

Palo Alto University

Psychology | Counseling

University Catalog

2023-2024

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Message from the President and Provost



Maureen O'Connor, PhD
President



Erika Cameron, PhD
Provost and Vice President for
Academic and Student Affairs

We are delighted you have chosen Palo Alto University (PAU) to continue your educational journey. Here at PAU you will receive an education dedicated towards addressing pressing and emerging issues in the fields of psychology and counseling that meet the needs of today's diverse society. PAU as an organization and all of its programs, courses, and activities are grounded in five values (Equity & Inclusion; Community; Excellence & Integrity; Compassion; and Innovation) that understands its distinctive culture that supports a world in which insight into human behavior improves well-being and contributes to just and inclusive communities.

At Palo Alto University we envision a world in which insight into human behavior improves well-being and contributes to just and inclusive communities. To accomplish this vision we offer a high-quality, tailored, competitive education with world-renowned faculty and instructors, at the bachelor's, master's, and doctoral, and post-graduate/professional levels who are committed to your educational success.

Within the pages of this catalog you will learn general information about our departments, programs, courses, student life, and campus community members. You will discover the academic programs and dedicated individuals united by our vision, mission and core values.

We encourage you to become familiar with the catalog to understand the academic requirements, which help to ensure you stay on track. If you want to learn more about PAU please explore our website, <https://www.paloaltou.edu/> or visit one of our campuses.

We look forward to seeing you grow with Palo Alto University.

With PAU Pride,

Maureen O'Connor, Ph.D., J.D.
President

Erika Cameron, Ph.D., NCC, ACS
Provost and Vice President of Academic and Student Affairs

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About Palo Alto University

Palo Alto University (PAU) is a private, not-for-profit educational institution, founded in 1975. Initially known as the Pacific Graduate School of Psychology (PGSP), an independent professional school, PGSP re-incorporated as Palo Alto University in August 2009 to reflect the changes at the university. PAU is 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.

History

Palo Alto University has served its students, faculty, staff, and community for over 40 years as a psychology and counseling focused education institution. Learn more about the growth and evolution of the Pacific Graduate School of Psychology & PAU:

- 1975 - Pacific Graduate School of Psychology (PGSP) founded in Palo Alto by prospective students and faculty who wanted to develop their professional knowledge of clinical psychology; Robert Kantor is its first president.
- 1984 - Dr. Allen Calvin joined PGSP as president.
- 1986 - PGSP accredited by Western Association of Schools and Colleges (WASC).
- 1988 - PGSP campus moves to East Meadow Drive, Palo Alto, CA.
 - The Kurt and Barbara Gronowski Clinic opens in Palo Alto, CA.
 - PGSP PhD program receives APA accreditation.
- 2002 - PGSP-Stanford PsyD Consortium program begins.
- 2005 - Gronowski Clinic moves to Los Altos, CA.
- 2006 - PGSP-Stanford PsyD Consortium receives APA accreditation.
- 2006 - The PAU Bachelors degree program in Psychology & Social Action (PSA) approved by WASC in the Spring and started at De Anza Community College in the Fall.
- 2009 - Second major in Business Psychology (BP) approved by WASC and enrolled its first cohort at Foothill Community College in the Fall of 2009. The MA Counseling (originally MA Mental Health Counseling) program begins.

- 2011 - The Business Psychology and Psychology Social Action Hybrid (Evening/Online) format approved by WASC and started in Fall 2011. Both programs' evening classes are conducted at PAU campus. The MA Counseling Psychology program begins. The MA Counseling program begins serving students in China.
- 2013 - PAU developed a new partnership with the College of San Mateo, to offer both its Bachelors degree programs.
- 2016 - Dr. Maureen O'Connor became the third president of PAU.
- 2017 - The Council for Accreditation of Counseling & Related Educational Programs (CACREP) awarded eight years of accreditation to both emphases in the MA in Counseling program; Marriage, Family and Child emphasis and Clinical Mental Health emphasis.
- 2021 – The COVID-19 Pandemic moves PAU to online operations for two years.
- 2022 - PAU earns designation as a Hispanic-Serving Institution (HSI).
- 2022 - Mountain View Campus opens. The Gronowski Center moves to the new campus.
- 2023 - The PhD in Counselor Education and Supervision degree program (CES) approved by WASC.

Mission and Core Values

Vision Statement

A world in which insight into human behavior improves well-being and contributes to just and inclusive communities.

Mission Statement

Through education, research, and training in psychology and counseling, PAU prepares its students to address pressing and emerging issues that equitably meet the needs of our ever-changing human condition.

Core Values

All existing and envisioned programs should embody the following core values:

- Equity, inclusion, and belonging
- Community
- Excellence
- Compassion
- Innovation

Strategic Planning

PAU engages regularly in a multi-year strategic planning process, the most recent of which may be accessed at <http://www.paloalto.edu/about/strategic-plan>.

Commitment to Diversity

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. PAU's success in carrying out the above commitment has been recognized for the last two years by Insight Into Diversity's Higher Education Excellence in Diversity Award in recognition of the quality of PAU's higher education diversity programs. For counselors and psychologists, an understanding and appreciation for human diversity is especially critical. PAU sponsors student organizations that are committed to cultural awareness and diversity.

The Campuses

Palo Alto University offers classes at two locations in Silicon Valley. In addition, PAU offers hybrid and fully online programs, allowing students to take classes from wherever they may live.

Culturally diverse and scenically rich, the San Francisco Bay Area has many attractions and activities for all types of individuals. Palo Alto is close to the Santa Cruz Mountains, which include several state parks and a protected habitat for Coastal Redwoods. The San Mateo County Coast also provides miles of public beaches that can be enjoyed almost year round due to the mild climate.

Located in the middle of the peninsula, Palo Alto offers many chances to take in the sites and activities of two big cities, San Jose and San Francisco.

PAU locations include:

- PAU-Allen Calvin Campus: 1791 Arastradero Road, Palo Alto, CA, 94304
- PAU-Mountain View: 1172 Castro Street, Mountain View, CA 94040

In addition, Palo Alto University partners with Stanford Department of Psychiatry and Behavioral Sciences to offer the PGSP-Stanford PsyD Consortium at 401 Quarry Road, Stanford, CA 94304.

PAU Phone/Fax Contact Numbers:

Main Number - (650) 433-3800

Toll Free - (800) 818-6136

Fax Number - (650) 433-3888

Education Modalities

PAU understands that most of its students are juggling work, family and many other responsibilities. In addition to offering residential (in-person) programs, PAU offers hybrid and fully online programs, allowing students to take classes in states where PAU is authorized to offer online educational programs to students. Options to attend through residential, hybrid or fully online modalities vary depending on the specific program and state authorizations.

Accreditation

Official Recognition and Accreditation

PAU is accredited by the Western Association of Schools and Colleges Senior College and University Commission (985 Atlantic Avenue, Suite 100, Alameda, CA 94501; (510) 748-9001; <https://www.wscuc.org/institutions/palo-alto-university/>)

The doctoral programs in the Psychology Department are accredited by the American Psychological Association (**APA**). APA Office of Program Consultation and Accreditation American Psychological Association; 750 1st Street, NE, Washington, DC 20002; (800) 374-2721 / (202) 336-5500

- The Palo Alto University PhD Program in Clinical Psychology has been accredited by the American Psychological Association (**APA**) since 1988.
- The PGSP-Stanford PsyD Consortium has been accredited by the American Psychological Association (**APA**) since 2006.

The master's degree program in the Counseling Department is accredited by the Council for Accreditation of Counseling and Related Educational Programs (**CACREP**), Council for Accreditation of Counseling and Related Educational Programs, 500 Montgomery St., Ste 350 Alexandria, Virginia 22314; (703) 535-5990

- The MA in Clinical Mental Health Counseling has been accredited by the Council for Accreditation of Counseling and Related Educational Programs (**CACREP**) since 2017.

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

The National Board for Certified Counselors (**NBCC**) has approved Counseling students in their last quarters to test for designation and inclusion in the board registry of National Certified Counselors.

Licensing and accreditation information is found [here](#).

Clery Info

PAU is committed to the safety and well-being of our students, faculty, staff, independent contractors, volunteers, patrons, and all other members of our community. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, codified at 20 U.S.C. § 1092(f) as a part of the Higher Education Act of 1965 (the “Clery Act”), requires institutions of education who participate in federal student aid programs, to publish an annual security report as well as make timely warnings of any criminal activity. The Annual Campus Safety and Security Report includes crime statistics for the previous three years and policies adopted by the school to maintain and promote campus safety. The Director of Human Resources collects reportable crime data that makes up this report. The Annual Campus Safety and Security Report is emailed to all current students, staff and faculty, and it is also available on PAU’s website at <https://www.paloaltou.edu/node/130/consumer-information>. PAU also informs prospective students and employees about the existence of this report.

Consumer Information

In compliance with the Higher Education Opportunity Act, Palo Alto University provides Consumer information about its policies and the relevant laws that govern University practice. This data is made available to the PAU community, via their email on a bi-annual basis. It is also available on the PAU website at: <https://www.paloaltou.edu/about/consumer-information>. Additionally, the right to request and receive this information in writing is available by contacting the Compliance Committee (compliance@paloaltou.edu).

State of California Formal Complaint Procedure

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, Suite 400 Sacramento, CA 95833; (<http://bpppe.ca.gov/>); (916) 431-6924; (Phone) (916) 263-1897 (FAX).

Academic Calendar 2023-2024

<https://www.paloaltou.edu/admissions/admissions-resources/academic-calendar>

2023-2024 Academic Year

Fall	09/14/2023 – 12/01/2023	
07/07/2023	Fall 2023 Registration Deadline (Returning Students)	Late registration fee will apply
07/17/2023	Fall 2023 Billing Statement Available	Students registering on or after this date will see the charges reflected on their statement within 1 week.
07/21/2023	Fall 2023 Registration Deadline (NEW students)	
08/04/2023	Independent Study Proposals Due for Fall 2023	
08/11/2023	Fall 2023 Tuition Due (all returning students)	
08/25/2023	Fall 2023 Tuition Due (all NEW students)	
09/04/2023	Labor Day	Campus Closed
09/14/2023	Fall 2023 Term Start	
09/14/2023	FA 2023 Fin Aid Refund Checks Available	
09/14/2023 – 09/20/2023	Add/Drop Period	Add or drop classes with no impact to transcript
10/02/2023	Winter 2024 Registration Opens	
10/05/2023	Administrative Withdrawal Date	Withdrawal from non-payment of tuition
10/25/2023	Last day to withdraw from a course for Fall 2023	Cut-off for withdrawing with a W grade
10/31/2023	Winter 2024 Registration Deadline	Late registration fee will apply
11/07/2023	Winter 2024 Billing Statement Available	Students registering on or after this date will see the charges on their statement within 1 week
11/11/2023	Veteran's Day	Student Holiday Only - Campus Open
11/23/2023 – 11/24/2023	Thanksgiving	Campus Closed
11/27/2023 – 12/01/2023	Finals Week	
11/30/2023	Winter 2024 Tuition Due	
12/01/2023	Fall 2023 Term End	
12/01/2023	Independent Study Proposals Due for Winter 2024	
12/08/2023	Grades Due Date	
12/21/2023 – 01/01/2024	Winter Break (Campus Closed)	

Add, Drop, and Course Withdrawal Periods

Add/Drop Period	09/14/2023 – 09/20/2023
Add or drop classes with no impact to transcript	
Withdrawal Period	09/21/2023 – 10/25/2023
Students who withdraw from courses will earn a W grade	
No withdrawals	10/26/2023 – 12/01/2023
Students who do not withdraw from by 10/25/2023 will earn a letter grade	

Refund Eligibility Schedule

Students who officially drop a course, courses, or withdraw from the program may be entitled to a full or partial refund of tuition charges. Below is the schedule for refund eligibility.

100% Refund	09/14/2023 – 09/20/2023
90% Refund	09/21/2023 – 09/27/2023
80% Refund	09/28/2023 – 10/04/2023
70% Refund	10/05/2023 – 10/11/2023
60% Refund	10/12/2023 – 10/18/2023
50% Refund	10/19/2023 – 10/25/2023
No Refund	10/26/2023 – 12/01/2023

2023-2024 Academic Year

Winter 01/03/2024 – 03/19/2024

01/01/2024	New Year's Day	Campus Closed
01/03/2024	Winter 2024 Term Start	
01/03/2024 – 01/09/2024	Add/Drop Period	Add or drop classes with no impact to transcript
01/08/2024	Spring Registration Opens (Returning Students)	
01/12/2024	WT 2024 Fin Aid Refund Checks Available	
01/15/2024	Martin Luther King Jr. Day	Campus Closed
02/02/2024	Administrative Withdrawal Date	Withdrawal for non-payment of tuition
02/02/2024	Spring 2024 Registration Deadline (Returning Students)	Late registration fee will apply
02/09/2024	Spring 2024 Billing Statement Available	
02/13/2024	Last Day to withdraw from a course for Winter 2024	Students registering on or after this date will see the charges reflected on their statement within 1 week.
02/16/2024	Spring Registration Deadline (NEW students)	Cut-off for withdrawing with a W grade
02/19/2024	President's Day	Campus Closed
03/01/2024	Spring 2024 Tuition Due (all returning students)	
03/01/2024	Independent Study Proposals Due for Spring 2024	
03/12/2024 – 03/19/2024	Finals Week	
03/15/2024	Spring 2024 Tuition Due (all NEW students)	
03/19/2024	Winter 2024 Term End	
03/20/2024 – 03/31/2024	Spring 2024 Break	
03/26/2024	Grades Due Date	

Add, Drop, and Course Withdrawal Periods

Add/Drop Period	01/03/2024 – 01/09/2024
Add or drop classes with no impact to transcript	
Withdrawal Period	01/10/2024 – 02/13/2024
Students who withdraw from courses will earn a W grade	
No withdrawals	02/14/2024 – 03/19/2024
Students who do not withdraw by 2/13/2024 will earn a letter grade	

Refund Eligibility Schedule

Students who officially drop a course, courses, or withdraw from the program may be entitled to a full or partial refund of tuition charges. Below is the schedule for refund eligibility.

100% Refund	01/03/2024 – 01/09/2024
90% Refund	01/10/2024 – 01/16/2024
80% Refund	01/17/2024 – 01/23/2024
70% Refund	01/24/2024 – 01/30/2024
60% Refund	01/31/2024 – 02/06/2024
50% Refund	02/07/2024 – 02/13/2024
No Refund	02/14/2024 – 03/19/2024

2023-2024 Academic Year

Spring **04/01/2024 – 06/14/2024**

04/01/2024	Spring 2024 Term Start	
04/01/2024	SP 2024 Fin Aid Refund Checks Available	
04/01/2024 – 04/07/2024	Add/Drop Period	Add or drop classes with no impact to transcript
04/08/2024	Summer 2024 Registration Opens	
04/19/2024	Administrative Withdrawal Date	Withdrawal for non-payment of tuition
05/01/2024	Summer 2024 Registration Deadline	Late registration fee will apply
05/08/2024	Summer 2024 Billing Statement Available	Students registering on or after this date will see the charges reflected on their statement within 1 week
05/12/2024	Last day to withdraw from a course for Spring 2024	Cut-off for withdrawing with a W grade
05/27/2024	Memorial Day	Campus closed
05/31/2024	Summer 2024 Tuition Due	
06/03/2024	Independent Study Proposals Due for Summer 2024	
06/03/2024	Fall 2024 Registration Opens	
06/10/2024 – 06/14/2024	Finals Week	
06/14/2024	Spring 2024 Term Ends	
06/15/2024	Commencement Ceremony	
06/19/2024	Juneteenth	Campus closed
06/21/2024	Grades Due Date	

Add, Drop, and Course Withdrawal Periods

Add/Drop Period	04/01/2024 – 04/07/2024
Add or drop classes with no impact to transcript	
Withdrawal Period	04/08/2024 – 05/12/2024
Students who withdraw from courses will earn a W grade	
No withdrawals	05/13/2024 – 06/14/2024
Students who do not withdraw by 5/12/2024 will earn a letter grade	

Refund Eligibility Schedule

Students who officially drop a course, courses, or withdraw from the program may be entitled to a full or partial refund of tuition charges. Below is the schedule for refund eligibility.

100% Refund	04/01/2024 – 04/07/2024
90% Refund	04/08/2024 – 04/14/2024
80% Refund	04/15/2024 – 04/21/2024
70% Refund	04/22/2024 – 04/28/2024
60% Refund	04/29/2024 – 05/05/2024
50% Refund	05/06/2024 – 05/12/2024
No Refund	05/13/2024 – 06/14/2024

2023-2024 Academic Year

Summer 07/01/2024 – 08/23/2024

07/01/2024	Summer 2024 Term Start	
07/01/2024	SU 2024 Fin Aid Refund Checks Available	
07/01/2024 – 07/07/2024	Add/Drop Period	Add or drop classes with no impact to transcript
07/04/2024	4th of July	Campus Closed
07/19/2024	Administrative Withdrawal Date	Withdrawal for non-payment of tuition
07/28/2024	Last day to withdraw from a course for Summer 2024	Cut-off for withdrawing with a W grade
08/19/2024 – 08/23/2024	Finals Week	
08/23/2024	Summer 2024 Term End	
08/30/2024	Grades Due Date	

Add, Drop, and Course Withdrawal Periods

Add/Drop Period	07/01/2024 – 07/07/2024	
	Add or drop classes with no impact to transcript	
Withdrawal Period	07/08/2024 – 07/28/2024	
	Students who withdraw from courses will earn a W grade	
No withdrawals	07/29/2024 – 08/23/2024	
	Students who do not withdraw by 7/28/2024 will earn a letter grade	

Refund Eligibility Schedule

Students who officially drop a course, courses, or withdraw from the program may be entitled to a full or partial refund of tuition charges. Below is the schedule for refund eligibility.

