<b>Licensure</b> .....	65
MFT Licensure .....	65
LPCC Licensure .....	65
Counseling Licensure in Other States and Countries .....	65
Non-licensed options .....	66
<b>Curriculum and Course Sequences</b> .....	66
On-Campus Programs Course Sequences .....	66
Fall Start, On-Campus (All Campuses), 9 quarters .....	66
Year 1 Fall .....	66
Year 1 Winter .....	66
Year 1 Spring .....	67
Year 1 Summer .....	67

Year 2 Fall .....	67
Year 2 Winter .....	67
Year 2 Spring .....	67
Year 2 Summer .....	67
Year 3 Fall .....	67
Summer Quarter Electives .....	68
Winter Start, On-Campus (Palo Alto), 10 quarters .....	68
Year 1 Winter .....	68
Year 1 Spring .....	68
Year 1 Summer .....	68
Year 1 Fall .....	68
Year 2 Winter .....	68
Year 2 Spring .....	68
Year 2 Summer .....	68
Year 2 Fall .....	69
Year 3 Winter .....	69
Year 3 Spring .....	69
Summer Electives .....	69
Spring Start, On-Campus (Palo Alto), 9 quarters .....	69
Year 1 Spring .....	69
Year 1 Summer .....	69
Year 1 Fall .....	69
Year 1 Winter .....	70
Year 2 Spring .....	70
Year 2 Summer .....	70
Year 2 Fall .....	70
Year 2 Winter .....	70
Year 3 Spring .....	70
Summer Electives .....	70
Summer Start, On-Campus (All Campuses), 9 quarters .....	71
Year 1 Summer .....	71
Year 1 Fall .....	71
Year 1 Winter .....	71
Year 1 Spring .....	71
Year 2 Summer .....	71
Year 2 Fall .....	71
Year 2 Winter .....	71
Year 2 Spring .....	71
Year 3 Summer .....	72
Summer Electives .....	72

Online Programs Course Sequence .....	72
Fall Start, Online, 11 quarters .....	72
Year 1 Fall .....	72
Year 1 Winter .....	72
Year 1 Spring .....	72
Year 1 Summer .....	72
Year 2 Fall .....	72
Year 2 Winter.....	73
Year 2 Spring.....	73
Year 2 Summer .....	73
Year 3 Fall .....	73
Year 3 Winter.....	73
Year 3 Spring.....	73
Summer Quarter Electives.....	73
Winter Start, Online, 11 quarters.....	74
Year 1 Winter .....	74
Year 1 Spring .....	74
Year 1 Summer .....	74
Year 1 Fall .....	74
Year 2 Winter.....	74
Year 2 Spring .....	74
Year 2 Summer .....	74
Year 2 Fall .....	74
Year 3 Winter.....	75
Year 3 Spring.....	75
Year 3 Summer .....	75
Summer Electives .....	75
Spring Start, Online, 11 quarters.....	75
Year 1 Spring.....	75
Year 1 Summer .....	75
Year 1 Fall .....	75
Year 1 Winter.....	75
Year 2 Spring.....	76
Year 2 Summer .....	76
Year 2 Fall .....	76
Year 2 Winter.....	76
Year 3 Spring.....	76
Year 3 Summer .....	76
Year 3 Fall .....	76
Summer Electives .....	76

Summer Start, Online, 12 quarters .....	77
Year 1 Summer .....	77
Year 1 Fall .....	77
Year 1 Winter.....	77
Year 1 Spring.....	77
Year 2 Summer .....	77
Year 2 Fall .....	77
Year 2 Winter.....	77
Year 2 Spring.....	77
Year 3 Summer .....	77
Year 3 Fall .....	78
Year 3 Winter.....	78
Year 3 Spring.....	78
Summer Electives .....	78
<b>Course Descriptions .....</b>	<b>78</b>
<b>Faculty .....</b>	<b>84</b>
<b>Core Faculty .....</b>	<b>84</b>
<b>Associated Faculty .....</b>	<b>85</b>
<b>Core Faculty, Remote .....</b>	<b>85</b>
<b>Adjunct Faculty .....</b>	<b>85</b>
<b>M.S. Psychology (Ph.D. Prep) .....</b>	<b>87</b>
Program Overview.....	87
General Program Description.....	87
Program Objectives.....	87
Online Format.....	87
Online Teaching Methods.....	88
Program Duration .....	88
Program Costs .....	88
Program Director.....	88
Where to Get More Information.....	89
<b>Admissions.....</b>	<b>89</b>
Admission Requirements .....	89
Prerequisite Courses.....	89
Application Deadlines.....	90
Document Submission Addresses.....	90
Application Checklist .....	90
Online Application.....	90
Application Fee .....	90
Official Transcripts .....	91
Resume or Curriculum Vitae .....	91

Letters of Recommendation.....	91
Statement of Purpose.....	91
Points to cover:.....	91
Interview.....	91
Acceptance and Enrollment.....	91
Transferring Units In .....	92
Financial Aid .....	92
Fellowships .....	92
Computer Requirement .....	92
Who to Call with Admissions Questions .....	92
<b>Academic Requirements .....</b>	<b>93</b>
Coursework .....	93
Grades.....	93
Comprehensive Exams .....	93
Good Academic Standing.....	93
<b>Advising Services .....</b>	<b>94</b>
Advisors.....	94
Student Assistant Advisor.....	94
Academic Resources and Administrative Support .....	94
<b>Continuing in the Ph.D. Program .....</b>	<b>95</b>
Applying to the PAU Ph.D. Program .....	95
Acceptance into the Ph.D. Program.....	95
Transitioning into the Ph.D. Program .....	95
Awarding of the M.S. Degree .....	95
Curriculum .....	96
Year 1 Fall .....	96
Year 1 Winter.....	96
Year 1 Spring.....	96
Year 1 Summer Quarter (One-week onsite in Palo Alto, CA).....	96
Year 2 Fall .....	96
Year 2 Winter.....	96
Year 2 Spring.....	96
<b>Course Descriptions .....</b>	<b>96</b>
<b>Faculty.....</b>	<b>99</b>
<b>Associated Faculty .....</b>	<b>100</b>

<b>DOCTORAL PROGRAMS.....</b>	<b>101</b>
<b>PACIFIC GRADUATE SCHOOL OF PSYCHOLOGY (PGSP), PALO ALTO UNIVERSITY (PAU), PH.D. PROGRAM IN CLINICAL PSYCHOLOGY</b>	<b>103</b>
<b>The Ph.D. Program in Clinical Psychology PGSP, PAU .....</b>	<b>104</b>
Application and Admission Process and Requirements.....	104
Interview .....	104
Grade Point Average .....	104
Course Prerequisites.....	104
Ph.D. Program - Entry Level Types .....	105
Bachelor's Level Entry .....	105
Advanced Standing Entry.....	105
"Crossovers" from Other Fields.....	105
Respecialization Entry.....	105
Non-Matriculating Students .....	105
<b>Policies and Criteria for Transfer of Credit.....</b>	<b>106</b>
Tuition.....	107
Ph.D. Program Training Model.....	108
<b>Methods of Ph.D. Training .....</b>	<b>109</b>
Didactic Training.....	109
Direct Clinical and Research Experience.....	110
The Gronowski Center .....	110
Role Models .....	110
<b>Ph.D. Program Faculty .....</b>	<b>111</b>
<b>Full Time/Core Faculty .....</b>	<b>111</b>
<b>Associated Faculty .....</b>	<b>126</b>
<b>Emeritus Faculty .....</b>	<b>130</b>
<b>Ph.D. Program Curriculum .....</b>	<b>132</b>
1. Psychological Science Foundation .....	132
2. Research .....	133
3. Psychological Evaluation .....	133
4. Psychotherapy Theory and Process .....	134
5. Elective Courses .....	134
Areas of Emphasis .....	135
Elective Courses.....	137
<b>Clinical Foundations and Experience .....</b>	<b>139</b>
Clinical Practicum.....	139
Practicum.....	139
Requirements .....	139

Practicum Evaluation.....	140
Representative Practicum Sites .....	140
Internship.....	141
Prerequisites.....	141
Requirements .....	141
Internship Evaluation.....	141
Further Information.....	141
Representative Internship Sites .....	142
Student Evaluations .....	143
Faculty Advisor System.....	143
<b>Additional Milestones in the Ph.D. Program</b> .....	143
Competency Examinations.....	143
Publication/Presentation Requirement .....	143
Psychotherapy Requirement.....	143
Oral Clinical Competency Examination.....	144
The M.S. in Clinical Psychology and Advancing to Candidacy.....	144
<b>Joint Degree Programs</b> .....	144
Joint J.D. /Ph.D. Program in Psychology and Law .....	144
<b>Licensure</b> .....	145
Marriage and Family Therapy (MFT) .....	145
<b>Ph.D. Program Course Descriptions</b> .....	146
<b>Academic Curriculum and Schedule</b> .....	160
<b>PALO ALTO UNIVERSITY (PAU)</b> .....	163
<b>PGSP-STANFORD PSY.D. CONSORTIUM</b>	
<b>CLINICAL PSYCHOLOGY TRAINING PROGRAM</b>	
<b>PGSP-Stanford Psy.D. Consortium</b> .....	164
<b>Clinical Psychology Training Program</b>	
<b>Application and Admission Process and Requirements</b> .....	164
Coursework .....	164
Clinical Experience.....	164
<b>Application Checklist</b> .....	164
Application Fee.....	164
Resume/Curriculum Vitae .....	164
Official Transcripts.....	164
GRE Test Scores.....	164
Statement of Purpose .....	165
Letters of Recommendation.....	165
International Students .....	165
Application Form .....	165
Interviews .....	165

Candidate Selection .....	165
Admission Policy .....	166

## **PGSP-Stanford Psy.D. Consortium Commitment to Diversity** ....166

<b>Tuition and Fees for the PGSP-Stanford Psy.D. Consortium</b> .....	167
Tuition and Fee Schedule .....	167
Continuing Registration Fee - All Students .....	167
Refund Policy for Program Withdrawal .....	167
Dissertation Fee Policy.....	168

<b>Resources and Facilities</b> .....	168
Consortium PAU Campus Setting .....	168
PAU Research Library.....	168
Consortium Stanford Department of Psychiatry and .....	168
Behavioral Sciences Setting	

<b>Psy.D. Degree — Program Requirements</b> .....	169
General Program Description.....	169
Time Limits for Completion of Program.....	170
Psy.D. Program Training Model .....	170
PGSP-Stanford Psy.D. Consortium Goals, Objectives, and Competencies ..	171
GOAL 1 Behavioral Science Competency.....	171
Objective 1a: Broad and General Knowledge .....	171
Competencies .....	171
Objective 1b: Statistics, Research Methods and Measurement .....	171
Competency .....	171
Competencies .....	171
GOAL 2 Clinical Competency .....	172
Objective 2a Assessment and Diagnosis .....	172
Competencies .....	172
Objective 2b Core Clinical Skills.....	172
Competencies .....	172
Objective 2c Evidence Based Practice.....	172
Competencies .....	172
Objective 2d Ethics. To produce ethical students and graduates .....	172
Competencies .....	172
GOAL 3 Cultural Competency .....	173
Objective 3 Cultural Awareness.....	173
Competencies .....	173
GOAL 4 Collaborative Competency.....	173
Objective 4a Supervision and Consultation.....	173
Competencies .....	173
Objective 4b Multidisciplinary Collaboration .....	173
Competencies .....	173
GOAL 5 Professional Competency.....	174
Objective 5a Professional Roles and Behaviors .....	174
Competencies .....	174
Objective 5b Scholarly Inquiry .....	174
Competencies .....	174

<b>Milestones</b> .....	174
Academic Requirements .....	174
Good Academic Standing.....	174
Competency Evaluations.....	175
Advancement to Candidacy .....	175
Complete Academic Curriculum .....	175
YEAR 1.....	176
Fall .....	176
Winter.....	176
Spring.....	176
YEAR 2.....	177
Fall .....	177
Winter.....	177
Spring.....	177
YEAR 3.....	177
Fall .....	177
Winter.....	177
Spring.....	177
YEAR 4.....	178
Fall .....	178
Winter.....	178
Spring.....	178
YEAR 5.....	178
Fall .....	178
Winter.....	178
Spring.....	178
Summer .....	178
 <b>Psy.D. Program Course Descriptions</b> .....	179
First Year Courses.....	179
Second Year Courses.....	182
Third Year Courses.....	183
Fourth Year Courses .....	185
Fifth Year Courses.....	185
Additional Courses .....	186
Clinical Practicum.....	186
Practicum Application, Placement and Evaluation Procedures .....	187
Dissertation Project Requirements .....	187
Internship Requirements .....	188
Site Requirements.....	188
Risks of applying to non-APA accredited internship programs .....	188
Eligibility for Internship .....	189
Internship Registration & Evaluation .....	189
Terms of Employment.....	189
 <b>Consortium Core Faculty</b> .....	190

<b>Appendix A</b> .....	198
PGSP-Stanford Psy.D. Consortium Faculty .....	198
Core Faculty.....	198

<b>Appendix B</b> .....	199
Representative Practicum Sites .....	199

<b>Appendix C</b> .....	200
Representative Pre-Doctoral Internship Sites .....	200

<b>SECTION III — GENERAL INFORMATION</b> .....	203
--	-----

<b>Resources and Facilities — PAU Campus</b> .....	204
Omar Seddiqui Research Library and Department of Academic Technology.....	204
Research Library and Academic Technology Staff.....	204
Collections .....	204
Research Library and Academic Technology Services and Resources.....	204
Computer Lab.....	205

<b>Computer and Network Usage Policy</b> .....	205
Authority .....	205
Applicability.....	205
Policy Statement .....	205
1. Definitions .....	206
2. Policies .....	206
a. General Policy .....	206
b. Access .....	206
(1) Prohibition against Sharing Identities.....	206
(2) Information Belonging to Others .....	206
(3) Abuse of Computing Privileges .....	206
c. Usage .....	206
(1) Prohibited Use.....	206
(2) Copyrights and Licenses.....	207
(3) Social Media.....	207
(4) Political Use.....	207
(5) Personal Use.....	207
(6) Commercial Use.....	207
d. Personally Owned Resources.....	207
e. Integrity of Information Resources.....	207
(1) Modification or Removal of Information or Information Resources.....	207
(2) Other Prohibited Activities .....	207
(3) Academic Pursuits.....	208
f. Locally Defined and External Conditions of Use .....	208
g. Access for Legal and University Processes .....	208
3. Oversight of Information Resources.....	208
a. Responsibilities.....	209
b. Suspension of Privileges .....	209



4. Reporting or Investigating Violations or University Concerns .....	209
a. Reporting Violations.....	209
b. Accessing Information & Systems .....	209
c. Cooperation Expected .....	209
5. Consequences of Misuse of Information Resources .....	209
6. Cognizant Office.....	209
<b>Financial Aid</b> .....	210
<b>Veterans Benefits</b> .....	210
Military Education Benefit Programs available at Palo Alto University .....	211
Health Professions Scholarship Program (Psychologists).....	211
Veterans Benefits – Prior Credit Policy for Veterans .....	211
(Undergraduate Programs Only)	
Student Responsibilities to Begin Receiving Benefits.....	212
Responsibilities of Students Receiving Education Military Benefits .....	212
Your Role to Continue to Receive Benefits .....	212
Reporting Requirements.....	212
Class Registration.....	213
Changes to Schedule .....	213
Failure to Attend Class .....	213
Change of Major .....	213
Change of Address .....	213
Your Role as a Student—Irrespective of your VA Benefit Program .....	213
1. Regular Attendance .....	213
2. Unsatisfactory Progress.....	213
3. Classes not completed.....	214
Called to Serve .....	214
Policy .....	214
Process.....	214
1. Withdrawal.....	214
2. Incompletes .....	214
3. Final Grades .....	214
Called to Serve - Re-Admission Policy .....	215
Veterans Benefits - Prior Credit Policy for Veterans .....	215
Veterans Benefits - Academic Probation.....	216
Contact Information .....	216
<b>International Students</b> .....	216
Maintaining Legal F-1 International Student Status.....	216
On Campus Employment .....	217
Off Campus Employment .....	217
<b>Residency Requirement</b> .....	217
<b>Institutional Policies</b> .....	217
Accommodation of Disabled Students .....	217
Disability Accommodations .....	217
Service Animal Policy .....	218
International Students Courtesies.....	219
Residential International Students Courtesies.....	219
Campus Safety .....	219

Commitment to Diversity .....	219
Complaint Process, According to Federal State Authorization Title 34.....	220
Continuous Enrollment Policy .....	220
Undergraduate Programs .....	220
Masters Programs .....	220
Doctoral Programs.....	221
Credit Hour Policy .....	221
Family Educational Rights and Privacy Act of 1974 .....	222
<b>Sexual Misconduct Policy</b> .....	223
I. Introduction.....	223
Getting Help.....	223
II. Notice of Non-Discrimination .....	223
III. Scope of the Policy.....	223
IV. Title IX Coordinator and Intake Officer .....	224
V. Prohibited Conduct and Definitions .....	224
1. Sexual Assault.....	224
2. Non-Consensual Sexual Contact (or attempts to commit the same) .....	224
3. Non-Consensual Sexual Intercourse .....	225
(or attempts to commit the same)	
4. Sexual Exploitation.....	225
5. Domestic Violence .....	225
6. Dating Violence .....	225
7. Stalking .....	225
8. Retaliation .....	225
9. Sexual Harassment.....	226
10. Close Personal Relationships Affecting University Teaching, .....	226
Mentoring and Supervisory Functions	
1. Consent .....	227
2. Coercion .....	227
3. Force.....	227
4. Incapacitation.....	227
5. Sexual Contact .....	228
6. Sexual Intercourse .....	228
7. Complainant .....	228
8. Respondent .....	228
9. Witness .....	228
10. Advisor or Support Person.....	228
VI. Reporting Incidents That May be Sexual Misconduct.....	228
1. General Information.....	228
2. Reporting Procedures .....	229
A. Emergency and External Reporting Options (non-University):.....	229
B. Reporting Options at the University:.....	230
C. Specific Information Regarding Incidents Occurring a .....	230
or in Regards to PAU Students at External Clinical Practice and	
Internship Sites, and at Affiliated Schools and Programs	
D. Anonymous Reporting .....	231
E. Alcohol, Drugs and/or Other Misconduct.....	231
F. Prohibition against Retaliation.....	231
G. Possible Disclosure by the University of Information Pertaining .....	232
to Reports of Possible Sexual Misconduct	
H. Discussing An Incident(s) of Possible Sexual Misconduct, .....	232
Without Making a Report or Record of the Incident	

VIII. Intake Meetings by the University .....	233
1. Intake Meeting with Complainant .....	233
2. Intake Meeting with Respondent .....	233
3. Initial Witness Interviews .....	234
4. Initial Assessment By The Title IX Coordinator .....	234
5. Possible Interim Measures .....	234
IX. External Investigations Initiated by the University .....	234
X. Resolution .....	236
XI. Appeals Procedures for Initiating Grievances: .....	237
Procedures for Initiating Grievances .....	237
XII. Arbitration .....	237
XIII. Privacy of Records .....	238
XIV. Dissemination of Policy; Training and Prevention .....	238
XV. Resources .....	239
Getting Help .....	239
For Emergency Needs .....	239
For Emergencies That Take Place on PAU's Campus or on the .....	239
Campus of an Affiliated School of PAU .....	
For Medical Needs .....	239
Other Off-Campus Services .....	239
PAU Campus Services .....	240
Counseling Services for Students .....	240
Confidential Reporting Options .....	240
Academic Support or Other Student Services .....	240
<b>Smoke Free Environment</b> .....	240
Applicability .....	240
1. Policy .....	240
2. Guidelines .....	241
A. Smoking-Prohibited Areas .....	241
B. Outdoor Smoking Areas .....	241
3. Enforcement .....	241
A. Policy .....	241
B. Repeated Violations .....	241
4. Implementation and Distribution .....	241
<b>Social Media Policy</b> .....	241
<b>Statement of Nondiscrimination</b> .....	242
<b>Teach-Out Policy</b> .....	242
Teach-Out Plans and Agreements Policy – WASC Senior College .....	243
and University Commission (WSCUC) .....	
Teach-Out Plan .....	244
Teach-Out Agreement .....	244

<b>The Gronowski Center Policy on Research</b> .....	245
Objective .....	245
Mission .....	245
Guidelines .....	245
Procedures .....	247

<b>Appendix A: Measures currently administered at</b> .....	248
<b>The Gronowski Center</b>	

<b>Video Capture of Classroom Lectures and Other</b> .....	249
<b>Classroom Events and Activities</b>	



## SECTION I

### INTRODUCTION TO PALO ALTO UNIVERSITY (PAU)

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

## PALO ALTO UNIVERSITY PROFILE

### Overview

Palo Alto University (PAU) is a private, independent professional university in the San Francisco Bay Area educating doctoral students since 1975, master's students since 2000, and undergraduate students since 2006. Established to serve society, Palo Alto University is a diverse and dynamic community dedicated to education with an emphasis in the behavioral and social sciences, to promoting future innovators and leaders for the benefit of society; to generating knowledge through research and scholarship of the highest level; and to providing services to the community informed by science and scholarship.

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

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

### Core Purpose

Expanding the frontiers of psychological science and practice.

Faculty, students, administrators, trustees, alumni, and staff are committed to fulfilling the core purpose by assuming responsibility for their vital and varied roles at PAU. Trustees establish policy and steward the quality and integrity of the institution; faculty create and maintain academic programs which define the quality and character of the institution; faculty and students actively engage in research, scholarship and instruction; administration oversee the functioning of the institution as a whole and its academic programs and the staff oversee administrative matters, facilities and learning resources. All nurture an environment conducive to teaching, learning, and working. The entire community is dedicated to the intellectual, personal, and professional development of its members and the pursuit of academic integrity.

### Core Values

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

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

## **Vision**

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

## **Institutional and Program Accreditation**

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

### **WASC Senior College and University Commission**

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

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

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

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

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

### **Office of Program Consultation and Accreditation**

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

## **Governance and Administration**

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

## **Executive Team**

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

## ***The President's Council***

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

## ***The Provost's Council***

Coordinates the administration of the following areas:

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

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

## ***The Faculty Senate***

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

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

## ***The Program Faculty***

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

## ***The Student Council***

The Student Council facilitates and ensures communication within the PAU community. Composed of elected student representatives and student members of the governing committees, the Student Councils voice student concerns and promote student goals within the governance process. Each program has a Student Council.

## ***The Staff Council***

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

## SCHOOL SETTING

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

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

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Head of Technical Services, Interlibrary Loan, and Circulation

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

**Gina Whitson**  
Office Manager OPAD





## **SECTION II**

### **ACADEMIC PROGRAMS**



### **UNDERGRADUATE PROGRAMS**

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

### Admission Policies and Procedures

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

Students in the Day program take classes in the fall, winter and spring quarters, and have the summer quarter off. The Bachelor degree programs are also offered in a hybrid format. Each quarter, students attend class one evening per week, either on campus or by following the course live from a distance, and they concurrently complete two other courses in an asynchronous online format. Hybrid students have classes in the fall, winter, spring and summer quarters for eight quarters. The Bachelor degree programs operate on a cohort model. Students are admitted to a group and complete all of their coursework together, following the same sequence of courses.

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

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

### Admission Requirements

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

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

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

- Completion of 90 quarter unit hours or 60 semester unit hours of college-level coursework at an accredited community college or university. (Remedial or college preparatory coursework is not eligible for transfer credit)
- Completion of the California State University (CSU) general education breadth requirements (see below).

- Cumulative GPA of 2.0 or higher for college and university level courses.
- For the Psychology & Social Action program, successful completion of 4 undergraduate psychology courses, including; Introduction to or General Psychology; and 3 other introductory level psychology courses.
- For the Business Psychology program, successful completion of a minimum of 2 undergraduate psychology courses, including Introduction to or General Psychology, and 2 courses in Business and/or Economics.

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

### General Education Requirements

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

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

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

### Transfer Unit Evaluation Procedures

Students entering one of the PAU Bachelor of Science programs will have already obtained 90 quarter units or 60 semester unit hours of college-level course work and their general education requirements. Applicants must submit transcripts of their college-level work to document that they have met or are in the process of meeting these requirements. 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. Most 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.

Once the student begins the PAU undergraduate program, their transfer credits will become an official part of their PAU transcript. Only the unit hours earned in transfer credit will appear on the transcript and not the grades. A maximum of 90 quarter units will be transferred to PAU, regardless of the number of credits that a student has completed elsewhere.

### **Conversion of Semester to Quarter Units**

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

1 semester unit = 1.5 quarter units

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

### **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 coursework 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 competencies. For more specific information concerning general education requirements, please see the Bachelor of Science Program Curriculum at the end of this catalog and the California State University General Education Breadth requirements.

### **Academic Advisors**

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

### **Academic Progress**

All students must maintain a cumulative grade point average of 2.00 to be in good academic standing. Should a student's cumulative GPA fall below 2.00, they will be placed on academic probation and must raise their GPA to good academic standing in the subsequent 2 quarters. Should a student continue to be on academic probation for three consecutive quarters, they may be dismissed from the program. Students who receive financial aid should be aware that the receipt of financial aid is contingent upon maintaining satisfactory academic progress. A student receiving financial aid, whose cumulative grade point average falls below 2.0 in one-quarter will be placed on "financial aid probation." If the student is unable to raise their cumulative grade point average in the subsequent quarter, their financial aid will be suspended. This is a federal requirement.

### **Course Load**

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

## **STUDENT SERVICES**

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

### **Parking and Handicapped Parking**

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

### **School Setting**

Palo Alto University's main campus is located at 1791 Arastradero Road in Palo Alto's rolling foothills, just above Stanford University. The school site includes classrooms and faculty and administrative offices, student lounges, the PAU research library and student computer labs.

The PAU Bachelor of Science programs are located in several locations: the De Anza College campus in Cupertino, the Foothill College campus in Los Altos Hills, the College of San Mateo campus in San Mateo, and at the PAU campus in Palo Alto. De Anza and Foothill is approximately 45 miles south of San Francisco and 5 miles west of San Jose. De Anza and Foothill Colleges each occupy a 100-acre campus in the heart of Silicon Valley. Cupertino is home to Apple, Compaq, Sun, Hewlett-Packard, and many other high-technology firms. 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. 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. Foothill College is the home of the Krause Center for Innovation and a beautiful new Campus Center. The College of San Mateo is located in the northern corridor of Silicon Valley and situated on a beautiful 153-acre site in the San Mateo hills that provides a panoramic view of San Francisco Bay.

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

### Tuition and Fees

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

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

### Tuition and Fees 2015-2016 Academic Year

	Day Program (3 quarters) Quarter	Hybrid Program (4 quarters) Quarter	Annual
<b>Tuition</b>	\$5,458	\$4,094	\$16,374
<b>Fees</b>	\$1,658	\$1,243	\$4,974
<b>Total Tuition &amp; Fees</b>	\$7,116	\$5,337	\$21,348

PAU's tuition and fees are charged on a flat rate equally divided by 3 quarters for the Day programs and by 4 quarters for the Hybrid programs. The number of credit hours may vary from quarter to quarter, particularly in the last quarter of the Hybrid programs. However, the tuition remains the same for each quarter. Palo Alto University is accredited by WASC Senior College and University Commission (WSCUC) and is eligible to participate in the Federal and California

State financial aid programs. Students who demonstrate financial need may be eligible to receive Pell Grants, Federal Equal Opportunity Grants, Federal Work Study, and to participate in the Guaranteed Student Loan programs. California high school graduates who meet eligibility requirements may also participate in the CalGrant program. PAU also has its own institutional scholarships that are available to eligible students. Student loans and PAU scholarships are distributed equally over the Fall, Winter, Spring and Summer quarters. However, Federal Pell Grants and CalGrants are only distributed over the Fall, Winter and Spring quarters. Students who enroll in the Hybrid programs, which have classes over two Summer quarters, will not receive Pell or CalGrants for those quarters, and therefore, their financial aid package may be reduced, and they should plan accordingly.

The PAU undergraduate programs are full-time programs that students complete in two years. For exceptional reasons and with approval from the Program Director, a student may request to be part-time (temporarily) during the quarter. Students enrolled in less than 12 units will be charged a per unit rate. The per unit rate is calculated by dividing the total cost of the program by the number of units required to complete the program.

### 2015-2016 Per Unit Rate

	Tuition	Fees	Total
Psychology and Social Action			\$474.40
Business Psychology			\$444.75

### Bachelor of Science Degrees

Palo Alto University grants Bachelor of Science (BS) degrees in two majors: Psychology & Social Action and in Business Psychology rather than Bachelor of Arts (BA) degrees. BA degrees are liberal arts degrees, consisting of lower level general education classes, a concentration of some 10 to 15 classes in a particular major, and elective courses, which can be taken in any discipline. The goal of a Bachelor of Arts degree is to provide students with a general set of college-level academic skills, an in-depth exposure to a particular discipline and then the opportunity to "liberate" the mind by taking a variety of elective courses. A Bachelor of Science degree is much more focused. Students complete the same general education requirements as for the BA degree, and the same major requirements. But instead of taking electives, students take another set of courses that complement the major. In the BS in Psychology & Social Action program at PAU, students take 11 upper-level courses in Psychology, 9 upper level courses in related Social Sciences, such as Anthropology, Sociology, Politics, Economics and Philosophy. They also complete a required 9 month internship. There are no electives. In the BS in Business Psychology program, students take 14 upper-level courses in Business and another 10 upper-level courses in Psychology and related Social Sciences. A Bachelor of Science degree is not a "science" degree but rather a much more focused degree than a Bachelor of Arts degree.



## **BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY AND SOCIAL ACTION**

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

### **Requirements for the Bachelor of Science Degree in Psychology and Social Action**

Completion of 90 quarter units of psychology and social science courses, including coursework in Anthropology, Biology, Philosophy, Intercultural Studies, Political Science, Sociology, Economics and a three-quarter long Internship. A total of 180 quarter units of undergraduate courses (90 units of transfer credit and 90 units completed in the PAU program) are required for graduation, with an overall Grade Point Average of 2.00 or better. All coursework in the PAU undergraduate programs is required. There are no elective courses. To graduate, students must also obtain grades of C or higher in all of the Core Courses, of the major, which are all of the Psychology courses.

## **Psychology & Social Action Curriculum**

### **Core Course Requirements**

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

### **Non-Core Course Requirements**

ANTH350	Cultural Anthropology
ANTH370	Ethnic Identity, Social Stratification
BIOL350	Biological Psychology
MATH320	Statistics for the Social Sciences
PHIL300	Philosophy of Science
PHIL310	Philosophy of Ethics (not required for hybrid program)
POLI310	International Political Economy
SOCI300	Social Problems
SOCI320	Globalization
SOCI340	Fundamentals of Social Action

### **Psychology and Social Action Internship**

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

### **Senior Capstone Course**

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

## BACHELOR OF SCIENCE DEGREE IN BUSINESS PSYCHOLOGY

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

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

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

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Develop strategies for problem-solving and decision-making using business analytics.
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solving problems related to consumer behavior and mental processes.
- Understand the theory and application of issues regarding the nature and process of group development and organizational dynamics.
- Understand the theory and application of financial and management accounting.
- Understand and apply the principles of marketing analysis and marketing.
- Understand and apply psychological principles to personal, social, and organizational issues.
- Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of business and psychology.
- Demonstrate information competence and the ability to use computers and other technology for many purposes.
- Communicate effectively and professionally in a variety of formats.
- Develop insight into their own and other's behavior mental processes and apply effective strategies for self-management and self-improvement and career development.
- Develop strategies to implement psychological knowledge, skills, and values in occupational pursuits.

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

### Business Psychology Curriculum

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

#### Core Course Requirements

BUSI302	Business Writing Fundamentals
BUSI303	Business Communication
BUSI309	Organizational Behavior
BUSI310	Employee Motivation and Satisfaction
BUSI320	Fundamentals of Management
BUSI340	Human Resource Management
BUSI381	Career Planning and Development
BUSI383	Introduction to Marketing
BUSI395	Fundamental of Accounting and Finance
BUSI405	Information Technology Management

BUSI406	Senior Seminar
BUSI410	Consumer Behavior Analysis
BUSI412	Corporate Accounting and Finance
BUSI430	Business Ethics
BUSI490	Senior Internship (Students have the option of taking 2 quarters of Sr. Internship or Option A & B)

#### Non-Core Course Requirements

ANTH351	Multicultural Studies
ECON400	Global Economics
MATH325	Research Methods & Data Analysis
PSYC320	Social Psychology
PSYC325	Psychology of Leadership and Team Development
PSYC331	Theories of Personality and Assessment
PSYC365	History of Psychology
PSYC440	Human Behavior/Interpersonal Effectiveness
MGMT400	Strategic Management & Negotiation (Option A)
PSYC381	Developmental Psychology (Option B)

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

**PSYC300 - Psychological Writing**

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

4 Units

**PSYC310 - Psychology of Learning and Memory**

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

**PSYC320 - Social Psychology**

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

4 Units

**PSYC325 - Psychology of Leadership and Team Development**

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

4 Units

**PSYC330 - Theories of Personality**

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

**PSYC331 - Theories of Personality and Assessment**

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

**PSYC340 - Research Design and Methods**

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

**PSYC360 - Psychology of Gender**

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.

3-4 Units

**PSYC365 - History of Psychology**

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

4 Units

**PSYC375 - Cross-Cultural Psychology**

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

3-4 Units

### **PSYC380 - Psychology of Life Span Development**

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

4 Units

### **PSYC381 - Developmental Psychology**

This course explores psychological development from birth to adulthood. Infancy and the early middle childhood years are explored, followed by examining adolescence, early, middle and late adulthood. Topics include the principles and theories of development; physical, intellectual, and social development; identity; sexuality; changing in working and social contexts and life transitions. Theories of career and professional development will be explored in relation to today's rapidly changing global economy and the changing work environment.

4 Units

### **PSYC385 - Theories of Counseling and Psychotherapy**

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

4 Units

### **PSYC390 - Abnormal and Clinical Psychology**

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

4 Units

### **PSYC395 - Senior Internship**

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

2-4 Units (per quarter)

### **PSYC400 - Senior Capstone Class**

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

4 Units

### **PSYC440 - Human Behavior/Interpersonal Effectiveness**

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

4 Units

## **BUSINESS COURSES**

### **BUSI302 - Business Writing Fundamentals**

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

4-5 Units

### **BUSI303 - Business Communication**

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

4 Units

### **BUSI309 - Organizational Behavior**

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

4 Units



### **BUSI310 - Employee Motivation and Satisfaction**

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

4 Units

### **BUSI320 - Fundamentals of Management**

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

4 Units

### **BUSI340 - Human Resources Management**

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

4 Units

### **BUSI381 - Career Planning and Development**

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

4 Units

### **BUSI383 - Introduction to Marketing**

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

4 Units

### **BUSI395 - Fundamental of Accounting and Finance**

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

4 Units

### **BUSI400 – Senior Internship**

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

8 Units

### **BUSI405 - Information Technology Management**

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

4 Units

### **BUSI406 - Senior Seminar**

The senior capstone course is a topical course taught by a leading industry expert. The course objective is to integrate what students have learned over the course of their education and internship experience in an attempt to facilitate a successful transition into the workforce and/or graduate school following graduation. The topic will be chosen by faculty in the program each year.

4 Units

### **BUSI410 - Consumer Behavior Analysis**

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

4 Units

### **BUSI412 - Corporate Accounting and Finance**

This course will cover the identification, measurement, and reporting of financial effects on enterprises, with a particular emphasis on business organizations. Students will study the principles of finance and their application to typical business financial problems. A special emphasis will be placed on financial analysis, management of working capital, the cost of capital, capital budgeting, long-term financing, dividend policy, and internal financing. Students will explore the actions and reactions of business firms and consumers in a variety of market environments, emphasizing their strategies for optimization.

4 Units

### **BUSI430 - Business Ethics**

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

4 Units

## **UPPER-LEVEL GENERAL EDUCATION COURSES**

### **ANTH350 - Cultural Anthropology**

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

### **ANTH351 - Multicultural Studies**

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

4 Units

### **ANTH370 - Ethnic Identity and Social Stratification**

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

### **BIOL350 - Biology Psychology**

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

4 Units

### **ECON400 - Global Economics**

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

4 Units

### **MATH320 - Statistical Methods for the Social Sciences**

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

### **MATH325 - Research Methods and Data Analysis**

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

4 Units

### **MGMT400 - Strategic Management & Negotiations**

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

4 Units

### **PHIL300 - Philosophy of Science**

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

### **PHIL310 - Philosophy of Ethics**

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

4 Units

### **POLI 310 International Political Economy**

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

4 Units

### **SOCI320 - Sociology: Globalization**

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

4 Units

### **SOCI340 - Fundamentals of Social Action**

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

4 Units

## **PAU UNDERGRADUATE FACULTY**

### **Cameron Ackbury, M.S.**

M.S. Accounting, DePaul University

B.S. Business Administration, University of Wisconsin

### **Charles E. Baker, Ph.D.**

Ph.D., Counseling Psychology, University of Missouri-Columbia

M.S., Industrial Organizational Psychology, University of North Texas

B.S., Animal Science, Texas A&M

### **Danielle Balzafiore, M.A.**

M.A., General Psychology, Adelphi University

B.A., Psychology, St. Joseph's College

### **Daniel Bunce, Ph.D.**

Ph.D. in Clinical Psychology, Duquesne University.