100% Refund	07/01/2024	–	07/07/2024
80% Refund	07/08/2024	–	07/14/2024
60% Refund	07/15/2024	–	07/21/2024
50% Refund	07/22/2024	–	07/28/2024
No Refund	07/29/2024	–	08/23/2024

Undergraduate Education

Bachelor's Degree Program

The Undergraduate (UG) Program is designed for undergraduate transfer students interested in pursuing social action and psychology or the intersection of business and psychology to complete their bachelor's degree in two years. This program consists of two Bachelor of Science degree programs: the Business Psychology (BP) Program and the Psychology and Social Action (PSA) Program. The undergraduate program strives for excellence in the education of behavioral and social sciences. Specifically, the undergraduate program provides the knowledge and skills that are informed by science and scholarship, for students to effectively work in community organizations or business communities. The courses offered in this program help prepare students to become competent leaders in the fields related to social action and business psychology.

PAU Bachelor degree programs are uniquely designed for students transferring from a California Community College or those who have completed approximately two years of college. Accredited by the WASC Senior Colleges and Universities Commission, both programs are offered in online and in-person formats, adapting to the different educational needs of our students.

Bachelor of Science Degree in Business Psychology

Palo Alto University (PAU) offers a Bachelor of Science degree in Business Psychology. The goal of the Business Psychology curriculum is to produce graduates who have the ability to apply the science of human behavior to practical business problems. Students in this program learn to apply theories in psychology to business challenges, such as employee motivation, sales and marketing, consumer behavior and human resource management. The students learn to analyze business problems through the lens of psychology and to develop effective solutions. Students complete Senior Seminar which is a capstone course offered during the last quarter of the BP program. This course is adapted each year to reflect current business trends and issues. The course helps students integrate the psychological principal theories and concepts of the program in business settings to demonstrate the skills they will be applying in their careers following graduation. They also have an optional internship for practical experience.

Bachelor of Science Degree in Psychology and Social Action

Palo Alto University (PAU) offers a Bachelor of Science degree in Psychology and Social Action.

This program is ideal for students with a passion for community advocacy and outreach. The curriculum includes classes in psychology, sociology, anthropology, philosophy, and economics. Students also complete a nine-month internship to gain real-world experience. Graduates can find roles at nonprofits and community agencies or prepare for graduate programs in psychology, counseling, social work or other behavioral health fields.

Graduate Education

PAU offers two master's degrees and two doctoral degrees. Across all of our graduate programs, award-winning faculty engage students through small class sizes, hands-on research, and real-world global experiences and knowledge. Because of the variety of programs offered, there are many different deadlines associated with our degree programs. Please consult with the program website, admissions information page, or the graduate catalog for the deadlines associated with your program.

Master's Degree Programs

Master of Arts Degree in Clinical Mental Health Counseling

The master's degree in Clinical Mental Health Counseling program prepares students to serve their communities as licensed mental health professionals. This master's in Clinical Mental Health counseling degree can expand career options or retool a career in a profession that makes a difference to the community. The Clinical Mental Health Counseling program is CACREP accredited.

California graduates of this program can pursue both the Marriage and Family Therapist (LMFT) and Professional Clinical Counselor (LPCC) licenses. Graduates living in other states can pursue similar licenses (see your state's licensure board regulations for qualifying degree requirements).

With residential hybrid (on-campus) and distance learning (online) options with on-ground residencies and evening class scheduling, the program offers flexibility to students who want to pursue graduate studies without needing to relocate if they are located in states where PAU is authorized to offer online educational programs.

Master of Science Degree in Psychology

The Master of Science (MS) in Psychology is an online program that serves two purposes: 1) as a PhD prep program designed to prepare students for PhD studies in clinical psychology at PAU or another institution, or 2) as a terminal degree designed for those interested in research, education, forensics, technology, or government. An MS degree in Psychology supports career advancement in fields that require social science research capability and an understanding of human behavior. The four program concentrations are:

- PhD Prep Concentration (47 units)
- Generalist Concentration (37.5 units)
- Forensic Psychology Concentration (37.5 units)
- Technology and Mental Health Concentration (39 units)

All coursework is delivered online and can be completed evenings and weekends, giving students the opportunity to work while enrolled.

Most of the coursework is didactic in nature and does not include an applied clinical component. Thus, the specific degree associated with the program is an MS in Psychology, not clinical psychology, even though some of the curriculum is relevant to clinical psychology.

Students in the PhD preparatory concentration will also take a clinical interviewing course in Palo Alto campus in person during one intensive week in the spring quarter of the second year.

Doctoral Degree Programs

Doctor of Philosophy in Clinical Psychology Program (PhD)

The PhD Clinical Psychology program is accredited by the American Psychological Association (APA). The PhD Clinical Psychology Program is deeply committed to educating well-rounded clinical psychologists who are capable and competent as both researchers and clinicians. Students are taught to be science minded while appreciating the larger role of psychology in alleviating suffering in the world. This balance includes learning to value evidence-based clinical models while maintaining the responsibilities psychologists have to their community, society, and profession. An outstanding faculty of clinicians and researchers provide rigorous classroom instruction, clinical supervision, and research mentoring to help students find the right balance for them. Working within a training model best described as "practitioner-scientist," students systematically move through five years of coursework and practica to acquire PhD-level competence and capability in psychological theory, research, and practice.

Doctor of Psychology in Clinical Psychology Program (PsyD)

The PGSP-Stanford PsyD Consortium training program is a full-time, five-year training program: three years of academic coursework, one year for the clinical dissertation project, and one year for a full-time doctoral internship. The nine-month academic year runs on a quarter system. 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 indicate that the student has completed all requirements of the PGSP-Stanford PsyD Consortium.

The PGSP-Stanford PsyD Consortium program requires a minimum of four full years in residence plus a program-approved external, doctoral internship in clinical psychology. The program integrates academic coursework, 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 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 consists of clinical practicum training, the internship application process, and the undertaking and completion of a PsyD 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 tuition & fees required, reference the dissertation handbook.) During the fifth year of the Consortium program students participate in an external, program-approved doctoral clinical internship.

Admission

Complete admissions information can be found at the following link:
<https://www.paloaltou.edu/admissions>

Transfer of Credit

The number of credit hours transferred will be based on PAU's quarter unit system (multiply the number of semester hours by .67). For example, 3 semester hours x 1.5 = 4.5. It is the student's responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of PAU credit awarded may not exceed the equivalent amount on the originating transcript.

Semester Units Converted to Quarter Units:

- 1 semester unit = 1.5 quarter units
- 2 semester unit = 3 quarter units
- 3 semester unit = 4.5 quarter units
- 4 semester unit = 6 quarter units
- 5 semester unit = 7.5 quarter units
- 6 semester unit = 9 quarter units

Although transfer credit from other universities will be posted on the PAU transcript, grades will not be posted or computed in the PAU grade point average for probation or disqualification review.

Procedure for Transfer of Credit

Courses Taken Prior to Enrollment at PAU

Each program has rules and procedures which govern the awarding of transfer credit. Please refer to the Admissions section of this catalog for program-specific transfer credit policies. Requests for transfer credit must be submitted by the deadlines as set by the academic programs.

Course Taken After Enrollment at PAU

Upon matriculation at PAU, students must receive approval prior to taking coursework outside PAU if they plan to transfer it into a degree program. Students may petition the Department Chair in which the program resides for an exception to the following regulations, but should do so only after consulting with the advisor.

Transfer Credit Policy for Veterans

Palo Alto University's undergraduate programs will accept transfer credit awarded for courses taken in the armed services. In order to have your military educational experiences evaluated for credit, you must submit evaluated transcript(s) from the appropriate agency.

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 upon your request. The transcript includes your military training and occupational experience along with American Council on Education college credit recommendations. The Air Force uses the Community College of the Air Force.

Palo Alto University considers both military service and military coursework for academic credit using the guidelines issued by the American Council on Education (ACE). We refer to the ACE "Guide to Evaluation of Educational Experiences in the Services" when determining applicable transfer credit for military experience and training. Job specialties (MOS, AFSC, Rate) must have a recommendation evaluation by ACE (in the ACE Guide) for credit to be awarded.

Undergraduate Admission

Palo Alto University's two-year Bachelor's degree completion program is designed for transfer students who have completed approximately two years of college coursework at a community college, UC, CSU or other university, as well as the majority of their general education requirements. Similar to a community college transfer to CSU, students should complete the majority of their general education classes before transferring into PAU's undergraduate programs. Students who are ready to transfer from a community college to a CSU will find transitioning to PAU's undergraduate programs quick and easy.

Application Deadlines

Applications for the undergraduate programs are accepted on a rolling basis for the fall term.

Admissions Requirements

- Completion of Intermediate Algebra or higher
- Completion of most [General Education](#) requirements
- For applicants to any online program, you must be [located in a state](#) in which we are authorized to provide online education.
- Completion of Introduction to Psychology or higher
- At least 84 transferrable quarter units completed at the time of enrollment. Only courses from regionally accredited institutions with a grade of C or higher are transferable, and must be at the 100-level (non-remedial) or equivalent in order to be eligible for transfer.

Transferable units may be:

- Introduction to Psychology
- General Education units
- Lower-division or upper-division elective units
- Upper-division transfer units applicable to major requirements
- Alternative forms of general education or elective units, such as AP tests, IB tests, CLEP and US Military credit.

Pre-Application Transfer Evaluation Request

We recommend that prospective students interested in our undergraduate programs complete a pre-application transcript review, to determine if you have met all prerequisite requirements. You can request a transcript review [online](#).

Application Procedures

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. Submission of official transcripts are required before starting a degree program.
3. A Statement of Purpose.

Transfer of Credits Procedures for Undergraduate Programs

Credit Evaluation for General Education and Elective Units

- Members of the Office of Admissions staff determine credit for general education courses or elective units.
- Credit evaluation begins with review of transcripts. Classes that are already articulated (meaning already identified as completing CSU A-E requirements), and for which the student received a C grade or better, are automatically credited.
- The Associate Director of Admission evaluates non-articulated courses on a case-by-case basis. This process determines whether a course sufficiently matches the content and learning outcomes for a general education course. This evaluation is usually completed by reviewing the catalog entry for the course in question but may require a review of the course syllabus.

Credit Evaluation for Major Requirements

- Members of the Office of Admissions staff determine transfer credit for major requirements.
- Students requesting transfer credit toward their major should complete the Transfer Credit Request Form, and submit syllabi of the courses they wish to transfer. These requests will be evaluated on a case-by-case basis, with admissions staff and faculty determining whether a course sufficiently matches the content and learning outcomes for an upper-division degree requirement course.

General Guidelines

- Courses that are not awarded as general education or major requirement transfer credit may still transfer as elective units, upon review and approval of the Associate Director of Admissions.
- A complete summary of transferable credits will be provided to admitted students before the confirmation deadline.
- College Level Examination Program (CLEP) exams (Minimum score of 50), High School Advanced Placement (AP) exams (Minimum score of 3) and International Baccalaureate (IB) exams (Minimum score of 4) may be used as substitutes for some general education requirements.
- Only courses from regionally accredited institutions with a grade of C or higher are transferable and must be at the 100-level (non-remedial) or equivalent in order to be eligible for transfer.

Transfer Articulation

Articulated General Education and Transfer Requirements

PAU's general education requirements largely mirror the requirements to transfer to a CSU. We have outlined a general articulation plan as it relates to courses guaranteed to transfer from a CA community college to the CSU system. This list is not comprehensive - we encourage students to complete a transfer evaluation to get a clear sense of how many courses they may transfer to PAU.

You can also visit <https://resource.assist.org/> to see a list of courses at your community college that are certified to meet the CSU general education requirements.

Graduate Admissions

Palo Alto University has four graduate degree programs (MA in Clinical Mental Health Counseling, MS in Psychology, PhD in Clinical Psychology, PsyD in Clinical Psychology) that prepare students for meaningful careers in counseling, research, technology, education, clinical practices, or corporate settings.

Admission for the Master of Arts in Clinical Mental Health Counseling

The MA in Clinical Mental Health Counseling program admits students twice a year - for the spring term, which starts in April, and the fall term, which starts in September. The spring start offers an online delivery option. The fall start offers online and hybrid options and the opportunity to complete the program in either 9 or 11 quarters.

Admissions Deadlines

Application review for the spring 2024 cohort begins November 1, 2023. The application deadline is March 3, 2024 at 11:59 PM ET. The MA in Clinical Mental Health Counseling program admits students on a rolling basis.

Application review for the fall 2024 cohort begins November 1, 2023. The application deadline is July 28, 2024 at 11:59 PM ET. The MA in Clinical Mental Health Counseling program admits students on a rolling basis.

Applications are reviewed and admissions interviews are offered to qualified applicants after all application materials are received and verified by PSYCAS. Applicants are typically notified of their admission decision within a few weeks of their interview. The deadlines listed above are final deadlines, but applicants are encouraged to apply early. Although applications will be accepted until the posted deadlines, space in the program may fill up before then. Applicants are encouraged to apply early to ensure space is still available.

Visit the MA Admissions website for year-specific deadlines:

<https://www.paloalto.edu/graduate-programs/masters-degree-programs/ma-counseling/admissions>

Admissions Requirements

Applicants must hold a bachelor's degree from a regionally-accredited institution or the international equivalent. For applicants to the MA in Clinical Mental Health Counseling online program, you must be located in a state in which we are authorized to provide online education.

International students may apply for the program if they plan to remain in their home country while enrolled. PAU is unable to enroll students on a student visa into this program.

Recommended Qualifications

While no prerequisites are required to apply, we strongly recommend applicants to have related volunteer or work experience in the mental health field. A GPA of 3.0 or higher is recommended.

Application Requirements

- Online Application: Applicants must complete the online application via PsyCAS.
- Application Fee: A nonrefundable application fee must be paid to complete the application.
- Official Transcripts: Official transcripts from all colleges and universities attended are required and should be sent directly to PSYCAS.
- 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 at least three academic or professional references are required. Personal references, such as family, friends, therapists or informal mentors, will not be accepted. Letters are requested and submitted through the PSYCAS system.
- 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:
 - What does being a professional counselor mean to you?
 - Why have you chosen to pursue a career in professional counseling?
 - How have your previous school, work, or training experiences prepared you to pursue graduate studies in counseling?
 - What personal characteristics and strengths will contribute to your being an effective counselor?
 - Reflecting on your previous experiences and current identities, what might be your most important areas of improvement in becoming an inclusive, culturally

responsive counselor? In other words, how might you most need to grow in this area?

International Applicants

Students who attended an institution outside of the US must have their transcript(s) evaluated and, if applicable, translated. You may select any vendor that is a member of the National Association of Credential Evaluation Services (NACES). Please visit www.naces.org/members for a complete list of members. Your course-by-course evaluation should be sent directly to PSYCAS.

For international applicants remaining in their home country and applying to the online format, and those whose undergraduate studies were in a language other than English, the TOEFL or IELTS exam is required. Scores can be submitted through PSYCAS. For international students who earned their bachelor's degree in the US or other English-speaking countries, these exams are not required.

Interview

After applications are received, applicants who satisfy admission requirements are selected for group interviews with faculty and student interviewers via video Zoom.

MA Transfer Credit Criteria

Students may request to transfer in units of prior graduate work offered at other institutions if the classes are similar to courses offered in the PAU program. Prior coursework cannot be more than 5 years old. Transfer coursework is evaluated on a case-by-case basis. Students must submit a course description and syllabus for each transfer course. A PAU faculty member then reviews the documentation, and either accepts or rejects the course for transfer credit. Students may transfer prior graduate units within limits. **Up to 9 semester units or 13.5 quarter units can be transferred in from another institution.** Note, however, that any potential transfer credits must be reviewed and approved. Transfer credit requests must be made after receiving program admission and no later than the end of the first quarter.

In accordance with the CACREP Guiding Statement on Best Practices for Transfer of Credit students must "... complete all clinical courses, where counseling skills, client interaction, and clinical competencies are supervised and evaluated, within the CACREP-accredited program from which they plan to graduate."

Admission for the Master of Science in Psychology

The MS in Psychology program admits students once a year for the fall term, which starts in September. The program offers four concentrations in a synchronous, online format.

- Generalist Concentration (6 quarters)
- Forensic Psychology Concentration (6 quarters)
- Technology and Mental Health Concentration (6 quarters)
- PhD Prep Concentration (7 quarters)

All four concentrations require the same application materials and process. Students select their concentration during their first year.

Admissions Deadlines

The application deadline is August 4, 2024 at 11:59 PM ET. The MS in Psychology program admits students on a rolling basis.

Applications are reviewed and admissions interviews are offered to qualified applicants after all application materials are received and verified by PSYCAS. Applicants are typically notified of their admission decision within a few weeks of their interview. Although applications will be accepted until the posted deadlines, space in the program may fill up before then. Applicants are encouraged to apply early to ensure space is still available. Please visit the [MS in Psychology Admission page](#) for year-specific information.

Admissions Requirements

A GPA of 3.3 or higher is recommended. Applicants must hold a bachelor's degree from a regionally accredited institution or the international equivalent. For applicants to the MS in Psychology program, you must be located in a state in which we are authorized to provide online education.

If the undergraduate major was not psychology, four prerequisite courses are required for the MS in Psychology program. These courses must be passed with a B or better:

- Biopsychology (e.g. Sensation and Perception, Brain and Behavior)
- Abnormal Psychology
- Developmental Psychology
- Statistics

Application Requirements

- Applicants must complete the online application for the MS in Psychology program in PSYCAS.
- Application Fee: A nonrefundable application fee must be paid to PSYCAS to complete the application.
- Official Transcripts: Official college transcripts from all colleges and universities attended should be sent directly to PSYCAS.
- 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 at least three academic or professional references are required. Personal references, such as family, friends, therapists or informal mentors, will not be accepted. Letters are requested and submitted through the PSYCAS system.
- 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 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 have prepared the applicant for graduate psychology education.
 - Personal qualities that will be important assets as a practicing psychologist.

International Applicants

International students may apply for the program if they plan to remain in their home country while enrolled. PAU is unable to enroll students who require an F-1 student visa into this program.

Students who attended an institution outside of the US must have their transcript(s) evaluated and, if applicable, translated. You may select any vendor that is a member of the National Association of Credential Evaluation Services (NACES). Please visit www.naces.org/members for a complete list of members. Your course-by-course evaluation should be sent directly to PSYCAS.

For international applicants whose undergraduate studies were in a language other than English, the TOEFL or IELTS exam is required. Scores can be submitted through PSYCAS. For international students who earned their bachelor's degree in the US or other English-speaking countries, these exams are not required.

Interview

After applications are received, applicants who satisfy admission requirements are selected for a one-on-one interview with a faculty member via video Zoom.

MS to PhD Transfer

Admission to the PhD program is conditional, and requires an application and interview. You must maintain passing grades in all of your required coursework, and pass your research comprehensive exam, to be qualified to transition to the PhD program.

Please note that should you choose to switch from the PhD Prep Concentration to the Generalist Concentration, then graduate, you will not have met the requirements to start the PhD program. You will need to return to the University as a non-matriculated student to complete the required courses. Additional units will need to be paid out of pocket.

MS Transfer Credit Criteria

Graduate Level	Only graduate level courses are acceptable for transfer credit. A graduate level course is any course for which a student received graduate credit at their previous institution(s). This may include graduate level courses the student took as an undergraduate.
Acceptable Grades	A grade of "B" or better is required in a graduate level course to be acceptable for transfer credit
Accreditation	Previous graduate work must have been completed at a regionally accredited institution. International coursework must be in English in order to be evaluated for transfer.
Time Limit for Requesting Transfer Credit	Requests for transfer of units must be completed by the posted deadline.
Maximum Units	A maximum of five units may be transferred into the MS program. If a student receives a waiver of courses beyond the transferable units, they must take elective units to meet the total unit requirement for graduation from PAU.
Units Awarded	Any course can only transfer in the number of transfer units equal to the comparable course at Palo Alto University, despite the number of units previously assigned to the course. The number of units of a course the student wishes to transfer must be equal to or greater than the units of the corresponding Palo Alto University course. Palo Alto University operates on quarter academic terms. Semester credits will be converted to quarter units for evaluation using a 1.5 quarter unit per 1.0 semester unit conversion.
Course Obsolescence	Courses must have been completed within five years prior to the time of matriculation at PAU.
Syllabi	Students must provide a syllabus/syllabi for the course(s) they would like to transfer. Course descriptions are not acceptable.
Appeals and Exceptions	Credit transfer decisions may be appealed, in writing to the Curriculum Committee.

The following courses are the only transferable courses:

- PSYS500 History & Systems

- PSYS501 Child & Adolescent Development
- PSYS502 Cognitive Bases of Behavior
- PSYS504 Affective Bases of Behavior
- PSYS505 Biological Psychology
- PSYS507 Adult Development & Aging
- PSYS509 Psychopharmacology
- PSYS511 Social & Personality Psychology
- STAT510 Research Methods & Statistics II
- STAT511 Research Methods & Statistics III

Students may not receive transfer credit for any additional courses, including electives.

Admission for the Doctorate of Philosophy (PhD) in Clinical Psychology

The PhD in Clinical Psychology program admits students once a year for the fall term, which starts in September.

PAU's APA-accredited PhD 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), professional and/or research experience, and strong recommendations are qualities carefully considered.

[Admissions Deadlines](#)

- Application review for the fall 2024 cohort begins November 1, 2023.
- The application deadline is January 7, 2024 at 11:59 PM ET. Applications may be accepted after this date if space is available.
- Students who submit and complete an application early will have their application reviewed sooner.

[Admissions Requirements](#)

Applicants must hold a bachelor's degree from a regionally-accredited institution, or the international equivalent.

[Prerequisites](#)

The following prerequisites are required for entry into the PhD in Clinical Psychology program and must be passed with a B grade or better prior to the first day of classes:

- Biopsychology (e.g. Sensation and Perception, Brain and Behavior)
- Abnormal Psychology
- Developmental Psychology
- Statistics

Application Requirements

- Applicants must complete the online application for the PhD in Clinical Psychology program in PSYCAS.
- Application Fee: A nonrefundable application fee must be paid to PSYCAS to complete the application.
- Official Transcripts: Transcripts from undergraduate and graduate institutions attended must be sent directly from the institution, even if a degree was not awarded. Official transcripts should be mailed or electronically delivered by the issuing institution directly to the PSYCAS Transcript Processing Center. Admissions decisions based on submission of unofficial transcripts are provisional until official transcripts are received.
- 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 three academic or professional references are required. Personal references, such as family, friends, therapists or informal mentors, will not be accepted. Whenever possible, they should be faculty members in psychology or practicing professionals in psychology or other mental health disciplines. Letters are requested and submitted through the PSYCAS system.
- Statement of Purpose: The purpose of the personal statement is to provide a sample of the applicant's ability to write in an academic and professional manner, as well as to learn about any qualifications/life events that were not captured in the application.
 - Formatting: Double space, and limit to 500 words.
 - We recommend that you reflect on the following questions as you develop your essay:
 - Why are you pursuing a PhD in clinical psychology? What led to this interest?
 - What are your long-term professional goals?
 - What are your research interests (including faculty you want to work with, and why)?
 - How will a PhD from PAU help you to achieve your goals?
 - In your essay, you may also wish to include reflections about the following:
 - Experience with and/or commitment to serving minoritized and marginalized populations
 - Personal qualities that will facilitate success as a graduate student and future psychologist
- GRE requirements may vary by year. Please check the Admissions website for the most up-to-date information.

International Applicants

Students who attended an institution outside of the US must have their transcript(s) evaluated and, if applicable, translated. You may select any vendor that is a member of the National Association of Credential Evaluation Services (NACES). Please visit www.naces.org/members for a complete list of members. Your course-by-course evaluation should be sent directly to PSYCAS.

For international applicants whose undergraduate studies were in a language other than English, the TOEFL or IELTS exam is required. Scores can be submitted through PSYCAS. For international students who earned their bachelor's degree in the US or other English-speaking countries, these exams are not required.

Interview

Based on an initial review of PhD applications, qualified applicants are invited to participate in one of our PhD Interview Weekends to meet faculty and students, as well as learn more about the program and co-curricular offerings.

Transfer of Credit

Admitted students may transfer in up to 30 units of prior graduate work offered at other institutions if the classes are similar to courses offered in the PAU program. Prior coursework cannot be more than 5 years old. Transfer coursework is evaluated on a case-by-case basis. Students must submit a course description and 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. Students have access to the transfer unit request form after they confirm their enrollment in the program.

PhD Transfer Credit Criteria

Graduate Level	Only graduate level courses are acceptable for transfer credit. A graduate level course is any course for which a student received graduate credit at their previous institution(s). This may include graduate level courses the student took as an undergraduate.
Acceptable Grades	A grade of "B" or better is required in a graduate level course to be acceptable for transfer credit
Accreditation	Previous graduate work must have been completed at a regionally accredited institution. International coursework must be in English in order to be evaluated for transfer.
Time Limit for Requesting Transfer Credit	Requests for transfer of units must be completed by the posted deadline.

Maximum Units	A maximum of 30 units may be transferred into the PhD program. If a student receives a waiver of courses beyond the transferable units, they must take elective units to meet the total unit requirement for graduation from PAU.
Units Awarded	Any course can only transfer in the number of transfer units equal to the comparable course at Palo Alto University, despite the number of units previously assigned to the course. The number of units of a course the student wishes to transfer must be equal to or greater than the units of the corresponding Palo Alto University course. Palo Alto University operates on quarter academic terms. Semester credits will be converted to quarter units for evaluation using a 1.5 quarter unit per 1.0 semester unit conversion.
Course Obsolescence	Courses must have been completed within five years prior to the time of matriculation at PAU.
Syllabi	Students must provide a syllabus/syllabi for the course(s) they would like to transfer. Course descriptions are not acceptable.
Appeals and Exceptions	Credit transfer decisions may be appealed, in writing to the Curriculum Committee.

The following courses are the only transferable courses:

- PSYS800 History & Systems
- PSYS801 Child & Adolescent Development
- PSYS802 Cognitive Bases of Behavior I
- PSYS804 Affective Bases of Behavior I
- PSYS805 Biological Psychology
- PSYS807 Adult Development & Aging
- PSYS809 Psychopharmacology
- PSYS811 Social & Personality Psychology
- CLIN803 Psychodynamic Psychotherapy I
- CLIN806 Cognitive-Behavioral Psychotherapy I
- CLIN809 Child, Adolescent, & Family Psychotherapy
- ASMT809 Intellectual Assessment
- ASMT810 Psychometric Theory
- ASMT815 Assessment of Personality
- ASMT818 Psychopathology & Psychodiagnostics II: Child & Adolescent Disorders
- ASMT819 Psychopathology & Psychodiagnostics II: Personality Disorders
- ASMT826 Assessment of Psychopathology
- STAT809 Research Methods & Statistics II
- STAT810 Research Methods & Statistics III

Students may not receive transfer credit for any additional courses, including the following:

- MTHD808 Research Methods & Statistics I
- CLIN800 Ethics in Clinical Psychology
- CLIN801 Clinical Interviewing
- CLIN825-827 Professional Standards in Clinical Psychology
- CLDV800 Cultural Differences: Cross-Cultural Issues in Psychology
- PRAC801-806 & PRAC830 Second- & Third-Year Practicum
- DISS800 Dissertation
- INTR800 or INTR801 Internship
- ASMT800 Psychopathology & Psychodiagnostics I
- Any electives

Please note that because the PhD program is billed on a flat-rate, quarterly tuition schedule, transfer or waiver of units will not result in a reduced tuition rate. Additionally, because of our cohort model with required courses in each quarter, your time to completion of the program will not be reduced; however, students who are allowed to waive required coursework will have the luxury of more time available for supplemental practica, research assistantships, paid employment, etc.

Admission to the PhD Program for current MS in Psychology Students

Admission to the PhD program is not guaranteed for PAU students enrolled in the MS in Psychology program's PhD Prep Concentration. Students must pass their research comprehensive exam, all first year classes, and can not have more than one B- in order to be qualified to interview for the PhD program during the summer between their first and second year. If admitted to the PhD program, all offers of admission are conditional. Students must pass all subsequent required courses for the PhD Prep Concentration, participate in the lab match process, maintain good standing with the program and the University, and take the required PhD summer courses before joining the PhD program's second year cohort.

MS students who are admitted to the PhD program may defer one year; however, they must have successfully completed the MS program before being allowed to matriculate to the PhD program.

Students who graduate from the MS program in any concentration other than the PhD Prep Concentration cannot enter the PhD program without completing the PhD track courses and passing the research methods competency exam, and they can not have more than one B-.

Admission for the Doctor of Psychology (PsyD) in Clinical Psychology

The PGSP-Stanford PsyD Consortium admits students once a year for the fall term, which starts in September.

[Admissions Deadlines](#)

- Application review for the fall 2024 cohort begins November 1, 2023.
- Apply by November 15, 2023 for early consideration.

- Apply by January 7, 2024 at 11:59 PM ET for regular considerations. Applications may be accepted after this date if space is available.

Admissions Requirements

Applicants must hold a bachelor's degree from a regionally-accredited institution, or the international equivalent.

Recommended Prerequisites

To ensure that applicants have an understanding of the career to which they are committing themselves, strong preference is given to applicants with some form of clinical experience (e.g., crisis line, assessments, case management, therapy, etc.).

In order to ensure a smooth transition into graduate study, PGSP-Stanford PsyD Consortium strongly recommends 18 semester hours (27 quarter hours) of Psychology coursework including courses in:

- General Psychology
- Abnormal Psychology
- Statistics
- Biopsychology
- Developmental Psychology

Application Requirements

- Applicants must complete the online application for the PsyD in Clinical Psychology program in PSYCAS.
- Application Fee: A nonrefundable application fee must be paid to complete the application.
- Official Transcripts: Transcripts from undergraduate and graduate institutions attended must be sent directly from the institution, even if a degree was not awarded. Official transcripts should be mailed or electronically delivered by the issuing institution directly to the PSYCAS Transcript Processing Center. Admissions decisions based on submission of unofficial transcripts are provisional until official transcripts are received.
- 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 three academic or professional references are required. Personal references, such as family, friends, therapists or informal mentors, will not be accepted. Whenever possible, they should be faculty members in psychology or practicing professionals in psychology or other mental health disciplines. Letters are requested and submitted through the PSYCAS system.

- Statement of Purpose: The purpose of the personal statement is to provide a sample of the applicant's ability to write in an academic and professional manner, as well as to learn about any qualifications/life events that were not captured in the application.
 - Formatting: Double-spaced, maximum 1,000 words.
 - Provide a brief autobiographical sketch, including what led to your interest in clinical psychology.
 - Address the skills and knowledge gleaned from your academic, research, and/or clinical experience that have prepared you for doctoral training in clinical psychology.
 - Discuss what aspects of the PGSP-Stanford PsyD Consortium will help you reach your specific career goals? For example: "With my interests in trauma, I would be interested in completing practicum at the National Center for PTSD and conducting research with Consortium faculty who conduct PTSD research such as Drs. Kaysen or Gore-Felton."
- GRE requirements may vary by year. Please check the Admissions website for the most up-to-date information.

International Applicants

Students who attended an institution outside of the US must have their transcript(s) evaluated and, if applicable, translated. You may select any vendor that is a member of the National Association of Credential Evaluation Services (NACES). Please visit www.naces.org/members for a complete list of members. Your course-by-course evaluation should be sent directly to PSYCAS.

For international applicants whose undergraduate studies were in a language other than English, the TOEFL or IELTS exam is required. Scores can be submitted through PSYCAS. For international students who earned their bachelor's degree in the US or other English-speaking countries, these exams are not required.

Interview

Finalists will be extended invitations to interview at the PAU and Stanford University campuses during the application review period, which ranges from December through March. The interviews aim to provide prospective students the opportunity to meet faculty and students and gain an understanding of the mutual degree of fit between the PsyD Consortium and the prospective student.

Transfer of Credit

Admitted students may transfer in units of prior graduate work offered at other institutions if the classes are similar to courses offered in the PAU program. Prior coursework cannot be more than 5 years old. Transfer coursework is evaluated on a case-by-case basis. Students must submit a course description and 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. Students have access to the transfer unit request form after they confirm their enrollment in the program.

PsyD Transfer Credit Criteria

Graduate Level	Only graduate level courses are acceptable for transfer credit. A graduate level course is any course for which a student received graduate credit at their previous institution(s). This may include graduate level courses the student took as an undergraduate.
Acceptable Grades	A grade of "B" or better is required in a graduate level course to be acceptable for transfer credit.
Accreditation	Previous graduate work must have been completed at a regionally accredited institution. International coursework must be in English in order to be evaluated for transfer.
Deadline for Requesting Transfer Credit	Requests for review of transfer credit must be submitted by September 1 of the year the student plans to enroll in the Consortium.
Maximum Credit Awarded	A maximum of eight (8) units per quarter may be transferred, for a maximum of 24 units transferred into the PsyD program.
Transfer Unit Equivalencies	A student will be awarded the number of units the transferred course is equal to at Palo Alto University, which uses a quarter system. A transferred course must be equal to or greater than the number of units of the corresponding PsyD course. Multiple courses and their syllabi may be combined to meet eligibility for a Consortium course, if the total units earned and content covered are determined equivalent.
Time Limit for Requesting Transfer Credit	In order to be eligible for transfer credit, the course must have been completed within five years of the student's matriculation at Palo Alto University.
Transferable Courses	Only foundational courses are eligible to be met by approved transfer credit. Students applying for review of transfer coursework should indicate which course(s) they are applying to waive.
Appeals and Exceptions	A student may appeal transfer credit decisions in writing to the Curriculum Committee. Appeals must be submitted within one week after the incoming student is notified of the outcome of their transfer credit application. Please note that because the PsyD program is billed on a flat-rate, quarterly tuition schedule, transfer or waiver of units will not result in a reduced tuition rate. Additionally, because of our cohort model with required courses in each quarter, your time to completion of the program will not be reduced; however, students who are allowed to waive required coursework will have the luxury of more time available

	for supplemental practica, research assistantships, paid employment, etc.
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Admission for the PhD in Counselor Education and Supervision

The PhD in Counselor Education and Supervision program admits students once a year for the fall term, which starts in September. The program is offered in a hybrid format, with 44% of courses offered online in a live, synchronous Zoom classroom. The program is designed to be completed in 11 quarters (including summers).

Admissions Deadlines

Application review begins October 1, 2023. The application deadline is January 8, 2024 at 11:59 PM ET. Applications may be accepted after this date if space is available.

Applications are reviewed and admissions interviews are offered to qualified applicants after all application materials are received and verified by PSYCAS. Applicants are typically notified of their admission decision within a few weeks of their interview. The deadlines listed are final deadlines, but applicants are encouraged to apply early. Although applications will be accepted until the posted deadlines, space in the program may fill up before then. Applicants are encouraged to apply early to ensure space is still available.