M.A. in Philosophy and Psychology, Duquesne University

B.A. in Philosophy and Psychology, U.C. Santa Cruz

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

Ph.D. in Experimental Psychology, University of California Santa Cruz

M.A. in Experimental Psychology, San Francisco State University

B.A. in Psychology & BA in Physical Anthropology, San Francisco State University

### **Chris Cox, M.A.**

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

### **Ginny Estupinian, Ph.D.**

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M.S. in Clinical Psychology, Palo Alto University

B.S. in Business Management, University of Phoenix

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B.A. in Psychology, Tel Aviv University

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M.S. in Thermal Sciences, University of Denver  
M.A. in Economics, Temple University  
B.S. in Mechanical Engineering, University of New Haven

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B.S., Business Administration, Boston University

**Leslie Kimitsuka, M.B.A.**

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

**Daniel Levy, M.S.**

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

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B.A., Psychology, University of San Francisco

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B.A., Anthropology and Archaeology, CSU Eastbay

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B.S., Psychology, University of California, Berkeley

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B.S., Science and Educational Psychology, University of California

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B.A., Physical Anthropology, University of California, Santa Barbara

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B.A. Social Anthropology, University of California, Irvine

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B.S. Psychology/Biology, the University of New Mexico

**Sharadon Smith, M.OB.**

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B.S., Psychology, Brigham Young University

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B.S., Organizational Behavior/Telecommunications, University of San Francisco

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

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B.A., Sociology, Anthropology and English Literature, Bar-Ilan University

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B.S., Computer Science, Gonzaga University

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

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

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**MASTERS' PROGRAMS**



## **M.A. COUNSELING (MFT/LPCC)**

### **Program Overview**

#### **General Program Description**

The M.A. in Counseling program prepares students to serve their communities as licensed mental health professionals. The program offers two areas of emphasis, both leading to licensure. The Marriage, Family and Child emphasis prepares students for MFT and/or LPCC licensure for practice in the State of California. The Clinical Mental Health emphasis prepares students for LPCC or similar counseling licensure in many states and countries. It is offered online globally or on-campus at three northern California locations, Palo Alto, San Mateo or Monterey Bay.

#### **Mission Statement**

The Counseling Program will develop a diverse and dynamic community dedicated to counselor education, research and supervision; to promoting future innovators and leaders in the counseling profession for the benefit of society in reducing human suffering by promoting mental health, wellness, education, and career goals; to generating knowledge through research and scholarship of the highest level; and to providing services to the local, national and international community informed by science and scholarship.

#### **Program Objectives**

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

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

#### **Program Format Options**

The M.A. Counseling program is offered in on-campus and online formats.

#### **On-campus Blended Format**

Students attend approximately two classes per quarter at one of our three Northern California locations and one class per quarter online. On-campus students are part of a cohort taking the same courses in the same sequence with the same group of students for the duration of the program. PAU campuses are located in Palo Alto, San Mateo and Monterey Bay.

#### **Online With One-Week Residency Format**

Students take all classes online and do internships locally, in their home community. Students attend a one-week summer residency at the Palo Alto campus that includes intensive study, competency-based skill training, and a clinical competency examination that is a prerequisite for clinical fieldwork.

#### **Global Online Format**

Students who live and plan to practice outside the U.S. may enroll in this program which is part of the Palo Alto University Global Advancement of Counseling Excellence initiative. Through PAU partnerships in several countries students enrolled in this program complete all coursework online and do all internships and clinical fieldwork in their home country.

#### **Program Duration**

The duration of the program depends on whether the student is enrolled in an on-campus or online program and in which quarter they begin the program. Students enrolled in the on-campus blended program complete the curriculum in nine to ten quarters. Students enrolled in the online program complete the curriculum in 11 quarters. Course sequences vary somewhat depending on when students start their practicum fieldwork.

#### **Teaching Methods**

Students learn through lecture, discussion, and research, and apply new knowledge in an internship, all guided by their professors.

The professors draw on their academic research and professional experience to provide students with the background they need to be successful practitioners.

Instructors of online courses are trained in distance learning teaching methods, and advisors serve as coaches to help students address the challenges unique to online learning.

#### **Program Costs**

For students who enroll during the 2015-16 academic year, total tuition and fees for the full 90-unit program is \$44,910. This is based on a tuition charge of \$467 per unit and fees charged at \$32 per unit. In addition to tuition and fees, students are responsible for textbooks, test proctoring, and American Counseling Association Student Membership fees. All counseling students are required to join and pay fees for the American Counseling Association student membership. Online students also are responsible for their travel expenses to the one-week residency, if applicable.

### **Program Director(s)**

Dr. William Snow is the Director of the M.A. Counseling Program. He received his B.A and M.A. from Pacific Lutheran University and Ph.D. from the University of Washington. Prior to joining Palo Alto University, he served at Bethany University for over 25 years where he was Chair and Professor of Psychology, Director of Institutional Research and Vice President for Academics. Dr. Snow also served as a Colonel in the Army National Guard Medical Department where he supervised the physical and behavioral health assessment and health promotion of over 16,000 individuals. He also has extensive experience in peace keeping operations in Kosovo and working with Partnership for Peace programs in Ukraine, Thailand, and Nigeria. Dr. Snow's early research was on behavioral health promotion with children and adolescents while current research is on how leader decision-making and actions positively or negatively impacts the wellbeing of individuals and organizations.

### **Where to Get More Information**

For additional information, visit the master's Program website or contact the Master's program admissions staff by phone or email.

[www.paloaltou.edu/Masters](http://www.paloaltou.edu/Masters)

(650) 417-2034

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

### **Areas of Emphasis**

The curriculum and courses are the same for each area of emphasis. Students' research, projects and practicum placements are tailored to their area of emphasis.

### **Marriage, Family and Child (MFT)**

The emphasis in Marriage, Family and Child Counseling is designed to meet the MFT license requirements of the Board of Behavioral Sciences in the State of California (Section 4980.36 or 4980.37). Graduates may also pursue licensure as a Professional Clinical Counselor (LPCC) in California, the U.S. and internationally.

### **Clinical Mental Health (LPCC)**

The emphasis in Clinical Mental Health Counseling is designed to meet the Professional Clinical Counselor license requirements of the Board of Behavioral Sciences in the State of California (Business and Professions Code §4980.36). It also meets the Licensed Professional Clinical Counselor (LPCC) requirements of most of the 50 U.S. states and territories and many countries. The online format option enables 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.

## **ADMISSIONS**

### **Admissions Requirements**

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

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

GRE scores are not required for admission to Master's degree programs.

Applicants who have taken the GRE may submit their scores as an additional consideration with their application.

English is the language of instruction for Palo Alto University Master's degree programs and proficiency in English is required. TOEFL scores may be required from students whose first language is not English.

### **Application Deadlines**

The M.A. Counseling program admits students in Fall, Winter, Spring and Summer. Applications are reviewed and admissions interviews are scheduled as soon as the application is complete. Applicants are typically notified of their admissions decision within a few weeks after applying. The deadlines listed below are final deadlines, but applicants are encouraged to apply early for early consideration.

### **Fall Quarter Admission (September Start). Palo Alto, San Mateo, Monterey Bay Campuses and Online**

- June 30: Priority Deadline for admissions and early acceptance eligibility. Applicants will be notified of acceptance by July 15 and receive priority enrollment for available slots.
- July 31: Final Deadline
- August 31: Rolling Admissions on a space-available basis

### **Winter Quarter Admission (January Start). Palo Alto Campus and Online only**

- November 30: Final Deadline

### **Spring Quarter Admission (April Start). Palo Alto Campus and Online only**

- February 28: Final Deadline

### **Summer Quarter Admission (June Start). Palo Alto, San Mateo, Monterey Bay Campuses and Online**

- May 31: Final Deadline

### **Document Submission Addresses**

The student's full legal name, mailing address and email address should be included on all supporting documents. Electronic submissions are preferred when possible.

**Paper documents should be mailed to:**

Palo Alto University  
Office of Admissions  
1791 Arastradero Road  
Palo Alto, CA 94304

PDF, Microsoft Word® or other e-documents may be emailed to the Palo Alto University Office of Admissions:  
admissions@paloaltou.edu.

**Application Checklist****Online Application**

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

**Application Fee**

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

**Official Transcripts**

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

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

Official transcripts should be mailed by the issuing institution directly to the address given above.

**Resume or Curriculum Vitae**

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

**Letters of Recommendation**

Letters of recommendation from two academic or professional references should be mailed by the recommenders directly to the PAU admissions office at the address above.

Each recommender must complete the Graduate Admissions Recommendation Form and include it with their personal letter. This form is necessary for processing the application and must be returned with each letter of recommendation.

**Statement of Purpose**

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

**Points to cover:**

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

**Interview**

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

**Acceptance and Enrollment**

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

**Transferring Units In**

Students can request to transfer up to 15 units of prior graduate work. Prior coursework cannot be more than five years old. Transfer coursework is evaluated on a case-by-case basis. Students must submit a course description and supporting documentation (e.g. a comprehensive syllabus) for each transfer course. A Palo Alto University faculty member then reviews the documentation, and either accepts or rejects the course for transfer credit.

**Financial Aid**

For students who wish to secure financial aid, it is important to begin that process as soon as possible after being accepted into the program by completing the FAFSA. Once the FAFSA is complete, the PAU Financial Aid office will send the student a PAU financial aid application.

**Fellowships**

PAU fellowships are not available at the Master's level. However, financial aid is available in the form of student loans.



## Who to Call with Admissions Questions

Application questions. Contact the Master's Programs Admissions Office at (650) 417-2034.

Financial aid questions. Contact a Financial Aid counselor, [financialaid@paloaltou.edu](mailto:financialaid@paloaltou.edu).

Master's program questions. Visit the masters website, [www.paloaltou.edu/Masters](http://www.paloaltou.edu/Masters), or call the Master's program admissions office at (650) 417-2034 or [mastersadmissions@paloaltou.edu](mailto:mastersadmissions@paloaltou.edu).

## ACADEMIC REQUIREMENTS

### Coursework

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

### Practicum Requirement and Training

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

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

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

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

## Competency Assessment, Assignments, and Exams

Performance in class is assessed in a number of ways. Instructors typically use a combination of papers, class exercises, discussion quality, or other course-specific assignments to assess performance in a comprehensive manner. Students are required to pass a Clinical Advancement project before their practicum can begin and must complete a Capstone Project at the end of the program.

### Good Academic Standing

Students are expected to achieve a grade of B or higher in didactic course work, have satisfactory practicum evaluations, and pass all comprehensive examinations.

Any student who receives two or more grades of B-minus in a given quarter is expected to meet with his or her advisor to discuss and attempt to resolve any academic difficulties. Two grades of B-minus or below in any quarter mandates a compulsory review by the Master's Student Evaluation Committee.

A grade of "F" in two courses is grounds for dismissal from the program. Students demonstrating academic difficulty will be referred to the Student Evaluation Committee for review.

Students are independently responsible for monitoring any incomplete grades and satisfying course requirements prior to the close of the subsequent quarter.

Students are also evaluated no less than twice annually by their practicum supervisors. Students must maintain satisfactory practicum ratings to maintain good academic standing.

Students are expected to maintain the highest professional and ethical standards of conduct in their activities associated with the school and to abide by Palo Alto University's student handbook and policies. Any student who commits, aids, or attempts to commit "academic misconduct" shall be subject to disciplinary action.

### Academic Advisor

All students in the M.A. Counseling program are assigned a faculty advisor at the beginning of their first quarter. The primary role of the advisor is to assist with academic and career-related planning and to provide guidance on any personal or interpersonal issues that may arise.

In the second year, faculty advisors help students identify appropriate practicum and internship placements in their home community. They work closely with internship supervisors to ensure the student receives quality clinical training and maximizes the learning opportunities available.

Faculty advisors also administer a series of competency-based assessments and a capstone clinical case portfolio that gives the student an opportunity to demonstrate clinical skill and build confidence as a mental health professional.

Because learning online can present unique challenges, academic advisors also serve as online success coaches, checking in with students monthly by phone, email, or both.

Students are strongly encouraged to be proactive and contact their advisor as soon as they have questions or if any difficulties arise.

### **Cohort Model**

When students enroll in this degree program, they become part of a cohort that takes the same courses in the same sequence together for the duration of the program. Students are expected to be enrolled continuously and to complete their degree on schedule with their cohort. Students should speak to their faculty advisor and request a leave of absence if they need to take time off from their studies. If leave time is taken, the student must complete the degree within five years of their initial enrollment date.

### **Commitment to Diversity**

Palo Alto University is committed to providing an educational environment that respects cultural and individual differences.

The M.A. Counseling program works to foster a diverse student body and support the aspirations of all students. Faculty and staff recognize that critical debate about important ideas in an atmosphere of respect and cooperation is central to the academic enterprise. This commitment to diversity requires a commitment on the part of all members of the academic community to acknowledge the range of human variability and to respect differences.

As counselors or therapists, an understanding and appreciation for human diversity is especially critical. Whenever relevant, courses are designed to address explicitly the implications of ethnic and cultural diversity factors on the assessment and treatment of patients. Students are encouraged to appreciate and experience the diversity of the San Francisco Bay Area and their home community, as well as the diversity within the student body.

Palo Alto University sponsors student organizations committed to cultural awareness and diversity, including Students for Ethnic and Cultural Awareness (SECA) and the Student Association for Sexual Orientation (SASO). These and other Palo Alto University organizations are designed to build community, provide education and outreach, and further the goal of building awareness and appreciation of diversity.

### **Psychotherapy Suggestion**

In any psychological therapy or counseling 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. These traits are interrelated, since understanding and acceptance of others depends, in part, on self-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 M.A. Counseling program.

Whenever possible, program faculty or advisors will seek to identify high-quality, affordable options for a students' personal psychotherapy experience. Further, the program leadership is committed to increasing opportunities for personal exploration and growth in a safe, confidential, professional environment.

### **Awarding of the Degree**

Criteria for awarding of the M.A. Counseling degree are:

- Course work. All course work and unit requirements must be completed with a grade of B or higher.
- Grade reports. It is the responsibility of each student to make sure that all grade reports have been received by the Registrar's Office and that his or her transcript is cleared of any outstanding grades or incompletes.
- Financial aid clearance. The student must receive financial aid clearance from the Business and Finance Department and have an exit interview with the Financial Aid Coordinator.
- Fees and paperwork. All graduate fees and forms must be submitted, including the graduation fee and the Application for Graduation.

Students approaching completion of their degree requirements must file a "Graduation Application" form with the Registrar whether or not they plan to participate in commencement exercises. Students should contact the Registrar's office to request this form.

## **LICENSURE**

### **MFT Licensure**

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

### **LPCC Licensure**

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

### **Counseling Licensure in Other States and Countries**

Students who plan to seek licensure in another state or country should research their region's specific laws and regulations before enrolling.

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

The M.A. Counseling Clinical Mental Health emphasis fulfills most requirements for students seeking licensure in other U.S. states and countries. Once enrolled, Palo Alto University advisors work with students to identify appropriate fieldwork placements in the student's local area. Palo Alto University's Global Advancement of Counseling Excellence (GACE) initiative enables students outside the U.S. to receive local on-the-ground training and meet their region or country's specific requirements for professional practice.

### Non-licensed options

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

## CURRICULUM AND COURSE SEQUENCES

This M.A. Counseling program consists of 90 quarter-units as well as mandatory fieldwork, workshops and intensives. The curriculum is progressive and designed to prepare students for fieldwork culminating in a capstone project.

Course sequences vary somewhat depending on when students start their practicum fieldwork. The duration of the program depends on whether the student is enrolled in the on-campus or online program. Students enrolled in the on-campus blended program complete the curriculum in 9 quarters (10 quarters for Winter start), and students enrolled in the online program complete the program in 11 quarters (12 quarters summer start).

### On-Campus Programs Course Sequences

The following course sequences are the degree plans for students enrolled in the on-campus format. The specific sequence and program duration depends on the quarter in which the student starts the program. Winter Quarter and Spring Quarter starts are for the Palo Alto campus only.

#### Fall Start, On-Campus (All Campuses), 9 quarters

*Italics indicate courses taken online.*

Year 1	Fall Quarter	
COUN600	Counseling Theory	3
PSYS610	Life Span Development*	4.5
LCNS600	*includes a California required workshop - Aging and Long Term Care	0
<i>COUN601</i>	<i>Professional Identity</i>	3
Seminar	Introduction to the Clinical Advancement Project	0
Year 1	Winter Quarter	
CLIN615	Clinical Interviewing	3
CLIN610	Legal and Ethical Foundations*	4.5
LCNS602	*includes a California required workshop - Child Abuse and Reporting	0
ASMT600	Diagnosis and Treatment Planning I	3

Year 1	Spring Quarter	
CLIN650	Community Mental Health with Cognitive Behavioral and Brief Therapy	3
<i>ASMT601</i>	<i>Diagnosis and Treatment Planning II</i>	3
CLIN618	Family Systems Theory	3

Year 1	Summer Quarter	
PSYS605	Child and Adolescent Counseling	3
COUN630	Crisis and Trauma Counseling	4.5
<i>CLIN612</i>	<i>Clinical Advancement Project</i>	1

Year 2	Fall Quarter	
CLDV601	Multicultural Counseling Theories and Techniques	4.5
<i>CLIN604</i>	<i>Substance Abuse</i>	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3

Year 2	Winter Quarter	
CLIN619	Couples Counseling*	3
LCNS601	*includes a California required workshop- Domestic Violence	0
CLIN680	Psychopharmacology	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3

Year 2	Spring Quarter	
CLIN621	Group Counseling	4.5
MTHD600	Research and Program Evaluation	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3

Year 2	Summer Quarter	
CLIN622	Advanced Family Counseling	3
ASMT603	Appraisal and Assessment in Counseling	4.5

Year 3	Fall Quarter	
CLIN634	Human Sexuality	2
COUN607	Capstone Project in Counseling	3
COUN661	Career Development Theories and Techniques	4.5

Total		90
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Summer Quarter Electives		
PRAC603	Practicum-- Elective for Students Who Desire Additional Practicum (Not Financial Aid Eligible) or Required for Students Who Have Not Completed Their Fieldwork (Financial Aid Eligible)	3
CLIN655	Special Issues In Counseling -- Elective (Not Financial Aid Eligible)	3

### Winter Start, On-Campus (Palo Alto), 10 quarters

*Italics indicate courses taken online.*

Year 1	Winter	
CLIN634	Human Sexuality	2
COUN661	Career Development Theories and Techniques	4.5

Year 1	Spring	
COUN600	Counseling Theory	3
PSYS610	Life Span Development*	4.5
LCNS600	*includes a California required workshop - Aging and Long Term Care	0
COUN601	Professional Identity	3
Seminar	Introduction to the Clinical Advancement Project	0

Year 1	Summer	
CLIN615	Clinical Interviewing	3
CLIN610	Legal and Ethical Foundations*	4.5
LCNS602	*includes a California required workshop - Child Abuse and Reporting	0
ASMT600	Diagnosis and Treatment Planning I	3

Year 1	Fall	
CLIN650	Community Mental Health with Cognitive Behavioral and Brief Therapy	3
ASMT601	Diagnosis and Treatment Planning II	3
CLIN618	Family Systems Theory	3

Year 2	Winter	
PSYS605	Child and Adolescent Counseling	3
COUN630	Crisis and Trauma Counseling	4.5
CLIN612	Clinical Advancement Project	1

Year 2	Spring	
CLDV601	Multicultural Counseling Theories and Techniques	4.5
CLIN604	Substance Abuse	4.5

Year 2	Summer	
CLIN619	Couples Counseling*	3
LCNS601	*includes a California required workshop- Domestic Violence	0
CLIN680	Psychopharmacology	4.5

Year 2	Fall	
CLIN621	Group Counseling	4.5
MTHD600	Research & Program Evaluation	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3

Year 3	Winter	
CLIN622	Advanced Family Counseling	3
ASMT603	Appraisal & Assessment in Counseling	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3

Year 3	Spring	
COUN607	Capstone Project in Counseling	3
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3

Totals		90
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Summer Electives		
PRAC603	Practicum-- Elective for Students Who Desire Additional Practicum (Not Financial Aid Eligible) or Required for Students Who Have Not Completed Their Fieldwork (Financial Aid Eligible)	3
CLIN655	Special Issues In Counseling -- Elective (Not Financial Aid Eligible)	3

### Spring Start, On-Campus (Palo Alto), 9 quarters

*Italics indicate courses taken online.*

Year 1	Spring	
COUN600	Counseling Theory	3
PSYS610	Life Span Development*	4.5
LCNS600	*includes a California required workshop - Aging and Long Term Care	0
<i>COUN601</i>	<i>Professional Identity</i>	3
Seminar	Introduction to the Clinical Advancement Project	0

Year 1	Summer	
CLIN615	Clinical Interviewing	3
CLIN610	Legal and Ethical Foundations*	4.5
LCNS602	*includes a California required workshop - Child Abuse and Reporting	0
<i>ASMT600</i>	<i>Diagnosis and Treatment Planning I</i>	3

Year 1	Fall	
CLIN650	Community Mental Health with Cognitive Behavioral and Brief Therapy	3
<i>ASMT601</i>	<i>Diagnosis and Treatment Planning II</i>	3
CLIN618	Family Systems Theory	3

<b>Year 1 Winter</b>		
PSYS605	Child and Adolescent Counseling	3
COUN630	Crisis and Trauma Counseling	4.5
CLIN612	<i>Clinical Advancement Project</i>	1
<b>Year 2 Spring</b>		
CLDV601	Multicultural Counseling Theories and Techniques	4.5
CLIN604	Substance Abuse	4.5
<b>Year 2 Summer</b>		
CLIN619	Couples Counseling*	3
LCNS601	*includes a California required workshop- Domestic Violence	0
CLIN680	<i>Psychopharmacology</i>	4.5
<b>Year 2 Fall</b>		
CLIN621	Group Counseling	4.5
MTHD600	<i>Research and Program Evaluation</i>	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3
<b>Year 2 Winter</b>		
CLIN622	Advanced Family Counseling	3
ASMT603	<i>Appraisal and Assessment in Counseling</i>	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3
<b>Year 3 Spring</b>		
CLIN634	<i>Human Sexuality</i>	2
COUN607	Capstone Project in Counseling	3
COUN661	<i>Career Development Theories and Techniques</i>	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3
<b>Total</b>		<b>90</b>
<b>Summer Electives</b>		
PRAC603	Practicum-- Elective for Students Who Desire Additional Practicum (Not Financial Aid Eligible) or Required for Students Who Have Not Completed Their Fieldwork (Financial Aid Eligible)	3
CLIN655	Special Issues In Counseling -- Elective (Not Financial Aid Eligible)	3

## Summer Start, On-Campus (All Campuses), 9 quarters

*Italics indicate courses taken online.*

<b>Year 1 Summer</b>		
CLIN634	Human Sexuality	2
COUN661	<i>Career Development Theories and Techniques</i>	4.5
<b>Year 1 Fall</b>		
COUN600	Counseling Theory	3
PSYS610	Life Span Development*	4.5
LCNS600	*includes a California required workshop - Aging and Long Term Care	0
COUN601	<i>Professional Identity</i>	3
Seminar	Introduction to the Clinical Advancement Project	0
<b>Year 1 Winter</b>		
CLIN615	Clinical Interviewing	3
CLIN610	Legal and Ethical Foundations*	4.5
LCNS602	*includes a California required workshop - Child Abuse and Reporting	0
ASMT600	<i>Diagnosis and Treatment Planning I</i>	3
<b>Year 1 Spring</b>		
CLIN650	Community Mental Health with Cognitive Behavioral and Brief Therapy	3
ASMT601	<i>Diagnosis and Treatment Planning II</i>	3
CLIN618	Family Systems Theory	3
<b>Year 2 Summer</b>		
PSYS605	Child and Adolescent Counseling	3
COUN630	Crisis and Trauma Counseling	4.5
CLIN612	<i>Clinical Advancement Project</i>	1
<b>Year 2 Fall</b>		
CLDV601	Multicultural Counseling Theories and Techniques	4.5
CLIN604	<i>Substance Abuse</i>	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3
<b>Year 2 Winter</b>		
CLIN619	Couples Counseling*	3
LCNS601	*includes a California required workshop- Domestic Violence	0
CLIN680	<i>Psychopharmacology</i>	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3
<b>Year 2 Spring</b>		
CLIN621	Group Counseling	4.5
MTHD600	<i>Research and Program Evaluation</i>	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3



<b>Year 3</b>	<b>Summer</b>	
CLIN622	Advanced Family Counseling	3
ASMT603	Appraisal and Assessment in Counseling	4.5
COUN607	Capstone Project in Counseling	3
<b>Total</b>		<b>90</b>

	<b>Summer Electives</b>	
PRAC603	Practicum-- Elective for Students Who Desire Additional Practicum (Not Financial Aid Eligible) or Required for Students Who Have Not Completed Their Fieldwork (Financial Aid Eligible)	3
CLIN655	Special Issues In Counseling -- Elective (Not Financial Aid Eligible)	3

**Online Programs Course Sequence**  
**Fall Start, Online, 11 quarters**

<b>Year 1</b>	<b>Fall Quarter</b>	
PSYS610	Life Span Development*	4.5
LCNS600	*includes a California required workshop - Aging and Long Term Care	0
COUN601	Professional Identity	3
Seminar	Introduction to the Clinical Advancement Project	0

<b>Year 1</b>	<b>Winter Quarter</b>	
COUN600	Counseling Theory	3
ASMT600	Diagnosis and Treatment Planning I	3

<b>Year 1</b>	<b>Spring Quarter</b>	
CLIN610	Legal and Ethical Foundations*	4.5
LCNS602	*includes a California required workshop - Child Abuse and Reporting	0
ASMT601	Diagnosis and Treatment Planning II	3

<b>Year 1</b>	<b>Summer Quarter</b>	
CLIN615	Clinical Interviewing (on site)	3
CLIN650	Community Mental Health with Cognitive Behavioral and Brief Therapy	3
CLIN618	Family Systems Theory	3

<b>Year 2</b>	<b>Fall Quarter</b>	
PSYS605	Child and Adolescent Counseling	3
COUN630	Crisis and Trauma Counseling	4.5

<b>Year 2</b>	<b>Winter Quarter</b>	
CLDV601	Multicultural Counseling Theories and Techniques	4.5
CLIN604	Substance Abuse	4.5

<b>Year 2</b>	<b>Spring Quarter</b>	
CLIN619	Couples Counseling*	3
LCNS601	*includes a California required workshop- Domestic Violence	0
CLIN612	Clinical Advancement Project	1
CLIN621	Group Counseling	4.5

<b>Year 2</b>	<b>Summer Quarter</b>	
MTHD600	Research & Program Evaluation	4.5
CLIN622	Advanced Family Counseling	3

<b>Year 3</b>	<b>Fall Quarter</b>	
CLIN634	Human Sexuality	2
ASMT603	Appraisal & Assessment in Counseling	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3

<b>Year 3</b>	<b>Winter Quarter</b>	
CLIN680	Psychopharmacology	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3

<b>Year 3</b>	<b>Spring Quarter</b>	
COUN661	Career Development Theories and Techniques	4.5
COUN607	Capstone Project in Counseling	3
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3

<b>Total</b>		<b>90</b>
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	<b>Summer Quarter Electives</b>	
PRAC603	Practicum-- Elective for Students Who Desire Additional Practicum (Not Financial Aid Eligible) or Required for Students Who Have Not Completed Their Fieldwork (Financial Aid Eligible)	3
CLIN655	Special Issues In Counseling -- Elective (Not Financial Aid Eligible)	3

### Winter Start, Online, 11 quarters

Year 1	Winter Quarter	
CLIN634	Human Sexuality	2
COUN661	Career Development Theories and Techniques	4.5
Year 1	Spring Quarter	
PSYS610	Life Span Development*	4.5
LCNS600	*includes a California required workshop - Aging and Long Term Care	0
COUN601	Professional Identity	3
Seminar	Introduction to the Clinical Advancement Project	0
Year 1	Summer Quarter	
COUN600	Counseling Theory	3
ASMT600	Diagnosis and Treatment Planning I	3
CLIN615	Clinical Interviewing (on site)	3
Year 1	Fall Quarter	
CLIN610	Legal and Ethical Foundations*	4.5
LCNS602	*includes a California required workshop - Child Abuse and Reporting	0
ASMT601	Diagnosis and Treatment Planning II	3
Year 2	Winter Quarter	
CLIN650	Community Mental Health with Cognitive Behavioral and Brief Therapy	3
CLIN618	Family Systems Theory	3
Year 2	Spring Quarter	
PSYS605	Child and Adolescent Counseling	3
COUN630	Crisis and Trauma Counseling	4.5
CLIN612	Clinical Advancement Project	1
Year 2	Summer Quarter	
CLDV601	Multicultural Counseling Theories and Techniques	4.5
CLIN604	Substance Abuse	4.5
Year 2	Fall Quarter	
CLIN619	Couples Counseling*	3
LCNS601	*includes a California required workshop- Domestic Violence	0
CLIN621	Group Counseling	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3

Year 3	Winter Quarter	
MTHD600	Research & Program Evaluation	4.5
CLIN622	Advanced Family Counseling	3
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3
Year 3	Spring Quarter	
ASMT603	Appraisal & Assessment in Counseling	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3
Year 3	Summer	
CLIN680	Psychopharmacology	4.5
COUN607	Capstone Project in Counseling	3
Total		90

	Summer Electives	
PRAC603	Practicum	3
CLIN655	Special Issues In Counseling	3

### Spring Start, Online, 11 quarters

Year 1	Spring	
PSYS610	Life Span Development*	4.5
LCNS600	*includes a California required workshop - Aging and Long Term Care	0
COUN601	Professional Identity	3
Seminar	Introduction to the Clinical Advancement Project	0
Year 1	Summer	
COUN600	Counseling Theory	3
ASMT600	Diagnosis and Treatment Planning I	3
CLIN615	Clinical Interviewing (on site)	3
Year 1	Fall	
CLIN610	Legal and Ethical Foundations*	4.5
LCNS602	*includes a California required workshop - Child Abuse and Reporting	0
ASMT601	Diagnosis and Treatment Planning II	3
Year 1	Winter	
CLIN650	Community Mental Health with Cognitive Behavioral and Brief Therapy	3
CLIN618	Family Systems Theory	3

<b>Year 2 Spring</b>		
PSYS605	Child and Adolescent Counseling	3
COUN630	Crisis and Trauma Counseling	4.5
CLIN612	Clinical Advancement Project	1
<b>Year 2 Summer</b>		
CLDV601	Multicultural Counseling Theories and Techniques	4.5
CLIN604	Substance Abuse	4.5
<b>Year 2 Fall</b>		
CLIN619	Couples Counseling*	3
LCNS601	*includes a California required workshop- Domestic Violence	0
CLIN621	Group Counseling	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	0
<b>Year 2 Winter</b>		
MTHD600	Research & Program Evaluation	4.5
CLIN622	Advanced Family Counseling	3
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3
<b>Year 3 Spring</b>		
ASMT603	Appraisal & Assessment in Counseling	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3
<b>Year 3 Summer</b>		
CLIN680	Psychopharmacology	4.5
COUN607	Capstone Project in Counseling	3
<b>Year 3 Fall</b>		
COUN661	Career Development Theories and Techniques	4.5
CLIN634	Human Sexuality	2
<b>Total</b>		<b>90</b>

<b>Summer Electives</b>		
PRAC603	Practicum-- Elective for Students Who Desire Additional Practicum (Not Financial Aid Eligible) or Required for Students Who Have Not Completed Their Fieldwork (Financial Aid Eligible)	3
CLIN655	Special Issues In Counseling -- Elective (Not Financial Aid Eligible)	3

### Summer Start, Online, 12 quarters

<b>Year 1 Summer</b>		
COUN661	Career Development Theories and Techniques	4.5
CLIN634	Human Sexuality	2
<b>Year 1 Fall</b>		
PSYS610	Life Span Development*	4.5
LCNS600	*includes a California required workshop - Aging and Long Term Care	0
COUN601	Professional Identity	3
Seminar	Introduction to the Clinical Advancement Project	0
<b>Year 1 Winter</b>		
COUN600	Counseling Theory	3
ASMT600	Diagnosis and Treatment Planning I	3
<b>Year 1 Spring</b>		
CLIN610	Legal and Ethical Foundations*	4.5
LCNS602	*includes a California required workshop - Child Abuse and Reporting	0
ASMT601	Diagnosis and Treatment Planning II	3
<b>Year 2 Summer</b>		
CLIN615	Clinical Interviewing (on site)	3
CLIN650	Community Mental Health with Cognitive Behavioral and Brief Therapy	3
CLIN618	Family Systems Theory	3
<b>Year 2 Fall</b>		
PSYS605	Child and Adolescent Counseling	3
COUN630	Crisis and Trauma Counseling	4.5
<b>Year 2 Winter</b>		
CLDV601	Multicultural Counseling Theories and Techniques	4.5
CLIN604	Substance Abuse	4.5
<b>Year 2 Spring</b>		
CLIN619	Couples Counseling*	3
LCNS601	*includes a California required workshop- Domestic Violence	0
CLIN612	Clinical Advancement Project	1
CLIN621	Group Counseling	4.5
<b>Year 3 Summer</b>		
MTHD600	Research & Program Evaluation	4.5
CLIN622	Advanced Family Counseling	3



Year 3		Fall
ASMT603	Appraisal & Assessment in Counseling	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3
Year 3		Winter
CLIN680	Psychopharmacology	4.5
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3
Year 3		Spring
COUN607	Capstone Project in Counseling	3
PRAC603	Practicum *Marriage, Family, and Child Emphasis or Clinical Mental Health Emphasis	3
<b>Totals</b>		<b>90</b>

		Summer Electives
PRAC603	Practicum-- Elective for Students Who Desire Additional Practicum (Not Financial Aid Eligible) or Required for Students Who Have Not Completed Their Fieldwork (Financial Aid Eligible)	3
CLIN655	Special Issues In Counseling -- Elective (Not Financial Aid Eligible)	3

## COURSE DESCRIPTIONS

### ASMT600: Diagnosis and Treatment Planning I

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

3 units

### ASMT601: Diagnosis and Treatment Planning II

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

3 units

### ASMT603: Appraisal and Assessment in Counseling

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

4.5 units

### CLDV601: Multicultural Counseling Theories and Techniques

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

4.5 units

### CLIN604: Substance Abuse

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

4.5 units

### CLIN610: Legal and Ethical Foundations

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

4.5 units

**CLIN612: Clinical Advancement Project**

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

1 unit

**CLIN615: Clinical Interviewing**

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

3 units

**CLIN618: Family Systems Theory**

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

3 units

**CLIN619: Couples Counseling**

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

3 units

**CLIN621: Group Counseling**

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

4.5 units

**CLIN622: Advanced Family Counseling**

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

3 units

**CLIN634: Human Sexuality**

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

2 units

**CLIN650: Community Mental Health with Cognitive Behavioral and Brief Therapy**

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

3 units

**CLIN655: Special Issues in Counseling**

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

3 units

**CLIN680: Psychopharmacology**

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

4.5 units

**COUN600: Counseling Theory**

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

3 units

**COUN601: Professional Identity**

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

3 units

**COUN607: Capstone Project in Counseling**

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

3 units

**COUN630: Crisis and Trauma Counseling**

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

4.5 units

**COUN661: Career Development Theories and Techniques**

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

4.5 units

**MTHD600: Research and Program Evaluation**

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

4.5 units

**PRAC603: Practicum**

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

3 units

**PSYS605: Child and Adolescent Counseling**

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

3 units

**PSYS610: Lifespan Development**

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

4.5 units

## FACULTY

M.A. Counseling faculty bring strong backgrounds in family therapy, child/adolescent development, clinical practice, counseling, issues related to LGBTQIA populations, violence prevention and other disciplines that are the basis of practice for marriage and family therapists and clinical mental health counselors. Key themes of instruction are culture, family and community mental health, social justice, international education, multicultural competency, and evidenced based treatment. The following faculty members comprise a partial list of instructors who are committed to helping students become successful practitioners who have an impact on the human condition locally and globally.