Admissions Requirements

- Applicants must hold a bachelor's degree from a regionally-accredited institution or the international equivalent.
- Applicants must hold a master's degree in counseling. Additionally, applicants must have successfully completed the masters-level core curriculum for CACREP-accredited programs as well as content in at least one CACREP specialty area.
- Applicants must be a licensed mental health counselor, or be license-eligible.
- In addition to the required degrees, we recommend applicants have work experience in the counseling field and experience with research.
- GRE scores are not required and will not be considered in the review of applications, even if students provide them.

Application Requirements

- Online Application: Applicants must complete the online application via PsyCAS.
- Application Fee: A nonrefundable application fee must be paid to complete the application.

- Official Transcripts: Official transcripts from all colleges and universities attended are required and should be sent directly to PsyCAS. Official college transcripts verifying a Bachelor's degree are required, and should be sent directly to PsyCAS.
- 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 at least three academic or professional references are required. Personal references, such as family, friends, therapists or informal mentors, will not be accepted. Letters are requested and submitted through the PSYCAS system.
- 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:
 - Formatting: Double-spaced, and limit to 1,000 words.
 - Why do you wish to pursue a PhD in Counselor Education and Supervision?
 - What training or experiences do you feel have prepared you for this degree program?
 - What personal qualities or interests make you an excellent candidate for the program?
 - How do you infuse a culturally affirming framework into your clinical or work experience?
 - What goals will the PhD in Counselor Education and Supervision program help you achieve, and how?
 - What is the most pressing need in the field of counseling today?
 - Please discuss areas of interest that you may wish to investigate in your research as a doctoral student.

International Applicants

Students who attended an institution outside of the US must have their transcript(s) evaluated and, if applicable, translated. You may select any vendor that is a member of the National Association of Credential Evaluation Services (NACES). Please visit www.naces.org/members for a complete list of members. Your course-by-course evaluation should be sent directly to PSYCAS.

Interview

After applications are received, applicants who satisfy admission requirements are selected for group interviews with faculty via video Zoom.

Non-Matriculated Students

Non-matriculated students are those who wish to take a PAU course without enrolling in a degree-seeking program. Students may take courses on a credit/no credit (auditing) basis. These students may choose to take courses from PAU for a variety of reasons:

- Students who already have a masters degree, but need a few courses to meet licensing requirements.
- Students needing courses to complete their degree at another college or university.
- Students wanting to get a refresher course for their own needs after attaining a masters degree.
- Students wanting to try a course before formally applying to the program. Students should note that many PAU degree programs are offered in sequence, so taking a few classes before starting may cause scheduling challenges once enrolled.
- Students taking a course for personal fulfillment.
- Early Start students in PAU undergraduate programs.
- The PGSP-Stanford PsyD Consortium and the PhD program do not accept non-matriculated students.

Admission

Students interested in attending PAU as a non-matriculated student should first contact the Office of Admissions to see if there is space available in the desired courses. If space is available, applicants should complete the Non-Matriculated Student Application through the Office of Admissions. The application should include unofficial copies of all college and university transcripts.

Application materials are reviewed by the appropriate department; students may be required to meet with a faculty member before granted permission to register.

Once the student is approved to register, they should complete the Add Form for the term they wish to enroll in, and indicate if they would like to take the class for credit or not for credit (auditing). Students should complete a new Add Form for each subsequent term.

Cost, Billing and Payment

Please see the PAU [website](#) for up-to-date tuition information. Non-matriculated students must pay for their courses within two days of registration. Non-matriculated students are not eligible for federal financial aid, and must pay tuition and fees using cash, check or credit card.

Limitations

Non-matriculated students who will be in a practicum setting should work closely with their advisor to make sure they have adequate liability insurance coverage.

Guidelines by Program

Approval to register for courses is never guaranteed, and is reviewed on a case-by-case and space-available basis every term.

Undergraduate Program

Pre-Requisites: Non-matriculated students may take most courses offered in the undergraduate curriculum for credit or audit providing they have met the program admissions requirements (auditors may be waived from the requirements with the instructor's permission).

Course Restrictions: May not substitute for Senior Internship, Senior Seminar, or Independent Study until your second year in the program. Students may take up to 12 units of coursework per quarter. Any additional credits taken need to be approved by your academic advisor.

Transition to Degree: Up to 12 units of academic work which have been taken for credit at PAU, may be transferred into PAU upon formal admittance and matriculation. Transferable classes must be approved by transfer and academic advisor upon admittance.

MS in Psychology Program

Pre-Requisites: Non-matriculated students may take most courses offered in the MS 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). Students must have completed the four prerequisite courses required for admission to the program:

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

Prerequisites may be waived with department approval.

Course Restrictions: Students may take up to 12 units of coursework. Students may not register for clinically oriented classes (i.e. Clinical Interviewing or Introduction of Psychotherapy: Evidence-Based Approaches) until 2nd year of their selected concentration.

Transition to Degree: Up to 12 units of academic work which have been taken for credit at PAU, may be transferred into PAU upon formal admittance and matriculation. An exception is made for Early Start students in PAU undergraduate programs.

MA in Clinical Mental Health Counseling Program

Pre-Requisites: Non-matriculated students may take most courses offered in the MA 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). Prerequisites may be waived with department approval.

Course Restrictions: Students may not register for clinically oriented classes (i.e., Counseling Skills, Crisis and Trauma, Group, Child and Adolescent Counseling, Practicum, Internship).

Transition to Degree: Up to 3.5 quarter units of academic work which have been taken for credit at PAU as a non-matriculated student, may be transferred into PAU upon formal admittance and matriculation. An exception is made for Early Start students in PAU undergraduate programs.

Reconsideration for Admission

The Office of Admissions does not accept petitions to appeal admissions decisions. Applicants who have concerns regarding their admissions decisions may contact the Assistant Vice President for Admissions to discuss the situation. Applications may be approved for re-review should one of the following criteria be met:

- The application had substantially incorrect information provided by a third party (eg. incorrect grades on a transcript).
- The applicant feels their rights have been violated based on a protected identity, such as race, gender, age, color, religion, national origin, sex, disability, or familial status.

State Authorizations

The US Department of Education has made several important changes (effective July 1, 2020) to federal laws that govern how colleges and universities operate when offering distance (online or remote) education. Online-only programs at Palo Alto University are:

- BS in Psychology - Psychology and Social Action, Online Program
- BS in Psychology - Business Psychology, Online Program
- MS in Psychology
- MA in Clinical Mental Health Counseling, Online Program

Colleges and universities that offer programs that are entirely online must have approval to enroll students who are located outside of California in those programs. This approval must come from each state in which an enrolled student is located.

We are currently unable to admit students into our online-only programs if they are located in an unauthorized state. Please check our website for the most current listing:

<https://www.paloaltou.edu/node/99/state-authorizations>

Program Transfer Policy

Current students who wish to transfer between academic programs at Palo Alto University must first discuss their intention to transfer with a program representative. The student will then be provided a Program Transfer Form to initiate the process. Transfer to a new program is not guaranteed; admission to the new program will be assessed by program faculty based on past academic performance and program fit, and will include an interview and a review of the student's record. Students may be required to bring their student account balance to zero before being allowed to transfer programs. Due to course scheduling and limits to transfer credit, students may not be able to immediately start their new program and should be aware that differences in program requirements may extend a student's time to graduation. Students may also be conditionally admitted to their new program, meaning additional requirements or tasks may be required of the student in order to remain enrolled.

Students should complete the form no later than eight weeks prior to their intended start date.

- The PsyD program does not accept program transfers. Students wishing to transition to the PsyD program must apply as new students.
- Students who will graduate from their current program before starting their new program are not eligible to use the program transfer process, and must apply as new students.
- Students who have withdrawn from the university and wish to return to a different program should complete the Request to Return process.

Readmission Policy

Students who have formally left the university prior to completion of their degree may submit a "Request to Return" form, which is a petition to re-enroll in their prior academic program. Students should complete the form no sooner than one year, but no later than eight weeks prior to their intended re-entry date.

Eligibility: Students must have attended classes beyond the end of the add/drop period during the first term of their program. Students who never attended classes, or withdrew from the university prior to the end of the add/drop period, must reapply to the university. This process is appropriate for both students who voluntarily or involuntarily separated from the university.

Process: Students may initiate a "Request to Return" form by contacting the Office of Admissions at admissions@paloaltou.edu. The student must provide updates to academic transcripts (additional coursework) or academic, conduct or legal violations that occurred during the time they were not enrolled at PAU. Students may request transfer credit for courses taken while not enrolled at PAU, but transfer credit is not guaranteed.

Once the form is submitted, the request is reviewed by several campus offices:

- Office of Financial Aid
- Office of the Bursar
- Program Representative
- Office of Student Success
- Office of the Registrar

All elements of a student's record will be reviewed, including academic performance, behavioral concerns and student account status. Palo Alto University does not guarantee the right for former students to re-enroll.

The Office of Admissions does not accept petitions to appeal Request to Return decisions. Applicants who have concerns regarding their admissions decisions may contact the Assistant Vice President for Admissions to discuss the situation. Applications may be approved for re-review should one of the following criteria be met:

- The application had substantially incorrect information provided by a third party (eg. incorrect grades on a transcript).
- The applicant feels their rights have been violated based on a protected identity, such as race, gender, age, color, religion, national origin, sex, disability, or familial status.

Conditions for Re-Enrollment

Completion of Degree Requirements: Program and course requirements may have changed since a student was last enrolled. In order to graduate, students may be required to switch to the current catalog requirements for their program.

Student Accounts and Tuition: Students must bring their student account to good standing with a \$0 balance prior to re-admission to the program. Students will be billed at the current catalog rate.

Course Obsolescence: While there is no restriction on the length of time that a student can be separated from the University prior to re-enrollment, each program has rules regarding course obsolescence. Therefore, it is possible that students may need to repeat courses in order to meet graduation requirements.

Independent Learning Plan: Students may be required to complete an Independent Learning Plan with a faculty advisor prior to receiving approval to return.

Conditional Approval: Students may be conditionally approved to return. In this case, a student may be allowed to return for a trial period in order to demonstrate academic success, or may have additional conditions and terms to which they must agree before being allowed to re-start the program.

On-Boarding: It is the responsibility of the student to complete any financial aid, on-boarding or orientation tasks required to restart the program.

Tuition and Fees

For detailed information please visit: [Tuition-and-Fees](#)

2023 - 2024 AY Tuition Due Dates	
Fall 2023	08/11/2023 (All Returning Students) 08/25/2023 (All New Students)
Winter 2024	11/30/2023
Spring 2024	03/01/2024 (All Returning Students) 03/15/2024 (All New Students)
Summer 2024	05/31/2024

2023 - 2024 Tuition and Fees Schedule

Registration or Fee Payment Procedure

Upon registration students should refer to the Academic Calendar for tuition and fees related deadlines.

Student Fees are meant to help support the costs of the student support services, such as library, registrar, IT, etc.

UNDERGRADUATE	
Tuition and Fees (Daytime - 3 quarters per year)	
	2023-24
Flat Rate Per Quarter Tuition (for 12 or more units)	5,934
Fees Per Quarter (for 12 or more units)	1,803
	7,737
Evening/Online Programs (4 quarters per year)	
	2023-24
Flat Rate Per Quarter Tuition (for 12 or more units)	4,451
Fees Per Quarter (for 12 or more units)	1,352
	5,803
Per Unit Tuition	387
Per Unit Fee	118
NON-MATRICULATING & AUDIT	
For Credit	
Per Unit Tuition	1,206
Fee Per Quarter	1,635
For Audit (with Audit to appear on Transcript)	
Per Unit Tuition	603
Fee Per Quarter	818

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 a 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 (2 years) by the number of units required (96) to complete the program.

GRADUATE - MASTERS		
M.A. in Clinical Mental Health Counseling		2023-24
Per Unit Tuition		580
Per Unit Fees		58
M.S. Psychology Program		
		2023-24
Per Unit Tuition		912
Per Unit Fee		72
DOCTORAL - PhD		
Full-Time		2023-24
Flat Rate Per Quarter Tuition (Fall, Winter, Spring)-Year 1,2,3		17,021
Fee Per Quarter (Fall, Winter, Spring)-Year 1,2,3		1,923
		<u>18,944</u>
DISSERTATION		
		2023-24
Dissertation Flat Rate Tuition (4th year in Program, 10 units per quarter-Fall, Winter, Spring)		13,042
Fee Per Quarter (Fall, Winter, Spring)		1,840
		<u>14,882</u>
INTERNSHIP		
		2023-24
Internship Flat Rate Tuition (3 units per quarter-Fall, Winter, Spring, Summer)		2,446 (1)
Fee Per Quarter (Fall, Winter, Spring)		1,840 (2)
		<u>4,286</u>
ADDITIONAL DISSERTATION UNITS		
		2023-24
Dissertation Units Tuition (3 units per quarter until completion -Fall, Winter, Spring, Summer**)		4,071 (1)
Fee Per Quarter (Fall, Winter, Spring)		1,840 (2)
		<u>5,911</u>
**Tuition charged for dissertation units if taken in Year 3 Summer Qtr.		
(1) This amount is charged for 4 quarters		
(2) This amount is charged for 3 quarters		

DOCTORAL - PsyD		
Full Time		2023-24
Flat Rate Per Quarter Tuition (Fall, Winter, Spring)-Year 1,2,3		18,732
Fee Per Quarter (Fall, Winter, Spring)-Year 1,2,3		2,412
TOTAL		21,144
DISSERTATION		2023-24
Dissertation Flat Rate Tuition (4th year in Program, 10 units per quarter; Fall, Winter, Spring)		13,695
Fee Per Quarter (Fall, Winter, Spring)		1,932
TOTAL		15,627
INTERNSHIP		2023-24
Internship Flat Rate Tuition (3 units per quarter; Fall, Winter, Spring, Summer)		2,568 (1)
Fee Per Quarter (Fall, Winter, Spring)		2,308 (2)
TOTAL		4,876
ADDITIONAL DISSERTATION UNITS		2023-24
Dissertation Units Tuition (3 units per quarter until completion -Fall, Winter, Spring, Summer**)		4,274 (1)
Fee Per Quarter (Fall, Winter, Spring)		1,932 (2)
TOTAL		6,206
**Tuition charged for dissertation units if taken in Year 3 Summer Ctr		
(1) This amount is charged for 4 quarters		
(2) This amount is charged for 3 quarters		

Additional Information About Doctoral Program Tuition

Tuition for the basic program is charged at the full-time rate for the first three years of the doctoral program. There is no part-time tuition. For current information about tuition and fees, visit <http://www.paloaltou.edu/departments/admissions/tuition-fees>.

Students pay 100% of the full-time tuition rate each year during years one through three no matter how many units they choose.

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 units minimum, will be charged a flat tuition and fee. The internship year costs approximately 23% of the full-time tuition for the required 12 internship units.

Post-Defense Registration

Beginning in September 2023, if final approval and submission to ProQuest occur within the term of the final defense, no additional dissertation registration is required. If the dissertation is not

uploaded to ProQuest by the end of the term of the defense, the student must register for additional dissertation as follows:

DISS 802/DISS715 - Dissertation Completion (0 units). Students register for this course for a maximum of 1 term after a successful defense.

DISS 803/DISS716 - Dissertation Completion (1 unit). Students register for this course after 1 term of DISS 802 and for as many terms as is necessary until the dissertation is uploaded to ProQuest. Students will be charged tuition for one unit of Dissertation plus, full amount of quarterly fees associated each time they register for DISS803/DISS716. (Registration for only DISS803/DISS716 is not covered by financial aid since students will be less than half time).

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

Payment of the equivalent of four full-time tuition years for the basic five year program ensures that a reasonable proportion of the school's expenses for providing a high quality education are met from tuition income, particularly the expense of small classes and the need for individual attention in clinical supervision, research groups and during the dissertation phase. These expenses remain constant even if a student accelerates in the first three years and satisfies degree requirements in less than the suggested five years. In such cases, a student can receive the degree early, but will pay full-time tuition, ensuring that PAU is compensated for the full residency period.

Course Materials and Textbooks

In addition to tuition and fees, students are responsible for textbooks, online computer equipment, parking passes, American Counseling Association Student Membership (MA in Clinical Mental Health Counseling students only), and relevant Program fees. The program requires 2 one-week residencies. Course materials vary by program.

The Higher Education Opportunity Act of 2008 (HEOA) requires all institutions receiving federal financial aid to "publish," in time for registration, a list of all required and recommended books and other course materials for all classes offered at the institution. This includes all schools: undergraduate, graduate and professional. The items we must display are: Book title, including edition; Book author; and ISBN number.

This is an effort to make more transparent the cost of education, as indicated in the following statement from the HEOA:

PURPOSE AND INTENT—The purpose of this section is to ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials. It is the intent of this section to encourage all of the involved parties, including faculty, students, administrators, institutions of higher education, bookstores, distributors, and publishers, to work together to identify ways to decrease the cost of college textbooks and supplemental

materials for students while supporting the academic freedom of faculty members to select high quality course materials for students.

Students may purchase assigned books, new or used, wherever they choose. Palo Alto University's preferred method of textbook ordering is through our school's official [online bookstore](#).

Course syllabi and instructional materials should be posted on a course in the Canvas LMS. Instructors are required to create courses in Canvas for their classes. All instructors and students are required to follow applicable copyright laws and adhere to applicable licenses when posting materials on Canvas or other Palo Alto University online systems and platforms.

Registration, Statement of Student Responsibility, and Tuition and Fee Payment Policy

Payment Policies

Students assume responsibility for payment of all charges for educational services for any and all periods of enrollment at Palo Alto University. To avoid late fees, the amount due must be paid by the due dates published on the Academic Calendar. Students have the option to enroll in a quarterly Payment Plan with CashNet, our third-party vendor. More information on Palo Alto University's payment policies can be found at:

<https://www.paloaltou.edu/about/departments-and-offices/business-office>. Late fees can include but are not limited to registration, reinstatement and a finance charge of one and one-half (1.5%) percent per month [assessed daily on the balance of unpaid charges]. Bursar's contact details are, Email address is BURSAR@PALOALTOU.EDU and Phone number, 650-417-2012.

Administrative Withdrawal Dates for Non Payment

Failure to pay charges can result in being withdrawn from the University:

Administrative Withdrawal for Non-Payment	
Fall 2023	10/05/2023
Winter 2024	02/02/2024
Spring 2024	04/19/2024
Summer 2024	07/19/2024

Refund Policy

Students who drop a course or courses may be entitled to a full or partial refund of tuition charges. In order to be eligible for a refund of tuition, the student must formally drop by completing and submitting a “Drop Form” for their program via the Registrar’s Office section of the MyPAU Portal.

The amount of tuition that is refundable depends on the date the student formally drops courses. Students who withdraw or drop from courses after the refund period are fully responsible for payment for the courses.

The tuition refund schedule that indicates official drop/withdrawal dates is published in the Academic Calendar attached as an addendum at the end of this catalog. It can also be found at the following link:

<http://www.paloalto.edu/admissions/admissions-resources/academic-calendar>

PAU’s Tuition Stabilization Plan

Palo Alto University's Tuition Stabilization Plan automatically freezes students' tuition and fee rates for the duration of their program. This means that students will be charged at the same per unit or flat rate, depending on their year of enrollment into the program during their length of study in the program. Tuition and fees can found at <https://www.paloalto.edu/admissions/admissions-resources/tuition-and-costs>. Please note that tuition stabilization does not apply if a student graduates from one program and begins another.

Financial Aid

PAU FAFSA School Code: 021383-00

Financial assistance is available to eligible PAU students in the form of federal and state grants, institutional scholarships, federal student loans, private student loans, and on-campus employment. Some type of government-subsidized and/or alternative student loan funding is available to most all students.

Contacting the Financial Aid Office

Our mailing address is:

1791 Arastradero Rd. Palo Alto, CA 94304

Email: financialaid@paloalto.edu

Phone Number: 650-433-3824

Office Hours

The Financial Aid Office is open virtually Monday-Friday 8:00 am-4:00 pm. Please contact financialaid@palloatou.edu for appointments. Financial Aid drop-in office hours are held via [Zoom](#) Monday-Friday 10-11 am, see [website](#) for Zoom information.

October 1	FAFSA application available for the next academic year
March 2	California State Grant Deadline (Undergraduates only)
July 5, 2023	All student financial aid files must be complete for fall start.
March 1, 2024	Student financial aid files must be complete for spring start
First or Second Week of Classes	First round of refund checks available.

Estimated Cost of Attendance for Financial Aid Purposes

Financial Aid eligibility at PAU is based on estimated charges for tuition and fees (direct costs) as well as allowances for reasonable expenses not paid directly to the University (indirect costs). Students may review their specific assigned cost of attendance (COA) in their financial aid portal or on their Financial Aid Notification email. Additionally, COA may be reviewed online at: [PAU Cost of Attendance](#). Eligible expenses are as follows:

- Tuition and fees
- Allowance for books, supplies, transportation, and miscellaneous personal expenses
- Loan Fees
- Allowance for dependent care costs for students with dependents (please contact the FAO for more information)
- Personal computer or technology needs (please contact the FAO for more information)
- Housing and food

Financial Aid Process at PAU

A student must be admitted and accepted into a program before an evaluation of financial aid eligibility will be made. To be evaluated for financial aid, students must complete the following:

- Complete the FAFSA application at www.fafsa.ed.gov
- Upon receipt of the FAFSA, the Office of Financial Aid will email the student in follow up, including outlining any documents that are needed. Required documents can be found in the financial aid portal under “my forms to complete” section.
- Once all documents are received and the student’s file is an eligible status, the Office of Financial Aid will package the student and send a Financial Aid Notification (FAN) email containing financial aid offered, estimated cost of attendance, the College Financing Plan, various student disclosures, and instructions for next steps. Packaging is processed in order of students’ completed files.
- Upon receipt of the FAN email, students will then navigate to the student portal to accept/decline/reduce any pending aid and complete any additional documents required.
- Once all the aid offered is accepted (or declined) and all documents are in received status, the anticipated aid will be sent to the student billing account and shown on the student’s billing statement.
- In order for a student’s anticipated aid to reflect on the student billing statement and student billing account, Financial Aid files must be completed by the billing statement available dates listed on the academic calendar or in the “important dates” above.

Financial Aid Eligibility

General Federal and California State Financial Aid requirements include:

- Be formally admitted into a degree-granting program
- Be a U.S. citizen or Permanent Resident of the U.S. to be evaluated for Federal Aid
- Be a U.S. citizen, a Permanent Resident, or undocumented California High School graduate for the California State Grant Program
- Be enrolled or intending to enroll at least half-time (admissions counselor, or the Registrar for details of enrollment)
- Be making Financial Aid Satisfactory Academic Progress every quarter
- Not be in default on a federal loan or owe a refund on other federal student aid programs

Disbursement of Funds

Financial aid is awarded for the academic year and financial aid is disbursed (funds arrive at PAU and post to the student account) each quarter. Financial aid funds posted to the student billing account will be used to cover any PAU charges first. Any remaining credit balance will be refunded directly to the student. Both Financial Aid and the Bursar collaborate to process refund checks available to eligible students in the first week of each quarter; however, that time frame is not guaranteed. If an undergraduate, Pell-eligible student does not have a refund check within the first 7 days of the quarter, but does have an anticipated Pell Grant credit balance, the student may apply for the first loan through the Business Office.

Students have the option to receive refunds via direct deposit by completing the Direct Deposit Form available in the student portal (MyPAU) and submitting it to the Business Office. Students who do not wish to enroll in direct deposit will have to pick up their check from the Business Office during regular business hours or arrange for the check to be mailed.

Satisfactory Academic Progress for Financial Aid

PAU has academic standards, detailed below, for students who receive federal student aid. These standards require students to enroll in an eligible program and courses to receive Federal Title IV aid. Students must make reasonable and timely advancement toward the completion of their educational goals. This is known as Satisfactory Academic Progress (SAP).

Federal law requires schools to measure SAP in both a quantitative and qualitative manner. A student is measured both on the number of credits earned in a year and the grades obtained for those credits. Satisfactory Academic Progress is evaluated from the first classes attended by a matriculated student at PAU, regardless of whether or not the student received aid for these classes. Satisfactory Academic Progress is reviewed at the end of each quarter (fall, winter, spring, and summer). In order to be considered making Satisfactory Academic Progress, all financial aid applicants and recipients must meet the following criteria:

Qualitative Measure: Cumulative PAU grade point average (GPA)

- Undergraduate: All undergraduate students are required to maintain a cumulative GPA of 2.0. If they are on an academic success plan to improve their GPA, and are improving their grades for that quarter but not yet able to raise GPA of 2.0. The GPA is based on the classes taken at PAU and does not include GPA from transfer courses.
- Graduate: All graduate students are required to maintain a cumulative GPA of 3.0.

Quantitative Measure: Cumulative Pace of Completion

- At minimum, students must successfully complete 67% of the credits attempted and maintain a 67% cumulative completion rate. This calculation is performed by dividing the total number of successfully completed PAU credits by the total number of cumulative attempted credits. Transfer credits will be used in this calculation.
- Maximum Time Frame for Degree Completion: Students must complete their degree requirements within 150% of the published length of their academic program. This includes both PAU credits attempted and those accepted in transfer. For example, a program that requires 180 units to earn a degree must be completed within a maximum of 270 units.

Definitions of Course Completion

- In the undergraduate and graduate programs, completed credits include A, B, C, and D grades.
- Grades of F, NC, W, I, or Audit do not count toward total units completed.

- An incomplete grade will count as attempted credits and credits not earned. Once the grade changes to a passing grade (A, B, C, D), it will be counted in both attempted credits and credits earned.
- If a student is permitted to repeat a course, both the original and the repeat course will be noted on the student's transcript. However, only unit credit and grade points earned for the higher grade are counted in computing the grade point average. Both the repeat course and the original course will be counted as attempted units.

Grade Changes

Any time a grade change occurs, the Office of Financial Aid (OFA) is notified by the Registrar. Upon receipt of change, the OFA will reevaluate the student's SAP standing for the current quarter. If the grade change causes a change in SAP status, the status will be updated for that current quarter. For example, a student is on warning for the Winter quarter due to not meeting the GPA minimum requirement measurement. During the first week of the Winter quarter the OFA receives a grade change for a previous quarter. OFA will reevaluate the student's GPA with the now updated grade to determine if the student meets the SAP standards. If so, the student's warning will be removed and they will be placed back in good standing. This reevaluation applies to all three measurements (quantitative, qualitative, and maximum time frame) and will apply regardless of the impact to the student's financial aid.

Financial Aid Satisfactory Academic Progress (SAP) Status

PAU reviews student's Academic Progress at the end of each quarter (fall, winter, spring, and summer) and following are the classifications:

- **Good:** A student has met the SAP standards and is eligible to receive financial aid.
- **Warning:** A student who fails to meet the SAP standards for a quarter will be placed on Financial Aid "Warning" status for the following quarter. The student can still receive financial aid while on Warning status, but must meet SAP standards by the end of the Warning quarter for continued eligibility. Students who are placed on Financial Aid Warning will receive notification from the financial aid office via email.
- **Suspension:** Students who fail to maintain SAP standards for two consecutive quarters or who have exceeded the maximum time frame to complete their program will be placed on Financial Aid Suspension, and lose eligibility for all forms of financial aid for any future quarters enrolled at PAU. Students who are placed on Financial Aid Suspension will receive notification from the financial aid office via email. Students that are placed on Financial Aid Suspension have the right to file an appeal. Please see Appeals.
- **Probation:** Students who re-establish financial aid eligibility via an approved appeal will be placed on Probation status. Students placed on probation status will be reviewed at the end of the next quarter of enrollment at PAU. It is expected that at the end of the quarter, the student will have met all SAP standards. If s/he does not, the student will be placed on suspension status and is not eligible for another appeal, unless the student submitted an approved academic plan and met the requirements of the academic plan. As long as the

probation student is meeting the requirements of an approved academic plan, they will remain eligible for financial aid.

Re-Establishing Financial Aid Eligibility

Students may pay out of pocket or secure alternative financing for their course work until they meet SAP standards and are back in “good” standing.

Appeals

- Students may file an appeal to re-establish their aid eligibility if they have experienced extenuating circumstances. In general, extenuating circumstances may include, but are not limited to, illness, injury, death of a relative or friend, difficulties with accommodations for students with disabilities and adversity due to unforeseen events. If the appeal is approved, the student’s aid eligibility is reestablished. To do so, the student must:
- submit a letter of appeal to the Financial Aid Office at: financialaid@paloaltou.edu with the subject line: “Letter of Appeal”.
- explain in writing how the situation has changed to allow the student to meet the minimum requirements by the end of the next quarter.
- submit supporting documentation that demonstrates what contributed to the student’s inability to meet the minimum standards of academic progress. Supporting documentation or supporting statements are detailed statements from someone (preferably in a professional capacity) familiar with those circumstances described in the appeal. Statements from doctors, counselors, teachers, advisors, etc. are acceptable. Statements from roommates, family members, and/or friends are usually inadequate for an appeal.
- Students who will require more than one payment period to meet the progress standards must submit an **approved academic plan** developed in conjunction with the student’s academic advisor. The academic plan must clearly outline the time it will take the student to meet the minimum SAP standards and bring them back in good standing.
- Students who have exceeded the maximum timeframe to complete their program must submit an appeal along with an **approved academic plan** that clearly outlines the time it will take to complete their program.
- If a student is on probation status and is meeting the requirements of the academic plan.

Third Party Release Forms-FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) is detailed in the [FERPA section of the catalog](#). In compliance with federal regulations, the Financial Aid Office at PAU will not release a student’s Financial Aid information to third parties (including parents of dependent students) without specific written permission from the student. It should be noted that institutions are prohibited from sharing financial aid information from some third parties, even with the student’s permission (for example, a property management company). For further clarification or question please contact the Office of Financial Aid.

Student Loan Deferment Request Forms & Verification of Enrollment

Verification of Enrollment and Student Loan Deferment Requests are processed by the Registrar's Office at PAU. Please be sure that the student section of all forms is complete, signed and dated. There should be an address or fax number on the form for the Registrar to route the document once completed. The Registrar's Office cannot certify enrollment for a student until the first day of classes. The Registrar automatically provides the Student Loan Clearinghouse with enrollment information each quarter. Students must be enrolled at least half-time for federal student loans purposes; more specifically, in-school deferment status.

Changes in Enrollment

Your award package is based on enrolling and completing a certain number of units, which in most cases is full time. If you drop below full time, withdraw from the University, or take a Leave of Absence, some or all of your aid may be prorated or canceled, depending on the regulations and policies governing the particular aid program. Before you decide to change your enrollment status, please be sure that you contact the Office of Financial Aid to determine how it will affect your financial aid package.

Census Date Policy

Census date is defined as the day after the end of the add/drop period each academic quarter. For financial aid purposes, Census Date represents a student's enrollment level for that particular quarter. In other words, Census Date is an enrollment freeze such that all aid will be based on the number of units enrolled on that date

2023-2024 Census Dates

Fall 2023	09/15/2023
Winter 2024	01/10/2024
Spring 2024	04/08/2024
Summer 2024	07/08/2024

On or after Census Date, students cannot request changes to the Federal Pell Grant, SEOG Grant, institutional aid, nor Cal Grant. As long as all other eligibility requirements are met, changes to Federal Direct Subsidized, Unsubsidized, and PLUS loan programs are allowed if a student wishes to decrease or decline loan(s) or increase a loan if the student had previously declined a portion of or all of any one of these loans. Eligibility for federal and state programs may be affected by those who have had FAFSA information or corrections submitted after the Census Date.

If a student drops credits or withdrawals prior to the census date, the student may be required to repay some or all of their aid that was disbursed to them if they do not, at that time, meet the enrollment requirements for the types of aid the student was awarded.

If a student adds credits on or after the census date, the student may or may not be eligible to receive additional financial aid.

The Office of Financial Aid is not able to adjust all types of aid on or after the Census Date but will work with special situations on an individual basis. Students may contact the Office of Financial Aid before adding courses after the Census Date that would affect enrollment level (for example: moving from half to three-quarter time, etc.).

Withdrawal or Leave of Absence

Prior to the start of the quarter: Students who withdraw or go on Leave of Absence (LOA) before the first day of instruction will have 100% of their financial aid canceled and (if applicable) refunded to various aid program(s).

If after the quarter begins, a student completely withdraws or goes on LOA during any point in the quarter, the university is required to use a specific formula established by the federal government to calculate the amount of student aid that the student has “earned” up to the point of their withdrawal or leave date. If a student receives more aid than what they earned, the excess funds will need to be returned. Further, the responsibility for returning unearned aid is jointly shared by PAU and by the student. Be aware that sometimes the returning of funds creates a balance owed to the school by the student.

The Office of Financial Aid will notify the student if any financial aid funds will need to be returned. In addition, if a student borrowed federal loans while attending Palo Alto University, they will be required to complete Exit Loan Counseling online at <https://studentaid.gov/exit-counseling>. This exit loan counseling will ensure that the student understands their rights and obligations of borrowing through the direct student loan program.

The PAU Registrar will report the change in enrollment status to the Student Loan Clearinghouse who in turn reports the information to the student’s loan servicer. It should also be noted that if a student’s leave of absence is longer than 180 days, PAU is required to report the student as withdrawn. As such, the student may be on an approved leave of absence at PAU, but their enrollment status at their loan servicer may be withdrawn.

Veteran Called to Serve Policy and Process

Palo Alto University is committed to providing the highest quality services for military students and their families. It is our goal to provide a seamless transition for students attending Palo Alto University who are recalled for national and international military service and their return to the university after deployment. Palo Alto University employees realize every student’s situation is

unique and dependent upon course load, financial aid status and date called to serve. To prepare for military leave, please contact the School Certifying Official to review the following process:

- Finding online forms (Office of Accessible Education, Registrar and Financial Aid) and updating VA benefit status if applicable.
- The student must supply orders: a memo from a commanding officer on DoD or branch of service letterhead that describe the required training or deployment and the start/end dates. For non-mandatory trainings, the student must provide documentation that describes the program.
- Once documentation is received, the student will meet with the Office of Student Success to create a plan that ensures the student does not miss any work, projects, exams, etc.

PAU Financial Policies for Military Leave

Palo Alto University 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 recall orders to active duty or orders to deploy, the student can withdraw from the university with a 100% refund and without financial penalty.

If classes are in session at the time of activation, each case will be individually evaluated. Student Disability web page with the student's professors to determine the best option for the student. The university will make every effort to restore students returning from national and military service to the status as they held prior to their departure.

For more information about the process for those called into service and re-admission, click [HERE](#)

Scholarships and Grants

There are a number of scholarships available to PAU Students. Please see the website for additional information: <https://www.paloaltou.edu/admissions/financial-aid-and-scholarships/scholarships>

Student Success

Academic Support Services

The Office of Accessible Education (OAE) offers several services. OAE works with students with disabilities to secure reasonable accommodation in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Please refer to the [Office of Accessible Education page](#) for additional details.