### Core Faculty

#### **Tim Baima, Ph.D.**

Associate Professor and Clinical Training Director

Ph.D. in Marriage and Family Therapy

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

#### **Margaret Lamar, Ph.D.**

Assistant Professor

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

Areas of Emphasis: Research education, researcher development, ethics, professional identity

#### **Megan Speciale, Ph.D.**

Assistant Professor

Ph.D. in Counselor Education (CACREP)

Areas of Emphasis: Feminist and queer perspectives of counseling, issues related to LGBTQIA populations, sexuality counseling and education, community-based and participatory action research

#### **William Snow, Ph.D.**

Associate Professor and Director of M.A. Counseling, North America

Ph.D. in Social Welfare\*\*

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

## ASSOCIATED FACULTY

### **Ph.D. in Clinical Psychology**

**Areas of Emphasis: Attachment, somatic psychotherapy**

#### **Eduardo Bunge, Ph.D.**

Ph.D. in Clinical Psychology

Areas of Emphasis: Child & Adolescent Counseling, Cognitive Behavior Therapy

#### **Karen Roller, Ph.D., MFT**

### Core Faculty, Remote

#### **Aaron Henderson, M.A., Ph.D. Candidate**

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

Areas of Emphasis: Social justice, multicultural counseling

#### **Scott Hinkle, Ph.D.**

Ph.D. in Counseling Psychology and Human Systems

Areas of Emphasis: Marriage, child family counseling; diagnostic; research

#### **Jenny Ju, Ph.D.**

Ph.D. in Counseling (Candidate)

Areas of Emphasis: Couples therapy, family therapy, human development, multicultural counseling

#### **Sheri Pickover, Ph.D.**

Ph.D. in Counseling

Areas of Emphasis: Disenfranchised children, adults and families; attachment theory, human development

### Adjunct Faculty

#### **Glenn Callaghan, Ph.D.**

Ph.D. in Clinical Psychology

Area of Emphasis: Psychopharmacology

#### **Joyce Chu, Ph.D.**

Ph.D. in Clinical Psychology

Areas of Emphasis: Multi-cultural counseling, diversity

#### **Glen Drake, M.A., LMFT**

M.A. in Marriage and Family Therapy/Counseling, M.A. in Guidance and Counseling

Areas of Emphasis: Clinical Interviewing and Assessment

#### **Cynthia Fitzgerald, Ph.D.**

Ph.D., Applied and Behavioral Science and Higher Education Leadership

Areas of Emphasis: Child, Adolescent and Adult Development

**Sharon C. Graff, M.A., LMFT**

M.A. in Counseling Psychology

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

**Dee Marx-Kelly, M.A., LMFT**

M.A. in Counseling Psychology

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

**Tyler Kimbel, Ph.D.**

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

Areas of Emphasis: School counseling; counselor education; research and program evaluation

**James Mazzone, Ph.D.**

Ph.D. in Clinical Psychology

Areas of Emphasis: Substance abuse

**Janet Negley, Ph.D.**

Ph.D. in Clinical Psychology

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

**Jorge Wong, Ph.D.**

Ph.D. Clinical Psychology

Areas of Emphasis: Community and integrated behavioral health, ethnic minorities

**M.S. PSYCHOLOGY (PH.D. PREP)****PROGRAM OVERVIEW****General Program Description**

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

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

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

**Program Objectives**

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

**Online Format**

Online classes take place at regularly scheduled times via live videoconference. Courses also include chat rooms, videoconferences or conference calls. An online orientation for new students, held before classes begin, ensures that all students understand the basics of Palo Alto University's unique online format.

Palo Alto University has partnered with an educational technology company that hosts courses and course materials in a web-based learning management system. Classes may use PowerPoint® presentations accompanied by lecture notes or audio track of the instructor. Readings in PDF format and streaming audio or video downloads for all classes are available through the learning management system.



Real-time classes typically take place between 5 P.M. and 11 P.M. Pacific Time, Mondays through Thursdays. Every reasonable effort is made to schedule class meetings at times when students in all time zones can attend. If this is not possible, students can view classes after the fact because all lectures and discussions are recorded by the videoconference technology. Some portions of each course are completed on the student's own time, at their convenience.

### Online Teaching Methods

Palo Alto University uses a number of methods to accomplish the program's educational goals. Every class includes real-time interaction in a virtual classroom as well as materials that students read and complete on their own. Instructional techniques include:

- Weekly evening remote classes in a virtual classroom, where the instructor shares a screen with all students simultaneously and the class can talk in a conference call while viewing the same materials.
- Threaded discussion groups, where students discuss course materials with each other and the instructor.
- Chat rooms or conference calls hosted by the professor that provide a forum for questions and dialog.
- Audio and video conferencing.

### Program Duration

The M.S. in Psychology Ph.D. Prep program requires seven quarters of coursework over one year and nine months. Those accepted into Palo Alto University's Ph.D. program go straight into Ph.D. course work during summer quarter after completing this program.

Students have a maximum of five years to complete the program.

### Program Costs

For students beginning the program in the 2015-16 academic year, tuition costs are \$6,250 per quarter, plus a fee of \$400. During the first summer, students are only charged fees. Therefore, total program cost is \$40,300, plus books, supplies, proctoring, and travel to Palo Alto University for the one-week Clinical Interviewing course during the first Summer of the two-year program.

Based on PAU's recently adopted tuition stabilization plan, once students start the program their tuition and fees remain the same.

### Program Director

Dr. Denise Daniels is the Director of Master's Programs. She has been at PAU since 2012. Prior to coming to PAU, Dr. Daniels' career spanned both online and blended education in the fields of developmental psychology, business psychology, personality psychology, educational psychology, and behavioral health. Dr. Daniels holds a bachelor's degree in psychology from the University of California at Berkeley; her M.A. and Ph.D. in psychology are from the University of Colorado at Boulder.

Following the completion of her doctorate, she conducted four years of postdoctoral research on personality development, risk, and resistance factors in the development of chronic illness at the Department of Psychiatry and Behavioral Sciences at the Stanford University Medical Center. Dr. Daniels then transi-

tioned from academia to applied psychology and online learning. Her career has included organizational and business psychology, management and leadership training, and process improvement programs for Oracle Corporation; developing a higher education distance-learning platform for Kaplan University; developing an online medical informatics application to educate primary care physicians in the management of chronic pain within the VA Healthcare System; as well as serving on the ground-floor team at [www.Education.com](http://www.Education.com), the "WebMD" of education and child development.

### Where to Get More Information

For additional information, visit the Master's Program website or contact the Master's Program admissions staff by phone or email.

[www.paloaltou.edu/Masters](http://www.paloaltou.edu/Masters)  
(650) 417-2034  
[mastersadmissions@paloaltou.edu](mailto:mastersadmissions@paloaltou.edu)

## ADMISSIONS

### Admission Requirements

Applicants must hold a bachelor's degree from an accredited institution and have a recommended GPA of 3.3 (on a 4.0 scale). If the undergraduate major was not psychology, four courses are required prerequisites for the M.S. in Psychology Ph.D. Prep program:

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

To discuss obtaining a waiver of this requirement, contact Dr. Denise Daniels, [ddaniels@paloaltou.edu](mailto:ddaniels@paloaltou.edu).

GRE scores are not required for admission to the Master's degree program. However, students who wish to be considered for transfer to the Palo Alto University Ph.D. program must submit GRE scores at the time of application to the Ph.D. program. PAU Ph.D. students' GRE scores average 310.

English is the language of instruction for Palo Alto University Master's degree programs, and proficiency in English is expected. TOEFL scores may be required from students whose first language is not English.

### Prerequisite Courses

Students need not have a psychology Bachelor's degree to enter this program. However, they must complete four prerequisite bachelor's level classes. Each is a prerequisite for a specific M.S. Psychology Ph.D. Prep program class.

#### Prerequisite

Developmental Psychology

Abnormal or Personality Psychology  
Physiological Psychology  
Statistics

#### M.S. Psychology Class

PSYS501 Child and Adolescent  
Development

ASMT500 Psychopathology I  
PSYS505 Biological Basis of Behavior  
STAT500 Statistics I



It is suggested that students complete all four prerequisites before beginning the Master's program. They must complete each prerequisite class before they can enroll in its corresponding M.S. Psychology Ph.D. Prep program class. Documenting that the prerequisites have been fulfilled is the responsibility of the student.

Students can request a waiver or partial waiver of prerequisites by submitting a detailed description of the basis for their request to the Program Director. A waiver request must be submitted and approved before registering for the corresponding PAU course.

### **Application Deadlines**

This program begins in fall quarter only. Classes typically begin after Labor Day weekend in September. Application deadlines are as follows:

- **June 30:** Priority Deadline for admissions and early acceptance eligibility. Applicants will be notified of acceptance by July 15 and receive priority enrollment for available slots.
- **July 31:** Final Deadline
- **August 31:** Rolling Admissions on a space-available basis

Applicants are strongly encouraged to submit applications well in advance of deadlines and allow plenty of time for transcripts and letters of recommendation to arrive at Palo Alto University.

### **Document Submission Addresses**

The student's full legal name, mailing address and email address should be included on all supporting documents. Electronic submissions are preferred when possible.

Paper documents should be mailed to:

Palo Alto University  
Office of Admissions  
1791 Arastradero Road  
Palo Alto, CA 94304

PDF, Microsoft Word® or other e-documents may be emailed to the Palo Alto University Office of Admissions:  
admissions@paloaltou.edu.

### **Application Checklist**

#### **Online Application**

Applicants must complete the online application for the M.S. Psychology (Ph.D. Prep) program.

#### **Application Fee**

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

### **Official Transcripts**

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

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

Official transcripts should be mailed by the issuing institution directly to the address given above.

### **Resume or Curriculum Vitae**

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

### **Letters of Recommendation**

Three letters of recommendation from academic or professional references should be mailed by the recommenders directly to the PAU admissions office at the address above. Each recommender must complete the Graduate Admissions Recommendation Form and include it with their personal letter. This form is necessary for processing the application and must be returned with each letter of recommendation.

### **Statement of Purpose**

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

### **Points to cover:**

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

### **Interview**

After applications are received or in progress, applicants will be scheduled for a 60-minute Skype interview with the Program Director or Associate Program Director.

### **Acceptance and Enrollment**

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

### Transferring Units In

Students can transfer up to five units of prior graduate work. Coursework cannot be more than five years old. Transfer coursework is evaluated on a case-by-case basis. The student must submit a course description and supporting documentation (e.g. a comprehensive syllabus) for each transfer course. A Palo Alto University faculty member then reviews the documentation, and either accepts or rejects the course for transfer credit.

### Financial Aid

Students who wish to secure financial aid after being accepted into the program, should begin that process as soon as possible after being accepted into the program by completing the FAFSA. Once the FAFSA is complete, the PAU Financial Aid office will send the student a PAU financial aid application. Students must have a minimum of 6 units per quarter to qualify for financial aid.

### Fellowships

Palo Alto University does not offer fellowships for this program.

### Computer Requirement

Students need access to a computer with a Web connection to be successful in this program. PAU strongly recommends that students have a powerful computer with a DSL or cable modem connection, in addition to a headset and microphone to join real-time audio discussions. Students can get by with dial-up modems, but it will slow them down a great deal as there is a lot of information to download over the course of the program.

### Who to Call with Admissions Questions

Application questions. Contact the Master's Programs Admissions Office at (650) 417-2034.

Financial aid questions. Contact a Financial Aid counselor, [financialaid@paloalto.edu](mailto:financialaid@paloalto.edu).

Master's program questions. Visit the masters website, [www.paloalto.edu/masters](http://www.paloalto.edu/masters), or call the Master's program admissions office at (650) 417-2034 or [mastersadmissions@paloalto.edu](mailto:mastersadmissions@paloalto.edu).

## ACADEMIC REQUIREMENTS

### Coursework

Students must successfully complete the following course sequences:

Sequence	Classes	Units
Research (12 units)	MTHD509 Research Methods and Statistics I	4
	STAT510 Research Methods and Statistics II	4
	STAT511 Research Methods and Statistics III	4
Psychopathology (6 units)	ASMT501 Psychopathology I	3
	ASMT502 Psychopathology II	3
Clinical Foundations (7 units)	CLIN500 Ethics in Clinical Psychology	3
	CLIN501 Professional Standards I	1
	CLIN506 Clinical Interviewing	3
Psychological Science (21 units)	PSYS500 History and Systems	3
	PSYS501 Child and Adolescent Development	1.5
	PSYS502 Cognitive Bases of Behavior	2.5
	PSYS504 Affective Bases of Behavior	2.5
	PSYS505 Biological Bases of Behavior	2.5
	PSYS507 Adult Development and Aging	1.5
	PSYS509 Psychopharmacology	2.5
	PSYS511 Social and Personality Psychology	5

See the Curriculum section for scheduling.

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

### Grades

Students must complete all seven quarters of the program, maintaining a minimum GPA of 3.3 with:

- No failing grades
- No more than one B-minus
- No more than one incomplete

### Comprehensive Exams

Students must pass a clinical foundations competency exam and research comprehensive exam.

### Good Academic Standing

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-minus in a given quarter is expected to meet with his or her advisor to discuss and attempt to resolve any academic difficulties. Two grades of B-minus or below in any quarter mandate a compulsory review by the Master's Student Evaluation Committee. A grade of "F" in two courses is grounds for dismissal from the program. Students demonstrating academic difficulty will be referred to the Master's Student

Evaluation Committee for review. Students are independently responsible for monitoring any incomplete grades and satisfying course requirements prior to the close of the subsequent quarter.

Students are expected to maintain the highest professional and ethical standards of conduct in their activities associated with the school and to abide by Palo Alto University's student handbook and policies. Any student who commits, aids, or attempts to commit "academic misconduct" shall be subject to disciplinary action.

Students who fail a class are put on academic probation, a process that occurs for all students at PAU when they do not pass a class. The normal remedy for an isolated failure is to retake the class the next time it is offered. Should this occur, students should be aware that they will need to pay again to retake the class and that, during the quarter when they retake the class, they may not have sufficient credits to qualify for financial aid. In that case, the student would have to pay out of pocket for retaking the class.

The PAU Master of Science Committee (MSC) meets quarterly, approximately two weeks after grades are submitted, to review the progress of all students in the program. Their goal is to identify and provide guidance to any students who may be encountering problems.

## **ADVISING SERVICES**

### **Advisors**

All students in the M.S. in Psychology Ph.D. Prep program are assigned an academic advisor upon entry into the program. The primary role of the advisor is to assist with academic planning and to provide guidance on any personal or interpersonal issues that may arise.

At the beginning of the program, all students attend an orientation via web conference to ensure that everyone starts out on the same page with respect to academic expectations, online learning formats, available services, where to turn when needing assistance, etc.

Throughout the program, students also have quarterly meetings to ensure that all their needs are being addressed. Students are strongly encouraged to be proactive and contact their advisor as soon as they have questions or if any difficulties arise.

### **Student Assistant Advisor**

A student advisor is available for help, support and proctoring. The student advisor is a Ph.D. student who has successfully completed the M.S. Psychology program online.

### **Academic Resources and Administrative Support**

Whether enrolled in an on-campus or online program, all students are members of the PAU community and have access to the full range of student services, including the Palo Alto University Research Library, the Office of Student Services, the Office of Financial Aid, and many diverse Student Organizations.

## **CONTINUING IN THE PH.D. PROGRAM**

### **Applying to the PAU Ph.D. Program**

Students who wish to continue to the Palo Alto University Ph.D. program do not complete another application. Interest in and qualification for the Ph.D. program are discussed with the program director and advisors during the first year of studies. Students interested in continuing on to the doctoral program must submit GRE scores.

### **Acceptance into the Ph.D. program**

Qualified M.S. Psychology students receive conditional PAU Ph.D. program acceptance letters in the Fall of Year 2, after attending the one-week clinical interviewing course on campus. Acceptance is conditional based on grades in their second year of course work and passing competency exams.

Students complete Master's coursework by the end of spring quarter and are then notified when to take their competency exams.

### **Transitioning into the Ph.D. program**

Those continuing on to the Ph.D. program, an on-campus program, need to relocate to the Palo Alto area. They begin Ph.D. coursework during the summer quarter, completing two online courses that are prerequisites for clinical work in the Ph.D. program: Psychometric Theory (5 units) and Introduction to Psychotherapy (3 units).

M.S. Psychology students accepted into the Ph.D. program are expected to start their clinical work during fall quarter of the first year of their Ph.D. program. By that time, they must have completed the two summer courses listed above and also pass the clinical foundations competency exam, which is typically given in late August.

### **Awarding of the M.S. Degree**

There are three scenarios for students who complete the M.S. Psychology Ph.D. Prep program:

- Continuing to the PAU or other Ph.D. Program. Students who are offered and accept admission to the PAU Ph.D. program begin Ph.D. studies during summer quarter after completing their Master's coursework. They are not awarded the M.S. in Psychology at that time. After two years in the Ph.D. program, students qualify for the M.S. in Clinical Psychology, which supersedes the M.S. in Psychology, so PAU does not award the M.S. in Psychology to students who enter the Ph.D. program.
- Students may also choose to complete their Ph.D. at another institution.
- Receiving a Master of Science in Psychology Degree. Students who successfully complete all required course work and choose to stop there, or who are unable to pass the research comprehensive exam, are awarded the M.S. in Psychology degree.
- Leaving the Ph.D. Prep Program. Students who cannot complete Ph.D.-oriented course work may transfer to another Palo Alto University Master's program or leave prior to the end of the first two years.

## Curriculum

The following schedule is for the 2015-16 academic year.

Year 1	Fall Quarter	Instructor	Units
PSYS500	History and Systems	Wagner	3
PSYS501	Child and Adolescent Development	Patel	1.5
PSYS507	Adult Development and Aging	Gomez	1.5
Year 1	Winter Quarter		
PSYS502	Cognitive Bases of Behavior	Rosito	2.5
PSYS504	Affective Bases of Behavior	Bloch	2.5
ASMT500	Psychopathology and Psychodiagnosis I	Balsam	3
Year 1	Spring Quarter		
CLIN500	Ethics in Clinical Psychology	Packman	3
CLIN501	Professional Standards I	Gomez	1
ASMT501	Psychopathology and Psychodiagnosis II	Bunge	3
Year 1	Summer Quarter (One-week onsite in Palo Alto, CA)		
CLIN515	Clinical Interviewing	Barrera	3
Year 2	Fall Quarter		
PSYS505	Neuropsychology	Tan	2.5
MTHD509	Research Methods and Statistics	Gomez	4
Year 2	Winter Quarter		
PSYS509	Psychopharmacology	Callaghan	2.5
STAT510	Research Methods and Statistics II	Gomez	4
Year 2	Spring Quarter		
PSYS511	Social and Personality Psychology	Capuzzo	5
STAT511	Research Methods and Statistics III	Gomez	4

## Course Descriptions

### ASMT500: Psychopathology and Psychodiagnosis I

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

3 units

### ASMT501: Psychopathology and Psychodiagnosis II

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

3 units

### CLIN500: Ethics in Clinical Psychology

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

3 units

### CLIN501: Professional Standards I: Identity, Discipline, Culture

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

1 unit

### CLIN508: Introduction to Psychotherapy

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

3 units

### CLIN515: Clinical Interviewing

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

3 units

### MTHD509: Research Methods and Statistics I

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

4 units



### **PSYS500: History and Systems**

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

3 units

### **PSYS501: Child and Adolescent Development**

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

1.5 units

### **PSYS502: Cognitive Bases of Behavior**

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

2.5 units

### **PSYS504: Affective Bases of Behavior**

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

2.5 units

### **PSYS505: Neuropsychology**

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

2.5 units

### **STAT507: Statistics II: Lecture**

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

2.5 units

### **STAT511: Research Methods and Statistics III**

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

4 units

## **FACULTY**

M.S. Psychology professors draw from their academic work and professional experience to prepare students for doctoral studies in clinical psychology or related fields. Nearly half are full-time PAU faculty who also teach in the doctoral programs. They typically teach the same courses in this online program as they do on campus.

The following individuals represent faculty for the program. This is a partial list of the professors students will work with. Each name below is linked to the faculty member's bio.

### **Kimberly Balsam, Ph.D.**

Associate Professor, Co-Director of the Center for LGBTQ Evidence-Based Applied Research (CLEAR), and the Co-Director of the LGBTQ Emphasis Area Areas of Emphasis: LGBT psychology, same-sex and heterosexual couples

### **Lian Bloch, Ph.D.**

Assistant Professor

Areas of Emphasis: emotion, emotion regulation

### **Eduardo Bunge, Ph.D.**

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

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

### **Rowena Gomez, Ph.D.**

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

Areas of Emphasis: aging, neuropsychology, depression

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

Professor and Director, Joint J.D.-Ph.D. Program in Psychology and Law; Chair, Institutional Review Board; Research Group Advisor, Pediatric Psychology Research Group; Advisor, Psychology and Law

Areas of Emphasis: pediatric psychology; chronic illness; bereavement; psychology and law

## ASSOCIATED FACULTY

### **Glenn M. Callaghan, Ph.D.**

Adjunct Professor

Interest: psychopharmacology

### **Kristen Capuozzo, J.D. Ph.D.**

Adjunct Professor

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

### **Olga Rosito, Ph.D.**

Associated Faculty

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

### **Simon Tan, Ph.D.**

Associated Faculty

Areas of Emphasis: neuropsychology, cognitive and personality assessment

### **Naomi Wagner, Ph.D.**

Associated Faculty

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



## DOCTORAL PROGRAMS





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

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

### Application and Admission Process and Requirements

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

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

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

### Interview

Each successful applicant is reviewed and interviewed independently by a minimum of two faculty members during the Ph.D. program interview weekends. The goal of the Ph.D. program interview weekend is to ensure a good fit between the applicant and the program.

### Grade Point Average

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

### Course Prerequisites

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

### Ph.D. Program - Entry Level Types

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

#### Bachelor's Level Entry:

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

#### Advanced Standing Entry:

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

#### "Crossovers" from Other Fields:

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

#### Respecialization Entry:

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

#### Non-Matriculating Students:

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

Non-matriculated students may register for up to three quarters of course work; extensions beyond three quarters may be granted in some instances by the Admission's Office. For example, if a person has a Ph.D. in psychology and

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

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

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

## **POLICIES AND CRITERIA FOR TRANSFER OF CREDIT**

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

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

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

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

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

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

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

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

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

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

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

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

## **Tuition**

Tuition for the basic program is charged at the full-time rate of for the first three years of the program. There is no part-time tuition. For current information about tuition and fees, visit [http://www.paloaltou.edu/sites/paloalto.edcms.net/files/tuition\\_and\\_fees\\_fy15-16\\_final\\_to\\_be\\_published\\_on\\_website\\_v2.pdf](http://www.paloaltou.edu/sites/paloalto.edcms.net/files/tuition_and_fees_fy15-16_final_to_be_published_on_website_v2.pdf) Students pay 100% of the full-time tuition rate each year during years one through three no matter how many units they choose to take, up to an annual cap of 50, 42, 36 core academic units in the first, second, and third years respectively. Advanced sequences and additional courses taken during the fourth and/or fifth year will be charged on a per unit basis.

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

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

Payment of the equivalent of four full-time tuition years for the basic five year program ensures that a reasonable proportion of the school's expenses for providing a high quality education are met from tuition income, particularly the expense of small classes and the need for individual attention in clinical supervision, research groups and during the dissertation phase. These expenses remain constant even if a student accelerates in the first three years and satis-

fies degree requirements in less than the suggested five years. In such cases, a student can receive the degree early, but will pay full-time tuition, ensuring that PAU is compensated for the full residency period. Advanced course work and any units above the annual cap above the three-year cap of 130 core academic units will be billed on a per unit basis. Students must get the approval of both their advisor and the Chief Academic Officer to take more than the annual cap in a year and will be eligible for classes above normal load on a "space available" basis only.

### **Ph.D. Program Training Model**

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

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

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

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

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

Through this practitioner-scientist model, the Ph.D. program has 5 major training goals:

*GOAL 1:* To produce students and graduates who are critically reflective and informed consumers and producers of psychological knowledge and associated clinical sciences.

*GOAL 2:* To produce clinicians with the requisite clinical knowledge, skills, and attitudes to successfully practice as entry Ph.D.-level clinical psychologists in a variety of clinical settings and with a variety of clinical problems.

*GOAL 3:* To produce researchers with the requisite scientific knowledge, skills, and attitudes to both consume and generate research.

*GOAL 4:* To produce culturally competent clinical psychologists;

*GOAL 5:* To produce clinical psychologists whose conduct exemplifies the excellence in professionalism and ethics.

### **METHODS OF PH.D. TRAINING**

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

#### **Didactic Training**

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

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



## Direct Clinical and Research Experience

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

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

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

## The Gronowski Center

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

## Role Models

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

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

## PH.D. PROGRAM FACULTY

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

## FULL TIME/CORE FACULTY



**Kimberly Balsam, Ph.D.**  
**CO-DIRECTOR OF THE CENTER FOR LGBTQ EVIDENCE-BASED APPLIED RESEARCH (CLEAR)**

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

Dr. Balsam's research and scholarship to date has focused on a) disparities in mental health and health-related behaviors between LGBT and heterosexual populations, b) trauma, victimization, and minority stress as potential explanations for these health disparities, and c) interpersonal, social, and legal factors

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



#### **Alinne Z. Barrera, Ph.D.**

Alinne Barrera, Ph.D. is an Associate Professor and Associate Director of Clinical Training. She is a bilingual (Spanish/English) licensed clinical psychologist with a specialty in working with immigrant, Spanish-speaking individuals with mood disorders. Her research focuses on designing and testing depression programs for underserved populations. Her most recent work is a prevention of postpartum depression Web-based randomized trial. Dr. Barrera earned her undergraduate degree at the University of California, Berkeley and received her Ph.D. in clinical psychology from the University of Colorado, Boulder. She completed her predoctoral and postdoctoral training at the University of California, San Francisco and at San Francisco General Hospital.



#### **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 Ph.D. program at the Pacific Graduate School for Psychology and fifty percent time to the Psy.D. program at the Stanford Medical Behavioral Science Center. For the last seven years Dr.

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

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



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

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



#### **Lisa Brown, Ph.D.**

##### **DIRECTOR, TRAUMA EMPHASIS AREA**

Dr. Brown's clinical and research focus is on aging, health, vulnerable populations, disasters, and long-term care. Since 2004, Dr. Brown has studied the short- and long-term psychosocial reactions and consequences of natural and human-caused disasters. Her research has been funded by the National

Institute of Aging, the Centers for Disease Control and Prevention, Department of Veterans Affairs Health Services Research and Development Service, and the Agency for Healthcare Administration. She has won several awards for her research including a Mental Health Services Research Investigator Award from the National Institute of Mental Health and a Blue Ribbon Award for Excellence in Scientific Presentation from the American Psychological Association. She was the recipient of a University of South Florida Teaching Award sponsored by the University of South Florida Ambassadors and Alumni Association.



#### **Eduardo Bunge, Ph.D.**

Dr. Eduardo Bunge received his Ph.D. in Psychology from Palermo University in Buenos Aires, Argentina. His current research interests include psychotherapeutic approaches for children and adolescents with internalizing disorders. Specifically, how to make psychotherapeutic approaches friendlier for children and adolescents, how to increase their efficacy, and how to make them more accessible to everyone through automated help.





**Grace Chen, Ph.D.**  
**PRACTICUM COORDINATOR**

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



**Joyce P. Chu, Ph.D.**  
**DIRECTOR, CENTER FOR EXCELLENCE IN DIVERSITY**  
**DIRECTOR, DIVERSITY AND COMMUNITY MENTAL HEALTH**  
**AREA OF EMPHASIS**

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

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



**Matthew Cordova, Ph.D.**

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

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



**Luli Emmons, Ph.D.**  
**VICE PRESIDENT FOR PROFESSIONAL ADVISING AND**  
**DEVELOPMENT PROFESSOR**

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

**Amanda Fanniff, Ph.D.**

Dr. Fanniff received her Ph.D. in clinical psychology from the University of Arizona, with a subspecialization in psychology, policy, and law. She completed her clinical internship at Western Psychiatric Institute and Clinic at the University of Pittsburgh Medical Center. She also completed a post-doctoral fellowship in the Department of Mental Health Law and Policy at the

University of South Florida. Her research primarily focuses on developmental considerations in the assessment and treatment of juvenile offenders, with an emphasis on two specialized populations. One line of her research focuses on juveniles adjudicated for sexual offenses, including the study of developmentally appropriate assessment and the identification of clinically-relevant subtypes of offenders. Dr. Fanniff's second main line of research involves investigating the impact of normal development on juvenile defendants' abilities to understand and participate in the legal process. Her research has been supported by the American Psychology-Law Society and the American Academy of Forensic Psychology.

**Robert D. Friedberg, Ph.D.****ABPP DIRECTOR, CHILD AND FAMILY AREA OF EMPHASIS**

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

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

**Peter Goldblum, Ph.D.****MPH DIRECTOR, CLEAR AND LGBTQ AREA PROGRAMS**

Peter Goldblum received his Ph.D. from the Palo Alto University and his MPH from UC, Berkeley School of Public Health. He has completed psychology and public health internships at UCSF, Alameda County Mental Health, and the Pacific Center of Human Growth. He is a pioneer in the development of com-

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

**Rowena Gomez, Ph.D.****DIRECTOR OF CLINICAL TRAINING (PH.D. PROGRAM)**

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

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

**Janice Habarth, Ph.D.**

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

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

**Amie Haas, Ph.D.**

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

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

**Yan Leykin, Ph.D.**

Yan Leykin completed his undergraduate training in Psychology at the University of California at Berkeley, and earned an MA and a Ph.D. in Clinical Psychology at the University of Pennsylvania. He completed the clinical internship at the VA Palo Alto Health Care System. His postdoctoral training was at the University of California, San Francisco, where he stayed on as Assistant Professor in the Department of Psychiatry. His research program aims to improve the lives of individuals with major depression, by pursuing two parallel lines of work: 1). studying the decisions and decision-making processes of depressed individuals, to better understand and improve individuals' everyday choices as well as decisions regarding treatment; and 2). developing and optimizing technology-based resources for individuals with depression, such as online screening tools and interventions.

**Rayna Macher, Ph.D.****DIRECTOR, NEUROPSYCHOLOGY EMPHASIS AREA**

Dr. Rayna Macher conducts research in neuropsychology and clinical assessment. Past research has focused on factors that can impact the legitimacy of clinical neuropsychological assessment, such as the examinee's motivation to perform well. Dr. Macher's research has identified motivational statements that can enhance cognitive performance in chronic marijuana users.

She has also studied examiner expectancy effects, identifying that most people can guess, at levels significantly greater than chance, whether a photograph is of a cannabis user or a non-user, simply based on appearance. Her research has also focused on techniques for evaluating and enhancing the validity of neuropsychological assessment. One study examines the impact of distractions during neuropsychological assessment on cognitive performance in participants with executive dysfunction. She believes that patients who self-report many problems with executive functioning may actually do well on neuropsychological assessment, because the examiner acts as the patient's "frontal lobes" and organizes information, explains instructions, and minimizes distractions for the patient. These patients may suffer impairments that are "missed" by neuropsychological assessment, and more ecologically-valid tests could be used to identify the deficits and bring them to light. She is seeking to validate this hypothesis with empirical research. As Dr. Macher is interested in all factors contributing to neuropsychological assessment, she is open to exploring diverse research ideas with students in her research group.



**Sandra Macias, Ph.D.**  
**DIRECTOR, THE GRONOWSKI CENTER**

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

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



**Ricardo F. Muñoz, Ph.D.**  
**DISTINGUISHED PROFESSOR**  
**FOUNDING DIRECTOR OF THE INSTITUTE FOR**  
**INTERNATIONAL INTERNET INTERVENTIONS FOR HEALTH**

Ricardo F. Muñoz, Ph.D. immigrated from Perú to the Mission District, the Latino barrio in San Francisco, at age 10. He completed his undergraduate work in psychology at Stanford where he did his senior honors thesis under the direction of Albert Bandura, and his doctorate in clinical psychology at the University of Oregon in Eugene under the direction of Peter Lewinsohn. Muñoz has been Professor of Psychology in the Department of Psychiatry at the University of California, San Francisco (UCSF) for the last 35 years (since 1977), based at San Francisco General Hospital (SFGH). In 1985, he founded the SFGH Depression Clinic. He became Chief Psychologist at SFGH in 1986, and Director of the UCSF Clinical Psychology Training Program in 1992.

His research focuses on the development of cognitive-behavioral prevention and treatment interventions for depression and applications of these methods to help people stop smoking. He founded the UCSF/SFGH Latino Mental Health Research Program (LMHRP) in 1992 (<http://medschool.ucsf.edu/latino/>), to develop and test prevention and treatment manuals in Spanish and English for low-income, diverse populations. These can be downloaded at no charge by anyone in the world from the LMHRP Website. He was the P.I. on the first randomized controlled trial designed to prevent major depression in the early 1980s. He has served on both Institute of Medicine committees which produced major reports on prevention of mental disorders in 1994 and 2009. His latest article in the area of prevention of depression, titled "Major Depression Can Be Prevented," was published in the May/June 2012 issue of the American Psychologist. He has also published Annual Review of Clinical Psychology articles on prevention of depression (2010) and on behavioral activation (2011). He

began work on international smoking cessation randomized trials via the Internet in 1998, and founded the UCSF/SFGH Internet World Health Research Center in 2004 ([www.health.ucsf.edu](http://www.health.ucsf.edu)).

Muñoz joins Palo Alto University September 2012, as Distinguished Professor of Clinical Psychology and founding Director of the Institute for International Internet Interventions for Health. The mission of the Institute is 1) to develop and test evidence-based eHealth and mHealth interventions in multiple languages for people worldwide, 2) to facilitate the use of these interventions by health care providers as a way to extend health care for all, and 3) to contribute to making health care a universal human right. As part of his move to PAU, Muñoz has been appointed Adjunct Clinical Professor at Stanford University. He has also transitioned to Professor Emeritus at UCSF and plans to help develop clinical and research training opportunities for PAU students at San Francisco General Hospital.



**Wendy Packman, J.D., Ph.D.**  
**DIRECTOR, JOINT J.D. - PH.D. PROGRAM IN PSYCHOLOGY**  
**AND LAW**

Dr. Wendy Packman is a Professor of Psychology, Palo Alto University (PAU) and holds clinical appointments at the University of California San Francisco (UCSF) and Stanford University. She is the Director of the Joint J.D. - Ph.D. Program in Psychology and Law at PAU and Golden Gate University Law School. She is admitted to the State Bar of California and is a licensed psychologist in California.

Dr. Packman received her clinical training at Boston Children's Hospital and the Judge Baker Children's Center, and the Division of Behavioral and Developmental Pediatrics, UCSF. Dr. Packman's research interests and publications include studies of the psychological effects of bone marrow transplant on donor and non-donor siblings, psychological interventions for siblings of cancer patients, bereavement and the impact of a child's death on parents and siblings, and psychological issues faced by children and young adults with inborn errors of metabolism. In the area of psychology and the law, her research interests include ethical and legal issues in child and pediatric psychology; and risk management with suicidal patients and malpractice.



**Sita Patel, Ph.D.**

Dr. Sita Patel received her B.A. from Vassar College and her Ph.D. from the University of California, Berkeley. She completed her predoctoral internship at Columbia College of Physicians and Surgeons, and her postdoctoral training at the University of California, San Francisco. Prior to joining the PGSP faculty, Dr. Patel was an Adjunct Instructor at New York University, University of San Francisco, and UC Berkeley, teaching courses on Educational, Abnormal, and Cultural Psychology. Dr. Patel was awarded an American Psychological Foundation Graduate Research Award in 2008, and a UC Berkeley Dissertation Award in 2006.

Clinically, Dr. Patel's experience includes cognitive behavioral therapies for adolescents, adults, and families from diverse cultural backgrounds. Areas of specialty include treatment for anxiety and depression related to acculturation, and Dialectical Behavior Therapy with individuals suffering from a range of psychopathology.

Dr. Patel's research focuses on immigrant mental health, including acculturative stress, psychological adjustment, and access to treatment for mental illness among immigrant and minority populations. Her current projects include: a qualitative analysis of interviews with adolescent immigrants from over 40 countries of origin; the qualitative component of a large multi-site study of policy related to non-English speakers' access and care; and a community-based participatory evaluation of cultural competency within a California county clinic.

Dr. Patel is originally from San Francisco, lived in New York for 10 years, and has worked as a community psychologist in Cape Town, South Africa.

**Robert L. Russell, Ph.D.**

Dr. Russell received M.A. degrees in psychology (Duquesne University) and linguistics (University of North Carolina, Chapel Hill) before receiving his doctorate in clinical psychology at Clark University. He completed his internship at Judge Baker Guidance Center with an appointment at Harvard University. Prior to assuming the DCT at PAU, Dr. Russell held appointments as Professor of Pediatrics at the Medical College of Wisconsin, where he was also the Director of Research within the Child Development Center. He has also held appointments at the University of Kentucky, New School for Social Research, and Loyola University Chicago. His main emphases in research include developmental psychopathology, child and adolescent communication disorders, processes of change in psychosocial treatments, and narrative psychology. He is particularly interested in how social communication competence affects adjustment across childhood/adolescence and how language processes in psychotherapy can lead to positive clinical outcomes.

In terms of clinical practice, Dr. Russell has held a small private practice for over 20 years focusing on children/adolescents with learning and psychiatric disorders. He has also focused on children/adolescents in the arts (theater, film, plastic arts) with adjustment difficulties.

Dr. Russell is originally from San Francisco, lived in New York for 10 years, and has worked as a community psychologist in Cape Town, South Africa.

**Tilman Schulte, Ph.D.**

Dr. Tilman Schulte received his Ph.D. in Psychology from Otto-von-Guericke University Magdeburg, Germany. His research commitment is to advance a mechanistic understanding of brain function and structure in healthy aging and clinical populations using multimodal neuroimaging techniques (functional magnetic resonance imaging, fMRI; conventional MRI, diffusion tensor imaging, DTI). Specifically, his research interests within the field of clinical neuroscience include cognition and emotion in normal aging over the lifespan and in patients with psychiatric or neurological (brain) disorders, e.g., alcohol use disorder (AUD).

**Nicole Shiloff, Ph.D.**

Dr. Nicole Shiloff is a licensed clinical psychologist who earned her M.S. and Ph.D. degrees from the University of Miami. She received her pre-doctoral training at the University of California at San Diego and completed her post-doctoral fellowship at Stanford University Medical Center where she specialized in the cognitive-behavioral-based treatment of anxiety disorders and eating disorders. After completing her fellowship in 2005, she became a clinical supervisor at the Gronowski Center and has supervised students since that time. Previously the Director of their Shyness Clinic, she is currently the Assistant Director of The Gronowski Center. She maintains a part-time private practice where she sees children, teens and adults with a range of anxiety disorders including social anxiety, OCD, GAD and specific phobias.

**Alvin Thomas, Ph.D.**

Dr. Alvin Thomas is a clinical psychologist whose work focuses on the risk and protective factors for African American boys who are situated in conditions that imperil them toward negative outcomes. This is closely related to his overall interest in ethnic identity, father-son relationships, and mental health in men and boys. His current work explores training gaps in diversity training specifically related to father (nonresident) involvement in service provision to their children. His work has clinical and primary intervention implications - focusing on the resilience of African American boys as well as their family unit in the face of under-resourced neighborhood context.

Dr. Alvin Thomas completed his undergraduate education at Morehouse College with a semester exchange at St. John's University in Minnesota where he conducted research on male identity construction in the Caribbean. Upon graduation from Morehouse College he co-directed an undergraduate research team to India and Nepal to work among Buddhist monks around the Dalai Lama's monastery. Dr. Thomas received his Ph.D. in Clinical Psychology at the University of Michigan, Ann Arbor. He completed his postdoctoral fellowship at University of Michigan's Department of Psychiatry in the Child and Adolescent Outpatient Unit.

Dr. Thomas is originally from the Caribbean island of Saint Lucia where he conducted a brief intervention study that addressed aggression and emotion coping among youth in a state run detention center.

**Teceta Tormala, Ph.D.**

Dr. Teceta Tormala is a social psychologist whose experimental work has focused on the causes and consequences of the perception of prejudice by low- and high-status group members, and on racial and ethnic identity processes among Black immigrants.

Dr. Tormala earned her undergraduate degree at Duke University, and received her Ph.D. in social psychology from Stanford University. She completed an NSF-funded postdoctoral fellowship at The Graduate Center, City University of New York. Prior to joining the faculty at Palo Alto University, Dr. Tormala was a lecturer at Stanford University, and a visiting assistant professor at Indiana University.

**Lynn Waelde, Ph.D.****DIRECTOR, MEDITATION AND PSYCHOLOGY EMPHASIS AREA**

Dr. Waelde's current research addresses two areas: 1) the structure and correlates of stress disorders and 2) the empirical validation of Inner Resources™, a psychotherapeutic meditation intervention that she developed. Inner Resources™ is currently being tested in a series of randomized, controlled clinical trials in collaboration with colleagues at Stanford University School of Medicine, the New Orleans VA Medical Center, and other institutions.

Dr. Waelde has more than 70 publications, conference presentations, and invited talks. She has reviewed for numerous scientific journals and served on the Editorial Board of the Journal of Traumatic Stress, where she is currently a content and statistical reviewer.

Dr. Waelde's clinical interests focus on addressing the stress component in medical, anxiety and mood disorders. She is the founder and Director of the Inner Resources Center [link to <http://www.mentalhealthclinic.org/html/bipr-inner-res.htm>] of the Kurt and Barbara Gronowski Psychology Clinic. The Center conducts psychoeducational programs, clinical interventions, professional training, and research concerning the applications of mind-body therapies, especially meditation, for mental, emotional, physical, and spiritual well-being.

Dr. Waelde has a bachelor's degree in psychology and a master's degree in anthropology from Louisiana State University. She received her doctorate in Developmental Child Clinical Psychology from the University of Colorado at Boulder. She completed her predoctoral internship at the VA Medical Center in New Orleans, where she completed training as a PTSD specialist.

**Christopher Weaver, Ph.D.****DIRECTOR, FORENSIC PROGRAM**

Dr. Christopher Weaver is an Associate Professor at Palo Alto University, and Director of PAU's Forensic Psychology Program. Dr. Weaver received his Ph.D. in Clinical Psychology from the University of Louisville, and has held research and clinical positions (pre- and postdoctoral) at UC-San Francisco and Stanford University. He has published in the areas of psychopathy and violence risk assessment, and more recently in the areas of substance abuse and psychological trauma. His publications also include co-authored books in law & mental health and psychopathology. Dr. Weaver's current research focuses on the role that trauma and substance use play in criminal offending, the assessment of dissimulation in PTSD assessment. He is also conducting a funded training and research program designed to increase police officer effectiveness in working with people with mental illness.

**Robert Wickham, Ph.D.**

Dr. Wickham received his Ph.D. in social psychology from the University of Houston, with a minor in quantitative methods. He completed a post-doctoral fellowship at the Texas Institute for Measurement, Evaluation and Statistics, also at the University of Houston. One body of his research focuses on close relationship processes, with an emphasis on the role of authenticity in cultivating relationship goal orientations and interpersonal trust. A related line of research focuses on the integrating of concepts from Interdependence Theory with statistical modeling approaches for dyadic and small-group interaction. More recently, Dr. Wickham has begun examining applications of cross-classified latent variable models for interpersonal perception and group processes.

**Stacie Warren, Ph.D.**

Dr. Warren received her Ph.D. in Clinical Psychology from the University of Illinois at Urbana-Champaign. Her research interests stem from a multidisciplinary approach in understanding mechanisms and pathways that contribute to the development and maintenance of anxiety and depression, and related brain function and dysfunction. Specific interests include understanding how cognitive processes (e.g., executive function, attention, and cognitive control), affective factors (e.g., positive and negative affect), and socialization experiences (e.g., attachment, trauma) contribute to emotion dysregulation and psychopathology. As a clinical scientist, her research goal is to integrate basic science research with clinical intervention. In particular, she anticipates developing cognitive treatment methods (e.g., executive function training protocols) using the knowledge gained from understanding the etiological mechanisms of cognitive and affective symptoms associated with anxiety and depression. These studies employ a variety of methods, including neuroimaging (e.g., fMRI), genetics, behavioral measures (e.g., neuropsychological testing, experimental laboratory testing), clinical interviews, self-report, and informant-report instruments.



## ASSOCIATED FACULTY



**William Froming, Ph.D.**  
**PROVOST**

Dr. Froming's background is in personality and social psychology. He focuses primarily on social development and the process by which social norms are internalized by children. This is thought of as the development of self-regulation. He is also interested in genocide and the common features shared by genocides of the 20th century. He has studied the Holocaust and the Rwandan genocide, interviewed survivors, and taught and written on the topic.

Dr. Froming taught for eleven years in the University of Florida Psychology Department following undergraduate work at the U of Wisconsin, Madison and a Ph.D. from the U of Texas, Austin. He was a Visiting Scholar at Stanford in 1986. He has also taught for the U of New Orleans in Innsbruck, Austria and at the National University in Butare, Rwanda. He has been at PAU since 1988. In addition to his faculty role he has served in a number of administrative positions including Chief Academic Officer, Faculty Chair, and Director of the M.S. in Psychology Program. He holds PAU's Nancy Black Cozzens Chair in Psychology.



**Theodore Jacob, Ph.D.**  
**SENIOR RESEARCH CAREER SCIENTIST**

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

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

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



**Jennifer Keller, Ph.D.**

Dr. Keller received her Ph.D. in Clinical Psychology from the University of Illinois at Champaign-Urbana. She completed her internship at the VA Palo Alto Health Care System in the clinical neuropsychology track. Afterwards, she was a post-doctoral fellow at Stanford University's Department of Psychiatry and Behavioral Sciences. In 2003, she began working as a

Research Associate at Stanford.

As a Senior Research Scholar in the Department of Psychiatry at Stanford University, Dr. Keller conducts clinical research, and supervises and teaches graduate students and postdoctoral fellows. Dr. Keller has also taught in the PAU Ph.D. program as well as the PAU-Stanford University Psy.D. Consortium Graduate Program.

Dr. Keller's general interests are in Mood Disorders, Neuropsychology, and Trauma. Her research focus has primarily been in biological and clinical aspects of major depression, including brain imaging, neuropsychology, and endocrine functioning. Her interests also include the relationship of trauma (early-life and adult-onset) and its relationship to the biological and clinical aspects of mood disorders. This has stemmed an interest in and research focus on the prevention of interpersonal violence in adolescent girls. Dr. Keller also has an interest in the perception and treatment of psychiatric illness across cultures. She is working on investigating the expression and treatment of mental health disorders Pakistan, particularly in women. In addition, she has begun examining mental health expression and treatment in South Asian immigrants.

### **Steven Lovett, Ph.D.**

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

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

**James Moses, Ph.D.**

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

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

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

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

**Josef I. Ruzek, Ph.D.**

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

**Stanley Sue, Ph.D.**

Stanley Sue is Professor of Psychology at Palo Alto University. He received a B.S. degree from the University of Oregon and the Ph.D. degree in psychology from UCLA. From 1996-2010, he was Professor of Psychology and Asian American Studies at the University of California, Davis; 1981-1996, Professor of Psychology at UCLA, where he was also Associate Dean of the Graduate Division, and 1971-1981, Assistant and Associate Professor of Psychology at the University of Washington.

His research has been devoted to the study of the adjustment of, and delivery of mental health services to, culturally-diverse groups. His work documented the difficulties that ethnic minority groups experience in receiving adequate mental health services and offered directions for providing culturally-appropriate forms of treatment. Dr. Sue has received numerous awards for his research, including the 2003 American Psychological Association's Distinguished Contributions to Applied Research Award and the 2005 Lifetime Achievement Award from the California Psychological Association. He served as the President of the Western Psychological Association in 2010.

## EMERITUS FACULTY



### **Larry E. Beutler, Ph.D.**

Dr. Beutler received his Ph.D. from the University of Nebraska and subsequently served on the faculties of Duke University Medical Center, Stephen F. Austin State University, Baylor College of Medicine, the University of Arizona Health Sciences Center, and the University of California at Santa Barbara. He currently is a Distinguished Professor of Psychology and

Director of Education and Training for the National Center on the Psychology of Terrorism, a joint program of PAU, Stanford University, and the Naval Post-Graduate School. He is the previous Chair of the Faculty, and Director of Clinical Training at Palo Alto University. He is also Professor Emeritus at the University of California. He is a Diplomate of the American Board of Professional Psychology (ABPP), a fellow of both APA and APS, a Past President of Division 29 (Psychotherapy) of APA, current President of Division 12 (Clinical) of APA, and a two term Past President (international) of the Society for Psychotherapy Research (SPR). Among his citations and achievements, he is a recipient of the Distinguished Career award from SPR, the Gold Medal Award from the American Psychological Foundation, and a Presidential citation for achievement from the APA. He has also been honored for his contributions by the States of Arizona and California. He has published over 350 scholarly articles and chapters and is the author or co-author of 20 books on psychotherapy, assessment, and psychopathology.



### **Roger L. Greene, Ph.D.**

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

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



### **Louis Moffett, Ph.D.**

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

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

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

### **Amy Wisniewski, Ph.D.**

Dr. Wisniewski's clinical and research interests focus upon neurobehavioral sequelae of medical disorders and their treatments. She has investigated the neuropsychological correlates of infectious (HIV), endocrine, and autoimmune illnesses, as well as the neuropsychological impacts of general anesthesia and cardiac surgery. Her most recent studies explore executive function deficits in alcoholism, ADHD, and PTSD.

Dr. Wisniewski has been teaching at PAU since 1980, and has held faculty positions at San Francisco State University, the California School of Professional Psychology, Berkeley, and Western Graduate School of Psychology. She teaches courses in behavioral neuroscience, clinical neuropsychology, psychological assessment and differential diagnosis. She has clinical and research appointments at the University of California, San Francisco; Stanford University Medical Center, and Kaiser Permanente Medical Center, San Francisco.

For two decades, Dr. Wisniewski was Chief of Neuropsychology and Psychological Assessment Services at the San Francisco Veterans Affairs Medical Center. She is a California licensed psychologist in private clinical and forensic practice; she provides consultation services to many Bay Area agencies, and especially enjoys working with older adults.

## PH.D. PROGRAM CURRICULUM

The Ph.D. Program is a full-time program and requires a minimum of three years in residence. The program is typically completed in approximately five years: three years for academic course work, one year for the dissertation and one year for internship.

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

The five areas of required courses are:

### 1. Psychological Science Foundation

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

Course	Units
PSYS800 Psychological Sciences I: History & Systems	3
PSYS801 Psychological Sciences I: Child & Adolescent Development	1.5
PSYS802 Psychological Sciences I: Cognitive Bases of Behavior I	2.5
PSYS804 Psychological Sciences II: Affective Bases of Behavior I	2.5
PSYS805 Psychological Science II: Bio-Bases I: Biological Psychology	2.5
PSYS807 Psychological Sciences III: Adult Development & Aging	1.5
PSYS809 Psychological Science III: Bio Bases of Behavior II: Psychopharmacology	2.5
PSYS811 Psychological Science III: Social & Personality Psychology	5
CLIN825 Prof. Standards in Clinical Psychology I: Identity, Discipline, Culture	1
CLIN826 Prof. Standards in Clinical Psych.II: Practicum Prep. & Advising	1
CLIN827 Prof. Standards in Clinical Psych.III: Internship Prep. & Advising	1
CLDV800 Cultural Differences: Cross-Cultural Issues in Psychology	3
<b>Total</b>	<b>27</b>

### 2. Research

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

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

Course	Units
MTHD808 Research Methods and Statistics I	4
STAT809 Research Methods and Statistics II	4
STAT810 Research Methods and Statistics III	4
RSGP8xx Research Group	6
DISS800 Dissertation	30
<b>Total</b>	<b>48</b>

### 3. Psychological Evaluation

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



#### 4. Psychotherapy Theory and Process

The curriculum in psychotherapy theory and process requires the completion of five courses that survey a variety of theoretical perspectives, clinical orientations, and treatment modalities. These courses are generally completed during the first and second academic years. The graduate courses required in this area are:

Course	Units
CLIN802 Introduction to Psychotherapy: Evidence Based Approaches	*3
CLIN803 Psychodynamic Psychotherapy I	3
CLIN806 Cognitive-Behavioral Psychotherapy I	3
CLIN809 Introduction to Child, Adolescent, and Family Psychotherapy	3
CLIN895 Consultation and Program Evaluation	3
<b>Total</b>	<b>15</b>

Students who successfully complete courses in the Psychological Evaluation, Psychotherapy Theory and Practice, and Clinical Practicum areas (indicated by \*) are required to pass the Clinical Competency Examination at the end of the first academic year and prior to starting Practicum 2 at The Gronowski Center.

#### 5. Elective Courses

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

Course	Units
ASMT800 Psychopathology and Psychodiagnostics I	*3
ASMT801 Psychopathology and Psychodiagnostics II*	3
ASMT810 Psychometric Theory	5
ASMT809 Intellectual Assessment	4
ASMT825 Assessment of Personality & Psychopathology	3
ASMT807 Integrated Test Batteries	3
<b>Total</b>	<b>21</b>

#### Areas of Emphasis

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

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

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

\* *The Forensic Psychology Area of Emphasis* is a sequence of elective courses offered in PAU's greater Clinical Ph.D. program. As such, the focus of our training program is Clinical-Forensic in nature. At PAU, students receive training in the broader practitioner-scientist Ph.D. program while learning to apply their clinical and research skills to forensic issues. The forensic program emphasizes didactic learning as well as research and clinical experience. The forensic curriculum includes five courses for a total of 15 credits. For more info see below and <http://www.paloaltou.edu/node/1071>.

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



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

\* *The Neuropsychology area of emphasis* is designed for those students in the Ph.D. program who wish to develop a proficiency in neuropsychological assessment. This specialization includes successful completion of a sequence of requires courses on clinical neuropsychology and neuropsychological assessment in conjunction with clinical practica training experience in neuropsychological assessment, as well as successful defense of a dissertation with some component in neuropsychology. If a student fulfills the requirements of this area of emphasis, they obtain a certificate of completion, signifying that they fulfilled the educational requirements portion of clinical neuropsychological assessment training in a Ph.D. Clinical Psychology program based on APA Division 40 specifications. However, successful completion of this area of emphasis in Neuropsychology at PAU is only one component in the education and supervised clinical training necessary to become a clinical neuropsychologist.

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

\* *The Clinical Neuroscience in Women's Health area of emphasis* is no longer accepting student enrollment as of 2014-2015. For the students remaining enrolled, this Area of Emphasis was a collaboration between PAU and Stanford University's School of Medicine Department of Psychiatry. This innovative program provides a unique training experience in the psychology and neuroscience of women's health. Students learn about the multiple and complex biological systems which can create, exacerbate or mediate mental illness. In particular, students learn about the impact of women's hormonal, and reproductive health on the mental health of women. In addition to this foundation in the neurosciences, students learn about the sociological and contextual factors affecting

women and their health in addition to clinical training. The mission of the CNWH Program at PGSP/PAU is to assure that participating students 1) maintain better than minimum performance in broad and general clinical courses and practical experience, and 2) maintain good performance throughout a sequence of specialized courses on neuroscience and women's health.

## Elective Courses

Course	Units
ASMT830 Forensic Assessment	3
ASMT841 Child Assessment	3
ASMT850 Assessment of Trauma in Adults	3
ASMT851 Assessment of Trauma in Children and Adolescents	3
ASMT860 Neuropsychological Assessment I	3
ASMT861 Neuropsychological Assessment II	3
ASMT862 Clinical Neuropsychology I	3
ASMT863 Clinical Neuropsychology II	3
ASMT864 Neuroanatomy & Neuroimaging	3
ASMT865 Cognitive Rehabilitation	2
CLIN807 Cognitive Behavioral Psychotherapy II	3
CLIN810 Transdiagnostic Approach to Child and Family Psychotherapy	3
CLIN823 Evidence-Based Internet Intervention	3
CLIN830 Advanced Ethical and Legal Issues in Forensic Psychology	3
CLIN831 Forensic Psychology I	3
CLIN832 Forensic Psychology II	3
CLIN833 Advanced Forensic Psychology Seminar	3
CLIN835 Behavioral Healthcare Administration and Economics	3
CLIN838 LGBTQ	3
CLIN839 Substance Abuse	3
CLIN845 Family Therapy I: Family Systems Therapy	3
CLIN848 Developmental Psychopathology I: Conception to Pubescence	3
CLIN849 Developmental Psychopathology II: Adolescent through Emerg. Adulthood	3
CLIN851 Health Psychology I	3
CLIN852 Health Psychology II	3
CLIN854 Foundations of Developmental Theories and History in Childhood	3
CLIN855 Pediatric Mental Health: Chronic Illness	3
CLIN860 Advanced Survey Course on Trauma	3
CLIN864 Foundations of Clinical Trauma Psychology	3
CLIN880 Community Mental Health I	3
CLIN881 Community Mental Health II	3
CLIN882 Serious Mental Health Illness and Risk Management	3
CLIN883 Mental Health Disparities	3
PSYS820 Cognitive and Affective Neuroscience Seminar	3
PSYS835 Psychology of Mindfulness and Meditation	3
XXX Grand Rounds Speaker: Neuropsychology	0
CLINXXX Treatment of Trauma in Adults	3
CLINXXX Treatment of Trauma in Children and Adolescents	3

Course	Units
PRAC803 Clinic Practicum 2D	0
PRAC807 Practicum 3D	0
PRAC809 Practicum 4A	0
PRAC811 Practicum 4B	0
PRAC814 Practicum 4C	0
PRAC808 Practicum 4D	0
PRAC815 Supplemental Practicum Training	0
PRAC819 Practicum Electives	0
Independent Study	Variable1-6
Special Topics in Psychology Seminar	3

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

## CLINICAL FOUNDATIONS AND EXPERIENCE

### Clinical Practicum

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

**Students are required to complete 24 practicum units before advancement to candidacy.** The graduate courses required in this area are:

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

### Practicum

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

### Requirements

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

During the third year, students are required to complete an external clinical practicum at an approved community agency in the greater San Francisco Bay Area where they can expect to spend 16-24 hours per week.

Ph.D. students are required to complete fifteen hundred (1500) hours of practicum experience over the 2nd, 3rd, 4th, and sometimes 5th years of the Ph.D. program before beginning predoctoral internship, which occurs in the 5th or 6th year of the program. Training is viewed as a developmental process and practica are expected to complement academic work in preparing the student for internship.

### **Practicum Evaluation**

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

### **Representative Practicum Sites**

Asian Americans for Community Involvement  
City of Fremont Youth and Family Services  
Community Health Awareness Council (CHAC)  
El Camino Hospital  
Goodwill of the Silicon Valley  
InnVision Shelter Network  
San Francisco Institute on Aging  
Kaiser Permanente Redwood City (Adult Neuropsychology; Child and Family psychotherapy)  
Marin County Health and Human Services  
Notre Dame de Namur University Counseling Services  
Jail Psychiatric Services (San Francisco County)  
San Jose Job Corps  
San Mateo County Mental Health Services Division, Youth Services Center (juvenile detention)  
Santa Clara Valley Medical Center  
State of California - Department of Rehabilitation  
UCSF Memory and Aging Center & Epilepsy Center  
VA Palo Alto:  
• Spinal Cord Injury Unit (inpatient and outpatient)  
• Neuropsychological Assessment and Intervention  
• First Step (substance abuse)  
VA San Francisco

### **Internship**

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

### **Prerequisites**

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

### **Requirements**

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

### **Internship Evaluation**

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

### **Further Information**

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

## **Representative Internship Sites**

Alaska Psychology Intern Consortium  
Tuscaloosa VA Medical Center  
Univ of Arkansas for Med Science  
Phoenix Children's Hospital  
Atascadero State Hospital  
Children's Hosp of Orange County  
Community Health Awareness Council  
Didi Hirsch Mental Hlth Services  
Kaiser Permanente - Los Angeles  
Tewksbury Hospital  
University of Massachusetts Medical School, Dpt. of Psychiatry  
National Naval Medical Center  
Marin County Health & Human Svcs  
Michigan State Univ - Counseling  
Missouri Health Sciences Psychology Consortium  
Gulf Coast Vet Healthcare Sys  
Fed Correctional Complex-Butner  
Rutgers Biomed & Health Sci  
VA Sierra Nevada Health Care System  
Albert Einstein Coll/Montefiore  
Bronx VA Medical Center  
Columbia University Med Center  
North Bronx Healthcare Network  
Cincinnati VA Medical Center  
Nationwide Children's Hospital  
Oregon Health And Science Univ  
Pacific Univ Schl of Prof Psych  
Portland VA Medical Center  
VA Caribbean Healthcare System  
Vanderbilt U/VA Med Int Consort  
Baylor College Of Medicine  
Brooke Army Medical Center  
Univ Texas Hlth Sci-San Antonio  
Wilford Hall Med/Lackland AFB, San Antonio  
Utah State Hospital  
VA Salt Lake City Hlth Care Sys  
Mcguire VA Medical Center  
VA Puget Sound, American Lake  
Western State Hospital, Tacoma  
Saint Elizabeths Hospital  
VA Northern Calif Hlth Care Sys  
Westcoast Children's Clinic  
Univ of Colorado School Of Med  
UCSF/San Francisco General Hospital Child & Adol Services  
Univ of Southern Cal/Child Hosp

## **Student Evaluations**

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

## **Faculty Advisor System**

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

## **ADDITIONAL MILESTONES IN THE PH.D. PROGRAM**

### **Competency Examinations**

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

### **Publication/Presentation Requirement**

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

### **Psychotherapy Requirement**

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



## Oral Clinical Competency Examination

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

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

If you are a permanent resident in a non-English speaking country, and you have been in the United States for five years or less, you may apply to have a translation dictionary and an extra hour for testing upon showing that you are not sufficiently proficient in English because it is not your primary or equivalent language. The grading criteria are the same as for non-international students. If you are eligible for this courtesy, please present a copy of your visa or passport to PAU's Student Services Office and a letter certifying to the above eligibility.

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

## The M.S. in Clinical Psychology and Advancing to Candidacy

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

## JOINT DEGREE PROGRAMS

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

This program is no longer accepting new students. 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.

## LICENSURE

Pacific Graduate School of Psychology at Palo Alto University's Ph.D. Program is designed to fulfill the doctoral requirements for Psychology licensing in California and in most other states. 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 Board of Psychology, 1625 North Market Blvd., Suite N-215, Sacramento, CA 95834; Phone (916) 574-7720, and on the California Board of Psychology website, [www.psychology.ca.gov](http://www.psychology.ca.gov). Links to other jurisdictions may be found on The Association of State and Provincial Psychology Boards website, [www.asppb.net](http://www.asppb.net).

PAU's Ph.D. Program does not focus on preparation for the MFT license. PAU does, however, coordinate with the Board of Behavioral Science Examiners (BBSE), as, on occasion, students studying at PAU seek MFT licensure. As qualifications to sit for this license are very specific, students interested in exploring MFT licensure should contact the BBSE for information. If a student is interested in MFT licensure, then s/he should apply to the PAU's MA in Counseling program which prepares students for licensure at the master's level. Questions regarding MFT licensure should be directed to the BBSE, 1625 North Market Blvd., Sacramento, CA 95834; Phone (916) 574-7830.

## Marriage and Family Therapy (MFT)

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



## PH.D. PROGRAM COURSE DESCRIPTIONS

### **ASMT800 Psychopathology & Psychodiagnosis I**

This course introduces students to the diagnostic system of the DSM-V. The emphasis is on understanding, identifying, and accurately diagnosing adult psychopathology (excluding childhood and personality disorders which are covered in ASMT801: Psychopathology & Psychodiagnosis II). *Required, 3 units*

### **ASMT801 Psychopathology & Psychodiagnosis II**

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

### **ASMT807 Integrated Test Batteries**

The primary focus in this course is on the interpretation of batteries of psychological tests, particularly as they impact treatment interventions and outcomes. The course encompasses the use of standardized tests to assess adult intellectual, emotional and cognitive functioning and integration of multiple sources of information into a coherent description of the client. *Required, 3 units*

### **ASMT809 Intellectual Assessment**

This course is focused on the use of standardized tests to assess intellectual and cognitive functioning, including an understanding of theories and issues relevant to intelligence testing. The course has two components: a didactic component involving lecture, presentations, demonstrations and discussion; and a laboratory-based component focused on administration, scoring, and interpretation of the various tests. *Required, 4 units*

### **ASMT810 Psychometric Theory**

This course is based in classical and modern psychometric theory and applied practices. Topics include: historical developments, reliability, validity, test bias, latent variables, scale development, Item Response theory, Generalizability theory, Bayesian theory, and applicability of these concepts to both the health and social sciences. The course includes didactic and lab components resulting in an integrated understanding of basic measurement practices related to both research and the clinical practice of psychology. *Required, 5 units*

### **ASMT825 Assessment of Personality and Psychopathology**

This course is in the use of standardized tests to assess adult personality and psychopathology, including an understanding of theories and current issues related to personality assessment. The course has two components: a didactic component involving lecture, presentations, demonstrations and discussion; and a laboratory-based component focused on administration, scoring, and interpretation of the various tests. *Required, 3 units*

### **ASMT830 Forensic Assessment**

This course serves to provide more in-depth knowledge regarding the science and practice of forensic assessment, building upon the material learned in Forensic I and II. This includes the legal contours of various evaluations, research regarding the relevant psycholegal constructs and assessment measures, and best practices in the field. The course focuses primarily on assessment in criminal rather than civil contexts. This is a discussion-based and interactive class that assumes a certain amount of background knowledge in the field. *Elective, 3 units. Prerequisites:* Successful completion of the Assessment Competency Exam; ASMT807, ASMT825, CLIN831; Completion of either CLIN832 or CLIN830; good standing in the Forensic Psychology Area of Emphasis (or instructor permission).

### **ASMT841 Child Assessment**

The major purpose of this course is to provide students with background and practical experience in diagnostic testing of children. This includes readings, observations, and discussion of diagnostic testing of selected subjects as well as practical testing experience. Human diversity issues in the assessment of children (language differences, ethnicity, SES) are addressed, as are areas of cognitive testing, visual/motor, and assessment of personality and emotional development. *Elective, 3 units*

### **ASMT850 Assessment of Trauma in Adults**

This course provides a comprehensive introduction to assessment of trauma in adults and covers a spectrum of traumatic events that range from single car accidents to disasters. The readings, discussions, multimedia presentations, and assignments will acquaint students with ethical issues and cultural considerations that guide selection and administration of select screening tools and assessment measures. Students will discuss issues pertaining to evaluating and measuring both positive and negative psychological consequences of traumatic stress and current controversies in the field of trauma. *Elective, 3 units*

### **ASMT851 Assessment of Trauma in Children and Adolescents**

Under development. Check Area of Emphasis website for updates. *Elective, 3 units*

### **ASMT860 Neuropsychological Assessment I**

This is the first course in a two-part course that serves as a hands-on introduction to the psychometric properties of neuropsychological test administration. Students will become familiar with commonly-used neuropsychological tests and learn to administer and score these tests following standardized procedures. They will be knowledgeable about the various cognitive domains assessed during a comprehensive neuropsychological evaluation and be able to select appropriate tests to address a referral question. Students will learn to identify test patterns (e.g., recall versus recognition) both within and across cognitive domains. An introduction to neuropsychological report writing will also be provided. This course is intended to provide students with the practical background needed to begin the supervised practice of neuropsychological assessment. *Elective, 3 units. Prerequisites:* ASMT800, ASMT801, ASMT804, ASMT807, ASMT810, ASMT825, PSYS805

### **ASMT861 Neuropsychological Assessment II**

This is the second course in a two-part course that serves as a hands-on introduction to the psychometric properties of neuropsychological test administration. Students will become familiar with commonly-used neuropsychological tests and learn to administer and score these tests following standardized procedures. They will be knowledgeable about the various cognitive domains assessed during a comprehensive neuropsychological evaluation and be able to select appropriate tests to address a referral question. Students will learn to identify test patterns (e.g., recall versus recognition) both within and across cognitive domains. An introduction to neuropsychological report writing will also be provided. This course is intended to provide students with the practical background needed to begin the supervised practice of neuropsychological assessment. *Elective, 3 units. Prerequisite: ASMT860*

### **ASMT862 Clinical Neuropsychology I**

This is the first course in a two-part course that will cover the relationships between brain functioning and cognitive, affective, and behavioral functioning. The course will provide an understanding of how various medical and psychiatric disorders (e.g., dementia, ADHD, depression) can affect functioning across cognitive domains across the lifespan. Students will learn to interpret patterns of neuropsychological functioning to aid in differential diagnosis. This course will build neuropsychological report writing skills and teach students to incorporate background information, behavioral observations, and interpretation of test results into differential diagnosis and treatment recommendations. Students will become familiar with case presentation and fact-finding formats. *Elective, 3 units. Prerequisite: ASMT860, 861*

### **ASMT863 Clinical Neuropsychology II**

This is the second course in a two-part course that will cover the relationships between brain functioning and cognitive, affective, and behavioral functioning. The course will provide an understanding of how various medical and psychiatric disorders (e.g., dementia, ADHD, depression) can affect functioning across cognitive domains across the lifespan. Students will learn to interpret patterns of neuropsychological functioning to aid in differential diagnosis. This course will build neuropsychological report writing skills and teach students to incorporate background information, behavioral observations, and interpretation of test results into differential diagnosis and treatment recommendations. Students will become familiar with case presentation and fact-finding formats. *Elective, 3 units. Prerequisite: ASMT860, ASMT861, ASMT862*

### **ASMT864 Neuroanatomy & Neuroimaging**

This course will provide students with an understanding of the structure and function of the central nervous system. Students will also learn about current structural and functional neuroimaging methodologies used to investigate the integrity of the central nervous system. Applications of neuroimaging findings to medical and psychiatric disorders in the context of both clinical and research settings will be explored. Students will also learn how clinical neuroimaging findings can be integrated into neuropsychological case conceptualization. The course will also include reviews of exemplary and flawed papers, and a discussion of the merits and limitations of neuroimaging as a tool for clinical psychology. The weekly course meetings will combine seminar discussion and lectures. *Elective, 3 units. Prerequisite: ASMT860, ASMT861, ASMT862, ASMT863*

### **ASMT865 Cognitive Rehabilitation**

This course will provide advanced neuropsychology students with an overview of current theories, research, and practical applications in cognitive rehabilitation. This course will address how cognitive rehabilitation can be applied to a wide range of disorders including TBI, polytrauma, ADHD, serious mental illness, dementia, and age-related cognitive impairment. Students will learn how information gained from neuropsychological assessment can be used to guide rehabilitation recommendations that are tailored to each individual. The role of interventions (cognitive and otherwise) in preventing cognitive decline will also be discussed. *Elective, 3 units. Prerequisite: ASMT860, ASMT861, ASMT862, ASMT863, ASMT864*

### **CLIN800 Ethics in Clinical Psychology**

This course examines professional, ethical, and legal standards related to the practice of psychology. The course covers competence, boundaries, informed consent, limits of confidentiality, and respect for persons. There is an emphasis on informed consent as a foundation for a proactive approach to risk management, as well as an emphasis on ethical decision-making. *Required, 3 units*

### **CLIN801 Clinical Interviewing**

This course is an introduction to the theoretical and applied components of conducting clinical interviews and therapy sessions. Observations and applied exercises include role-plays and videotaped interviews. *Required, 3 units*

### **CLIN802 Introduction to Psychotherapy: Evidence Based Approaches**

This course integrates an overview of the scientific methodology used to evaluate treatment effectiveness, research on relationship and technical factors, manual-based approaches, and case formulation. Accordingly, the course is consistent with the parameters defining practitioner-scientist training, APA guidelines, and current standards of clinical practice. Students gain a rudimentary sense of how to implement treatment with a range of psychopathology. *Required, 3 units*

### **CLIN803 Psychodynamic Psychotherapy I**

This course provides an introduction to basic theoretical and clinical concepts used in the practice of psychodynamic psychotherapy, including transference, countertransference, resistance, defenses, neutrality, empathy, and the unconscious. Long-and short-term therapies are discussed. Contemporary psychodynamic approaches to psychotherapy are emphasized. *Required, 3 units*

### **CLIN806 Cognitive Behavioral Psychotherapy I**

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

### **CLIN807 Cognitive Behavioral Psychotherapy II**

This course will focus on cognitive behavioral approaches to the prevention and treatment of depression. Lectures consist of four segments: Theory, Research, Practice, and Action. The goals of the course are for students to learn the main elements of cognitive-behavioral approaches to psychopathology from each of these perspectives. *Elective, 3 units*

**CLIN809 Introduction to Child, Adolescent, and Family Psychotherapy I**

In this course, students are exposed to evidence-based treatments for children and adolescents. Emphasis will be placed on treatments designed to be effective with the most commonly occurring disorders. The focus will be placed on the new modular approach to psychotherapy which leads to a unified, transdiagnostic approach to emotional regulation. Additionally, emphasis will be placed on increasing familiarity the research supporting the effectiveness/efficacy of the treatments. *Required, 3 units*

**CLIN810 Transdiagnostic Approach to Child and Family Psychotherapy**

This advanced level course equips students with skills, attitudes and knowledge to apply a transdiagnostic approach to child psychotherapy. The course content focuses on clinical models that consider new paradigms and delivery systems. Innovative prototypes are essential since tired ideas and worn-out templates will not suffice in advancing the profession. Transdiagnostic models transcend multiple iterations of diagnostic systems, solve the “many manuals” dilemma, propel more effective patient care, foster dissemination, and align with funding priorities. *Elective, 3 units*

**CLIN823 Evidence-Based Internet Intervention**

This course will focus on how to blend psychology and technology to help the greatest number of people possible. The use of digital tools to enhance the efficacy and effectiveness of interventions and to expand their reach to serve those currently underserved, will be examined. Emphasis will be on the growing number of psychological interventions for health using the Internet (Websites, mobile applications, and other digital tools) that have been shown to be effective in formal outcome studies. *Elective, 3 units*

**CLIN825 Professional Standards I: Identity, Discipline, Culture**

This course is designed to promote critical thinking and critical discussion about ethics and suffering, the process and content of professionalization, personal and professional identities, and the positive and negative aspects of the “psychology” industry. *Required, 1 units*

**CLIN826 Professional Standards II: Practicum Prep and Advising**

This course is the first of a two-course series taught by the Office of Professional Advising and Development (OPAD) to prepare students for external clinical training. The focus is on Practicum training and coincides with the time most students are beginning their first clinical training at the Gronowski Center. Competencies expected for practicum level of clinical training will be emphasized. *Required, 1 units*

**CLIN827 Professional Standards III: Internship Prep and Advising**

This course is the second of a two-course series taught by the Office of Professional Advising and Development (OPAD) to prepare students for external clinical training. To better prepare students for internship, this required course provides a comprehensive approach to the internship application process. Course content includes understanding how and when to apply, identifying site “fit” and developing a realistic site list, writing internship cover letters, CVs, essays, and preparing for internship interviews. *Required, 1 units*

**CLIN830 Advanced Ethical and Legal Issues in Forensic Psychology**

This course is a survey of advanced legal and ethical issues in various fields within psychology and law. It is designed to be the “capstone” course in the PAU forensic sequence. The topics and procedures are created to finalize your presentation and thinking skills in the Forensic Program competency areas. *Elective, 3 units. Prerequisite:* CLIN831, good standing in the Forensic Psychology Area of Emphasis (or instructor permission).