Requesting Reasonable Accommodations

Students can request accommodations by going to the MyPAU Portal. Click on the 'Student' tab. Requests for accommodations must include current documentation of any disability and any other relevant information. Once a request is received by the Office of Accessible Education, PAU's representative and the student will meet to discuss and determine what reasonable accommodations will be provided. Students are encouraged to complete the intake and registration process before their program of study begins so that any accommodations that are to be provided may be implemented at the start of the program of study.

Students with qualified disabilities can request reasonable accommodations through the Office of Accessible Education (OAE). The Office of Accessible Education is located at the Mountain View Campus Room 112. The phone number is 650-433-3818. The Office of Accessible Education can meet students at all PAU locations or via Zoom.

Alumni Association

The Palo Alto University Alumni Association brings together and supports alumni, fostering lifelong relationships. Whether you're interested in social events, networking or CE opportunities, you will find your PAU connections and benefits. For more information, please visit the website at <http://www.paloaltou.edu/Alumni>

If you have any questions, please email AlumniRelations@paloaltou.edu

Career Talks and Professional Speaker Series

Experts in psychology and business disciplines are regularly invited to present talks in their areas of expertise. Recent topics have included international consulting, resume writing and job search tips, careers in forensic psychology, susceptibility to hypnosis, positive psychology, the psychology of terrorists and terrorism, and the adolescent brain.

Continuing and Professional Studies (CAPS)

Palo Alto University (PAU) offers continuing education workshops, seminars and conferences throughout each year at low to no cost to PAU faculty and alumni. Topics are taught by leaders in the field and are designed to take psychologists to the next level in their careers while offering opportunities to interact with fellow colleagues. Please see website here: <https://concept.paloaltou.edu/>

Honor Societies

Palo Alto University (PAU) has two honors societies: Chi Sigma Iota (Counseling Honors Society) and Psi Chi (Psychology Honors Society).

Chi Sigma Iota: Counseling Honor Society (CSI) is the international honor society of professional counseling and for professional counselors. Our mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

Psi Chi: Psychology Honor Society (PHS) is an international honor society whose purpose shall be to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology. Our mission is to recognize and promote excellence in the science and application of psychology. Psi Chi is open to all eligible PAU students.

Student Housing

Palo Alto University (PAU) does not have on-campus housing. Many PAU students live in towns that are near to where they study or receive clinical training at the Allen Calvin Campus or Stanford Psychiatry Building in Palo Alto as well as the campus located at 1172 Castro, Mountain View (including the Gronowski Center). Other cities near our campuses include Redwood City, Menlo Park, San Mateo, Santa Clara, and Sunnyvale. Some students live in San Francisco, which is a 45-60 minute drive away, depending on traffic, and some live in San Jose, 30-60 minutes away depending on traffic.

Roommate Survey and Roommate Questionnaire Spreadsheet

To assist both new and returning students in their housing search, PAU has created a housing spreadsheet accessible via the Student Portal with a PAU email address. This spreadsheet is only available to those students with a Palo Alto University email address, and has two tabs:

- Looking for Housing/Roommates: This tab is populated by PAU students seeking housing
- Available Housing: This tab is populated by PAU students who already have a place to live and seek roommates. Occasionally, the Office of Student Success receives requests from members of the community with available housing, which are added to the Available Housing tab.

Once you have successfully found a roommate/housing, please return to the spreadsheet to remove your information so other students still looking will not continue to contact you.

PAU encourages all students to review additional housing information provided on the [Helpful Links webpage](#) and [Housing Tips webpage](#).

Student Wellness

Student Health Support

While Palo Alto University does not have a counseling center on campus for students, we do have several mental health support options. If you need mental health support, please reach out to the Office of Student Success studentsuccess@paloaltou.edu.

Some services available include (subject to change):

Through [TimelyCare](#), part of [TimelyMD](#), a leading telehealth company specializing in higher education, all students have access to:

- 24/7 virtual access to medical and mental health care from anywhere in the United States - at no cost. Any PAU student has access to a licensed provider via a smartphone or any web-enabled device. Licensed providers are available to offer medical and mental health support via phone or secure video visits.
- Medical - On-demand virtual access to a medical provider that can treat a wide range of common illnesses like cold and flu, sinus infection, allergies, and more
- Scheduled Medical - Appointment-based options to speak with a medical provider
- TalkNow - 24/7, on-demand access to a mental health professional to talk about anything at anytime
- Scheduled Counseling - Speak to a licensed counselor (up to 12 visits per year, every August to August)
- Group Sessions - Weekly Guided Meditation and Yoga Group Sessions, plus specialized discussions throughout the year.

[Session Sync](#)

Session Sync is a telehealth platform that provides clinicians across 43 states. It is free to search and care is provided exclusively by licensed psychologists with secure messaging, online booking, and is HIPAA compliant. For insurance reimbursement, contact your insurance provider to see if they offer out of network coverage for mental health and discuss superbills with your selected clinician.

[E-Clinic](#)

The PAU eClinic is a fully online clinic offering mental health services. Due to potential conflicts of interest, this service is only available to undergraduate students at PAU.

[American Psychological Association \(APA\) Psychologist Locator](#)

This website provides you the opportunity to find practicing psychologists in your area.

PAU encourages all students to become familiar with personal insurance plan coverage to access additional mental health and healthcare as needed.

Information Resources and Facilities

Bursar's Office

The Bursar's Office is responsible for billing student charges, which includes tuition, late registration fees and collecting of outstanding amounts due to the University . The Bursar's Office also manages student and third-party invoicing, payment plans and refunds. These services enable the campus community to more effectively pursue their mission of teaching, learning, and research.

Center for Education Excellence (CEE)

The Center for Educational Excellence (CEE) supports Palo Alto University's vision of providing excellent pedagogical support for its faculty and students. The CEE strives to improve student learning outcomes and academic success of the overall university.

eClinic

The mission and vision of the PAU eClinic is to become the premier training site for clinical students, alumni, clinical educators, and supervisors in the many facets of Telehealth and Digital therapy provision.

In addition, the eClinic will be the premier provider of Telehealth and Digital therapy services in the Bay Area, state of California, and beyond. Please see website here: <https://www.paloaltou.edu/eclinic>

Anticipated outcomes include producing qualified, competent, ethical telehealth clinicians; providing needed services to the local community; reducing barriers to access for clients needing therapy; and creating partnership with agencies serving the mental health needs of the Bay Area. Services are provided by student clinicians under the supervision of licensed therapists.

Facilities

Facilities proudly provides the highest level of customer service to our community by providing a safe, secure, clean and professional environment. For additional information about Facilities services and announcements, please go to:

<https://www.paloaltou.edu/about/departments-and-offices/facilities>

Gronowski Center

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

The center offers services on a sliding scale basis as a part of its community mission. Services are provided by doctoral level psychology students under the supervision of licensed psychologists. Please see website here: <https://www.paloalto.edu/gronowski-center>

Information Technology (IT)

The Department of Information Technology's goal is to support educational, research, and administrative programs by delivering creative solutions, excellent customer service, and proven IT strategies to meet the diverse needs of the PAU community. For additional information about IT services and announcements, please go to:

<https://www.paloalto.edu/about/departments-and-offices/information-technology>

Office of the Provost

The Office of the Provost coordinates and addresses cross-program needs, including but not limited to academic advising, course scheduling, curriculum reviews, veteran student services, institutional research, faculty, and university growth and development. The Office of the Provost is also home to the university Provost and Vice President of Academic and Student Affairs. The Office of the Provost is located on the Calvin Campus at 1791 Arastradero Road, Palo Alto, CA 94304 on the 2nd floor of Building 2.

Omar Seddiqui Research Library & 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, located on the Calvin Campus, 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 video recording and presentation, classroom and research technologies, and library technologies.

You may visit the Research Library and Academic Technology website at: <https://www.paloalto.edu/library> for current hours and contact information.

Collections

The Research Library makes available extensive digital resources, print format books, and multiple copies of psychological tests. PAU student dissertations are available in digital format through the Research Library. Audiovisual materials in the Library's collections include DVDs, CDs, and databases of streaming videos.

Research Library & 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 Research Librarians offer research assistance and instruction both in the classroom and on an individual drop-in or by-appointment basis in-person and online. Librarians and staff in the Academic Technology Department offer consultation, instruction, and support for academic technologies, audiovisual technologies, research technologies, and citation management technologies. The library is open daily throughout the year, except for holiday closures, and provides study rooms for use by students, faculty, and staff for group and individual study, research lab meetings, student activities, and other meetings.

Interlibrary Loan Services

Access to more extensive collections is made available through interlibrary loan. Through this service, materials are obtained from other university libraries when the PAU Research Library does not own an item needed by students, faculty, or staff.

Additional Community Resources

PAU students may use Stanford's Cecil H. Green Library and the Cubberley Education Library as a member of the general public at any time. Lane Medical Library at the Stanford University Medical Center is open to everyone.

Wifi

PAU provides wireless access on its Calvin Campus and the Mountain View location. For assistance connecting contact support@paloalto.edu.

PAU ID Card

For information about student ID's and to request your student ID, please visit the [Student ID page on the Palo Alto University website](#).

Parking

Students are allowed to park at the Allen Calvin Campus and the campus located at 1172 Castro, Mountain View. No parking permit is required.

Students who use space at Stanford as part of the PGSP-Stanford PsyD Consortium should work with the consortium program staff on site at Stanford for parking assistance located at 401 Quarry Road, Stanford, Ca 94304

Students are encouraged to use alternative commute and transport options when possible. In addition to these alternative options, PAU also offers two commuting programs: Commute Smart Program and the Guaranteed Ride Home Program. To learn more about these alternative commute options and programs, [click here](#).

University-Wide Research Centers

[Center for LGBTQ Evidence-Based Applied Research \(CLEAR\)](#)

The vision of CLEAR is that every person — adult or child — will have access to the social and psychological resources necessary to construct affirming identities congruent with their deepest selves.

[Institute for International Interventions for Health \(i4Health\)](#)

The Institute's humanitarian mission is to develop, evaluate, and disseminate digital health interventions worldwide at no charge for all who want to use them.

[The Center for the Study and Treatment of Anxious Youth \(CSTAY\)](#)

A research lab emphasizing a cognitive behavioral approach to childhood anxiety disorders. CSTAY seeks to integrate clinical service, research, and training.

Military & Veteran Student Services

Veterans Benefits

Palo Alto University is committed to serving our military and veteran community. We support eligible student Veterans, Reservists, National Guard, Active Duty, and dependents with federal education benefits and certification, as well as on- and off-campus resources that aid in the military to student transition.

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 <http://www.gibill.va.gov>. Eligibility is determined by the Department of Veterans Affairs (VA).

Inquiries regarding enrollment certification for VA Educational benefits should be directed to [Lisa Harris](#) in the Palo Alto University Military & Veteran Student Success Office at 650-433-3851.

Military Education Benefit Programs Recognized at PAU

- Montgomery GI Bill® – Active Duty (Chapter 30)
- Veteran Readiness and Employment (VR&E) Program (Chapter 31)
- Post 9-11 GI Bill® (Chapter 33) GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>. The Post-911 GI Bill® may also include:
 - The Yellow Ribbon Program
 - Transfer Educational Benefits to Dependents (TEB)
 - Survivors and Dependents Assistance (Chapter 35)
 - Army, Air Force, 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 the VA education and training benefits website. Prospective students are directed to receive approval from the student's ESO, military counselor or Service prior to enrollment. See the [Military Tuition Assistance website](#) for more information.

Professional Organizations: Student Representation

[California Psychological Association of Graduate Students \(CPAGS\)](#)

Student Government

The purpose of PAU Student Government (PAU SG) is to be the voice of the PAU student body in matters of university governance and operations. PAU SG serves to represent student interests and advocate on issues impacting student welfare.

Palo Alto University (PAU) has student organizations that are open to all PAU students. There are interest-based organizations, affinity groups, organizations aligned with various academic interests, and honors societies. PAU holds an annual Student Organization Fair, typically in October, for all

students to learn more about each organization before joining. A complete list of clubs and organizations can be found on the [Student Organization Directory](#) on the PAU website.

Campus Policies and Information

Required Student Training and New Student Orientation

Required Student Training

All students are required to complete the below online trainings by the dates assigned by the Student Success Office

1. Sexual Assault Prevention for Adult Learners (Title IX) - required
2. Diversity, Equity, and Inclusion for Students (Introduction Inclusive Excellence at PAU) - required

Typically these trainings are sent to the students' PAU email account at the start of the fall quarter. For new students who start in the spring, these trainings will be sent to them at that time. Students who fail to complete the trainings by the deadline will have a hold placed on their student account and may face disciplinary action through the university conduct system.

Academic programs have a program orientation that new students must attend. Students can contact their academic department (Counseling or Psychology) for more information about their program orientation.

Chosen Names & Pronouns

Palo Alto University is committed to supporting an environment of inclusiveness and supporting the chosen form of self-identification for our students, faculty, staff, and alumni.

Palo Alto University (PAU) recognizes that members of the PAU community may wish to identify themselves by a name other than their Legal Name. For this reason, PAU will allow students, faculty, staff, and alumni to use a "Chosen Name" where possible at PAU. People may also indicate their gender identity and pronoun. For some records, PAU is legally required to use a person's Legal Name. Whenever reasonably possible, a person's "Chosen Name" will be used.

Purpose

1. To set forth a policy to support PAU community members who have a chosen name.
2. The goal of this policy is to enable a consistent chosen name experience across the university experience and use of one's chosen name wherever legal name is not absolutely necessary.

3. The option to use chosen name shall be available to all PAU community members as long as the use of the chosen name is not for the purpose of fraud or misrepresentation.

Definitions

1. "Chosen name" is the name that a PAU community member uses consistently and regularly, other than their legal name.
2. "Legal name" is the name that a community member has listed as their name of record on an official government-issued document such as birth certificate, passport, etc.

Policy

1. PAU acknowledges that a chosen name may be used whenever possible in the course of University business and education. Documentation is not required for chosen names.
2. The University shall permit the use of a chosen name by anyone who wishes to choose to identify themselves within the University's information systems with a chosen name in addition to their legal name.
3. It is further understood that the chosen name may be used in University communications and reporting, except where the use of the legal name is necessitated by University business or legal requirement.
4. University divisions, departments, and clinics will be instructed to use chosen names in their business practices.
5. Those who wish to change their official name of record (legal name) must submit official documentation (e.g., court order, divorce decree) directly to the Office of the Registrar (students), Department of Human Resources (staff, faculty), or Alumni Affairs (alumni).
6. The University will make every effort to display chosen names to the University community where feasible and appropriate and make a good faith effort to update reports, documents and systems.
7. Legal name will still be used on records which require use of an official name of record.
8. PAU reserves the right to deny or remove, with or without notice, any chosen name for misuse, including but not limited to fraud, misrepresentation, attempting to avoid legal obligation, or the use of highly offensive or derogatory names. Appeals shall be submitted in writing to the Provost (students), Director of Human Resources (faculty, staff), or Alumni Affairs (alumni) within five (5) working days of the decision. The appropriate official or designee, shall review the case and issue a decision within ten (10) working days of receipt of the appeal. Appeal decisions will be final and binding within the University.
9. This policy may be modified, changed, altered, or rescinded at the discretion of the University.

Procedure

1. Students who wish to select or update their chosen name or pronouns can do so by going to the student tab of MyPAU and click on the “Update Personal Information” button. Once you complete and submit this form, it will be sent to the IT Department. Once received, the IT Department will send the student an email confirmation and submit a notification to the necessary departments to update PAU email and other University systems accordingly. Please allow up to 5-7 business days for approved changes to be displayed.

Legal Name Change

Students who wish to change their legal name with the University should complete the appropriate form that can be found on the Student tab of the PAU portal. In most situations, additional supporting documentation is required to confirm a legal name change. Please contact the Registrar's Office for additional information.

Non-Discrimination Policy

Building an equitable, inclusive, and just community takes institutional commitment and individual practice. Palo Alto University's core values of social justice and cultural responsiveness drive our work to develop and sustain institutional systems that foster equity-minded training, inclusive practices, and a community that embodies belonging.

We ground this work in the foundational belief that inclusion is required for individuals and institutions to thrive and achieve their greatest potential. Palo Alto University uses the [Inclusive Excellence Framework](#) as the basis for our endeavors to build individual and institutional capacity in equity.

Further, Palo Alto University (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, disability and/or any another status protected by law.

Sexual Misconduct/Title IX

Palo Alto University is committed to maintaining its campuses and programs free from all forms of sexual misconduct. All forms of sexual misconduct are prohibited, including sexual and gender-related: violence, assault, harassment, domestic violence, dating violence, and stalking. Palo Alto University's Sexual Misconduct Policy, in its entirety, can be found as an addendum to the Student Handbook.

Mary Haesloop, Director of Human Resources, is the Title IX Coordinator for Palo Alto University. Mary Haesloop can be reached at (650) 433-3881 or at mhaesloop@palou.edu.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
 - a. Students should submit a written request to the Registrar's office that identifies the records they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
 - a. Students may ask the University to amend a record that they believe is inaccurate or misleading. A written request must be made to the Provost. The request should include information that clearly identifies the part of the record the student wants amended, and specify why it is inaccurate or misleading. The University will notify the student of its decision in writing.
 - b. If the University decides not to amend the record as requested by the student, the Registrar's office will notify the student in writing of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additionally, the student will receive information regarding the hearing procedures when notified of the right to a hearing.
3. The right to consent to disclosures of personal identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. The University discloses education records without a student's prior consent under the FERPA exception for disclosure to University officials with legitimate educational interests. A University official is defined as a person employed by the University in an administrative, supervisory, academic or research, or support staff position including law enforcement and Health Center personnel; a person or company with whom the University 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.
 - b. The University may release personal identifiable information under these conditions:
 - i. To Palo Alto University officials who have a legitimate educational interest;
 - ii. To federal, state and local authorities in connection with an audit or evaluation of compliance with educational programs;
 - iii. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid; this includes veterans' benefits;

- iv. To organizations conducting studies for or on behalf of Palo Alto University, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.;
 - v. To accrediting organizations to carry out their functions;
 - vi. To comply with a court order or a lawfully issued subpoena when specifically requests (student may not be notified);
 - vii. To appropriate parties in a health or safety emergency;
 - viii. Upon request to officials of another school to which a student seeks or intends to enroll or has enrolled (such request is usually processed in response to a written request from the student);
 - ix. To parents/legal guardians of an eligible student who claim the student as a dependent for income tax purposes. The University informs parents/guardians where it deems appropriate;
 - x. In cases of violent crime, the results of any disciplinary proceeding conducted by the University against an accused student to the alleged victim;
 - xi. In releasing directory information.
- c. Under the FERPA exception for disclosure to University officials with legitimate educational interests, third parties identified as University officials are subject to the requirements in the Act with respect to disclosure or possible re-disclosure of personal identifiable information ([Disclosure and Re-Disclosure information](#)) - 34 C.F.R. 99.33.
- d. FERPA permits disclosure of directory information without consent unless the student has filed a [Request for non-disclosure of directory information](#) . Directory information at the Palo Alto University includes:
- i. Name
 - ii. PAU Email Address
 - iii. Phone numbers(s)
 - iv. Classification (i.e. sophomore, senior, etc.)
 - v. Major field of study
 - vi. Periods of enrollment
 - vii. Degrees pursued
 - viii. Credit hour load (i.e. full-time, part-time, etc.)
 - ix. Degree(s) awarded
 - x. Date(s) of degree conferral
 - xi. Honors
- e. If a student wishes to have the above-mentioned information withheld, they submit a Request for non-disclosure of directory information. Once the Registrar's Office receives the completed form, all directory information will be withheld until the Registrar's Office is notified to remove the hold.
- f. For additional information regarding student privacy and FERPA, visit the [FERPA Website](#)
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Palo Alto University 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 20202-5920

Student Records Retention

Palo Alto University is committed to effective retention and disposal of university student records to ensure that the university complies with legal and regulatory requirements, efficiently manages its records, and preserves its history.

All university student records regardless of format will be retained by the university and its departments for a period that aligns with the Federal Register and AACRAO's guidelines. After the retention period has ended, student records may be disposed of in a manner that ensures the confidentiality and security of the information contained in them.

Students can inquire about specific record retention schedules with the department that houses the record (a comprehensive and centralized student records retention schedule is in working progress).

Student Records Retention For Faculty

Student records retention for faculty at Palo Alto University establishes guidelines for the retention and handling of student records by faculty members. This policy ensures compliance with applicable laws, regulations, and institutional requirements while safeguarding the confidentiality and security of student information.

Definition of Student Records

Student records/Education records are documents, files, or data that contain personally identifiable information (PII) about students including but not limited to academic transcripts, assignments, examination, grades, communication records, etc.

Note - Sole possession records are *excluded* from the definition of "Education records".

Sole possession records are records that are kept in the sole possession of the maker, and used only as a personal memory aid, and are not accessible or revealed to any other person. Also, these records would not have been prepared with assistance from any persons.

Responsibilities

Confidentiality and Security: Faculty members have a responsibility to protect the confidentiality and security of student records and must take appropriate measures to prevent unauthorized access, use or disclosure of student records in their possession.

Retention Period and Disposal of Records: Faculty should follow PAU's official record retention schedule which specifies the minimum duration for retaining student records. Faculty may inquire about specific record retention schedules with the department that

houses the record. (A comprehensive and centralized student records retention schedule is in working progress). All records when no longer needed must be disposed of in a secure and confidential manner, ensuring the permanent removal of personally identifiable information. Paper records should be shredded while digital records should be permanently deleted. Sole possession records must also be securely disposed of.

Transfer of Records: In the event of a faculty member's departure from the university, all records in their possession that should be maintained and not disposed of, must be transferred to the appropriate university office designated for record retention to ensure continuity and compliance with record retention policies. Faculty members must adhere to this policy to ensure the proper retention, privacy, and security of student records.

Computer Network Usage Policy

The use of Palo Alto University's network and computer resources should support the essential missions of the University in teaching, learning, and research. Users of Palo Alto University's network and computer resources ("users") are responsible for appropriately using and protecting information resources and for respecting the rights of others. This computer network usage policy provides guidelines for the appropriate use of information resources.

Email Communication

All communications from Palo Alto University (PAU) to students will be done through the students' PAU email account. Therefore, students are responsible for checking their PAU email regularly and responding promptly to university communications.

Social Media Policy

Palo Alto University (PAU) 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. Students are advised to use appropriate and professional judgment when using social media. PAU encourages open and transparent dialogue consistent with the ethical and professional comportment guidelines the American Psychological Association and the American Counseling Association set forth.

Content posted online by students on social media may be a factor in determining appropriateness for the profession. Therefore, any posting about clients, any derogatory postings about supervisors, faculty, programs, or sites, or any postings that present the student in an inappropriate or unprofessional light may be grounds for discipline or termination from a practicum or internship placement.

Student Professional Behavior and Use of Technology

The policy of Palo Alto University requires that electronic devices be used in classes **solely** for classroom-relevant activities, such as note taking or presentations, or for instructor-advised internet access, such as to NIH websites. Using devices for personal use during class time is unprofessional and disruptive. Any student found engaging in the personal, non-academic use of devices during class time may face consequences that include grade penalization, ATC referral, or SEC referral for consideration of further disciplinary action.

Research Integrity Policy

This statement of policy and procedures is intended to carry out this institution's responsibilities under the Public Health Service (PHS) Policies on Research Misconduct, 42 CFR Part 93. This Research Integrity Policy applies to allegations of research misconduct (fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results) involving:

- A person who, at the time of the alleged research misconduct, was employed by, was enrolled as a student at, was an agent of, or was otherwise affiliated by contract or agreement with this institution and
 1. PHS supported biomedical or behavioral research, research training or activities related to that research or research training, such as the operation of tissue and data banks and the dissemination of research information
 2. applications or proposals for PHS support for biomedical or behavioral research, research training or activities related to that research or research training
 3. plagiarism of research records produced in the course of PHS supported research, research training or activities related to that research or research training. This includes any research proposed, performed, reviewed, or reported, or any research record generated from that research, regardless of whether an application or proposal for PHS funds resulted in a grant, contract, cooperative agreement, or other form of PHS support or
 4. Any other research, supported by other funding sources or un-funded, including applications or proposals for support from other sources.

This statement of policy and procedures does not apply to authorship or collaboration disputes and applies only to allegations of research misconduct that occurred within six years of the date the institution or HHS received the allegation, subject to the subsequent use, health or safety of the public, and grandfather exceptions in 42 CFR § 93.105(b).

Tobacco-Free

It is the policy of Palo Alto University that the use of tobacco products in the University buildings and facilities and within 20 feet of main PAU entrances, exits, and operable windows is prohibited. "Tobacco products" include, but are not limited to cigarettes, electronic cigarettes, all forms of

smokeless tobacco, pipes, and cigars. Except where otherwise posted as a "smoking area," the use of tobacco products is generally prohibited in outdoor areas. Violations of this policy may be subject to appropriate action to correct and prevent future policy violations.

This policy does not supersede more restrictive policies that may be in force to comply with federal, state, or local laws or ordinances.

Religious Holidays

Although PAU does not observe religious holidays as official institutional holidays, PAU recognizes that students and faculty may choose to make adjustments in the academic calendar for religious obligations. Schedule changes for this reason are made without penalty, and early planning for them by students and faculty is encouraged. Faculty may choose to dismiss classes that fall on religious holidays. Makeup sessions for canceled classes, while encouraged, are optional.

Students may request to be excused from classes that fall on religious holidays. Rescheduling class time missed, while optional, is encouraged, and arrangements should be made by the student in consultation with the instructor.

Academic Regulations

By completing the registration process, the student acknowledges the academic regulations of the university, accepts them and pledges to abide by them. PAU course schedules vary by department to accommodate student needs. A list of courses offered and their days and times is available on the MyPAU portal for all terms.

Course Load

Undergraduate

In general, students in the Undergraduate Program have full-time status. The course load for full-time is at least 12 units per quarter.

Graduate Programs

MA in Clinical Mental Health Counseling

Students may enroll in either the 9 or 11 quarter course of study. Students on the 9 quarter course of study average take 7.5 to 13.5 units per quarter- an average of 10.3 units per quarter. Students on the 11 quarter course of study average take 7.5 to 9 units per quarter- an average of 8.5 units per quarter. In order to maintain financial aid eligibility students must take at least

6 units during Fall, Winter, Spring Quarters and 3 units during Summer quarter. 3 units of Practicum or Internship are considered full time for students in the MA program.

MS Program

All students in the MS program take courses in an online and part-time format (at least 6 units per quarter).

Doctoral

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 WASC 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 of classroom 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.

Grading System

Students are evaluated throughout their graduate career on their knowledge of theoretical concepts; awareness of relevant research findings; ability to synthesize, communicate and apply knowledge; and mastery of clinical skills. Student evaluation is based on direct observation of performance. In course work, the recommended method of evaluation is by examination or papers, although projects and presentations are also frequent. A majority of classes also include some experiential component, with a portion of the course grade based on class attendance, participation, and so forth. In clinical case seminars, evaluation of work samples is preferred. Faculty members are encouraged to provide feedback to students early in the term.

Undergraduate Grading Policy

Undergraduate students are evaluated throughout the two years in the program on their knowledge of theoretical concepts and principles; ability to synthesize, critically analyze, communicate, and apply knowledge; and competency in all Undergraduate Program learning goals. Student evaluation is based on direct observation of performance. In course work, the recommended method of evaluation is by examination or papers, although projects and presentations are also frequent. In senior year some classes may include an experiential component, with a portion of the course grade based on class attendance, participation, and so forth. Faculty members are encouraged to provide feedback to students early in the term.

Qualitative and quantitative evaluations are used to evaluate student work, which provides students with regular and detailed feedback. Each instructor evaluation is based on the following criteria (click on Undergraduate Grading Policy bar to expand table and click on it again to collapse table):

Grade	Percentage	Descriptor	Quality Points
A	92-100%	Extraordinary excellence	4.0 quality points for each hour of credit.
A-	90-91%	Excellent performance	3.7 quality points for each hour of credit.
B+	88-89%	Very good performance	3.3 quality points for each hour of credit.
B	82-87%	Good performance	3.0 quality points for each hour of credit.
B-	80-81%	Satisfactory performance	2.67 quality points for each hour of credit.
C+	78-79%	Slightly below satisfactory performance	2.3 quality points for each hour of credit.
C	72-77%	Acceptable performance. At standard expectations for passing in core courses	2.0 quality points for each hour of credit.
C-	70-71%	Somewhat acceptable, but below standards for passing in core courses	1.7 quality points for each hour of credit.
D+	68-69%	Marginal performance that is passing for electives, but below standards for passing in core courses	1.3 quality points for each hour of credit.
D	62-67%	Slightly below marginal performance that is passing for elective courses, but below standards for passing in core courses	1.0 quality points for each hour of credit.
D-	60-61%	Barely passing for elective courses, and below standards for passing in core courses	0.7 quality points for each hour of credit.
F	59% and Below	Failing	0 quality points and no credit.

Incomplete (I)	N/A	given in extenuating circumstances only	0 quality points and no credit until resolved.
Withdraw (W)	N/A	Withdraws from class after add/drop period	0 quality points and no credit.

These grades become official transcript notations at the end of each quarter. A “C” grade or better is required to pass core courses. A “D-” grade or better is required to pass non-core courses.

Graduate Grading policy

Each hour of academic work taken for credit in the university is evaluated in terms of its relative quality, as shown by the grade received in the course. The various grades and their corresponding quality points are (click on Graduate Grading Policy bar to expand table and click on it again to collapse table):

Grade	Descriptor	Quality Points
A+ *	Awarded for extraordinary excellence	4.0 quality points for each hour of credit.
A	Awarded for excellent performance	4.0 quality points for each hour of credit.
A-	Awarded for very good performance	3.7 quality points for each hour of credit.
B+	Awarded for good performance	3.3 quality points for each hour of credit.
B	Awarded for average performance	3.0 quality points for each hour of credit.
B-	Awarded for below average but acceptable performance	2.67 quality points for each hour of credit.
F	is given for Failing	0 quality points and no credit.
Incomplete (I)	given in extenuating circumstances only	0 quality points and no credit until resolved.
Withdraw (W)	Withdraws from class after add/drop period	0 quality points and no credit.

* Counseling Department does not award A+

These grades become official transcript notations at the end of each quarter. Pass/fail grades are assigned in non-didactic courses such as field practicum, dissertation research, and internship, and may be assigned in other courses as well. PAU does not currently have an institutional grading policy. Each of the programs house their own grading policy

Requirements for Passing Grades:

Attendance and Work Requirements: Instructors take attendance for each class meeting and are required to take attendance in all PAU classes for the first 2 weeks of Fall quarter each year for the "census date," reported annually to WASC and the Digest of Education Statistics.

Graduate school is a serious commitment, so regular attendance is expected of all students in all classes. Students must attend at least 75% of the class meetings to receive a passing grade. However, individual faculty may have higher attendance requirements for specific courses. Students are responsible for anything that is scheduled in class.

Grade Point Average (GPA)

The grade point average is determined by adding the quality points and by dividing the sum of the total number of quality hours. As a general rule, the ratio is based on the number of attempted credits completed. Exceptions to this rule include a "Pass" (P), and a "Withdrawal" (W) which will not affect a student's grade point average. If a student repeats a course only the credits earned for the second course will be used in calculating the GPA. A student's cumulative grade point average is based on courses which the student takes at PAU towards completion of their degree program. Courses which a student takes at another institution will not be counted in the cumulative GPA.

Grade of Incomplete

An "I" (Incomplete) is given in a course when the student is unable to completely fulfill the requirements during the quarter due to extenuating circumstances beyond their control. Though an occasional "I" (Incomplete) may be taken, it is strongly discouraged as a general practice.

For an "I" (Incomplete) to be given, a student must have been in attendance for at least 75% of the class meetings, must have satisfactorily completed 75% of the work for the class (as defined by the instructor), and must fill out the Incomplete agreement form which requires consultation and agreement with the faculty regarding the work to be completed.

An "I" (Incomplete) grade may be carried for a maximum of one quarter, and is not extended by a leave of absence. An "F" (Failure) will automatically be given if the "I" (Incomplete) grade is not received by the end of the subsequent quarter. An "I" (Incomplete) grade is a provisional grade which is counted as attempted but not earned nor is it factored in the grade point average.

A satisfactory grade to clear an "I" (Incomplete) must reach the Registrar's office no later than the last day of the subsequent quarter. It is the responsibility of the student to make sure this deadline is met.

A student who needs more time to complete their work may petition for an extension by completing the Petition for Extension of an Incomplete Grade Form, specifying when and how the work will be completed.

An incomplete grade can affect a student's academic standing (e.g. advance to candidacy, course progression, graduation) and can bar them from participating in academic programs (e.g. internships, etc.). Incompletes may also have financial implications.

Pass/Fail Grading

Pass/Fail grades are assigned in non-didactic courses such as practicum, doctoral project research, and internship, and may be assigned in other courses as well.

Grade Appeal

The administration, following legal and academic freedom precedents, may not overrule an academic evaluation by a member of the PAU instructional faculty so long as that evaluation has been given within the scope of the course, in good faith, and done so on a rational basis. In sum, only grades apparently based upon non-academic criteria or a violation of PAU policy may be overturned by administration.

Informal Procedure: When students at PAU are dissatisfied with a student evaluation received in a course, their first step must be to communicate or meet with the instructor for clarification and review of the grade within five (5) days of when final grades are posted in the course. If no resolution is reached, students may use the formal procedure described below.

Formal Procedure: If a student believes that non-academic criteria have been used in determining their grade, or that the instructor has otherwise breached PAU policy in assigning the contested grade, the student may appeal the instructor's evaluation in writing to the Department Chair within fifteen (15) working dates of an attempt at an informal resolution of the matter. If the resolution of the Department Chair is not satisfactory to the student, the student has fifteen (15) working days to appeal the decision to the Provost. The Provost will have forty-five (45) working days to respond to the appeal. If the appeal is approved, then a hearing with the Institutional Grievance and Appeals Committee (IGAC) will be scheduled.

Only grades apparently based upon non-academic criteria or a violation of PAU policy may be overturned by any of the adjudicating groups (Department Chair or IGAC). The written decision of each adjudicating body should be explicit and clear in their outcome regarding overturning or upholding the course grade.

The student's written appeal at each step of the appeals process must specify the nature of the disagreement and include copies of all documents supporting the grievance. The student bears the burden of showing that non-academic criteria were used or that PAU policy was otherwise breached. The instructor will be consulted by each body of the appeals process (Department Chair and IGAC) for additional information, and will be given an opportunity to respond. All documents will be shared equally with both the student and the instructor. In addition, all materials related to the formal appeals process will be stored in the student's file. After reading the grade appeal policy students may use the embedded link to access the [Grade Appeal Form](#).

Repetition of Courses

When a student is permitted to repeat a course, both the original and repeat enrollments will be noted on the student's transcript. However, only unit credit and grade points earned for the higher grade are counted in computing the grade point average and determining the number of units successfully completed each year. The credits earned in the repeated courses will be included in the cumulative credits earned and in the total needed for graduation, unless indicated otherwise.