**CLIN831 Forensic Psychology I**

In this course students will learn about the variety of ways in which psychologists may be involved in the legal system, definitions of forensic psychology, ethical considerations specific to the field of forensic psychology, and the nature of and regulations regarding expert witness testimony. Students will be exposed to several sub-disciplines within psychology and the law, including criminal and civil contexts. *Elective, 3 units*

**CLIN832 Forensic Psychology II**

This course is an advanced academic and practical course in clinical forensic psychology. Students will learn to integrate legal and scientific research and knowledge into evidence-based and legally-grounded practice. *Elective, 3 units; Prerequisite:* CLIN831, good standing in the Forensic Psychology Area of Emphasis (or instructor permission).

**CLIN833 Advanced Forensic Psychology Seminar**

An elective course in forensic psychology. Topics rotate, and have recently included: child custody, juvenile forensic, psychopathy, police psychology, etc. *Elective, 3 units. Prerequisite:* CLIN831, good standing in the Forensic Psychology Program (or instructor permission).

**CLIN835 Behavioral Healthcare Administration and Economics**

This course enables students to make the transition from clinical practitioners to mental healthcare administrators. The course heavily emphasizes practice based learning models (PBL) that integrate economics and management concepts with behavioral health care objectives. The economic principles of supply, demand, and pricing structure will be applied to clinic management including service delivery and staffing management. Students will learn how to incorporate geographic marketplace factors with service delivery offerings, how to recognize and flexibly respond to uncertain mental health care environments, and learn to measure outcomes, with quality indicators metrics. *Elective, 3 units*



**CLIN838      LGBTQ**

This course provides background material related to the latest thinking and research about sexual identity development, distinctions within the spectrum of sexual identities, determinants of sexual orientation, historical and cross cultural presentations, and the relationship between sexual minority status and mental health problems. Didactic material will be woven into small group discussion of practical approaches to assist individual move from sexual confusion and conflict to sexual identity resolution, being mindful of diversity within the LGBTQ population. *Elective, 3 units*

**CLIN839      Substance Abuse**

This is an advanced course in the study of substance use and misuse. The course adopts a biopsychosocial model and provides a comprehensive study of substance abuse issues, including the behavioral pharmacology of drugs of abuse, theoretical perspectives on substance use and abuse, assessment, treatment, and applications with special populations. Additional foci of the class are to gain a better understanding of the socio-political issues surrounding substance use and critically review the literature on substance abuse-related research. *Elective, 3 units*

**CLIN845      Family Therapy I: Family Systems Therapy**

This course is an introduction to family therapy and general systems theory. This course is devoted primarily to the assessment and treatment of couples and families. The course offers a broad perspective of systems theory by providing a historical overview of the development of differing therapeutic models, and how diverse families are served. *Elective, 3 units*

**CLIN848      Developmental Psychopathology I: Conception to Pubescence**

This is an advanced course in Developmental Psychopathology and transcends the basic material presented in Psychopathology-II. This course adopts a developmental approach to child psychopathology. Developmental context, risk factors, and cultural vicissitudes are mindfully considered in this course. Emphasis is placed on adopting a practitioner scholar perspective to academic and clinical work. *Elective, 3 units*

**CLIN849      Developmental Psychopathology II: Adolescent through Emerg. Adulthood**

This is an advanced course in Developmental Psychopathology that covers pre-puberty through emerging adulthood (ages 10-25) and transcends the basic material presented in Psychopathology-II. This course adopts a developmental approach to psychopathology and clinical issues that arise during these developmental periods as well as emerging social issues with a clinical focus. Developmental context, risk factors, and cultural vicissitudes are mindfully considered in this course and an emphasis is placed on adopting a practitioner scholar perspective to academic and clinical work. *Elective, 3 units*

**CLIN851      Health Psychology I**

This course is part one of a two-part health psychology course. Disease states discussed differ between the two sections. It introduces general principles and content areas that serve as a foundation for the practicing clinical health psychologist, including roles/work settings, theoretical perspectives relevant to physical health and health behavior, basics of various disease states, the influence of behavior on disease onset and progression, and a range of clinical intervention techniques. The course aims to enhance students' abilities to read, understand, and critique research literature and to facilitate students' understanding of ethical and diversity issues related to health and behavior. *Elective, 3 units*

**CLIN852      Health Psychology II**

This course is part two of a two-part health psychology course. Disease states discussed differ between the two sections. This course introduces general principles and content areas that serve as a foundation for the practicing clinical health psychologist, including roles/work settings, theoretical perspectives relevant to physical health and health behavior, basics of various disease states, the influence of behavior on disease onset and progression, and a range of clinical intervention techniques. The course aims to enhance students' abilities to read, understand, and critique research literature and to facilitate students' understanding of ethical and diversity issues related to health and behavior. *Elective, 3 units*

**CLIN854      Foundations of Developmental Theories and History in Childhood**

This course is designed to provide students with a critical foundation in developmental theory and the history of childhood. Developmentalism is distinguished from developmental theory and lifespan developmental psychology and is placed in context of the history of ideas in the West. Emphasis is placed on the fundamentally metaphoric and ideational character of the concept of development and how it has imbued theories of development with both telic and critical potential as illustrated in the study of developmental psychopathology. *Elective, 3 units*

**CLIN855      Pediatric Mental Health: Chronic Illness**

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

**CLIN860      Advanced Survey Course on Trauma**

This course is an introduction to the assessment and treatment of civilian and military-related trauma in adults. Students gain competency in the following areas: knowledge of the diagnostic criteria for PTSD; familiarity with the epidemiology of PTSD, including issues of comorbidity; familiarity with the typical course of PTSD; familiarity with stages of PTSD treatment, and with evidence-based therapies for trauma. *Elective, 3 units*

**CLIN864      Foundations of Clinical Trauma Psychology**

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

**CLIN 865      Treatment of Trauma in Adults**

This course provides a comprehensive introduction to treatment of trauma in adults. The readings, discussions, multimedia presentations, and assignments will acquaint students with ethical issues and cultural considerations that inform differential diagnoses, shape treatment planning, and guide implementation of evidence-based therapies. Students will explore cultural factors that affect research and conceptualizations of disorders and treatment. How research and practice in trauma psychology contributes to the development, administration, and evaluation of programs and policies to promote and sustain mental health will be discussed. *Elective, 3 units*

**CLIN 866      Treatment of Trauma in Children and Adolescents**

Under development. Check Area of Emphasis website for updates. *Elective, 3 units*

**CLIN880      Community Mental Health I**

Students learn about the historical emergence and future directions of community mental health in the field. Theoretical, research, and clinical foundations central to working in community mental health are covered, including systems and ecological models, empowerment, wellness and recovery approaches, community organizations, the wraparound process, strength-based work, social justice, policy, and psychoeducation. Enrollment priority is given to DCMH students. *Elective, 3 units*

**CLIN881      Community Mental Health II**

Students learn about the new roles and skills psychologists are expected and required to have to operate in the 21st Century community mental health setting. Psychologists are often viewed as change agents in the community necessitating a diversity of skills to be effective in their roles. These skills include but are not limited to administrative, fiscal and procurement, policy development, advocacy, consultation and supervision, research, organizational analysis and strategic thinking. Conceptual and applied multileveled administrative, organizational, leadership and quick multidisciplinary primary care setting consultation skills will be explored and practiced. Enrollment priority is given to DCMH students. *Elective, 3 units. Prerequisite: CLIN880*

**CLIN882      Serious Mental Health Illness and Risk Management**

This course provides a broad survey of evidence based treatment for serious mental illness focusing on the dissemination and transportation of evidence based treatment programs in real world community settings. The course will cover the unique role of psychologists in community mental health, addressing research and organization-based knowledge needed in such roles as consultant, administrator, researcher, director, or supervisor. Enrollment priority is given to DCMH students. *Elective, 3 units. Prerequisites: ASMT800, ASMT801*

**CLIN883      Mental Health Disparities**

This course will engage students with the literature of mental health and mental health care disparities in underserved and unserved communities, including individuals from multiple disadvantaged backgrounds. The course covers best practices, theoretical models, and advocacy and policy issues involved in working with and engaging underserved communities. Students learn knowledge, skills, and attitudes needed to both decrease mental health and mental health care disparities and effectively serve the needs of underserved individuals, often within the context of community mental health. Enrollment priority is given to DCMH students. *Elective, 3 units*

**CLIN885      African American Child**

Under development. *Elective, 3 units*

**CLIN895      Consultation and Program Evaluation**

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

**CLVD800      Cultural Differences: Cross-Cultural Issues in Psychology**

This course will dynamically review, discuss, and explore fundamental issues concerning cultural competence and the provision of psychological services for people from different cultural, ethnic, and national backgrounds, and, to some extent, other people who have been "marginalized" in some way. Emphasis is placed on understanding cultural similarities and differences, approaches and techniques useful in diagnoses, research, assessment, and treatment of culturally different clients. Students participate in active discussions about current and historical cultural events where exploration of factors that differentiate one group from another are analyzed, identified and defined as culturally relevant issues. *Required, 3 units*



**DISS800      Dissertation Units**

All students in the Ph.D. Program are required to engage in dissertation research activities during their fourth year in the program. In order for students to obtain a grade in Dissertation Units, and in accordance with APA requirements, students are required to complete an annual (Spring quarter) ratings form for progress on the dissertation project, available on Pearson, and entitled Dissertation Annual Progress Report. *Required, 10 units*

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

Successful progress and completion of predoctoral internship training. Grade awarded at the completion of all quarters. Full-time internship is equivalent to 3 units per quarter for 4 quarters; Part-time internship is 1.5 units per quarter for 8 quarters *Required, 0 units*

**MTHD808      Research Methods and Statistics I**

This course provides an overview of psychological research. Topics covered include research ethics, measurement issues, reliability, validity, experimental and quasi-experimental designs, single-case designs, specification of constructs, and sociocultural issues in research. In the lecture for this course, combined with the accompanying laboratory section, students learn to evaluate current psychological research studies, conduct literature reviews using electronic databases, produce posters for presenting at professional conferences, and write a research proposal that applies knowledge and skills developed during this course. *Required, 4 units*

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

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

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

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

**PRAC830      Practicum Forum**

This course is designed as a seminar with the primary goal to integrate academic coursework with applied clinical experience. It also provides an opportunity for mentorship from and discussion with Core Program Faculty. *Required, 0 units*

**PSYS800      Psychological Science I: History & Systems**

This course presents the foundations for understanding the history and systems of psychological science and its critical importance as a basis for high quality professional practice. This is a two-quarter sequence with the Fall Quarter focusing on the vital historical elements in the history and systems of psychology from antiquity to the end of World War II, and the Spring Quarter examining the development of the profession of modern clinical psychology during the 1940's to its current state of practice in the 21st Century. *Required, 3 units*

**PSYS801      Psychological Science I: Child & Adolescent Development**

This course provides an overview of major theories of human development. The five-week section on child and adolescent development covers basic scientific knowledge and theory (e.g., psychological stages, brain development, attachment, social context, emotion and cognition) as well as applying these topics to applied material (e.g., case vignettes and clinical examples). While the course is intended as a basic psychological science class, special attention will be paid to how theory and empirical knowledge is applied to practice, as well as the importance of developmental knowledge while working with clients across the lifespan. *Required, 1.5 units*

**PSYS802      Psychological Science I: Cognitive Bases of Behavior**

This course is an introduction to study cognitive processes of mental representation and transformations. Areas of emphasis include perception and encoding, selective attention and orienting, learning and memory, language, executive functions and emotion, and how the brain enables cognition and behaviors. Students learn about the role of automatic and controlled processes in cognitive tasks, and to think critically about current literature in the field of cognitive psychology. *Required, 2.5 units*

**PSYS804      Psychological Science II: Affective Bases of Behavior**

This course discusses the relevance of human emotions and examines empirical research on affective processes underlying behavior. The socio-affective bases of behavior addressed in the course include approaches to understand basic emotions, structure and function of emotion, self-conscious emotions, regulation of emotions, emotion in social cognition, emotion and group processes, gender differences in emotion processes, emotion and culture, and emotion and health. Students are required to think critically about current literature in the field of emotions. *Required, 2.5 units*

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

This course is in the physiological and biological underpinnings of human behavior, including an understanding of theories and current issues in biological psychology. The course content includes neuroanatomical structures and functions; neuronal bases of perception, motor function, language, memory, and emotion; hemispheric specialization. Biological correlates of psychiatric and neurological disorders are reviewed. *Required, 2.5 units*

**PSYS807      Psychological Science III: Adult Development & Aging**

This course is designed to provide a general knowledge base of the maturation of human beings, with the understanding, however, that aging varies tremendously among persons. The second half of human development that includes early adulthood, middle age, and old age is the focus of this class. Students learn about the biological, cognitive, psychological, and social changes that occur as people age. Diversity issues of ethnic/ and or cultural, gender, and sexual orientation will also be introduced. This course includes a review of ethical practices and issues related to aging. *Required, 1.5 units*

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

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

*Required, 2.5 units*

**PSYS811      Psychological Science III: Social & Personality Psychology**

Topics examined in this course include application of theory and research from social and personality psychology toward the better understanding of the alleviation of psychological problems and distress, the enhancement of psychological well-being among the psychologically healthy, and the interpersonal process of psychotherapy. *Required, 5 units*

**PSYS820      Cognitive and Affective Neuroscience Seminar**

The goal of this course is to introduce basic neuroscience phenomena that are potentially useful in understanding clinical psychology. Discussed in this course are key concepts in the cognitive and emotion literatures, as well as current topics on emotion-cognition interactions, with a focus on their associated neural correlates. Examples of how clinical neuroscience is (mis)construed in the popular press will be discussed. *Elective, 3 units*

**PSYS835      Psychology of Mindfulness and Meditation**

This course examines theory, research, techniques, and clinical applications of meditation and mindfulness (MM). Students critically examine questions about these emerging practices, including scientific and cultural definitions of MM, purported treatment mechanisms, empirical support, and applications of these powerful techniques in clinical practice. Ethical and cultural considerations in mindfulness-informed practice (MIP) are considered. *Elective, 3 units*

**RSGP8xx      Research Group**

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

**STAT809      Research Methods and Statistics II**

This course covers the mathematical concepts applied to tests and estimates of means and variances in one- and two-sample problems. One-way ANOVA, correlation/regression, nonparametric tests, and goodness-of-fit tests are also covered. Students conduct data analyses using SPSS, practice how to do data analyses by hand, and conduct critical reviews of research articles. *Required, 4 units. Prerequisite: MTHD808*

**STAT810      Research Methods and Statistics III**

This course mathematically applies inferential concepts to more complex designs: n-way between subjects ANOVA, repeated measures, and mixed designs. Advanced multiple regression and analysis of covariance are also covered. Students are taught to use computer software to assist with data analysis covered. They also conduct critical reviews of research articles. *Required, 4 units. Prerequisite: MTHD808, STAT809*

**XXX      Grand Rounds Speaker: Neuropsychology**

The Neuropsychology Area of Emphasis sponsors monthly Neuropsychology grand rounds with a variety of professionals in the field, and is intended to serve as a supplement to the Neuropsychology courses. These are open to all interested students, though those in the Neuropsychology area of emphasis may be given preference when attendance maximum is reached. Topics include traumatic brain injury (TBI), stroke, multicultural assessment, forensic neuropsychology, pediatric neuropsychology, ABPP-CN board certification, and others. *Elective, 0 units*

ACADEMIC CURRICULUM AND SCHEDULE

Course Number	YEAR 1				Units	YEAR 2				Units	YEAR 3				Units	YEAR 4				Units	YEAR 5				Units
	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter		Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter		Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter		Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter		Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	
MTHD808Research Methods & Stats I	4	STAT809 Research Methods & Stats II	4	STAT810 Research Methods & Stats III	4	STAT810 Research Methods & Stats II	4	STAT810 Research Methods & Stats III	4	STAT810 Psychometric Theory	5														
ASMT800Psychopath/Psychodiagnostics I	3	ASMT801 Psychopath/Psychodiagnostics II	3	CLIN802 Introduction to Psychotherapy: Evidence Based Approach	3	CLIN802 Introduction to Psychotherapy: Evidence Based Approach	3	CLIN802 Introduction to Psychotherapy: Evidence Based Approach	3	CLIN802 Introduction to Psychotherapy: Evidence Based Approach	3														
PSYS8xx Psychological Science courses	5.5	PSYS8xx Psychological Science courses	4.5	PSYS8xx Psychological Science courses	4.5	PSYS8xx Psychological Science courses	4.5	PSYS8xx Psychological Science courses	4.5	PSYS8xx Psychological Science courses	4.5														
CLIN800 Ethics in Clinical Psychology	3	CLIN801 Clinical Interviewing	3		3																				
CLIN825 Prof. Stand. in Clinical Psych. I	1																								
<b>Total</b>	<b>16.5</b>	<b>Total</b>	<b>14.5</b>	<b>Total</b>	<b>18</b>	<b>Total</b>	<b>14.5</b>	<b>Total</b>	<b>49</b>	<b>Total</b>	<b>8</b>														

Course Number	YEAR 1				Units	YEAR 2				Units	YEAR 3				Units	YEAR 4				Units	YEAR 5				Units
	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter		Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter		Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter		Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter		Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	
ASMT809Intellectual Assessment	4	ASMT825 Assessment of Personality & Psychopathology	3	ASMT807 Integrated Test Batteries	3	ASMT825 Assessment of Personality & Psychopathology	3	ASMT807 Integrated Test Batteries	3	ASMT825 Assessment of Personality & Psychopathology	3														
PRAC801Clinic Practicum 2B	3	PRAC802 Clinic Practicum 2C	3	PRAC803Clinic Practicum 2D	0	PRAC802 Clinic Practicum 2C	3	PRAC803Clinic Practicum 2D	0	PRAC802 Clinic Practicum 2C	3														
CLIN806 Cognitive-Behavioral Psychotherapy I	3	CLIN803 Psychodynamic Psychotherapy I	3	CLIN809 Intro Child/Adol/Fam Psychotherapy	3	CLIN803 Psychodynamic Psychotherapy I	3	CLIN809 Intro Child/Adol/Fam Psychotherapy	3	CLIN803 Psychodynamic Psychotherapy I	3														
RSGP8xxResearch Group	1	RSGP8xx Research Group	1	RSGP8xxResearch Group	1	RSGP8xx Research Group	1	RSGP8xxResearch Group	1	RSGP8xx Research Group	1														
CLIN826 Prof. Stand. in Clinical Psych. II	1	Elective #1	3	CLDV800Cultural Differences	3	Elective #1	3	CLDV800Cultural Differences	3	Elective #1	3														
CLIN895 Consultation & Program Eval.	3																								
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>38</b>	<b>Total</b>	<b>8</b>														

Course Number	YEAR 3				Units	YEAR 4				Units	YEAR 5				Units	YEAR 6				Units	YEAR 7				Units
	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter		Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter		Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter		Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter		Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	
PRAC804Clinic Practicum 3A	5	PRAC805 Clinic Practicum 3B	5	PRAC806Clinic Practicum 3C	5	PRAC805 Clinic Practicum 3B	5	PRAC806Clinic Practicum 3C	5	PRAC805 Clinic Practicum 3B	5														
RSGP8xxResearch Group	1	RSGP8xx Research Group	1	RSGP8xxResearch Group	1	RSGP8xx Research Group	1	RSGP8xxResearch Group	1	RSGP8xx Research Group	1														
2 Electives (#2 and #3)	6	2 Electives (#4 and #5)	6	Elective #6	3	2 Electives (#4 and #5)	6	Elective #6	3	2 Electives (#4 and #5)	6														
PRAC830Practicum Forum	0	PRAC830 Practicum Forum	0	PRAC830Practicum Forum	0	PRAC830 Practicum Forum	0	PRAC830Practicum Forum	0	PRAC830 Practicum Forum	0														
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>34</b>	<b>Total</b>	<b>8</b>														

Course Number	YEAR 4				Units	YEAR 5				Units	YEAR 6				Units	YEAR 7				Units	YEAR 8				Units
	Fall/Winter/Spring	Summer	Fall/Winter/Spring	Summer		Fall/Winter/Spring	Summer	Fall/Winter/Spring	Summer		Fall/Winter/Spring	Summer	Fall/Winter/Spring	Summer		Fall/Winter/Spring	Summer	Fall/Winter/Spring	Summer		Fall/Winter/Spring	Summer	Fall/Winter/Spring	Summer	
INTR800 Internship Units or 801 (x2)					12																				
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>

Ph.D. Program TOTAL UNITS 171



PGSP - STANFORD Psy.D. CONSORTIUM



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

## **PGSP-STANFORD PSY.D. CONSORTIUM CLINICAL PSYCHOLOGY TRAINING PROGRAM**

### **APPLICATION AND ADMISSION PROCESS AND REQUIREMENTS**

The PGSP-Stanford Psy.D. Consortium accepts students to the program for a fall quarter start only. The preferred application deadline is December 1; however, applications received until January 2 will be reviewed if there is space available in the incoming class. Finalists will be extended invitations to interview from February 1 to March 15. Offers of admission are made by April 1 or shortly thereafter by phone.

**Coursework:** In order to ensure a smooth transition into graduate study, 18 semester hours (27 quarter hours) of Psychology coursework including courses in: General Psychology, Abnormal Psychology, Statistics, Biopsychology, and Developmental Psychology are highly recommended.

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

### **APPLICATION CHECKLIST**

#### **Application Fee**

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

#### **Resume/Curriculum Vitae**

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

#### **Official Transcripts**

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

#### **GRE Test Scores**

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

### **Statement of Purpose** *(Please type, double spaced, maximum 1,000 words)*

Please answer the following questions in your statement:

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

### **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.

### **International Students**

PAU is authorized under Federal law to enroll non-immigrant students. For students whose first language is not English, a demonstrated proficiency in English is required for admission. PAU recognizes the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) as measures of English language proficiency. For details on additional admission requirements for international students please see: <http://www.paloalto.edu/content/admission-requirements-f-1-students>.

### **Application Form**

The application will be completed online and is available at <http://www.paloalto.edu/admissions-landing>.

### **Interviews**

Finalists will be extended invitations to interview at both the PAU and Stanford University campuses as applications are reviewed from December through March. In person interviews are strongly encouraged so that prospective students have the opportunity to visit the campuses and meet with faculty and students.

### **Candidate Selection**

The Consortium aims to attract and educate students who are distinguished by their academic achievement, capacity for critical thinking, interpersonal skills, motivation to become exceptional clinicians, leadership potential, and commitment to service.



Preference is given to applicants who have demonstrated an interest in the field of psychology through relevant coursework and/or professional experiences, an overall undergraduate grade-point average of at least a 3.3, a graduate grade-point average of at least 3.5 (if applicable), an overall GRE score greater than 307/1200, and strong interpersonal skills as demonstrated in the admissions interview. Average scores for recent incoming students are 3.63 GPA and 317/1340 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 Consortium reserves the right to withdraw that offer of admission if:

1. You have misrepresented yourself in the application process.
2. We learn that you have engaged in behavior prior to matriculation that indicates a serious lack of judgment or integrity.
3. You show a significant drop in academic performance or fail to graduate.

All applicants and students enrolled in the program, should be assured that the PGSP-Stanford Psy.D. Consortium practices a nondiscrimination policy regarding disability, gender, military status, age, race, color, sexual orientation, national and ethnic origins in admission, employment, and in the administration of its program and activities. Any otherwise qualified student, or applicant, with a disability may request reasonable accommodation regarding the application process and services as a prospective or enrolled student.

## PGSP-STANFORD PSY.D. CONSORTIUM COMMITMENT TO DIVERSITY

The PGSP-Stanford Psy.D. Consortium is committed to providing an educational environment that respects cultural and individual differences. It seeks both to foster a diverse student body and to support the aspirations of all of its students. It supports the kind of critical debate over important ideas that are central to the academic enterprise. At the same time, it encourages the respect and cooperation that are also central to an academic community. PAU's commitment to diversity requires a commitment on the part of all members of this academic community to acknowledge the range of human variability and to respect difference.

As psychologists, an understanding and appreciation for human diversity is especially critical. PAU sponsors several student organizations that are committed to cultural awareness and diversity including the Students for Ethnic and Cultural Awareness (SECA) and Student Association for Sexual Orientation (SASO). These organizations are designed to build community, and to provide education and outreach with the goal of furthering awareness and appreciation of diversity. Representatives from both the PAU Ph.D. program and the PGSP-Stanford Psy.D. Consortium serve as agents for each of these organizations.

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

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

### TUITION AND FEE SCHEDULE

Tuition and fees for the Psy.D. program are charged at a full-time rate per quarter (Fall, Winter and Spring). There is no part-time tuition. Because tuition is charged at flat rate each quarter, there are no refunds for dropping a course. For current tuition and fee rates, visit [http://www.paloaltou.edu/sites/paloalto.edcms.net/files/tuition\\_and\\_fees\\_fy15-16\\_\\_final\\_to\\_be\\_published\\_on\\_website\\_v2.pdf](http://www.paloaltou.edu/sites/paloalto.edcms.net/files/tuition_and_fees_fy15-16__final_to_be_published_on_website_v2.pdf)

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

### Continuing Registration Fee - All Students

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

### Refund Policy for Program Withdrawal

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

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

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

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

### **Dissertation Fee Policy**

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

## **RESOURCES AND FACILITIES**

### **Consortium PAU Campus Setting**

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

### **PAU Research Library**

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

### **Consortium Stanford Department of Psychiatry and Behavioral Sciences Setting**

The Department of Psychiatry and Behavioral Sciences is located at 401 Quarry Road, Stanford, CA, where approximately 50% of the Consortium courses are taught. Students spend additional time at the Department of Psychiatry working on practica and pursuing other research and clinical interests with Stanford faculty and staff. For more information or specific inquiries about Stanford resources, students should contact the Administrative Associate for the Department of Psychiatry at Stanford University. In addition, all Consortium students are given a SUNet ID, the Stanford University unique 3-8 character account name that identifies them as affiliated members of the Stanford community, allowing them access to the Stanford University Network of computing resources and services, including online library resources.

## **PSY.D. DEGREE — PROGRAM REQUIREMENTS**

### **General Program Description**

The PGSP-Stanford Psy.D. Consortium training program is a full-time, five-year training program: three years of academic course work, one year for the clinical dissertation project, and one year for a full-time pre-doctoral internship. The nine-month academic year runs on a quarter system, with elective classes and professional seminars offered during summer quarter. Prior to their external fifth-year internship, students gain clinical experience through a three-year practicum program coordinated by the Consortium. Upon completion of all Consortium program requirements, students will be awarded their degree through the Pacific Graduate School of Psychology at Palo Alto University, and the degree will clearly indicate that the student has completed all requirements of the PGSP-Stanford Psy.D. Consortium.

The PGSP-Stanford Psy.D. Consortium program requires a minimum of four full years in residence plus a program-approved external, pre-doctoral internship in clinical psychology. The program integrates academic course work, supervised clinical training, and research experience at every stage of the student's progress toward the ultimate goal of a doctorate degree. All students develop a thorough understanding of the broad body of knowledge that comprises scientific psychology. They also acquire and must demonstrate skills that can be applied to a variety of clinical problems through a graded curriculum, clinical practica and other clinical, research and professional experiences in each year of study. Students must complete 2,000 hours of pre-doctoral clinical training and a dissertation project prior to graduating.

Each cohort of Consortium students enroll together in the same prescribed program of didactic coursework over most of the first three years of the program. In the third and fourth year, a limited number of elective seminar options are available. The fourth year is comprised of advanced elective coursework, clinical practicum training, the internship application process, and the undertaking and completion of a Psy.D. dissertation project. Upon advancement to candidacy, students are required to enroll in a total of thirty units of dissertation credit in the fourth year, and continue to register for three units of dissertation credit hours every quarter until the dissertation is completed. (Additional fees required, reference dissertation fee policy on page 111) During the fifth year of the Consortium program students participate in an external, program-approved pre-doctoral clinical internship.

## Time Limits for Completion of Program

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

## Psy.D. Program Training Model

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

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

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

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

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

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

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

- Biological aspects of behavior;
- Cognitive and affective aspects of behavior;
- Social aspects of behavior;
- Lifespan human development; and
- History and systems of psychology.

## Objective 1b: Statistics, Research Methods and Measurement

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

**Competencies.** Students and graduates will demonstrate:

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

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

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

**Competencies.** Students and graduates will demonstrate:

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

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

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

- Effective therapeutic alliances;
- Effective integration of the patient presentations with theoretical and research knowledge in case conceptualizations; and
- Productive capacity to identify and utilize own emotional reactions.

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

**Competencies.** Students and graduates will demonstrate:

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

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

**Competencies.** Students and graduates:

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

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

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

**Competencies.** Students and graduates demonstrate :

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

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

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

**Competencies.** Students and graduates demonstrate:

- Knowledge of theories and methods of supervision and consultation;
- Knowledge and awareness of indications for seeking supervision and consultation;
- Willingness to seek feedback without prompting and to respond to feedback non-defensively; and
- Foundation skills for providing effective supervision and consultation.

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

**Competencies.** Students and graduates demonstrate:

- Knowledge of relationships between medical problems and psychiatric illness common to clinical practice; and
- Ability to function effectively and collegially in multidisciplinary professional contexts.



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

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

**Competencies.** Students:

- Attend consistently and respond thoroughly to key patient care tasks and documentation requirements;
- Manage professional activity efficiently and effectively; and
- Respond promptly and effectively to matters of patient safety and confidentiality.

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

**Competencies.** Students demonstrate:

- A dedication to expanding knowledge and skills; and
- An active engagement in professional issues and affairs.

Graduates:

- Obtain entry level psychology positions;
- Obtain psychology licensure; and
- Participate in and contribute to the profession.

## MILESTONES

### Academic Requirements

Students are expected to achieve a grade of B- (B-minus) or higher in didactic course work. Any student who receives two or more grades of B- in a given quarter is expected to meet with his or her advisor to discuss and attempt to resolve any academic difficulties. Additionally, a compulsory review by the Consortium Student Evaluation Committee is required in this situation. Students must resolve all incomplete grades and pass all required comprehensive examinations prior to advancing to candidacy.

The Consortium training program provides students with increasing amounts of time spent in clinical work experiences during each year of graduate training, with a minimum of 1,500 clinical hours obtained prior to internship. Students are evaluated on a quarterly basis by their practicum supervisors, and must maintain satisfactory practicum ratings to maintain good academic standing. Requirements for receiving a Pass grade in Clinical Practicum are detailed in the Practicum Handbook.

### Good Academic Standing

Good academic standing is specific to the year of matriculation. All students must pass all required courses, receive no more than two grades of B- in any quarter, present satisfactory practicum evaluations, pass all comprehensive examinations and make satisfactory progress on the dissertation. Students are

independently responsible to monitor their incomplete grades and to satisfy course requirements prior to the close of the subsequent quarter. Two grades of B- or below in any quarter mandates a meeting with the student's academic advisor and a compulsory review by the Consortium Student Evaluation Committee (SEC). Unsatisfactory practicum evaluations necessitate a meeting with the Consortium Practicum Coordinator and due process or other actions may be required by the practicum site and the Consortium Student Evaluation Committee. Failure to pass comprehensive examinations or make satisfactory progress on the dissertation is subject to review by the Consortium Student Evaluation Committee.

### Competency Evaluations

In addition to other outcome evaluation methods administered throughout the program such as course grades and practicum evaluations, a comprehensive examination will be administered during the first, second and third year of the program. The purpose of these examinations is to assess each student's:

1. Knowledge of specific areas of clinical psychology
2. Ability to integrate course content regarding research, theory, and application
3. Ability to conceptualize, integrate and present clinical casework

The primary goal of the comprehensive exam sequence is to verify students' integration of academic and applied instruction, and to judge their qualifications for internship application.

Each exam is administered up to three times. For those not passing on the first attempt, the exam will be offered again. **No more than three failures will be permitted.** Failure on the third re-examination will result in a compulsory review of the Consortium Student Evaluation Committee, possible dismissal from the program, and/or ineligibility for internship application, if applicable.

### Advancement to Candidacy

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

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

### Complete Academic Curriculum

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



The complete academic curriculum for the first three years of the Consortium training program, effective Fall 2015, is provided below. Courses are required unless specifically identified as an "Elective". Students who entered the program prior to Fall 2015 should consult with the Program Manager or Director(s) of Clinical Training for requirements specific to their year of entry.

## YEAR 1

Fall		Units
CLIN700	Learning Psychotherapy: An Integrated Approach I	3
ETHC700	Foundations of Ethics & Professional Psychological Practice	3
PATH701	Psychopathology Across the Life Span: Middle Years & Older Adults	3
PSYS720	Foundations of Psychological Science II: Cognitive Bases of Behavior	2.5
STAT704	Statistics & Research Methods I	5
Winter		Units
CLIN702	Learning Psychotherapy: An Integrated Approach III	3
PSYS706	Lifespan Development	3
PSYS710	Biological Bases of Behavior	3
PSYS722	Foundations of Psychological Science II: Affective Bases of Behavior	2.5
STAT706	Statistics & Research Methods II	5
Spring		Units
CLIN 715	Brief Psychodynamic Psychotherapy	3
ETHC702	Critical Issues in Clinical Psychology	3
PATH700	Psychopathology Across the Life Span: Child & Adolescent	3
PSYS700	Foundations of Psychological Science I: Social Aspects of Behavior	5
STAT700	Psychometrics	5

## YEAR 2

Fall		Units
ASMT700	Psychological Assessment I: Intellectual Assessment	5
CLIN707	Cognitive Behavioral Therapy for Mood Disorders	3
ETHC703	Advanced Professional Issues: Clinical Emergencies & Crises	3
PSYS707	History & Systems	3
Winter		Units
ASMT701	Psychological Assessment II: Personality & Psychopathology	5
CLDV700	Culturally Competent Counseling	3
CLIN710	Nature & Treatment of Anxiety Disorders	3
Spring		Units
ASMT702	Psychological Assessment III: Integrated Test Batteries	5
CLIN711	Psychological Treatment for Substance Use Disorders	3
CLIN713	Child/Adolescent I: Developmental Psychopathology	3
<i>Elective Option:</i>		
CLIN723	<i>Child/Adolescent II: Child Assessment</i>	3

## YEAR 3

Fall		Units
CLIN736	Supervision & Consultation	3
DISS701	Dissertation Preparation I	1
<i>Elective Options</i>		
CLIN718	<i>Clinical Perspectives on Trauma Psychology</i>	3
CLIN726	<i>Couples &amp; Family Therapy</i>	3
Winter		Units
CLIN727	Medical Illness & Psychological Symptoms	3
DISS702	Dissertation Preparation II	1
<i>Elective Options</i>		
CLIN728	<i>Child/Adolescent II: Child Psychotherapy</i>	4
CLIN720	<i>Nature &amp; Treatment of Eating Disorders</i>	3
Spring		Units
INTR700	Introduction to Internship Preparation (highly encouraged, but not required)	1
PSYS719	Psychopharmacology for the Psychologist	3
<i>Elective Options</i>		
CLIN722	DBT for the Borderline Patient: A Clinical Overview	3

Beginning in the fourth year of the program, students' schedules may vary based on dissertation status, preparedness for internship application, etc. The courses listed below are those anticipated for a student in good standing and on track to complete all program requirements within the five-year timeline.

#### YEAR 4

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

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

Spring		Units
DISS 710	Dissertation Units	10

#### YEAR 5

* Fall		Units
INTR 703	Internship Units	3

Winter		Units
INTR 703	Internship Units	3

Spring		Units
INTR 703	Internship Units	3

Summer		Units
INTR 703	Internship Units	3

\* Note: Internship enrollment may start in the summer quarter prior to the fifth year, depending on the internship start date. All students must complete a total of 12 Internship Units.

## PSY.D. PROGRAM COURSE DESCRIPTIONS

(Courses are required unless specifically identified as "Elective")

### First Year Courses

#### CLIN 700 Learning Psychotherapy: An Integrated Approach I

Provides a foundation for training beginning psychotherapists in the crucial elements of psychotherapy. The first module focuses on an introduction to pan-theoretical elements, concepts of listening skills, the therapeutic alliance, verbal response modes and therapist intentions, and cultural and ethical issues affecting psychotherapy.

#### CLIN 702 Learning Psychotherapy: An Integrated Approach III

The pan-theoretical elements identified by the APA Division 29 task force are studied at in greater depth. Key issues include establishing therapeutic alliance (task/goal/bond), recognizing and repairing ruptures in the therapeutic alliance, transference and countertransference, and effective termination.

#### CLIN 715 Brief Psychodynamic Psychotherapy

Introduction to brief and long-term psychodynamic psychotherapy, with an emphasis on the potential contribution of empirical research to theory validation and to the identification of efficacious treatment elements. Topics covered include: psychodynamic assumptions about the mechanisms of change in treatment, with a focus on the roles of insight and enactments; definitions of transference and counter-transference as affected by the shift in focus from a one-person to two-person psychology; the role of the unconscious and mechanisms of defense; the technical distinction between expressive and supportive techniques and their relations to the mechanisms of change.

#### ETHC 700 Foundations of Ethics & Professional Psychological Practice

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

#### ETHC 702 Critical Issues in Clinical Psychology

Focuses on practical issues that will face clinical psychologists in 21st century including controversies over empirically supported therapies, practice guidelines, randomized clinical trials, self-evaluation of practices and prescription privileges for clinical psychologists.

#### PATH 700 Psychopathology Across the Lifespan: Child & Adolescent

Overview of common child and adolescent psychological disorders and developmental psychopathology addressing issues such as ethnicity, SES and gender differences throughout. The course focuses on DSM-IV-TR classifications, adaptive and maladaptive behaviors, risk and protective factors within the child, family and environment and developmental models.

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

Overview of theory, etiology, base rates and comorbidities of psychopathologies included in DSM-IV-TR. Students learn to use the DSM-IV-TR criteria and multi-axial system to make differential diagnosis and apply diagnostic skills through clinical interviews and diagnostic reports. The benefits and limitations of diagnosis are discussed.

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

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

### **PSYS 706 Lifespan Development**

This course will review the fundamentals of developmental psychology, which is a field of study devoted to understanding both the continuity and change that makes up normal human development throughout the lifespan, from birth to old age.

### **PSYS 707 History & Systems**

Introduction to the historical contexts, social influences, and individuals important to the development of movements within psychology with an emphasis placed on the development of psychology as an empirical science. Recognition of the role of women and people of color in the history of psychology are emphasized.

### **PSYS 710 Biological Bases of Behavior**

Reviews the fundamentals of neuroscience involved in understanding what is currently known about the neurobiological bases for psychiatric disorders. It includes a review of neurotransmitters, second messenger systems, neurotrophic factors and the effect of pharmacologic agents on these different levels of input to the neuron. Connected networks thought to underlie mood and anxiety disorders, data suggesting structural changes in mood disorders and functional abnormalities in a variety of psychiatric illnesses are considered.

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

Focus on the basic sciences of human cognition, and how this domain of human functioning can be harnessed to inform us about psychopathology. Course will focus on selected key topics within the areas of attention, memory, decision-making, social cognition, and language. The goal of this course is to expose students to both the classic and recent empirical research in different areas of cognition, and to discuss various theories proposed to account for these findings.

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

This course provides an overview of affective science. It includes a review of key topics, including: defining and measuring emotion, intrapersonal and interpersonal functions of emotion, gender and cultural differences in emotion, emotion across the lifespan, emotion regulation, and emotion and well-being. This course also considers the application of affective science concepts and research findings to clinical psychology theory and practice.

### **STAT 700 Psychometrics**

This course provides an overview of the scientific study of mental measurement, psychological testing and assessment. The course covers several measurement instruments associated with aptitude, interests, personality, and abilities that are used in a variety of settings. Discussion of statistical underpinnings of instruments, the administration of tests, their “meaningful” (i.e., clinical) utility, and ethical issues surrounding their applications are discussed. Students are required to review and critique several commonly used instruments during this course, including evaluating computerized- and clinician-generated interpretations of tests.

### **STAT 704 Statistics & Research Methods I**

This course covers basic research methodology and statistics in psychology. Students will be able to describe characteristics of research studies, explain different research methods, and articulate strengths and limitations of various research designs. The statistical concepts taught include the ability to identify which data analyses procedures to use, compute simple statistical work problems by hand, correctly perform data entry, data management, and statistical analyses covered in lectures using a statistical program.

### **STAT 706 Statistics & Research Methods II**

This course builds upon the research methods and statistical approaches taught in PSY250. More advanced research methodology is covered in addition to learning how to critically evaluate an article published in the research literature. Students will be able to distinguish the nature of designs that permit causal inferences from those that do not, evaluate the appropriateness of conclusions derived from psychological research as well as articulate strengths and limitations of various research designs. The lectures will cover analysis of variance/covariance, regression, and multiple regression. Students will learn to execute the models within a statistical program as well as the interpretation and explanation of results in APA format. *Prerequisite: STAT 704.*

## Second Year Courses

### **ASMT 700 Psychological Assessment I: Intellectual Assessment**

This five-unit course provides an introduction to assessment of adult intellectual and cognitive functioning in a dual lecture and laboratory format. The course emphasizes the Wechsler Adult Intelligence Scale-IV with administration, scoring, and interpretation covered in lecture and implemented in the laboratory.

### **ASMT 701 Psychological Assessment II: Personality & Psychopathology**

This five-unit course provides an overview of personality and personality assessment in a dual lecture and laboratory format. The course emphasizes objective, self-report measures and provides in-depth coverage of the MMPI-2 in the assessment of emotional functioning and psychopathology. *Prerequisite: ASMT 700.*

### **ASMT 702 Psychological Assessment III: Integrated Test Batteries**

This five-unit course integrates intellectual functioning, cognitive, personality and psychopathology measures into a coherent description of the client in a dual lecture and laboratory format. The primary focus in this course is on interpretation of psychological test batteries and report writing. *Prerequisite: ASMT 701.*

### **CLIN 707 Cognitive Behavioral Therapy for Mood Disorders**

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

### **CLIN 710 Nature & Treatment of Anxiety Disorders**

Overview of current data regarding prevalence, clinical features, comorbidities, and treatment outcome of anxiety disorders in adults. Etiology and the development and maintenance of anxiety disorders from a biopsychosocial perspective is presented and specific treatment procedures are reviewed for empirically supported treatments for Generalized Anxiety Disorder, Panic Disorder, Social and Specific Phobias, Post-Traumatic Stress Disorder and Obsessive-Compulsive Disorder.

### **CLIN 711 Psychological Treatment for Substance 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.

### **CLIN 713 Child/Adolescent I: Developmental Psychopathology**

This course explores the new field of developmental psychopathology. The theoretical underpinnings of developmental psychopathology will be examined. The contribution of developmental psychopathology to understanding etiology, assessment, and treatment will be reviewed in detail. Patient interviews will be conducted to demonstrate principles of developmental psychopathology as applied to currently hospitalized psychiatric patients.

### **CLIN 735 Group Psychotherapy**

Introduction to the theory and practice of group psychotherapy and includes an historical overview of the development of group psychotherapy, particularly as it pertains to the emergence of the various approaches to group psychotherapy. Basic issues and treatment strategies in conducting group psychotherapy are highlighted. Introduction to basic group dynamics, principles of effective task groups, and the theory and practice of group psychotherapies with an emphasis on interactional group therapy.

### **CLDV 700 Culturally Competent Counseling**

Overview of issues related to multicultural counseling and psychology. The focus is on the interface of divergent identities and cultural experiences and the development of cross-cultural competency for clinicians.

### **ETHC 703 Advanced Professional Issues: Clinical Emergencies & Crises**

Follows the section of clinical emergencies and crises (Section VII) of the APA Division of Clinical Psychology's training guidelines for didactic and clinical training in this essential professional endeavor.

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

Provides students with background and practical experience in diagnostic testing of children. This will include readings, observations, and discussion of diagnostic testing of selected subjects as well as practical testing experience. Human diversity issues in the assessment of children (language differences, ethnicity, SES) are addressed throughout the course.

## Third Year Courses

### **CLIN 718 Clinical Perspectives on Trauma Psychology**

This course introduces theoretical and applied issues related to trauma. Special topics including therapeutic and self-care issues for practitioners; and the needs of special populations (e.g., childhood sexual abuse survivors, combat veterans, torture survivors). Risk and protective factors are considered within a bio psychosocial framework.

### **CLIN 720 Nature & Treatment of Eating Disorders (elective)**

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

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

A comprehensive overview of DBT, supporting empirical evidence, and applicability to Borderline Personality Disorder in adult and adolescent populations. Applicability to eating disordered and alcoholic populations will also be reviewed. The core theoretical principles are summarized, and treatment targets and strategies are discussed with an emphasis given to the features that differentiate DBT from other cognitive or behavioral treatments.

**CLIN 726 Couples & Family Therapy (elective)**

Provides students with the basic concepts of systems theory. Initially the major theoretical premises of the family-systems approach to the assessment and treatment of couples and families are reviewed, then the focus shifts to acquiring the tools required for family systems interviewing, assessment, and treatment planning.

**CLIN 727 Medical Illness & Psychological Symptoms**

The purpose of this course is to investigate the appearance of psychiatric illness in medical conditions. Central Nervous System diseases, HIV related psychiatric disorders, and disorders related to hormone dysregulation are reviewed. Neuropsychological testing is covered with an emphasis on the diagnosis of psychiatric conditions in neurological disorders. Students also receive an in depth review of somatoform disorders, with particular focus on non-epileptic seizures.

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

This course introduces empirically-supported treatments for child and adolescent mental health disorders. Child and adolescent development is covered as a broad-based guiding principle for implementation of skills and strategies; however, the course focuses on building skills (e.g., CBT with anxiety) and their application to specific disorders.

**CLIN 736 Supervision & Consultation**

Weekly seminar that introduces students to the theory and methods of consultation psychology in child and adult settings. In addition, the course provides an introduction to the models, methods, and competencies of providing clinical supervision.

**DISS 701 Dissertation Preparation I**

Weekly seminar focused on the development and facilitation of the dissertation process. Faculty provide individual assistance and discussion, including literature review, hypotheses development, finding a dissertation chair and other committee members, the Institutional Review Board process, proposal preparation, and the proposal defense.

**DISS 702 Dissertation Preparation II**

Continuation of DISS 701. Weekly seminar focused on the development and facilitation of the dissertation process. Faculty provide individual assistance and discussion, including literature review, hypotheses development, finding a dissertation chair and other committee members, the Institutional Review Board process, proposal preparation, and the proposal defense.

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

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

**PSYS 719 Psychopharmacology for the Psychologist**

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

**Fourth Year Courses****DISS 710 Dissertation Units**

This required 10-unit dissertation course is taken by fourth year students during the first three quarters of the fourth year. All students must complete a minimum of 30 dissertation units, even if they complete the proposal defense prior to the fourth year in the program.

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

This seminar provides information and guidance about the internship application process covering topics such as site selection, CVs, essays, cover letters, and APPI completion. Students are also assigned an individual Internship Advisor to provide tailored guidance and support.

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

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

**Fifth Year Courses****DISS 703 Dissertation Units**

This three-unit dissertation course is taken by students who have not yet completed their dissertation project, beginning in the fall quarter of the fifth year. The student must continue to enroll in DISS703 until the final defense is completed, including the quarter in which the student conducts the final defense. Enrollment in DISS703 during the summer quarter is not necessary, unless the student has scheduled a proposal or defense during that quarter, with committee permission.

**INTR 703 Internship Units (3 units)**

Students completing a one year, full time internship will enroll in four consecutive quarters of INTR703, for a total of 12 units. If the internship start date occurs during July, the first quarter of enrollment will be the summer prior to the fifth year. If the start date occurs during August or September, the first quarter of enrollment will be the fall of the fifth year.

**INTR 704 Internship Units (1.5 units)**

Students completing a two year, part time internship will enroll in eight consecutive quarters of INTR704, for a total of 12 units. If the internship start date occurs during July, the first quarter of enrollment will be the summer prior to the fifth year. If the start date occurs during August or September, the first quarter of enrollment will be the fall of the fifth year.



## **Additional Courses**

### **ASMT 717 Introduction to the Rorschach: RPAS (elective)**

Introduces the use of performance-based measures to assess adult psychopathology. The primary focus of the course will be the Rorschach Performance Assessment System (R-PAS). The course will cover standardized administration, coding, and interpretation using the R-PAS.

### **PRAC 700 Assessment Practicum (elective)**

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

### **PRAC 701 Clinical Practicum**

Depending on the year in the program, students complete a 16-24 hour weekly clinical practicum wherein they attain the core clinical competencies determined by the Consortium. Students are required to register for Clinical Practicum units in every quarter in which they participate in a formal practicum. Registration in PRAC 701 also includes participation in Practicum Forum, which provides a forum for discussion and integration of practicum experiences with content in other elements of the program. Practicum and Practicum Forum requirements vary based on student status (beginning, intermediate or advanced); see the Practicum Handbook for details.

### **STAT 710 Advanced Statistical & Writing Consultation (elective)**

This course provides students individualized statistical and writing consultation for research projects. The consultant augments rather than replaces guidance provided by the student's dissertation chair.

## **Clinical Practicum**

The following is a brief description of Clinical Practicum training opportunities during the program. For detailed policies, procedures and requirements for passing grades in Practicum, students should refer to the current Practicum Handbook, available on the Psy.D. Google Site.

The Consortium training program provides students with experiences that are sequenced with increasing amounts of time spent in clinical work during each year of graduate training, with a minimum of 1,500 clinical hours obtained prior to completion of a 2,000-hour pre-doctoral internship.

Though not required, we strongly encourage graduate students to do a supplemental practicum during their first year. Typically, these positions take place in the Stanford University Department of Psychiatry or at the Palo Alto VA.

Students' responsibilities may include co-leading a group or administering a diagnostic interview. For a position to be sanctioned as a supplemental practicum, a student must accrue an average of two hours of face-to-face clinical contact per week and receive an hour of supervision by a licensed mental health provider. In addition, a student must submit a supplemental practicum contract that must be signed by their Academic Advisor and one of the DCTs. A supplemental placement may begin at any time during the academic year.

Students complete a primary practicum in their second, third and fourth years. It is expected that students will have increased responsibilities and participation within a variety of clinical settings and with a variety of patient populations throughout their time in the program. Clinical experiences may include individual, group, family and/or couples psychotherapy and assessment. A minimum of two hours of weekly supervision is required. At least one hour must be provided by a licensed clinical psychologist.

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

## **Practicum Application, Placement and Evaluation Procedures**

All practicum sites must be formally approved by the Co-Directors of Clinical Training following an evaluation and recommendation by the Consortium.

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

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

## **Dissertation Project Requirements**

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

In the fourth year of the program, students register for three consecutive quarters of Dissertation Units (DISS 710: 10 units) during the fall, winter and spring. Payment of these units (80% of the full-time tuition rate) will be divided over the three quarters of registration. If the student fails to defend the project in the

fourth year or conducts the final defense during the internship year or later, the student must enroll in DISS 703 (3 units) every consecutive quarter until the dissertation project is completed. These units will be charged on a per unit basis. Registration during summer quarter is not required unless the final defense will be scheduled during the summer quarter. Students may complete their dissertation proposal defense before their fourth year without registering for dissertation units or making additional tuition or fee payments. Summer defenses are contingent upon the availability of faculty; many members of the Consortium faculty are not available during the summer months. A student may not conduct a proposal or final defense during the breaks in the academic calendar between quarters without first obtaining permission from the Director(s) of Clinical Training. For complete policies and procedures, refer to the current Dissertation Handbook.

### **Internship Requirements**

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

### **Site Requirements**

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

### **Risks of applying to non-APA accredited internship programs**

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

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

### **Eligibility for Internship**

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

### **Internship Registration & Evaluation**

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

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

### **Terms of Employment**

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

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

## CONSORTIUM CORE FACULTY



**Bruce Arnow, Ph.D.**

**ASSOCIATE CHAIR AND PROFESSOR, DEPARTMENT OF  
PSYCHIATRY AND BEHAVIORAL SCIENCES  
STANFORD UNIVERSITY SCHOOL OF MEDICINE**

Dr. Arnow received his Ph.D. in Counseling Psychology from Stanford University in 1984. He has current research interests in investigations of the efficacy of different therapies and combinations of treatment for chronic depression, along with moderators and mediators of outcome. Other areas of interest include the epidemiology of chronic pain and depression, and relationships among child maltreatment, adult health and psychiatric outcomes and use of health care services. Dr. Arnow is author or co-author of more than 80 peer reviewed papers, one book, numerous book chapters and more than 50 presentations at professional meetings.

**Christine Blasey, Ph.D.**

**PROFESSOR  
PALO ALTO UNIVERSITY**

Dr. Blasey earned a Ph.D. in Counseling Psychology from the University of Southern California and completed her dissertation in the laboratory of Dr. Gayla Margolin, working on the Family Studies Project. Her dissertation was the development of a new measure to assess coping among young children. Since that time, she has worked for 20 years as Research Psychologist and Biostatistician both in academia (Stanford University Department of Psychiatry) and in the biotech industry (Director of Biostatistics, Corcept Therapeutics). At Stanford, she was formally mentored and supervised by Dr. Helena Kraemer. In industry, she gained experience conducting statistical analyses within a regulatory environment, collaborating with statisticians from the FDA, and presenting annually at their Statistics in Industry conference. Dr. Blasey has served as a statistical reviewer for several journals in psychiatry and psychology. In 2009, Dr. Blasey earned an MS in Epidemiology with specialization in Biostatistics from the Stanford School of Medicine, Department of Health Research and Policy. She has previously taught statistics, research methods, and psychometrics courses at Pepperdine University and Stanford, and currently teaches the Statistics and Psychometrics sequence at PAU.



**Lian Bloch, Ph.D.**

**ASSISTANT PROFESSOR  
PALO ALTO UNIVERSITY**

Dr. Lian Bloch is a graduate of Stanford University, where she received her B.A. and M.A. in Psychology. She was awarded her Ph.D. in Clinical Psychology at the University of California Berkeley, where she was also a three-year fellow in the NIMH Training Consortium in Affective Science. Dr. Bloch's research has focused on emotion and emotion regulation, particularly in close relationship contexts. Her clinical internship was conducted at the San Francisco Veterans Affairs Medical Center. Dr. Bloch completed a post-doctoral fellowship at the Stanford University School of Medicine in the Department of Psychiatry and Behavioral Sciences. Currently, Dr. Bloch is core program faculty in the PGSP-Stanford Psy.D. Consortium, where she enjoys teaching, advising, and training students. She is also Adjunct Clinical Faculty in the Stanford University School of Medicine Department of Psychiatry and Behavioral Sciences. Additionally, Dr. Bloch maintains a private practice as a licensed clinical psychologist specializing in evidence-based couples therapy. Her ongoing research complements her clinical practice and investigates how factors such as emotion and communication impact satisfaction in marriages.

**Victoria E. Cosgrove, Ph.D.**

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

Dr. Cosgrove received her B.A. from Yale University in 1998 and her Ph.D. in Clinical Psychology from the University of Colorado at Boulder in 2009. She completed her internship at the VA Palo Alto Health Care System and her post-doctoral fellowship at the Stanford University School of Medicine. Her current research focuses on understanding the psychosocial and biological etiology of mood disorders in children and adolescents as well as investigating the use of evidence-based psychotherapies to prevent or delay symptom onset. In her clinical practice, she specializes in family-based treatment approaches and incorporates a family systems perspective.

**Cheryl Gore-Felton, Ph.D.**  
**PROFESSOR AND ASSOCIATE CHAIR, DEPARTMENT OF PSYCHIATRY  
AND BEHAVIORAL SCIENCES**  
**STANFORD UNIVERSITY SCHOOL OF MEDICINE**

Dr. Gore-Felton completed her Ph.D. in counseling and health psychology at Stanford University in 1997. She has been a faculty member at Stanford since 2005 and has received numerous awards throughout her career, including the Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) Program for Women fellowship. She has published more than 100 peer-reviewed papers and book chapters.

As current co-Director of the Stanford Psychology and Biobehavioral Sciences Laboratory, Dr. Gore-Felton's clinical focus is the treatment of anxiety disorders, including post-traumatic stress disorder. Her research focuses on developing effective psychotherapy interventions to reduce chronic stress as well as enhance positive health behaviors to reduce morbidity and mortality among patients coping with chronic, medical illnesses which are often life threatening. Since 1999, she has worked to advance HIV/AIDS research. She currently serves as Chair of the Scientific Advisory Council, California HIV/AIDS Research Program.

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

Dr. Hall received his Ph.D. from Washington State University in 1971. He completed his internship at the VAPAHCS and stayed on working as a psychologist on inpatient psychiatry. With exception of a two year stint at the Clement Zablocki VAMC (Milwaukee), 1972-74, where he was Acting Chief of the Alcohol Treatment Unit, he was employed at the Palo Alto VA. He started the Behavioral Medicine Clinic in 1981 and became Assistant Chief, Psychology in 2005. He retired from the VA in 2008. He currently works half time for the PGSP-Stanford Psy.D. Consortium as a clinical supervisor for practicum students assigned to the Palo Alto VA - Menlo Park Mental Health Clinic.

Dr. Hall is a Fellow of Divisions 18 and 38 of APA. He is a Diplomate in Clinical Psychology, ABPP. He authored or co-authored 21 publications and two publications were reprinted in edited books. He was also an author or co-author on 43 papers at professional meetings. During the years he worked for the VA he supervised 180 interns and postdoctoral fellows. Since becoming involved with the Psy.D. program he has supervised 75 second to fourth year students. His research interests have been obesity/weight loss and smoking cessation.



**Nancy Haug, Ph.D.,**  
**ASSISTANT PROFESSOR, PALO ALTO UNIVERSITY**  
**ASSISTANT DIRECTOR, GRONOWSKI CENTER**

Dr. Haug is a licensed clinical psychologist and formerly Assistant Professor in the Department of Psychiatry at the University of California, San Francisco (UCSF). She earned a doctoral degree in Clinical Psychology and Behavioral Medicine from the University of Maryland Baltimore County. She spent 7 years at the Johns Hopkins School of Medicine Behavior Therapy Treatment Research Center. Dr. Haug completed a clinical internship and postdoctoral fellowship at UCSF and San Francisco General Hospital in the area of Public Service and Minority Mental Health. She also holds a Master's degree in Counseling Psychology from Loyola University in Maryland. Dr. Haug is currently Assistant Director at The Gronowski Center. She was previously an Instructor at UC Berkeley Extension in the Alcohol and Drug Abuse Studies Program and taught medical students at UCSF. Dr. Haug has clinical expertise in motivational interviewing, cognitive-behavioral and mindfulness-based therapies. Areas of specialty include eating and weight disorders, smoking cessation and alcohol/substance abuse. Her current research interests include health behavior change interventions, and her most recent work was a study of evidence-based practices among substance abuse treatment providers.



**Kimberly Hill, Ph.D.**  
**CO-DIRECTOR OF CLINICAL TRAINING**  
**CLINICAL ASSOCIATE PROFESSOR, DEPARTMENT OF**  
**PSYCHIATRY AND BEHAVIORAL SCIENCES**  
**STANFORD UNIVERSITY SCHOOL OF MEDICINE**

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

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



**Robert Holaway, Ph.D.**

**CO-ASSOCIATE DIRECTOR OF CLINICAL TRAINING  
ASSISTANT PROFESSOR, PALO ALTO UNIVERSITY  
ADJUNCT CLINICAL ASSISTANT PROFESSOR, DEPARTMENT OF  
PSYCHIATRY AND BEHAVIORAL SCIENCES  
STANFORD UNIVERSITY SCHOOL OF MEDICINE**

Dr. Holaway is an Assistant Professor and Co-Associate Director of Clinical Training in the PGSP-Stanford Psy.D. Consortium. He received his Ph.D. in clinical psychology from Temple University. He completed his internship at the VA Palo Alto Health Care System (VAPAHCS), followed by his postdoctoral fellowship in the Department of Psychiatry and Behavioral Sciences at Stanford University. Since 2008, he has supervised Psy.D. practicum students at the VAPAHCS (Menlo Park Division). In addition to his faculty appointment at PAU, Dr. Holaway is also an Adjunct Clinical Assistant Professor in the Department of Psychiatry and Behavioral Sciences at Stanford University. His clinical and research interests are in cognitive-behavioral interventions and the treatment of anxiety disorders. Dr. Holaway maintains a private practice in Menlo Park, CA where he specializes in cognitive-behavioral therapy for adults with anxiety and related disorders.



**Jamie Kent, Ph.D.,  
ASSISTANT PROFESSOR AND CO-PRACTICUM  
COORDINATOR  
PALO ALTO UNIVERSITY**

Dr. Kent was awarded her Ph.D. in clinical psychology from Loyola University Chicago. She completed her predoctoral clinical internship at the University of Washington School of Medicine in behavioral medicine and neuropsychology. Dr. Kent's postdoctoral clinical fellowship was completed at Stanford University School of Medicine in the Department of Psychiatry and Behavioral Sciences.

Dr. Kent is currently a core faculty member in the PGSP-Stanford Psy.D. Consortium where she serves in teaching, advising, and training capacities. Areas of clinical specialization include psychological assessment, women's mental health, health psychology, and the use of cognitive-behavioral and mindfulness-based therapies. Her research has focused on mood and cognitive changes associated with women's health concerns.



**Cheryl Koopman, Ph.D.  
ASSOCIATE PROFESSOR (RESEARCH), DEPARTMENT OF  
PSYCHIATRY AND BEHAVIORAL SCIENCES  
STANFORD UNIVERSITY SCHOOL OF MEDICINE**

Dr. Cheryl Koopman received her B.A. from University of California, Berkeley, and her Ph.D. from the University of Virginia. Her research focuses predominantly on psychosocial reactions to political trauma, serious illness, and other stressful life events and evaluates interventions to help people cope with such events. Dr. Koopman's research and participation on the Anxiety Disorders Section for the Diagnostic and Statistical Manual-Fourth Edition (DSM-IV) contributed empirical support and clarification of criteria for Acute Stress Disorder as a new psychiatric diagnosis. Dr. Koopman's research focuses on survivors of a variety of traumatic events such as political or interpersonal violence, natural disasters and serious illness. In these studies, she examines relationships between the severity of the recent traumatic event, previous life history, risk and resilience factors, and demographic characteristics with the symptoms of acute and other stress reactions. Dr. Koopman's research also focuses on social interventions that promote physical and mental health in communities.



**Sandy Macias, Ph.D.,  
ASSISTANT PROFESSOR, PALO ALTO UNIVERSITY  
ASSISTANT DIRECTOR, GRONOWSKI CENTER**

Dr. Macias received her Ph.D. in Counseling/Clinical/School Psychology from the University of California, Santa Barbara in June 2004. Prior to pursuing her doctorate, she was trained as a Marriage and Family Therapist and has been licensed since 1997. Her clinical training and experience has focused primarily on assessment and treatment of abused and neglected children and their families. Dr. Macias completed her pre-doctoral internship at Monterey County Children's Behavioral Health. At Monterey County her clinical work consisted of conducting psychological assessments on children and their families who had entered into the Juvenile Dependency Court system; providing individual, family, and group therapy to children and their families; and working with severely emotionally disturbed children in a day treatment setting. Dr. Macias' past research experience has included the examination of self-esteem and locus of control issues in mothers without custody of their children; school bonding and its relationship with ethnicity and acculturation; evaluation of a three-year after school homework program; and an evaluation of a three-year juvenile drug court treatment program. Her most recent research focus was on the intergenerational transmission of child abuse.



**Jennifer Phillips, Ph.D.**

**CLINICAL ASSOCIATE PROFESSOR, DEPARTMENT OF PSYCHIATRY AND  
BEHAVIORAL SCIENCES**

**STANFORD UNIVERSITY SCHOOL OF MEDICINE**

Dr. Jennifer Phillips obtained her Ph.D. in Clinical Psychology from University of Texas Southwestern Medical School. She completed a postdoctoral fellowship in autism research at Arizona State University and the Southwest Autism Research Center, and a subsequent postdoctoral fellowship in Clinical Child Psychology at Stanford University. Dr. Phillips's research and clinical interests include autism and other developmental disabilities. She is co-director of the Autism and Developmental Disabilities Clinic in Child Psychiatry, and Director of Assessment Training for the Stanford Autism Center at Packard Children's Hospital. In addition to research and clinical work, she supervises practicum students in neurodevelopmental assessment, teaches an advanced course in Child Assessment, serves as an Academic Advisor, and serves on dissertation committees.



**Steve Smith, Ph.D.**

**CO-DIRECTOR OF CLINICAL TRAINING  
PROFESSOR, PALO ALTO UNIVERSITY**

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

**Allison Thompson, Ph.D.**

**CO-ASSOCIATE DIRECTOR OF CLINICAL TRAINING AND CO-PRACTICUM  
COORDINATOR**

**CLINICAL ASSISTANT PROFESSOR, DEPARTMENT OF PSYCHIATRY AND  
BEHAVIORAL SCIENCES**

**STANFORD UNIVERSITY SCHOOL OF MEDICINE**

Dr. Thompson holds a Ph.D. in clinical psychology from Northwestern University, a M.A. in journalism from the University of Missouri at Columbia, and a B.A. in psychology from the University of California at Berkeley. She is a clinical assistant professor in the Department of Psychiatry & Behavioral Sciences at the Stanford University School of Medicine. She previously provided counseling services to veterans through her work at VA medical centers and with Stanford Vets Connect, and treated patients with chronic and severe mental illness while working at a community mental health clinic. Dr. Thompson, who was the recipient of a research supplement for underrepresented minorities from the National Institutes of Health, has conducted research designed to improve the mental and physical health of people of color. For her dissertation, she examined the barriers that prevent African-American women from exercising. Through her clinical work and her research, Dr. Thompson is committed to making mental health care more acceptable and more accessible.

**Sanno Zack, Ph.D.**

**CLINICAL ASSISTANT PROFESSOR, DEPARTMENT OF PSYCHIATRY AND  
BEHAVIORAL SCIENCES**

**STANFORD UNIVERSITY SCHOOL OF MEDICINE**

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

## APPENDIX A

### PGSP-Stanford Psy.D. Consortium Faculty

#### Core Faculty

Bruce Arnow (Stanford)  
Christine Blasey (PAU)  
Lian Bloch (PAU)  
Victoria Cosgrove (Stanford)  
Cheryl Gore-Felton (Stanford)  
Robert Hall (PAU)  
Nancy Haug (PAU)  
Kimberly Hill, Co-DCT, (Stanford)  
Robert Holaway, Co-Associate DCT (PAU)  
Jamie Kent, (PAU)  
Cheryl Koopman (Stanford)  
Sandy Macias (PAU)  
Jennifer Phillips (Stanford)  
Steve Smith, Co-DCT (PAU)  
Allison Thompson, Co-Associate DCT (Stanford)  
Sanno Zack (Stanford)  
Associated Program Faculty  
Kathleen Corcoran (Stanford)  
Jenifer Culver (Stanford)  
Debra Safer (Stanford)  
Teceta Tormala (PAU)  
Sharon Williams (Stanford)  
Other Contributors  
Robin Apple (Stanford)  
John Barry (Stanford)  
James N. Breckenridge (PAU)  
Charles DeBattista (Stanford)  
Kathleen Eldredge (Stanford)  
Amanda Faniff (PAU)  
Kathleen Kara Fitzpatrick (Stanford)  
Robert Friedberg (PAU)  
Grace Gengoux (Stanford)  
Peter Goldblum (PAU)  
Rowena Gomez (PAU)  
Tamara Hartl (Stanford)  
Chris Hayward (Stanford)  
Yotam Heineberg (PAU)  
Megan Jones (Stanford)  
Shashank Joshi (Stanford)  
Kristine Luce (Stanford)  
Rachel Manber (Stanford)  
Meg Marnell (Stanford)  
Ricardo Muñoz (PAU)  
Sita Patel (PAU)  
Jonathan Peretz (PAU)  
Lisa Post (Stanford)  
Douglas Rait (Stanford)  
Athena Robinson (Stanford)

Craig Rosen (Stanford)  
Lauren Schneider (Stanford)  
C. Barr Taylor (Stanford)  
Helen Wilson (Stanford)  
Philip Zimbardo (PAU)

## APPENDIX B

### Representative Practicum Sites

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

## APPENDIX C

### Representative Pre-Doctoral Internship Sites

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

Southeast Louisiana Veterans Health Care System  
St. Lukes Roosevelt Hospital Center  
Stanford Counseling and Psychological Services  
Suffolk University Counseling and Psychological Services  
The Guidance Center  
The Help Group  
University of California, Davis, Counseling and Psychological Services  
University of California, Los Angeles, Counseling and Psychological Services  
University of California, Los Angeles, Neuropsychiatric Institute  
University of California, San Diego School of Medicine/Veterans Affairs  
University of California, San Francisco, Child and Adolescent Services, SFGH  
University of California, San Francisco, Department of Psychiatry  
University of California, Santa Cruz Counseling and Psychological Services  
University of Colorado at Boulder, Wardenberg Health Center  
University of Colorado School of Medicine  
University of Florida Health Sciences Center  
University of Maryland School of Medicine/VA Maryland Health Care System  
University of Massachusetts Medical Center/Worcester State Hospital  
University of Miami/Jackson Memorial Hospital  
University of Miami School of Medicine/Mailman Center for Child Dev.  
University of Michigan- Institute for Human Adjustment  
University of North Carolina-Chapel Hill School of Medicine  
University of Oklahoma Health Sciences Center  
University of Pennsylvania, Counseling Services  
University of San Diego, Counseling Center  
University of Southern California/Children's Hospital LA  
University of Utah Neuropsychiatric Institute  
University of Wisconsin Departments of Psychiatry & Rehabilitation Medicine  
VA Gulf Coast Veterans Health Care System  
VA Los Angeles Ambulatory Care Center  
VA Medical Center – Denver, CO  
VA Medical Center – Milwaukee, WI  
VA Pacific Islands Health Care System, Honolulu, HI  
VA Salt Lake City Health Care System  
VA Sepulveda Ambulatory Care Center  
VA Sierra Nevada Health Care System  
Vanderbilt VA Consortium  
Virginia Tech, Thomas E. Cook Counseling Center  
Washington State University  
Westcoast Children's Clinic  
Western Youth Services  
Woodhull Medical and Mental Health Center  
Yale University School of Medicine



## **SECTION III**

### **GENERAL INFORMATION**

## RESOURCES AND FACILITIES — PAU CAMPUS

### Omar Seddiqui Research Library and Department of Academic Technology

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

You may visit the Research Library and Academic Technology website at <http://www.paloalto.edu> for current hours and contact information.

### Research Library and Academic Technology Staff

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

### Collections

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

### Research Library and Academic Technology Services and Resources

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

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

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

PAU students may use Stanford's Cecil H. Green Library as a member of the general public at any time, though access is restricted to 7 days per year. Lane Medical Library at the Stanford University Medical Center is open to everyone.

### Computer Lab

There is one Computer Lab on campus with (8) computers and it is located in the PAU Library. In addition we have a virtual computer lab that provides our students with access to software packages such as SPSS and Microsoft Office® software. Virtual computer lab is available from on/off campus and works on most computer operating systems. We also provide high speed wireless internet access throughout the campus for use on personal/mobile devices. Our on-site computer lab is open the same hours as the library, including evenings and weekends. Our virtual computer lab is accessible 24x7.

### COMPUTER AND NETWORK USAGE POLICY

This policy covers the appropriate use of all information resources including computers, networks, and the information contained therein.

#### Authority:

Approved by the Vice President for Business Affairs and Chief Financial Officer.

#### Applicability:

Applies to all University students, faculty and staff, and all others using computer and communication technologies, including the University's network, whether personally or University owned, which access, transmit or store University or student information.

#### Policy Statement:

Use of Palo Alto University's network and computer resources should support the basic missions of the University in teaching, learning and research. Users of Palo Alto University's network and computer resources ("users") are responsible to properly use and protect information resources and to respect the rights of others. This policy provides guidelines for the appropriate use of information resources.

1. Definitions
2. Policies
3. Oversight of Information Resources
4. Reporting or Investigating Violations or University Concerns
5. Consequences of Misuse of Information Resources
6. Cognizant Office
7. Related Policies



## **1. Definitions**

As used in this policy:

- a. "Information resources" are all computer and communication devices and other technologies, which access, store or transmit University or student information.
- b. "Information" includes both University and student information.
- c. "Personally owned resources" is information resources that are under the control of University employees or agents and are not wholly owned by the University.

## **2. Policies**

### **a. General Policy**

Users of information resources must protect (i) their online identity from use by another individual, (ii) the integrity of information resources, and (iii) the privacy of electronic information. In addition, users must refrain from seeking to gain unauthorized access, honor all copyrights and licenses and respect the rights of other users of information resources.

### **b. Access**

Users must refrain from seeking to gain unauthorized access to information resources or enabling unauthorized access. Attempts to gain unauthorized access to a system or to another person's information are a violation of University policy and may also violate applicable law, potentially subjecting the user to both civil and criminal liability. However, authorized system administrators may access information resources, but only for a legitimate operational purpose and only the minimum access required to accomplish this legitimate operational purpose.

### **(1) Prohibition against Sharing Identities**

Sharing an online identity (user ID and password or other authenticator such as a token or certificate) violates University policy.

### **(2) Information Belonging to Others**

Users must not intentionally seek or provide information on, obtain copies of, or modify data files, programs, passwords or other digital materials belonging to other users, without the specific permission of those other users.

### **(3) Abuse of Computing Privileges**

Users of information resources must not access computers, computer software, computer data or information, or networks without proper authorization, or intentionally enable others to do so, regardless of whether the computer, software, data, information, or network in question is owned by the University. For example, abuse of the networks to which the University belongs or the computers at other sites connected to those networks will be treated as an abuse of University computing privileges.

### **c. Usage**

Use of the University's information resources must comply with University policies and legal obligations (including licenses and contracts), and all federal and state laws.

### **(1) Prohibited Use**

Users must not send, view or download fraudulent, harassing, obscene (i.e., pornographic), threatening, or other messages or material that are a violation of applicable law or University policy. In particular, contributing to the creation of a hostile academic or work environment is prohibited.

### **(2) Copyrights and Licenses**

Users must not violate copyright law and must respect licenses to copyrighted materials. For the avoidance of doubt, unlawful file sharing using the University's information resources is a violation of this policy.

### **(3) Social Media**

Users must respect the purpose of and abide by the terms of use of online media forums, including social networking websites, mailing lists, chat rooms and blogs.

### **(4) Political Use**

University information resources must not be used for partisan political activities where prohibited by federal, state or other applicable laws, and may be used for other political activities only when in compliance with federal, state and other laws and in compliance with applicable University policies.

### **(5) Personal Use**

University information resources should not be used for activities unrelated to appropriate University functions, except in a purely incidental manner.

### **(6) Commercial Use**

University information resources should not be used for commercial purposes, including advertisements, solicitations, promotions or other commercial messages, except as permitted under University policy. Any such permitted commercial use should be properly related to University activities, take into account proper cost allocations for government and other overhead determinations, and provide for appropriate reimbursement to the University for taxes and other costs the University may incur by reason of the commercial use. The University's Chief Financial Officer and Vice President for Business Affairs will determine permitted commercial uses.

### **d. Personally Owned Resources**

Palo Alto University does not require personnel to use their personally owned resources to conduct University business. Individual units within the University may permit such use, and users may choose to use their own resources accordingly. Any personally owned resources used for University business are subject to this policy and must comply with all Palo Alto University requirements pertaining to that type of resource and to the type of data involved. The resources must also comply with any additional requirements (including security controls for encryption, patching and backup) specific to the particular University functions for which they are used.

### **e. Integrity of Information Resources**

Users must respect the integrity of information and information resources.

### **(1) Modification or Removal of Information or Information Resources**

Unless they have proper authorization, users must not attempt to modify or remove information or information resources that are owned or used by others.

### **(2) Other Prohibited Activities**

Users must not encroach, disrupt or otherwise interfere with access or use of the University's information or information resources. For the avoidance of doubt, without express permission, users must not give away University information or send bulk unsolicited email. In addition, users must not engage in other activities that damage, vandalize or otherwise compromise the integrity of University information or information resources.

### **(3) Academic Pursuits**

The University recognizes the value of legitimate research projects undertaken by faculty and students under faculty supervision. The University may restrict such activities in order to protect University and individual information and information resources, but in doing so will take into account legitimate academic pursuits.

#### **f. Locally Defined and External Conditions of Use**

Individual units within the University may define "conditions of use" for information resources under their control. These statements must be consistent with this overall policy but may provide additional detail, guidelines restrictions, and/or enforcement mechanisms. Where such conditions of use exist, the individual units are responsible for publicizing and enforcing both the conditions of use and this policy. Where use of external networks is involved, policies governing such use also are applicable and must be followed.

#### **g. Access for Legal and University Processes**

Under some circumstances, as a result of investigations, subpoenas or lawsuits, the University may be required by law to provide electronic or other records, or information related to those records or relating to use of information resources, ("information records") to third parties. Additionally, the University may in its reasonable discretion review information records, e.g., for the proper functioning of the University, in connection with investigations or audits, or to protect the safety of individuals or the Palo Alto University community. The University may also permit reasonable access to data to third-party service providers in order to provide, maintain or improve services to the University. Accordingly, users of University information resources do not have a reasonable expectation of privacy when using the University's information resources.

### **3. Oversight of Information Resources**

Responsibility for, and management and operation of, information resources is delegated to the head of a specific subdivision of the University governance structure ("department"), such as a Dean, Department Chair, Administrative Department head, or Principal Investigator ("lead"). This person will be responsible for compliance with all University policies relating to the use of information resources owned, used or otherwise residing in their department.

The lead may designate another person to manage and operate the system, but responsibility for information resources remains with the lead. This designate is the "system administrator."

The system administrator is responsible for managing and operating information resources under their oversight in compliance with University and department policies, including accessing information resources necessary to maintain operation of the systems under the care of the system administrator.

#### **a. Responsibilities**

The system administrator should:

- Take all appropriate actions to protect the security of information and information resources.
- Take precautions against theft of or damage to information resources.
- Faithfully execute all licensing agreements applicable to information resources.
- Communicate this policy, and other applicable information use, security and privacy policies and procedures to their information resource users.

#### **b. Suspension of Privileges**

System administrators may temporarily suspend access to information resources if they believe it is necessary or appropriate to maintain the integrity of the information resources under their oversight.

### **4. Reporting or Investigating Violations or University Concerns**

#### **a. Reporting Violations**

System users will report violations of this policy along with any defects in system accounting, concerns with system security, or suspected unlawful or improper system activities to the Director of Information Technology.

#### **b. Accessing Information & Systems**

Inspecting and monitoring information and information resources may be required for the purposes of enforcing this policy, conducting University investigations or audits, ensuring the safety of an individual or the University community, complying with law or ensuring proper operation of information resources. Only the University's Director of Information Technology (or designate) may authorize this inspection and monitoring.

#### **c. Cooperation Expected**

Information resource users are expected to cooperate with any investigation of policy abuse. Failure to cooperate may be grounds for cancellation of access privileges, or other disciplinary actions.

### **5. Consequences of Misuse of Information Resources**

A user found to have violated this policy may also have violated the University Code of Conduct, the Fundamental Standard, the Student Honor Code, and/or other University policies, and will be subject to appropriate disciplinary action up to and including discharge, dismissal, expulsion, and/or legal action. The Director of Information Technology will refer violations to University units, i.e., Student Affairs for students, the supervisor for staff, and the Dean of the relevant School for faculty or other teaching or research personnel, if appropriate.

### **6. Cognizant Office**

University's Vice-President for Business Affairs and Chief Financial Officer, shall be the primary contact for the interpretation, monitoring and enforcement of this policy.

## FINANCIAL AID

Financial assistance is available to PAU undergraduate students in the form of federal grants, state grants, federal student loans, scholarships and on-campus Federal Work Study employment.

Financial assistance is also available to eligible PAU graduate students in the form of grants, fellowships, scholarships, loans (repayable with interest) and on-campus Federal Work Study employment (teaching assistants, research assistants and student assistants) for graduate students.

While independent professional schools have no state support or extensive endowments, some type of government subsidized and/or alternative student loan funding is available to almost all students.

For more details please refer to: <http://www.paloalto.edu/admissions/admissions-resources/financial-aid-and-scholarships>

## VETERANS BENEFITS

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

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

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

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

**Inquiries regarding your VA benefits should be directed to the Palo Alto University Veteran Student Service Office at 650-433-3831 or you may contact Liesl Violante at [lvviolante@paloalto.edu](mailto:lvviolante@paloalto.edu).**

## Military Education Benefit Programs available at Palo Alto University

Montgomery GI Bill – Active Duty (Chapter 30)  
Vocational Rehabilitation and Employment VetSuccess Program (Chapter 31)  
Post 9/11 GI Bill (Chapter 33)  
The Yellow Ribbon Program  
Transfer of Educational Benefits (TEB)  
Survivors and Dependents Assistance (Chapter 35)  
Army and Navy Tuition Assistance (TA) Program

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

**For more information on these programs and eligibility, please visit: <http://www.vba.va.gov/VBA/benefits/factsheets/index.asp> and at [www.csac.ca.gov](http://www.csac.ca.gov)**

## Health Professions Scholarship Program (Psychologists)

The Air Force, Army, and Navy offer the Health Professions Scholarship Program (HPSP). The program covers 100% of a student's graduate school tuition to become a Psychologist. In addition, the program offers to pay for books and fees, plus a monthly stipend.

Students who complete the program will enter the service as a commissioned reserve officer on active duty and receive officer's pay and benefits. Students are obligated to serve at least three (3 years). Each branch of service has basic requirements to qualify for the program.

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

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

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

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

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

The Army, Navy, Marine Corps, and Coast Guard now use the centralized Joint Services Transcript System, which will electronically send your official transcript to PAU. The transcript includes your military training and occupational experience along with American Council on Education college credit recommendations. Upon receipt, your JST transcript will be reviewed for prior learning credit eligible for transfer to PAU. To request your Joint Services Transcript visit: <https://jst.doded.mil/official.html>.

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

### **Student Responsibilities to Begin Receiving Benefits**

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

- Students must be admitted to a degree program
- Complete the PAU Veterans Benefit Application online-<http://www.paloaltou.edu/sites/default/files/u10/Veteran%20Student%20Application.pdf>
- Submit eligibility letter, original transcripts, and PAU application for VA benefits to the Veteran Student Service office.

### **Responsibilities of Students Receiving Education Military Benefits**

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

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

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

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

### **Your Role to Continue to Receive Benefits**

#### ***Reporting Requirements***

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

### ***Class Registration***

After registering, students should send a copy of their courses with units and request VA-Once certification through their Certifying Official (CO). The earlier a student registers and notifies registration information to the CO, the earlier certification can be transmitted to the Department of Veterans Affairs.

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

### ***Changes to Schedule***

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

### ***Failure to Attend Class***

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

### ***Change of Major***

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

### ***Change of Address***

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

### **Your Role as a Student—Irrespective of your VA Benefit Program**

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

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

1. **Regular Attendance:** Students must be in regular attendance of all classes for which they are registered.
2. **Unsatisfactory Progress:** The University must notify the Veterans Administration that a student has made unsatisfactory progress if the student:
  - a. fails or withdraws from all classes or,
  - b. placed on academic probation for 2 terms
  - c. Is suspended by the UniversityEducation benefits are terminated when a student makes unsatisfactory progress.



3. **Classes not completed:** Unless there are extenuating circumstances, students do not receive benefits for any portion of a class dropped after the add/drop period or for classes in which incomplete (delayed) grades are received and not resolved within one year.

### **Called to Serve**

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

### **Policy**

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

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

### **Process**

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

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

### **Called to Serve - Re-Admission Policy**

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

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

#### *Exceptions include:*

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

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

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

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

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

### **Veterans Benefits - Prior Credit Policy for Veterans**

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

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



## **Veterans Benefits - Academic Probation**

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

**At Palo Alto University the VA Certifying Official is located in the Veteran Student Service Office in the Academic Affairs Department in Building 2, room 210 and can be reached at (650) 433-3822.**

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

### **Contact Information:**

Teresa Lee  
Coordinator of Veteran Student Services, VA Certifying Official  
Email: [tlee@paloinstitute.edu](mailto:tlee@paloinstitute.edu)  
Phone Number: 650-433-3822

Dr. Matthew Cordova  
Faculty Advisor for Veteran Student Group  
Email: [mcordova@paloinstitute.edu](mailto:mcordova@paloinstitute.edu)

Student Veteran Organization  
[svo@paloinstitute.edu](mailto:svo@paloinstitute.edu)

### **For questions about your benefit processing:**

VA Regional Office  
PO Box 8888  
Muskogee, OK 74402-8888  
<http://www.gibill.va.gov/muskogee>

## **INTERNATIONAL STUDENTS**

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

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

### **Maintaining Legal F-1 International Student Status**

- Keep your passport valid for six months into the future at all times.
- Maintain a valid I-20: have your I-20 updated by Student Services if you have changes such as your major, change of name, and/or completion of degree date.
- Enroll in a full course load every quarter. Full time for undergraduates is 12 units per quarter. Full time for graduates is 9 units per quarter, except during practicum and internship.

- Do NOT work on or off campus without appropriate authorization from Student Services or the United States Citizenship and Immigration Services (USCIS) as required. For more information on off campus work permission, see <http://www.paloinstitute.edu/admissions/admissions-resources/future-international-students/employment>
- Contact Student Services if you need to transfer to another institution, extend your program or if you have a new address.
- Have your passport and I-20 checked by Student Services before traveling internationally.
- While no Federal regulatory requirements exist for F-1 students, PAU policy mandates that all students be enrolled in a medical insurance plan.

### **On Campus Employment**

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

### **Off Campus Employment**

F-1 International students must have immigration authorization to work off campus. Please be sure to review the information on Curricular Practical Training (CPT) and Optional Practical Training (OPT) before pursuing any off-campus employment. <http://www.paloinstitute.edu/admissions/admissions-resources/future-international-students/employment>

### **RESIDENCY REQUIREMENT**

Doctoral programs are completed in residence.

## **INSTITUTIONAL POLICIES**

### **Accommodation of Disabled Students**

#### ***Disability Accommodations***

Palo Alto University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Accordingly, no otherwise qualified disabled student shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any academic, research, counseling, financial aid or other postsecondary education program or activity which PAU provides for all students. PAU's disabled students meet the requirements and levels of competency, required of all students in the program. In order to assist students with qualified learning physical and other disabilities, which request reasonable disability accommodations, a student must provide current documentation of any disability and other relevant information to the Office of Accessible Education.

Details of the accommodation request will be discussed interactively with the student and determined according to individual student needs. All applicants with disabilities are advised of this policy at the time of their application to the school. For purposes of reasonable accommodation, a disabled student or applicant is a person who: (a) has a physical or mental impairment which limits one or more major life activities (such as walking, seeing, speaking, learning, or working); (b)

has a record with the School of such impairment; or (c) is regarded by the School as having such an impairment, or who is otherwise defined by law as a qualified disabled student or applicant. The individual must meet the qualifications and requirements expected generally of PAU students, and must be able to perform the essential requirements of the curriculum, either with or without reasonable accommodation. PAU's Palo Alto campus has wheelchair access to all areas. Rest rooms are wheelchair accessible. Every attempt is made to work with the disabled student to meet his/her special needs.

In order to request disability accommodations, students must fill out the request for accommodations forms, available from the Office of Accessible Education no later than seven days after the start of the academic quarter. When this form is on record with Office of Accessible Education and the request has been approved, the Office of Accessible Education will notify appropriate faculty that the student is eligible for accommodation. Faculty will also be informed as to the nature of the accommodations that have been approved. If a student's request for accommodation is refused by the Office of Accessible Education, he or she may appeal the decision to the Institutional Grievance and Appeals Committee.

### **Service Animal Policy**

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

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

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

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

Service animals on campus must do the following:

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

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

### **International Students Courtesies**

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

### **Residential International Students Courtesies**

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

### **Campus Safety**

PAU complies with the Safe and Drug-Free Schools and Communities Act. PAU also annually reports crime and arrest statistics, as required by the Crime Awareness and Campus Security Act of 1990. The results of this report is distributed annually. If you would like a copy, please go to our PAU website at <http://www.paloalto.edu/departments/institutional-research-office>.

### **Commitment to Diversity**

PAU is committed to providing an educational environment that respects cultural and individual differences. It seeks both to foster a diverse student body and to support the aspirations of all of its students. It supports the kind of critical debate over important ideas that are central to the academic enterprise. At the same time, it encourages the respect and cooperation that are also central to an academic community. PAU's commitment to diversity requires a commitment on the part of all members of this academic community to acknowledge the range of human variability and to respect differences.

As psychologists, an understanding and appreciation for human diversity is especially critical. PAU sponsors two student organizations that are committed to cultural awareness and diversity: Students for Ethnic and Cultural Awareness (SECA) and Student Association for Sexual Orientation (SASO). These organizations are designed to build community, and to provide education and outreach with the goal of furthering awareness and appreciation of diversity.

Representatives from the Ph.D. program, the PGSP-Stanford Psy.D.

Consortium, and the PAU Masters and Undergraduate programs are members of these organizations.

### **Complaint Process, According to Federal State Authorization Title 34**

In the event a student believes they have been unfairly treated by Palo Alto University they should follow the PAU grievance procedures. In the event a student feels it cannot be resolved by the methods outlined in the University's publications and Web site— they have the right to contact the accrediting organizations and related governmental agencies.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

2535 Capitol Oaks Drive STE 400  
Sacramento, CA 95833  
Phone: 916-431-6924  
FAX: 916-263-1897  
Website: <http://www.bppe.ca.gov>

### **Continuous Enrollment Policy:**

To be matriculated as a student of Palo Alto University, a student must be "continuously enrolled" in his/her academic program, with one and only one exception: if the student is in receipt of written approval from the University for a leave of absence for a defined period of time or academic quarter(s).

"Continuously enrolled" means that at all times, the student has paid all tuition and fees in full.

Continuous enrollment is defined based on program requirements. Failure to register and pay tuition and fees for any one of the quarters in which the program is in operation without approval in writing for leave of absence is a violation of this policy. Note that not all faculty or courses are available to students in all quarters, so students should plan accordingly.

### **Undergraduate Programs:**

- Undergraduate day students = Fall, Winter & Spring.
- Undergraduate hybrid students = Fall, Winter, Spring & Summer.

### **Masters Programs:**

- M.A students = Fall, Winter, Spring, Summer
- M.S. Programs = Fall, Winter, Spring, Summer for 7 consecutive quarters, followed by an extra summer quarter if transitioning into the Ph.D. program.

### **Doctoral Programs:**

- **P.h.D.** students = Fall, Winter, and Spring. Also includes the summer between 1st and 2nd years in program, any summer when defending Dissertation Proposal or Final Defense and one summer when student is on Internship.
- **Psy.D.** students = Fall, Winter, Spring and Summer

The Graduate School considers a full course load for Doctoral Programs to be no less than 27 units over an academic year (usually 9 units per quarter in Fall, Winter, and Spring), regardless of whether the student enrolls in the summer quarter or not.

Doctoral students on Internship or completing their Dissertation beyond the 4th year in the program are exempt from the 27 unit requirement, and are considered having a full course load with no less than 3 units per quarter.

### **Credit Hour Policy**

At Palo Alto University credit hour assignments for academic coursework must comply with the definition and assignment of credit hours according to federal regulations as specified in the WSCUC Credit Hour Policy (July 2011):

"Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. "Palo Alto University program directors and program curriculum committees must regularly review credit hour assignments for each course within their curriculum. The assignment of credit hours at Palo Alto University depends upon the format of the class:
  1. For courses that do not include laboratory work, formal discussion groups, practica, or other out-of-classroom supervised training, each credit hour assigned implies one hour of direct, face-to-face faculty instruction and at least two hours of out-of-class student work each week for no less than ten weeks in an academic quarter.
  2. For courses that do include laboratory work, formal discussion groups, practica, or other out-ofclassroom supervised training, credit units for direct face-to-face faculty instruction are calculated as in #1. Each additional credit hour assigned for lab or other supervised activity associated with the course is awarded for a combination of one hour of academic activity occurring under the direction of a faculty member, teaching assistant, or clinical supervisor approved by Palo Alto University, plus an additional two hours of out-of-classroom student work, each week for no less than ten weeks in an academic quarter.

3. Credit hour assignment for PAU courses in which face-to-face contact with an instructor represents less than one-third of the total required academic work per week, for example, courses offered in an online or technologically-mediated instructional format, requires special justification and review by the appropriate program director and curriculum committee. Such review must establish that each credit hour assigned is equivalent to three hours of academic work per week per quarter.

### **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.

## **SEXUAL MISCONDUCT POLICY**

### **I. Introduction**

Palo Alto University (also referred to as "PAU" or "the University") is committed to maintaining its campus and programs free from all forms of sexual misconduct.

This Policy prohibits all forms of sexual misconduct, including sexual and gender-related: violence, assault, harassment, domestic violence, dating violence, and stalking.

This Policy applies to misconduct directed against students occurring on PAU property or at PAU-sponsored events or programs, whether they take place on-campus or off-campus. Off-campus conduct that is likely to have a substantial effect on on-campus activity or that poses a threat or danger to the University community also may be addressed under this Policy.

**Getting Help:** The University encourages all members of the PAU community who believe they have been victims of sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention.

- For Emergencies call: 911
- City of Palo Alto Police Department: Emergency (650) 321-4433
- Rape Trauma Services 24-hour helpline: (650)-692-7273
- National Domestic Violence hotline: 1-800-799-SAFE (7233)
- For additional resources, please see section XIV below.
- For additional reporting options, please see section VI below.

### **II. Notice of Non-Discrimination**

PAU does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, ancestry, sex, gender, gender identification, sexual orientation, disability, age, religion, medical condition, veteran status, marital status or any other characteristic protected under law.

### **III. Scope of the Policy**

This Policy sets forth the policies and procedures for reporting incident(s) of possible sexual misconduct that occurs toward any PAU student.

Persons who believe that an incident of possible sexual misconduct has occurred against a student of PAU, by another student, faculty member, administrator, or any other individual that a student comes into contact with by way of any University administered program, job or activity, should follow this Policy. Please see pages 7-9 for information on how to report incident(s) of possible sexual misconduct, against a student.

For information related to academic misconduct, or other misconduct that is not sexual misconduct, please refer to the applicable sections of the student handbook for your program.



As to Faculty and Staff who may have experienced sexual misconduct, please consult your faculty or staff handbooks for the relevant reporting policies and procedures that apply to them; and persons may also contact the Title IX Coordinator for assistance. See below.

#### IV. Title IX Coordinator and Intake Officer

Title IX of the Education Amendments of 1972 ("Title IX") is a federal law that prohibits discrimination on the basis of sex (or gender) of students and employees of educational institutions that receive federal financial assistance.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." 20 U.S.C. §1681.

The Title IX Coordinator is the person designated by the University to oversee the University's Student Sexual Misconduct Policy and to whom anyone with questions about this Policy may be referred.

The University has designated The Provost, Dr. William Froming, as PAU's Title IX Coordinator. Dr. Froming can be reached at (650) 433-3830, wfroming@paloalto.edu and Provost's Office, Office of Academic Affairs, 2nd Floor, building 2, Palo Alto University, 1791 Arastradero Road, Palo Alto, California 94304.

Besides himself as Intake Coordinator, Dr. Froming may, on a case-by-case basis, designate another qualified individual from the University to serve as the Intake Officer for Student Sexual Misconduct.

In the event that the Title IX Coordinator is unavailable, students may direct inquiries relating to this Policy to Dr. James Breckenridge, Professor and Dean of Academic Administration and Operations. Dr. Breckenridge can be reached at (650) 433-3826 and jbreckenridge@paloalto.edu.

#### V. Prohibited Conduct and Definitions

**Sexual Misconduct:** PAU prohibits all forms of sexual misconduct, which includes sexual and gender-related violence of any form: assault, harassment, domestic violence, dating violence, and stalking. Each of these terms encompasses a broad range of behavior.

The following are among the forms of sexual misconduct that violate University policy and the associated definitions:

- 1. Sexual Assault:** Having or attempting to have sexual contact with another individual:
  - By force or threat of force;
  - Without effective consent; or
  - Where the individual is incapacitated.
- 2. Non-Consensual Sexual Contact (or attempts to commit the same):** Any intentional sexual touching, however slight, with any object, by any person upon any other person, that is without consent and/or is by force. "Person" is regardless of gender status.

#### 3. Non-Consensual Sexual Intercourse (or attempts to commit the same):

Any sexual intercourse, with any object or body part, by any person upon any other person, that is without consent and/or is by force. "Person" is regardless of gender status.

#### 4. Sexual Exploitation:

Taking non-consensual or abusive sexual advantage of another person for one's own advantage or benefit, or to the benefit or advantage of another person. Examples of sexual exploitation include:

- Causing or attempting to cause another person to become drunk, drugged or otherwise incapacitated with the intent of engaging in a sexual behavior;
- Recording, photographing or transmitting images of sexual activity and/or the intimate body parts (groin, genitalia, breasts or buttocks) of another person without their consent;
- Allowing third parties to observe sexual acts and voyeurism (spying on people who are engaging in sexual acts or who are doing other intimate activities such as undressing, showering, etc.);
- Exposing one's genitals in non-consensual circumstances or inducing someone to expose their genitals;
- Knowingly transmitting a sexually transmitted disease or virus to another person without his or her knowledge; or
- Sexually-based stalking and/or bullying.

#### 5. Domestic Violence:

Violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

#### 6. Dating Violence:

Violence committed by a person –

- (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:
  - (i) The length of the relationship.
  - (ii) The type of relationship.
  - (iii) The frequency of interaction between the persons involved in the relationship.

#### 7. Stalking:

A course of physical or verbal contact directed at another individual that would cause a reasonable person to-

- (A) Fear for his or her safety or the safety of others; or
- (B) Suffer substantial emotional distress.

#### 8. Retaliation:

Action which is taken against a person because of the person's participation in a complaint or investigation of sexual misconduct, including but not limited to, Complainants, Respondents, witnesses, or others involved in the complaint, investigation and/or resolution of the alleged sexual misconduct. Retaliation can take many forms, including threats, intimidation, pressuring, continued abuse, violence or other forms of harm to others.



**9. Sexual Harassment** is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive to interfere with, deny or limit a person's ability to participate in or benefit from the University's education program and/or activities. Sexual harassment has many forms. Sexual harassment is harmful regardless of gender of the perpetrator or the victim.

One form is quid pro quo or "this for that." Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature constitutes sexual harassment when it is implicitly or explicitly suggested that submission to or rejection of the conduct results in adverse educational or employment action. An example is a Teaching Assistant asking a student to have sex in exchange for keeping quiet about a student's violation of the plagiarism policy.

Another form of sexual harassment involves hostile environment. It is sexual harassment when an individual receives unwelcome sexual advances, unwanted verbal, physical, or visual behavior of a sexual nature, or is made to feel uncomfortable because of their gender or sexual orientation. Conduct that may constitute sexual harassment may include one or more of the following:

- Physical conduct: unwanted touching, blocking normal movement, or interfering with studies or work;
- Verbal conduct: epithets, derogatory comments, slurs, or humor of a sexual nature;
- Visual conduct: leering, making sexual gestures, displaying suggestive objects or pictures, cartoon posters in a public space or forum;
- Written conduct: letters, notes, or electronic communications containing comments, words or images as described above.

**10. Close Personal Relationships Affecting University Teaching, Mentoring and Supervisory Functions.** Except where explicit and advanced authorization has been obtained in writing from the Provost, no person who is employed by the University may participate in a close personal relationship with an individual who is a member of the University community for whom the person provides or may (by virtue of University assigned position or functions) reasonably be expected in the future to provide teaching, mentoring or supervision. Supervision includes grading or other academic evaluation, job evaluation, decisions pertaining to promotion, the direct setting of salary or wages, and job, internship, educational, or employment references or recommendations.

Close personal relationships include dating, sexual and similar close personal relationships that are or are not consensually undertaken by the supervisor and the individual. Such relationships do not include the usual and customary socializing at the University of teacher-student; mentor-mentee; supervisor-employee; faculty member-graduate student; co-workers; and supervisor-student employee. A person provides supervision when s/he oversees, directs or evaluates the work of others, including but not limited to, managers, administrators, coaches, directors, deans, chairs, advisors.

The following are additional definitions used under this Policy:

**1. Consent** means "affirmative consent," which means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

In the determination of whether consent was given to sexual activity, it shall not be a valid excuse to an alleged lack of affirmative consent that the person whose conduct is at issue ("Respondent") believed that the person who experienced the Respondent's conduct ("Complainant") consented to the sexual activity under either of the following circumstances:

- (A) The Respondent's belief in affirmative consent arose from the intoxication or recklessness of the Respondent.
- (B) The Respondent did not take reasonable steps, in the circumstances known to them at the time, to ascertain whether the Complainant affirmatively consented.

In the evaluation of complaints under this Policy, it shall not be a valid excuse that the accused believed that the Complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the Complainant was unable to consent to the sexual activity under any of the following circumstances:

- (A) The Complainant was asleep or unconscious.
- (B) The Complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
- (C) The Complainant was unable to communicate due to a mental or physical condition.

**2. Coercion** is a form of force which comprises unreasonable pressure for sexual activity. When someone makes clear that they do not want to participate in a sexual activity, that they want to stop, or that their limit is at a certain point, continued pressure to act beyond that point can be coercive.

**3. Force** is the use of physical violence and/or imposing on someone physically to gain sexual access. Other forms of force include intimidation (implied threats), threats and coercion that overcome resistance or produce consent. For example, "Have sex with me or I'll hit you." "Okay, don't hit me; I'll do what you want."

**4. Incapacitation** is a state where someone cannot knowingly give consent. It may occur as the result of alcohol or other drug use. This Policy also applies to a person who is incapacitated as a result of sleep, mental disability or from taking rape drugs (Rohypnol, GHB, Burundanga, Ketamine, etc.). Possession, use and/or distribution of any of these drugs or administering any of these drugs to another person is a violation of this Policy.

**5. Sexual Contact** is the intentional touching of the intimate body parts (breast, buttocks, groin, and genitalia) or touching another person intentionally with these body parts. It is also using force (physical force, violence, threat, intimidation, coercion) to cause a person to touch his or her or another person's intimate body parts, or any intentional bodily contact in a sexual manner

**6. Sexual Intercourse** is penetration (oral, anal or vaginal) by a tongue, mouth, penis, finger or an object.

**7. Complainant** refers to the individual who may identify him/herself as having experienced, or being a victim or survivor of possible sexual misconduct and who makes a report of sexual misconduct under this Policy. A Complainant can also be a person who reports his/her knowledge of an incident of possible sexual misconduct but is not a victim, such as a University student, staff member, faculty, teacher, or administrator.

**8. Respondent** refers to the individual whose conduct is at issue, under this Policy. A Respondent may be a current or former University student, staff member, faculty, teacher, administrator, visitor, alumni, contractor, or any other person. A Respondent may be a stranger or a non-stranger person.

**9. Witness** refers to any individual who either witnessed an incident or who has relevant information regarding a case that is being investigated under this Policy.

**10. Advisor or Support Person** is a person who provides emotional support to a Complainant or Respondent and who may be present in a non-participating role to provide moral support during any meeting or proceeding under this Policy. The advisor or support person may be a currently enrolled student, parent of the student, or a PAU faculty or staff member, including the Ombudsman or Academic Advisor. Non-participating means that the advisor or support person is silent and does not speak or present information during the meeting or proceeding under this Policy. [Attorneys are not permitted to participate in any Campus meeting or proceeding under this Policy, absent advance written consent of the Title IX Coordinator and agreement to terms.]

## VI. Reporting Incidents That May be Sexual Misconduct

### 1. General Information:

**The University encourages all individuals to seek assistance from a medical provider and/or law enforcement as soon as possible after an incident that may be sexual misconduct. Prompt reporting is the best option to ensure preservation of evidence and for the identification and location of witnesses.**

The University also encourages all persons to make a report of the incident(s) to the University and to do so to the University's designated officers as described below. Making a report means telling someone in authority what is known or believed to have happened – either in person, by telephone or in writing (including by email). Persons should make reports of the incident(s) as soon as the incident(s) of sexual misconduct become known

The University will promptly review and thoroughly consider all reports of incidents that may be sexual misconduct under this Policy, including any misconduct alleged to have been taken by PAU students, faculty, staff, or visitors, or by any student, faculty, staff or visitor of another entity that is affiliated with PAU through one of its programs. Instructions for how to report these types of incidents are explained more fully below. The University will take action to correct and discipline behavior that is found to violate this Policy, where appropriate, in the judgment of the University.

The filing of a report under this Policy is independent of any criminal investigation or proceeding that may take place, and both University and criminal investigations may be pursued simultaneously.

### 2. Reporting Procedures:

If you are a person who believes there has been an incident of possible sexual misconduct against a PAU student by another student, faculty or staff member, or visitor of PAU, or by a student, faculty, staff or visitor of a *PAU affiliated school or program*, you should report such conduct as follows:

#### A. Emergency and External Reporting Options (non-University):

- Emergencies: 9-1-1
- City of Palo Alto Police Department: Emergency (650) 321-4433 or Non-Emergency (650) 329-2413
- Rape Trauma Services 24-Hour helpline: (650) 692-7273
- National Domestic Violence hotline: 1-800-799-SAFE (7233)
- Center for Domestic Violence and Prevention: (650) 312-8515
- Community Overcoming Relationship Abuse (CORA) 24-hour hotline: 1-800-300-1080
- National Sexual Assault hotline: 1-800-656-HOPE (4673)
- Stanford Emergency Department: 900 Quarry Road Extension, Stanford, CA 94304; (650) 723-5111
- Stanford Health Care: (650) 498-3333

Note: The Title IX Coordinator and/or the Title IX Intake Officer will assist persons who wish to make a report to law enforcement authorities in doing so if the person so chooses. Persons may also choose to decline to notify law enforcement authorities; however, as explained in Section G below, the University is required by law to report incidents that involve violence, hate violence, or sexual assault, to law enforcement authorities, including those incidents that occur on-campus and off-campus. Except if required by governmental agencies, the University will not disclose a victim's identity unless the victim consents to being identified after being informed of his or her right to have identifying information withheld. If a victim does not consent to disclosing his or her identity, the alleged perpetrator's identity will not be disclosed either, unless required by governmental authorities.

Regardless of whether a person consents to the disclosure of his or her identifying information, under state and federal law, a victim has: (1) the right to a Sexual Assault Forensic Medical Examination at no cost to the victim/patient; and (2) the right to participate or not participate with the local law enforcement agency or the criminal justice system, either prior to the examination, or at any other time. Additionally, a victim may agree to engage with local law enforce-

ment and participate in the investigation and prosecution using a pseudonym (i.e., Jane or John Doe) instead of his or her true name.

### **B. Reporting Options at the University:**

- By submitting a report using the online reporting form available on PAU's web-page, available at this link: <http://www.paloalto.edu/palo-alto-university-sexual-misconduct-policy>

Or

- By submitting a written complaint by email to the Title IX Coordinator, Dr. William Froming at [wfroming@paloalto.edu](mailto:wfroming@paloalto.edu).

All reports of incidents of possible sexual misconduct will be reported to the Title IX Coordinator.

### **C. Specific Information Regarding Incidents Occurring at or in Regards to PAU Students at External Clinical Practice and Internship Sites, and at Affiliated Schools and Programs:**

In addition to PAU's two main campuses in Palo Alto (Allen Calvin Campus) and Los Altos (Gronowski Clinic), PAU students conduct their clinical training at many external practicum sites and non-PAU training sites that are not operated by PAU. PAU also partners with several other community colleges and major universities to offer locations for its degree programs and class offerings.

In addition, PAU's global online M.A. Counseling Program has on the ground clinical sites in China and Argentina through the Global Advancement of Counseling Excellence (GACE).

**The Reporting Procedures for students at all of these external sites and locations is the same as the Reporting Procedures outlined in Sections A and B above.**

The University will do everything feasible to address and prevent recurrence of any misconduct committed by members of another college, university or entity (such as a student, faculty or staff member), however, the University may be limited in what actions it can take.

The University will consider all reported incidents and will take interim measures and corrective action, as deemed appropriate by the University, for any sexual misconduct found to be in violation of this Policy, including such measures as no-contact orders, changes in employment or practicum assignments, temporary leaves of absence, termination of practicum assignments, and so forth. In addition, the University may work in conjunction with another college, university or entity in investigating and resolving reported incidents and will so notify the student if it does on a case-by-case basis.

Reported incidents of possible sexual misconduct involving students, employees or visitors of another college, university or entity, may be handled under this Policy, may be handled by PAU in conjunction with another college, university or entity, or the matter may be handled under the policies and procedures of another college, university or entity.

The following is a list of affiliated schools or programs of PAU, and their external locations for study:

#### **• PGSP-Stanford Psy.D. Consortium**

- Stanford University School of Medicine, Department of Psychiatry and Behavioral Medicine, , 401 Quarry Road, Palo Alto, CA 94304

#### **• M.A. Counseling Psychology**

- Monterey Bay: Scotts Valley Cabrillo Community College, 104 Whispering Pines Drive, Scotts Valley, CA 945066
- San Mateo: College of San Mateo, 1700 W. Hillsdale Boulevard, San Mateo, CA 94402

#### **• M.A. Counseling and M.S. Psychology Ph.D. Preparation**

- Global Online

#### **• B.S. Psychology and Social Action**

- San Mateo: College of San Mateo, 1700 W. Hillsdale Boulevard, San Mateo, CA 94402
- Cupertino: De Anza College 21250 Stevens Creek Blvd., Cupertino, CA 95014

#### **• B.S. Business Psychology**

- San Mateo: College of San Mateo, 1700 W. Hillsdale Boulevard, San Mateo, CA 94402
- Los Altos: Foothill College, 12345 El Monte Road, Los Altos Hills, CA 94022

#### **• Joint J.D./Ph.D. Program in Psychology and Law**

- Golden Gate University School of Law, 536 Mission Street, San Francisco, CA 94105

For a list of current practicum and training sites, please check with the Office of Academic Affairs.

### **D. Anonymous Reporting:**

Anonymous reports, or reporting without disclosing the reporter's name, can be made, but anonymous reporting is not the preferred way. Depending on the information received, the University's ability to respond to an anonymous report may be limited. The Title IX Coordinator or the person designated by the Title IX Coordinator will review anonymous reports received by the University and determine whether an investigation and response is appropriate.

### **E. Alcohol, Drugs and/or Other Misconduct:**

The University encourages the reporting of conduct prohibited under this Policy. An individual who reports sexual misconduct, either as a Complainant or a third-party witness, will not be subject to disciplinary action by the University for his/her own personal consumption of alcohol or drugs, or other non-sexual misconduct, that happened at or near the time of the incident, unless the University finds the violation(s) to be egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating or academic dishonesty.

### **F. Prohibition against Retaliation:**

It is a violation of University policy to retaliate against any person making a report of possible sexual misconduct, or against any person cooperating in the investigation of any report of possible sexual misconduct. Retaliation against any member of the PAU community may result in disciplinary action, including termination of employment or expulsion from the University.

#### **G. Possible Disclosure by the University of Information Pertaining to Reports of Possible Sexual Misconduct:**

The University is committed to assisting students throughout the processes outlined in this Policy. Efforts will be made to respect the privacy of all individuals involved in this process in a manner consistent with the need for a thorough review of the report and carrying out the processes.

This means that the information related to a report under this Policy will only be shared with a limited circle of individuals who, in the University's judgment, have a "need to know" basis in order to assist the University and/or its designees in its investigation and response and to prevent the recurrence of any such conduct found to have been committed.

If there is a request that the names remain confidential, the University will take steps to investigate and respond to the report in a manner that is consistent with that request. However, the University's ability to fully respond to the incident may be limited and the University thereby cannot guarantee complete confidentiality.

The University is required by law to report certain types of reported sexual misconduct in its annual crime statistics report. Neither names, nor other identifying details of the incident, will be made public in the annual crime report.

The University also may report any incident which might be classified as a violent crime, hate crime, or sexual assault to law enforcement and/or as required by law. However, it is up to the Complainant on whether or not to separately file his or her own report with the Police and/or to contact Rape Trauma Services.

#### **H. Discussing An Incident(s) of Possible Sexual Misconduct, Without Making a Report or Record of the Incident**

If a person would like to discuss the details of an incident of possible sexual misconduct, without making a report or record of the incident, or in an otherwise confidential manner, the person should speak with persons who hold a relationship with the person of which there is a legal duty of confidence, such as with their physicians, mental health therapists, priest, chaplain, etc. These persons generally will maintain confidentiality if they are acting in their capacity as your physician, mental health therapist, priest, or chaplain, except in extreme cases of immediacy of threat or danger, or abuse of a minor.

Generally speaking, the faculty and administrators of the University, even if they are licensed mental health therapists or psychologists, are not acting in their capacity as mental health therapists or psychologists and do not have such a relationship with University students, and thus, they are required under this Policy to promptly forward all reports of possible sexual misconduct to the Title IX Coordinator or the Title IX Intake Officer for consideration and response.

### **VIII. Intake Meetings by the University**

#### **1. Intake Meeting with Complainant:**

Upon receipt of a report of an incident, a designated person will promptly schedule a meeting with the Complainant to take place as soon as possible to go over this Policy and to identify possible forms of support for the student (see the Resources section below). The initial intake meeting shall be conducted by the Title IX Coordinator, an Intake Coordinator designated by the Title IX Coordinator, or by an external designee selected by the University, each of whom shall have training in victim-centered approaches

At this meeting, the Intake Officer will discuss whether there are any interim measures (see Interim Measures section below) that may be implemented at the discretion of the University, taking into consideration the preferences of the Complainant and the Respondent.

At the intake meeting, the Intake Officer will also discuss the following:

- A student's right to report the incident(s) to local law enforcement agencies;
- A student's right to seek medical treatment and the importance of preservation of evidence;
- Requests for confidentiality, if any;
- The University's obligation to consider all reports of incidents and the inability of the University to guarantee complete confidentiality;
- The University's policy against retaliation of any person making a report or participating in the investigation or adjudication of an incident under this Policy;
- The possibility of an investigation by an outside impartial and neutral fact-finder selected by the University;
- The possibility for sanctions;
- The use of an Advisor or Support Person; and
- The University's obligation to report crime statistics into its daily crime log.

#### **2. Intake Meeting with Respondent:**

If the Respondent is a student of PAU, the Intake Officer will also meet with the Respondent after receiving the report of the incident. If the Respondent is a faculty or staff member of PAU, either the Intake Officer or another designee of the University will meet with the Respondent.

At this meeting, the Intake Officer will go over this Policy and also discuss whether there are any interim measures that may be implemented at the discretion of the University during the investigation and resolution of the report. The preferences of the Complainant and the Respondent on such measures may be stated.

At the intake meeting, the Intake Officer will also discuss the following

- A student's right to report the incident(s) to local law enforcement agencies;
- A student's right to seek medical treatment and the importance of preservation of evidence;
- Requests for confidentiality, if any;
- The University's obligation to consider all reports of incidents and the inability of the University to guarantee complete confidentiality;
- The University's policy against retaliation of any person making a report or participating in the investigation or adjudication of an incident under this Policy;



- The possibility of an investigation by an outside impartial and neutral fact-finder selected by the University;
- The possibility for sanctions;
- The use of an Advisor or Support Person; and
- The University's obligation to report crime statistics into its daily crime log.

### 3. Initial Witness Interviews

The Intake Officer may also collect additional information or speak with any person(s) he or she thinks may have relevant information concerning a reported incident, in an effort to gather preliminary information to make an initial assessment of the matter. **The preferences of the Complainant and the Respondent on witnesses to be interviewed may be stated.**

### 4. Initial Assessment By The Title IX Coordinator

The Intake Officer will then consider the nature of the report, the safety of the individuals involved and of the campus community, and the Complainant and Respondent's expressed preferences for resolution, and if the Intake Office is not the Title IX Coordinator, they will make a recommendation to the Title IX Coordinator (Provost) on whether the matter can be resolved informally, or whether to refer the matter for external investigation. Sexual assault cases will not be resolved through mediation.

The Title IX Coordinator will make the final decision on whether to refer the matter for external investigation. If the matter is resolved informally, the matter will be deemed closed, and the decisions final and binding, with no further rights of appeal. If the matter is referred for external investigation, the matter will follow the procedures for investigation and resolution described below.

### 5. Possible Interim Measures

Interim measures will be considered and implemented at the discretion of the University. Interim measures, which may be applied to the Complainant and/or the Respondent, include such things as:

- Issuance of a "no-contact" order or directive that restricts persons from having contact with one another in person or through electronic means;
- Change in class schedule;
- Change in student-related employment;
- Rescheduling of exams or assignments (in conjunction with appropriate faculty);
- Voluntary leave of absence;
- Providing escort services for movement between classes and University activities;
- Interim suspension or University-imposed leave;
- Administrative hold on student accounts, including a hold on the release of transcripts while an investigation is pending;
- Denial of access to campus, campus facilities and/or University activities; and
- Other measures.

## IX. External Investigations Initiated by the University

Following the initial assessment, the Title IX Coordinator shall decide whether to refer the matter for investigation, and if so, will designate an impartial investigator who has specific training and experience. The investigator will be an external investigator engaged to assist the University in fact gathering. The

University retains the right to designate an external investigator of its own choice at all times.

The role of the investigator is to be a neutral fact-finder. The investigator may also designate another trained colleague to assist in interviewing parties, identifying and locating witnesses, and in gathering other facts and evidence. The investigator will conduct an investigation in a manner deemed appropriate in light of the circumstances of the case and will cooperate with law enforcement authorities to the extent necessary.

A typical investigation will include interviews with the Complainant, the Respondent and third-party witnesses, and of the collection of available physical, documentary and other evidence. Photographs may be taken. The Complainant, the Respondent and any third-party witnesses may present witnesses or other evidence to the investigator for consideration. Information collected during the initial intake and assessment will be forwarded to the investigator. If any law enforcement agency is also investigating the incident, the University investigator may defer to the police department for the collection and preservation of evidence.

The investigator will compile the details of the investigation into an investigative report, which will contain summaries of the interviews, photographs (if available) and other related evidence or duty logs and also a detailed analysis of the events. Before finalizing a witnesses' statement, the investigator may send a draft of the statement to the individual to allow them a chance to add to it or make any suggested changes to their statement.

The investigative report will be prefaced with a summary of findings and recommended actions. In this summary the investigator will:

- State the initial complaint;
- Outline the details of the investigation;
- State, whether, using a preponderance of the evidence standard, it is more likely than not that policy violation(s) occurred; and
- If requested by the Title IX Coordinator, include any recommended sanctions or corrective actions to be taken.

If requested by the Title IX Coordinator to make a recommendation, the investigator may recommend that the University impose certain sanctions or take certain corrective action, the decision to select and implement, appropriate sanctions or corrective action, if any, remains at all times within the authority of the University.

The completed investigative report normally will be submitted to the University within thirty (30) days of the intake. However, depending on the complexity of the case, additional time may be needed to complete the investigation.



## **X. Resolution**

The investigative report will be forwarded to the Title IX Coordinator of the University and the Provost, if he or she is a different person. They will review the fact-finding determination by the impartial investigator and take any recommendations for sanctions or corrective action into consideration.

They will jointly decide whether the matter requires further proceedings; whether to accept the recommendations for sanctions/corrective action (if any); whether to issue different or alternative sanctions/corrective action; or whether to refer the matter to the University's Student Evaluation Committee (SEC) for input on a recommended sanction/corrective action. The SEC is a committee that considers, among other things, a student's progress within a PAU program, including such things as academic course work and progress, professional behavior, and conduct of research. Note: In some cases, there is no need for further proceedings.

If the matter of sanctions has been referred to the SEC, the SEC will review all of the information pertaining to the matter, including the summary of the investigative report, and shall issue a written recommendation as to an appropriate sanction or corrective action to the Title IX Coordinator and the Provost. The Provost will then decide on the appropriate sanction(s) or corrective action(s) to be taken.

The Provost can issue any sanctions which he or she believes is appropriate based on the results of the investigation, including but not limited to, warnings, censure, disciplinary probation, suspension, expulsion, revocation of admission and/or degree, or withholding a degree.

However, if the Provost decides that dismissal is the appropriate action, a recommendation from the Provost will be forwarded to the President of the University. The President will make a final determination. The decision is final and binding, with no right of appeal, except as described in sections XI and XII below.

A preponderance of the evidence standard will be used under this Policy, that is, whether it was more likely than not that the conduct prohibited under the Policy occurred. All proceedings under this Policy will be prompt, fair, impartial, and conducted by those who are adequately trained.

Past violations of the responsible student may be considered in the determination of an appropriate resolution. The University will also consider whether the action will bring an end to the violation in question, whether it will reasonably prevent a recurrence of a similar violation and/or whether it will mediate any effects the violation had on the Complainant and the University community.

Within ten (10) business days of the decision, both the Complainant and the Respondent will be notified in writing of the results of the investigation, including any sanctions or remedies imposed, and with notification that the decision is final and binding with no right of appeal, except as described in section XI below.

The Title IX Coordinator, or any designee of the Title IX Coordinator, also may meet separately with the Complainant or the Respondent to discuss the results of the investigation and explain any resolution action that will be taken or imposed. The summary of the investigative report will be available for review by both the Complainant and the Respondent, if so requested.

Any sanctions under this Policy are effective immediately.

## **XI. Appeals**

A student may appeal a resolution resulting in academic probation, dismissal or suspension under the auspices of the Institutional Grievance and Appeals Policies Procedure, as stated in the respective student handbooks for their program of study. Students must do so within the quarter following notification of a final decision of probation, suspension, or dismissal.

Resolutions that do not involve academic probation, suspension, or dismissal will not be appealed, except as described in section XII below.

### **Procedures for Initiating Grievances:**

Students may submit a written grievance to the PAU Provost within the quarter following notification of a final decision of probation, suspension, or dismissal. All grievances will be heard by the Institutional Appeals Committee, unless informally resolved, which is composed of faculty and staff members selected by the President, with consultation and recommendations of the faculty and staff members. The Institutional Appeals Committee shall hear the complaint and receive testimony and information from such witnesses as it deems appropriate in order to evaluate the complaint. After the hearing is complete, the Committee will forward its findings and recommendations to the President and to the parties. The Committee will attempt to do this within 14 days of the Committee's conclusion of hearings. Either party may forward to the President his or her comments on the findings and recommendations of the Committee. Such comments must be submitted within seven days following receipt of the panel's recommendations. The President will make a decision within 14 days of receipt of the panel's recommendations and findings.

## **XII. Arbitration**

If either the Complainant or the Respondent is not satisfied with the final University resolution, s/he may request review by an impartial arbitrator under the Rules of the American Arbitration Association by submitting a request in writing to the President of the University, no later than forty-five (45) calendar days after issuance of the final University outcome.

The request shall consist of a plain, concise and complete written statement outlining the grounds for disagreement with the outcome and all relevant information to substantiate the basis for doing so.

The President of the University will then decide whether the case is suitable for arbitration; if so, under written agreement between the University and the party seeking arbitration review, providing as a final and binding alternative to civil litigation, an arbitrator will be mutually selected between the parties, and the costs of the arbitrator's fees shall be agreed to in writing by an authorized representative of the parties.

Any matter submitted to binding arbitration under this Policy shall be submitted in accordance with the Rules of the American Arbitration Association. Attorneys or advisors of the party's choice may be present at and participate in the binding arbitration review process. This binding arbitration review process is the exclusive method of external review and is final and binding on both PAU and the student, and the arbitrators' award shall be final, binding and conclusive upon the parties and may be entered in any state or federal court having jurisdiction.

### **XIII. Privacy of Records**

The Office of the Provost will retain records of all reports and complaints, regardless of whether the matter is resolved informally or after an external investigation. In addition, records relating to reports of incidents of possible sexual misconduct under this Policy may become a part of a student's academic record.

Documents which are prepared in anticipation of the investigation and resolution of the matter (including the investigative report and any other documents) will not be disclosed outside of the review process, except as required by law.

The final outcome letter will be issued concurrently to both the Complaining and the Respondent. The University neither encourages nor discourages the further disclosure of the final outcome letter by either the Complainant or the Respondent. The University acknowledges that sharing the final outcome letter with others may be an important part of a student's healing process.

### **XIV. Dissemination of Policy; Training and Prevention**

As a part of the University's commitment to maintaining its campus and programs free from sexual misconduct, this Policy shall be disseminated widely to the University community through publications, websites, student orientations, and other appropriate channels of communication.

The Title IX Coordinator is responsible for overseeing the University's efforts at training, prevention and education as it relates under this Policy. The Title IX Coordinator and the Intake Coordinator will receive appropriate training for the intake and handling of reports of sexual misconduct under this Policy, including those that are victim-centered and trauma informed.

The University will also provide all other employees with online training relating to this Policy every two years.

In addition, in an effort to prevent all forms of sexual misconduct from occurring on PAU campus or within the PAU community, the University will provide all incoming students and faculty, at the start of the academic year, with a copy of this Policy, and may also provide additional materials designed to educate students on sexual misconduct and how to prevent it from occurring. Education programs shall promote the awareness of rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking, and shall be designed to prevent all misconduct prohibited under this Policy from occurring, to identify safe and positive options for bystander intervention, and to help recognize warning signs of abusive behavior and how to avoid potential attacks.

Students, faculty and staff are all encouraged to take part in education and training designed to prevent sexual misconduct that is provided by the University.

### **XV. Resources**

**Getting Help:** The University encourages all members of the PAU community who believe they have been victims of sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention where appropriate.

The University also encourages all members of the PAU community to report any incident(s) of possible sexual misconduct to the University and to get help from as many resources as possible.

#### **For Emergency Needs:**

- 911 – Police
- City of Palo Alto Police Department: Emergency (650) 321-4433
- Rape Trauma Services 24-hour helpline: 650-692-7273
- National Domestic Violence Hotline: 1-800-799-SAFE (7233)

#### **For Emergencies That Take Place on PAU's Campus or on the Campus of an Affiliated School of PAU:**

- Allen Calvin Campus, dial 9-1-1.
- Gronowski Clinic, dial 9-1-1.
- Stanford University, Stanford University Department of Public Safety (SUDPS): 650-329-2413, or 9-1-1.
- Scotts Valley Cabrillo Community College: Dial 9-1-1 or contact the Santa Cruz County Sheriff's Office dispatch at (831) 471-1121 (for non-emergency) or the Aptos and Scott's Valley Campus Deputy at (831) 471-8464.
- De Anza College and Foothill College, De-Anza-Foothill Police Department: from campus phones, dial 9-1-1 or from cell phones (408) 924-8000; for non-emergencies, call 650-949-7313 or dial extension 7-3-1-3 from campus phones.
- College of San Mateo, Department of Public Safety: from campus phones: Dial 9-1-1 or from cell phones: (650) 574-6415.
- Golden Gate University, Security Officer: from campus phones, dial "O" and from all other locations, dial 9-1-1.

#### **For Medical Needs:**

- Stanford Emergency Department: 900 Quarry Road Extension, Stanford, CA 94304; (650) 723-5111
- Stanford Health Care: (650) 498-3333

#### **Other Off-Campus Services:**

- Stanford Medical Social Work: (650) 723-5091
- City of Palo Alto Police Department: Non-Emergency (650) 329-2413;
- Rape Trauma Services Center 1860 El Camino Real, Suite 406, Burlingame, CA 94010
- Center for Domestic Violence Prevention: (650) 312-8515
- Community Overcoming Relationship Abuse (CORA) 24-hour hotline: 1-800-300-1080
- National Sexual Assault hotline: 1-800-656-HOPE

**PAU Campus Services:**

- Title IX Coordinator: Dr. William Froming, Provost's Office, Office of Academic Affairs, 2nd floor, Building 2, 1791 Arastradero Road, Palo Alto, California 94304; Phone: (650) 433-3830; Email: wfroming@paloalto.edu
- For counseling services, see below.

**Counseling Services for Students:**

Each person experiences trauma differently. You may experience any or all of the following:

- Anger
- Embarrassment
- Anxiety, panic or worry
- Fear of being alone, being harmed or not being believed
- Guilt or self-blame
- Loss of trust or vulnerability
- Sadness, depression or hopelessness
- An urge to use alcohol or drugs
- Post-traumatic stress

For assistance with locating mental health services, students should contact or visit the Gronowski Clinic, at (650) 961-9300, 5150 El Camino Real, Los Altos, California 94022. A student will be referred to an external counselor

**Confidential Reporting Options:**

Persons who would like to speak to someone in confidence about an experience of sexual misconduct or about another's experience of sexual misconduct, should contact off-campus rape crisis counselors, domestic violence resources, private agencies, external mental health agencies and external members of the clergy/chaplains. Please see above for a list of possible resources.

**Academic Support or Other Student Services:**

Students may wish to explore the possibility of extra academic support, flexibility, accommodations or other student services. To do so, please contact the Vice President of Student Services at 650-433-3818 or the Associate Director of Student Services at 650-433-3836.

**SMOKE FREE ENVIRONMENT****Applicability:**

Applies to all academic and administrative units of Palo Alto University. This policy does not supersede more restrictive policies that may be in force to comply with federal, state, or local laws or ordinances.

**1. Policy**

It is the policy of Palo Alto University that smoking of tobacco products in enclosed buildings and facilities and during indoor or outdoor events on the campus is prohibited.

**2. Guidelines****A. Smoking-Prohibited Areas**

Specifically, smoking is prohibited in classrooms and offices, all enclosed buildings and facilities, in covered walkways, and in outdoor areas designated by signage as "smoking prohibited" areas.

Ashtrays will not be provided in any enclosed University building or facility. "Smoking Prohibited" signs will be posted.

**B. Outdoor Smoking Areas**

Except where otherwise posted as a "smoking area," smoking is generally prohibited in outdoor areas. Outdoor smoking in non-prohibited areas must be at least 30 feet away from doorways, open windows, covered walkways, and ventilation systems to prevent smoke from entering enclosed buildings and facilities.

**3. Enforcement**

A. This policy relies on the consideration and cooperation of smokers and non-smokers. It is the responsibility of all members of the PAU community to observe and follow this policy and its guidelines.

**B. Repeated Violations**

Faculty, staff and students repeatedly violating this policy may be subject to appropriate action to correct any violation(s) and prevent future occurrences.

**4. Implementation and Distribution**

Copies of this policy will be disseminated to all faculty, staff and students and to all new members of the PAU community.

**SOCIAL MEDIA POLICY**

Palo Alto University recognizes that the internet provides the community with unique opportunities to participate in interactive discussions and share information on particular topics using a wide array of social media platforms such as Facebook, LinkedIn, Twitter, blogs and wikis. A student is advised to use appropriate and professional judgement when using social media. PAU encourages open and transparent dialogue consistent with the ethical and professional compartment guidelines set for by the American Psychological Association.

Content posted online by students in social media may be a factor in determining appropriateness for the profession. Any posting about clients, and any derogatory postings about supervisors, faculty, programs or sites or any postings which present the student in an inappropriate or unprofessional light may be grounds for discipline or termination from an off-campus placement or from the program.

## STATEMENT OF NONDISCRIMINATION

PAU is an equal opportunity institution of higher education and employer and is firmly committed to non-discrimination in its delivery of educational services and employment practices. In compliance with all applicable federal and state laws, such decisions will be made irrespective of the individual's race, color, religion, religious creed, ancestry, national origin, age (except for minors), sex, marital status, citizenship status, military service status, sexual orientation, gender identity, medical condition (cancer-related or genetic condition), disability and/or any other status protected by law. When necessary, PAU will reasonably accommodate individuals with disabilities if the individual is otherwise qualified to meet the fundamental requirements and aspects of the program and safely perform all essential functions, without undue hardship to the College and/or without altering fundamental aspects of its educational program.

A qualified disabled student or applicant who requires an accommodation and is otherwise unaware of the appropriate process should contact the PAU Associate Director of Student Services at the Office of Accessible Education and request such accommodation in writing and in a timely fashion, that is, well before the accommodation is needed. PAU will then work with the student or applicant to identify the existing barrier(s), and will also identify the possible accommodation, if any, that would eliminate the barrier(s). If the accommodation is reasonable, effective and will not alter a fundamental aspect of the educational program or otherwise impose an undue hardship, and/or there are not equivalent alternatives, PAU will offer to make an accommodation. Please read further details in this handbook.

Further inquiries regarding the School's equal opportunity policies or the filing of grievances, or requests for copies of the School's grievance procedures covering discrimination complaints may be directed to the Provost, who is the coordinator for matters pertaining to Title IX, Section 504, and Title VI, as follows: Provost, Palo Alto University, 1791 Arastradero Road, Palo Alto, California 94304, (650) 433-3830.

## TEACH-OUT POLICY

Palo Alto University intends for all University degree programs to remain viable for long periods of time. Should a program fail to meet expectations, however, and the program is deemed not viable through the decision process described in this document, no new students will be admitted to the degree program. Nevertheless, the University will make every reasonable effort to honor the commitment to graduate all students remaining in the program.

Any plan for termination or action to implement the termination of a University degree program must comply fully with the WASC Senior College and University Commission (WSCUC) Teach-Out Policy (attached). The following guidelines govern the termination of University degree programs and teach-out plans:

1. The academic unit in which the program is housed must first conduct a program review that carefully examines potential factors limiting the program's viability, such as, but not limited to, demographic shifts, regional shifts, professional shifts, external agency requirements, enrollment trends, or financial considerations.
2. If it is determined that termination of the degree program, rather than some other action to revise the program, is the best course of action, the academic unit will submit a proposal for termination to the Dean of Academic Operations and Administration. Such a proposal should contain the appropriate evidence and rationale in support of the decision; a timeline and curriculum plan for the full teach-out; and a plan to notify stakeholders, including students, internal constituents, and external regulatory bodies (e.g., U.S. Department of Education, WSCUC). If the program is offered in partnership with another accredited institution, evidence of appropriate communications with the partnering institution, as well as with WSCUC must be included.
3. Upon approval of the proposal, the Dean will forward a recommendation to the Provost. The final decision to terminate the degree program will be made by the President.
4. Of particular concern is that students be notified in writing, as early as possible, of a date for program closure, the rationale for termination, as well as any additional costs, if any, related to the program closure.
5. Faculty participating in the degree program will be notified in writing, as early as possible, of a date for program closure, as well as the rationale for termination.
6. Students are to be provided a clear listing of course offerings needed for program completion and a timeline in which such courses will be offered. The University will make every reasonable effort to offer the courses needed and to support students through program completion in a timely manner. As individual needs might require, independent study plans may be developed to assure that the students can meet the goals of their degree plans and be able to graduate in as timely a manner as possible.

### Teach-Out Plans and Agreements Policy – WASC Senior College and University Commission (WSCUC)

An institution accredited by the Commission must submit to the Commission for its prior approval a teach-out plan or agreement upon the occurrence of any of the following:

- 1) The Secretary of Education notifies WSCUC that the Secretary has initiated an emergency action against an institution in accordance with section 487(c)(1)(G) of the HEA or an action to limit, suspend, or terminate an institution participating in any Title IV, HEA program, in accordance with section 487(c)(1)(F) HEA, and that a teach-out plan is required.
- 2) WSCUC acts to withdraw, terminate, or suspend accreditation or candidacy of the institution.
- 3) The institution notifies WSCUC that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.
- 4) A state licensing or authorizing agency notifies WSCUC that an institution's license or legal authority to provide an educational program has been or will be revoked.



## Teach-Out Plan

A teach-out plan is a written plan developed by the institution if that institution, or an institutional location that provides one hundred percent of at least one program, ceases to operate before all students have completed their program of study. WSCUC may require an institution to enter into a teach-out agreement as part of its teach-out plan. A teach-out plan:

- a) must provide for the equitable treatment of students by ensuring that the institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling, and to meet all obligations to its existing students;
- b) must specify additional charges, if any, and provide for notification to the students of any additional charges.

## Teach-Out Agreement

WSCUC may require an institution to enter into a teach-out agreement as part of its teach-out plan. A teach-out agreement is a written agreement between two institutions when the institution or an institutional location that provides one hundred percent of at least one program ceases to operate before all students have completed their program of study and enters into an agreement with another institution to teach out the program(s). When an institution enters into a teach-out agreement with another institution, the initiating institution must submit the agreement to the Commission for approval prior to its implementation. The teach-out agreement may be approved only if the agreement is between institutions that are accredited by a nationally recognized accrediting agency; and

- a) must be consistent with applicable standards of accreditation and Commission Policies;
- b) must provide for the equitable treatment of students by ensuring that the teach-out institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution that is closing or discontinuing its program(s), to remain stable, carry out its mission, and to meet all obligations to its existing students;
- c) must ensure that the teach-out institution can provide students access to the program and services without requiring them to move or travel substantial distances;
- d) must provide for notification of another accrediting agency if the teach-out institution holds accreditation from that agency; and
- e) must specify additional charges, if any, levied by the teach-out institution and provide for notification to the students of any additional charges.

If an institution the Commission accredits or has granted candidacy to closes without a teach-out plan, the Commission must work with the Department of Education and the appropriate State agency, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charges.

## THE GRONOWSKI CENTER POLICY ON RESEARCH

### Objective

The purpose of this policy is to establish clear written guidelines for conducting research projects at the Gronowski Center (GC). These guidelines will be kept on file with the Palo Alto University Institutional Review Board (IRB) and shared with investigators, faculty, and students.

### Mission

- The Gronowski Center supports quality research that advances our understanding of community mental health clients, treatment interventions and assessment, supervision and training strategies, and therapy outcomes.
- We endorse research opportunities for both faculty and students in order to complement and enrich our clinical training model.

### Guidelines

1. Studies must conform to established ethical standards for psychological research (APA, 2002, 2010) and be approved by the PAU IRB.
2. Research at the Gronowski Center should fit into existing policies and procedures without disruption to patient care, clinical practice, and student training or additional workload for staff, supervisors, or directors.
3. Research projects should be designed to augment clinical services or enhance the training experience and skills of practicum students.
4. Research study proposals must demonstrate feasibility in the context of an established community mental health training clinic.
5. Projects should be well-planned, scientifically justified, appropriately designed, ethically sound, with results that are properly analyzed and accurately interpreted.
6. The Investigator should determine who needs to provide informed consent/ assent (i.e., client, student therapist, supervisor) and the level of informed consent (i.e., exempt, expedited, full board) required for human subject protection, commensurate with PAU IRB policies and procedures, and all legal and ethical requirements.
  - a. Studies involving student therapists may require consent from their clinical supervisor.
  - b. Studies involving clients may require informed consent from therapists and supervisors
  - c. Studies involving clients may require a release of information.
  - d. Archival data studies may be covered by the standard GC consent form, which states that routine client data may be used for research purposes.
7. The protection of clients is a fundamental requirement for all GC research projects.
  - a. GC clients should not be used as a convenience sample. That is, GC clients should not be used if the data could be obtained from non-clinic community samples (e.g., administering attitudinal surveys; conducting assessment batteries or brain scans that do not offer a clinical service or enhance student training).
  - b. Clients should not be subjected to excessive study requirements or burdened with extensive or redundant assessment batteries. A list of measures currently being administered as part of the Intake Assessment and during therapy sessions is listed in Appendix A.



- c. It is the responsibility of the Investigator to determine whether the client is already enrolled in another research study before obtaining informed consent.
  - i. Clients can participate in only one treatment study at a time during the duration of their treatment at GC.
  - ii. Clients can participate in one non-treatment study simultaneously with a treatment study during the duration of their treatment at GC.
8. The protection of student therapists is a fundamental requirement for all GC research projects.
  - a. Research studies should not evaluate the performance of individual student therapists.
  - b. Student therapists should not be burdened with excessive study responsibilities.
  - c. Student therapists should not be coerced or pressured into participating in research.
  - d. When recruiting students for research, the Investigator should ensure that the student's participation or non-participation in research does not affect their clinical training, the evaluation process, or other requirements (e.g., practicum forum, coursework).
9. Investigators using archival data should work closely with the Research Director to determine how the data will be used and stored with careful attention to security, deidentification, and confidentiality.
10. External Investigators (non-PAU) must request PAU institutional approval (i.e., Dean and/or Provost) to conduct research at GC or to examine archival data, in addition to PAU IRB approval.
11. Case study reports being considered for publication may require client consent.
12. The Faculty Investigator or Sponsor should provide formal supervision for all research projects. This includes quality control, data management, and record storage.
13. Manuscripts being prepared for publication using any data collected at the GC should be reviewed and approved by the Research Director prior to submission.

## Procedures

1. Investigators (faculty or student) who are interested in conducting research at the Gronowski Center should contact the GC Research Director, Dr. Nancy Haug, to discuss their ideas.
2. Investigators should complete a Gronowski Center Research Proposal Form and submit to the GC Research Director. GC Research Proposal Form
3. The GC Research Director will review the proposal and consult with the GC Clinical Directors to determine whether the study is appropriate and feasible.
4. If accepted, the Investigator will be asked to draft a proposed protocol for the PAU IRB. This protocol must be reviewed by the GC Research Director before it is submitted to the IRB.
5. Any research being conducted at the GC will require a letter of support from the GC Clinical Director, Dr. Sandra Macias.
6. Once approved by the IRB, the Investigator should work closely with the Research Director to implement the study in a timely fashion (i.e., within 6 weeks of approval) in accordance with the GC academic schedule.
7. If the Investigator obtains IRB approval for research at the GC, there is no guarantee that the GC will have the resources required to implement the study. Thus, it is the responsibility of the investigator to obtain administrative approval for the use of space and other University resources.

## APPENDIX A: MEASURES CURRENTLY ADMINISTERED AT THE GRONOWSKI CENTER

Adult Measures	Time of Administration	Notes
Hopkins Adult Reading Test (HART)	Intake	Not administered to Latino clients or those with English as a second language
Montreal Cognitive Assessment (MoCA)	Intake	Alternative version available in Spanish or other languages
Outcomes Questionnaire - 45 (OQ-45)	Intake, every session or as determined by supervisor	OQ-30 may be substituted at therapy sessions, available in Spanish
Depression, Anxiety and Stress Scale (DASS)	Intake, every session or as determined by supervisor	DASS, Short Form may be substituted at therapy sessions, available in Spanish
Personality Assessment Screener (PAS)	Intake	Not available in Spanish
Session Rating Scale (SRS)	Every session	Available in Spanish
Working Alliance Inventory, Client form (WAI-Client)	Every 6th session	Available in Spanish
Working Alliance Inventory, Therapist Form (WAITherapist)	Every 6th session	
Couple Measures	Time of Administration	Notes
Dyadic Adjustment Scale (DAS)	Intake, periodically during treatment as determined by supervisor	
Gottman 17-Areas Scale	Intake, periodically during treatment as determined by supervisor	
Child and Family Measures	Time of Administration	Notes
Behavior Assessment System for Children (BASC-2) - child	Intake, periodically during treatment as determined by supervisor	Available in Spanish
Behavior Assessment System for Children (BASC-2) - Parent	Intake, periodically during treatment as determined by supervisor	Available in Spanish
Parenting Stress Index (PSI)	Intake, periodically during treatment as determined by supervisor	
Stress Index for Parents of Adolescents (SIPA)	Intake, periodically during treatment as determined by supervisor	

## VIDEO CAPTURE OF CLASSROOM LECTURES AND OTHER CLASSROOM EVENTS AND ACTIVITIES

Video Capture gives the faculty the opportunity to video record their lectures and other course material and activities, including student presentations and guest lecturers. This benefits students in case of missed classes and for future use (e.g., review lecture video for exams). In addition, lecture recordings may be reused for future courses.

Faculty planning to use Video Capture must disclose to students that Video Capture will be used and what will be video-recorded (focus on the presenter and the PowerPoint, PowerPoint only, student presentations, guest lecturers, etc.). Ideally this information will be presented in each Palo Alto University course syllabus.

Student questions and concerns about recording of classroom lectures and other activities may be directed to their instructors or to the University Ombuds.

**Palo Alto University**

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