The retaking of a course does not eliminate the original F grade from the student's academic record; however, when a course is successfully repeated, the transcript shows that this course has been repeated (with a notation of "R" next to the F), and the earlier failing grade is no longer calculated in the student's grade point average.

Student Behavior Expectations ([Student Handbook](#))

Palo Alto University (PAU) is an academic community that endeavors to maintain the highest ethical and behavioral standards in all that we do. PAU administration, faculty, and staff have a responsibility to help students to understand, to be measured by, and to uphold the ethical and behavioral standards of our PAU community. Students have a responsibility to learn our community's ethical and professional standards and to maintain those standards in all of their work and professional relationships while at PAU. This includes their work and professional relationships as students, researchers, clinicians (including at practicum and internship sites), and as professional and academic colleagues.

The following policies and procedures outline student behavioral expectations as well as their rights should they be alleged to be in violation of any of these policies. Students are expected to abide by these policies.

Finally, the procedures outlined in this document detail administrative action the university will take should a student be alleged to have violated university policy. Consistent with the American Association of University Professors (AAUP) principles of academic freedom and tenure, the faculty instructor is responsible for determining any grades related to the courses they teach, including individual assignments and final grades. When alleged policy violations occur, faculty may consult with administration in determining an assignment or final course grade related to an alleged policy violation, but the ultimate responsibility for assigning course grades is the instructor's.

Administrative action taken by the university cannot include dictating to faculty an assignment or final course grades.

The following behaviors violate PAU policy and may result in disciplinary action by the university.

Academic Integrity (Student Handbook 4.2.1)

1. **Plagiarism:** Plagiarism is the inclusion, in any paper, draft, assignment, presentation, or other work, of someone else's product, words, ideas, or data and representing it as one's own work. Examples of plagiarism include, but are not limited to: the taking of any portion of a document, article, or book and representing it as one's own work, the lifting of a well-phrased sentence and including such sentence without crediting the author, or including another person's ideas as an example of one's own thought or work. Plagiarism includes using unpublished work as well as published sources, using another's term paper, or handing in a product that includes substantial work by another individual or agency, including internet services.
2. **Self-Plagiarism:** Self-Plagiarism is using one's own work from a previous assignment without the permission of the current instructor and/or without properly citing this information.
3. **Cheating:** Cheating includes, but is not limited to, using unauthorized materials in an examination; looking at another student's test paper to copy answers; using or supplying questions or answers from an examination to be given or in progress that have not been authorized for distribution; having a person other than the one registered and taking the course, stand in at an examination or at any other graded activity; collaborating with others on projects where such collaboration is expressly forbidden; using resources, including electronic resources, forbidden by a faculty member. Cheating also includes facilitating any of these actions.
4. **Fabrication:** Fabrication includes, but is not limited to, submitting a paper, a lab report, computer data, or other academic exercises with falsified, invented, or fictitious information.
5. **Academic sabotage or obstruction:** Academic sabotage is an intentional interference with the work or progress of other students or researchers, and may include, but is not limited to, intentionally destroying or interfering with the work of others, stealing or defacing library materials or materials owned by others, and altering or copying computer files or documents owned by others without authorization.
6. **Unauthorized use or misuse of materials:** Unauthorized use or misuse of materials include, but are not limited to, reading, duplicating, copying, removing, or any other unauthorized use or misuse of a document, record, book, ledger, file, printout, tape, cartridge, disc, key, or any property maintained by any individual(s) or department(s) of PAU.
7. **Forgery:** Forgery is the unauthorized creation of an imitation of, forging, or any other unauthorized alteration of, a document, electronic file, form, record, identification, or any property maintained by any individual(s) or department(s) of PAU.
8. **Grade tampering, exam fraud, or other acts of dishonesty:** Academic misconduct includes other acts of dishonesty or impropriety occurring in the course of academic activities, such as grade tampering, or obtaining or distributing any part of any exam materials or any information about an exam, or knowingly providing false information.

9. Professional Ethics & Dispositional Issues: Violations of professional ethics in the context of earning academic credit including, but not limited to, violation of the ethical code or professional code of the profession that a student is preparing to enter (for example the [APA Ethical Principles of Psychologists and Code of Conduct](#) and the [ACA Code of Ethics](#)), using unethical research practices, and violation of professional ethics are also policy violation at PAU. Uncorrected dispositional issues incompatible for the professional fields (Counseling & Psychology) are also policy violations.

Community (Student Handbook 4.2.2)

1. Alcohol: No one under the age of 21 is permitted to possess, purchase, use, or be under the influence of alcohol at any time at PAU or PAU sponsored events. Students are expected to abide by all local, state, and federal laws: failure to do so is a violation of University policy. Impaired students are not permitted to be in class, interact with clients, or conduct research under any circumstances.
2. Abuse of Technology: PAU is the licensee of many computer software packages that are protected by copyright laws. Misuse of computing facilities, software, hardware, unauthorized use of another individual's computer account, misuse of one's own computer account, or any violation of the policies for using computing and networking resources at Palo Alto University is prohibited.
3. Hazing: Palo Alto University prohibits any form of hazing. Hazing is defined as any action or situation created by individuals, groups, teams, or student organizations, on or off-campus, that could cause or has the potential to result in harassment, emotional or physical abuse, harm, embarrassment, anxiety, ridicule, or the violation of a policy, no matter how positive the end result or intent. Hazing is prohibited regardless of consent, membership, or length of affiliation with an organization.
4. Failure to Comply: Failure to comply with the reasonable direction of a university official acting within their job responsibilities is prohibited. Failure to comply with any assigned sanctions resulting from PAU's student conduct system is also a violation of this policy.
5. Disorderly Conduct: Disruption of the educational or administrative process at PAU is prohibited.
6. Vandalism: The physical abuse or destruction of PAU property and/or property at one of our partner locations is prohibited.
7. Harassing, Abusive, Threatening, and/or Bullying Behaviors: Harassing, abusive, threatening, and/or bullying behavior of PAU community members, including but not limited to other students and employees of the university (and their family members) is prohibited. Any conduct that threatens or endangers the physical, mental, and/or emotional health and safety of a member of the University community, on or off University property, or at a University-sponsored or supervised activity is considered abusive or threatening behavior.
 - a. Verbal: includes, but is not limited to, threats, discrimination, harassment, bullying, and cyberbullying made in person, over the phone, left on voicemail, and/or by other electronic means.
 - b. Physical: includes, but is not limited to, assault, battery, fighting, false imprisonment, coercion, hazing, stalking, prohibiting a person from freely entering or departing a room or event through physical force or the presence or otherwise confining a person,

- any unwanted physical contact between individuals, and/or attempts of physical threat
- c. Written: includes, but is not limited to, online messaging, internet usage, email, cell phone/texting, social media, letters, signs, banners, clothing, and/or graffiti
 - d. Retaliation: includes, but is not limited to, blackmail and/or action taken against another member of the community who has been identified as a complainant, victim, witness, or University representative alleging misconduct
 - e. Implied threats: includes, but is not limited to, gestures, taunting comments, and/or any behaviors that create a threatening environment, including threats against the University and/or its property
8. Criminal Violations and Arrest Notification: Violation of any local, state, or federal criminal code on- or off-campus is prohibited. Behaviors and violations off-campus are referred to PAU's student conduct system at the discretion of the University administration. Students accused, arrested for, or convicted of any misdemeanor, felony, or sexual offense must notify the Office of Student Success of their status within 48 hours after their release from jail and/or a judgment, or at the time of enrollment into the University, whichever comes first. Failure to do so is a violation of Palo Alto University policy.
 9. Emergency/Fire Equipment & Procedures: Students are prohibited from the misuse of, vandalism to, and/or tampering with fire and emergency equipment, including but not limited to, fire extinguishers, alarms, hoses, sprinkler heads, smoke detectors, AED devices, safety/emergency vehicles and property, and/or video surveillance equipment. Falsely reporting a fire, bomb threat, or other emergency is also a violation of this policy. In the event of an emergency or drill, students must follow the directives of University officials and/or emergency personnel. Knowingly setting fire (arson), unintentionally setting fire, and intentionally setting off the fire alarm when there is no emergency is also strictly prohibited.
 10. Theft: Theft or attempted theft, unauthorized possession, misuse, or wrongful appropriation of property, or sale of property not belonging to oneself is strictly prohibited.
 11. Drugs and Illegal Substances: The possession or sale of illegal drugs is strictly prohibited at PAU. In addition, students are not permitted to be under the influence of illegal drugs at any time on PAU property and/or during PAU activities. Impaired students, whether legally prescribed medication that alters mental status or illegal drugs, are not permitted to attend class, interact with clients, or conduct research under any circumstances.
 12. Recordings: It is prohibited to videotape, audio record, or take pictures of persons using any current or future technologies without their knowledge and/or consent when there is a reasonable expectation of privacy and/or confidentiality.
 13. Sexual Misconduct: Palo Alto University is committed to maintaining its campuses and programs free from all forms of sexual misconduct. All forms of sexual misconduct are prohibited, including sexual and gender-related: violence, assault, harassment, domestic violence, dating violence, and stalking. Palo Alto University's Sexual Misconduct Policy, in its entirety, can be found here: [palo-alto-university-sexual-misconduct-policy](#)
 14. Weapons: Possession of weapons and weapon replicas, including but not limited to, firearms, BB guns, air guns, knives, swords, machetes, blow darts, spears, compound bows/arrows, Tasers, brass knuckles, slingshots, martial arts devices, dangerous chemicals, incendiary devices, ammunition or other explosive substances including fireworks is prohibited and banned from University property and University-sponsored events.

15. Lewd Behavior: Lewd, indecent, or obscene behavior is not permitted.
16. Solicitation: Solicitation of and by students, student organizations, faculty, and staff for money, goods, or services without written authorization from the Office of Student Success is prohibited.
17. Animals: Animals/pets are not permitted on any PAU campus, with the exception of service animals registered with the Office of Accessible Education and emotional support animals that have been approved by Human Resources as it relates to PAU employment. Emotional support animals are only permitted for employment-related activities and are generally not permitted with other activities related to the University.
18. Smoking/Tobacco-Free Environment: Tobacco and smoking/vaping products include, but are not limited to cigarettes, electronic cigarettes, all forms of smokeless tobacco, pipes, and cigars. Except where otherwise posted as a "smoking area," the use of tobacco products is generally prohibited in outdoor areas.
19. University Logo Use: The logo of Palo Alto University is the property of the University. It cannot be copied and used by students or student clubs and organizations except in respect to an official University function and if approval for the specific use is requested of and approved by External Affairs.
20. Breach of Confidentiality/Honor Code: In line with the ethical standards in the fields of counseling and psychology, PAU may require a signed confidentiality agreement to carry out certain student employment roles, a signed exam proctoring agreement or any other document requiring confidentiality or maintaining ethical standards, including, but not limited to an honor code, and if breached, may be cause for disciplinary action.

Applicability of New Academic Requirements

Changes in academic requirements subsequent to publication of this course catalog are not applicable to graduate students already enrolled at Palo Alto University, although students who so choose may elect to fulfill new rather than previous requirements, except that the student may not intermingle previous and new requirements. When a department or school deletes one course and substitutes a new one, only those students who have not completed the deleted course will be required to take the replacement course. If new requirements are favorable to the student, the university may make them immediately applicable, unless the student objects.

Registration Policies and Procedures

Students should register for classes through the Registrar's Office section of the MyPAU portal during their assigned registration periods. For more information about your assigned registration period, please see your program manager.

Registration Deadlines

All registration deadlines are listed appropriately on the Academic Calendar. Please refer to each quarter for specific dates.

Adding a Class After Registration

Use the “Add Form” for your program through the Registrar’s Office Forms page located on the MyPAU portal.

Dropping a Class

Students who drop a course or courses may be entitled to a full or partial refund of tuition charges. In order to be eligible for a refund of tuition, the student must formally drop by completing and submitting a “Drop Form” for their program through the Registrar’s Office section of the MyPAU portal. Courses “dropped” after the end of the add/drop period will appear as a “W” on the student’s transcript.

Continuous Enrollment

To be a matriculated student of Palo Alto University, a student must be “continuously enrolled” in their academic program, with the exception of those students who are on an approved leave of absence. Below are the quarters in which students in specific academic programs need to be enrolled to comply with this policy:

Undergraduate Programs

Undergraduate students: Fall, Winter, Spring and the Summer quarter as needed.

Masters Programs

- M.A. students: Fall, Winter, Spring, and Summer
- M.S. Programs: Fall, Winter, Spring, and Summer for 7 consecutive quarters, followed by an extra summer quarter if transitioning into the PhD program

Doctoral Programs

- Ph.D. students: Fall, Winter, and Spring. Also includes the summer between 1st and 2nd years in the program, and summer when defending Dissertation Proposal or Final Defense, and one summer when a student is on Internship.
- Psy.D. students: Fall, Winter, Spring. Also includes when the student is engaged in clinical practicum, summer when defending Dissertation Proposal or Final Defense, and one summer when a student is on Internship

Full-time course loads for the doctoral programs is no fewer than 27 units over an academic year (usually 9 units per quarter in Fall, Winter, and Spring), regardless of whether or not the student enrolls in the summer quarter. Doctoral students on an internship or completing their dissertation beyond the 4th year in the program are exempt from the 27-unit

requirement and are considered as having a full course load with no fewer than 3 units per quarter.

For more information on continuous enrollment, please refer to the [continuous enrollment policy](#).

Course Audit

Any student may audit a course offered by the University, provided there is a space available and in certain courses, prerequisites are met and the program allows audits. Audited courses do not count toward regular full-time status for purposes of financial aid, visa requirements or enrollment verification; neither a grade nor credit is given for audited courses. Please contact the Registrar's Office for additional information on auditing classes. For further information regarding tuition and fees please contact the Bursar's Office.

Change of Address

Students who wish to change their address with the University can update their information directly via the student portal. Additionally this information can also be updated through the Registrar's Office Change of Address form.

Readmission Policy

Students who have formally left the university prior to completion of their degree may submit a "Request to Return" form, which is a petition to re-enroll in their prior academic program. Students should complete the form no sooner than one year, but no later than six weeks prior to their intended re-entry date.

Eligibility: Students must have attended classes beyond the end of the add/drop period during the first term of their program. Students who never attended classes, or withdrew from the university prior to the end of the add/drop period, must reapply to the university. This process is appropriate for both students who voluntarily or involuntarily separated from the university.

Process: Students may initiate a "Request to Return" form by contacting the Office of Admissions at admissions@paloalto.edu. The student must provide updates to academic transcripts (additional coursework) or academic, conduct or legal violations that occurred during the time they were not enrolled at PAU. Students may request transfer credit for courses taken while not enrolled at PAU, but transfer credit is not guaranteed.

Once the form is submitted, the request is reviewed by several campus offices:

- Office of Financial Aid
- Office of the Bursar
- Program Representative
- Office of Student Success

- Office of the Registrar

All elements of a student's record will be reviewed, including academic performance, behavioral concerns and student account status. Palo Alto University does not guarantee the right for former students to re-enroll.

Conditions for Re-Enrollment

Completion of Degree Requirements: Program and course requirements may have changed since a student was last enrolled. In order to graduate, students may be required to switch to the current catalog requirements for their program.

Student Accounts and Tuition: Students must bring their student account to good standing with a \$0 balance prior to re-admission to the program. Students will be billed at the current catalog rate.

Course Obsolescence: While there is no restriction on the length of time that a student can be separated from the University prior to re-enrollment, each program has rules regarding course obsolescence. Therefore, it is possible that students may need to repeat courses in order to meet graduation requirements.

Independent Learning Plan: Students may be required to complete an Independent Learning Plan with a faculty advisor prior to receiving approval to return.

Conditional Approval: Students may be conditionally approved to return. In this case, a student may be allowed to return for a trial period in order to demonstrate academic success, or may have additional conditions and terms to which they must agree before being allowed to re-start the program.

On-Boarding: It is the responsibility of the student to complete any financial aid, on-boarding or orientation tasks required to restart the program.

Transcripts, Academic Records and Diplomas

Palo Alto University has given the National Student Clearinghouse authorization to provide transcript ordering via the web. To order official transcript login to the National Student Clearinghouse.

Official Transcripts are \$6. When placing your transcript order through the Clearinghouse, you will select Palo Alto University, you will need to enter either your student id# or social security # (both fields are shown, but only one is required for your order). Proceed to fill in the rest of the required information.

The NSC site walks you through placing your order, including delivery options offered by PAU. You can order and pay online for as many transcripts as you like in a single session. No need to enter your payment information more than once.

Everyone must complete the Consent to Release form to ensure confidentiality and to comply with federal regulations when using the internet to authenticate yourself. Your order will not be complete until this form has been signed electronically online, or printed, signed and faxed back to the Clearinghouse to the number shown. Forms need to be faxed to the Clearinghouse and not to PAU.

If you order the transcript through a mobile or device other than a computer or laptop, you will not be able to sign electronically, but rather follow the instructions provided to sign and fax in the form to NSC. Once your transcript order is completed, you will receive an Order Confirmation number. Make a note of this number, as it may be needed for you to follow up on your order. An email will be sent to you, once your transcript has been sent.

If you need help or have questions about the [National Student Clearinghouse's transcript ordering service](#), contact them via e-mail at transcripts@studentclearinghouse.org or phone 703-742-7791.

The National Student Clearinghouse provides online ordering service for Palo Alto University students and alumni 24 hours a day, 7 days a week. Orders are processed by the PAU Registrar's Office within a few business days after being placed, except for those accounts with holds, or orders requiring release after grades post.

Diploma Ordering Information

For Graduating Students (Once Degree is Awarded)

Once a student's degree has been conferred by the university, an email will be sent to the student's PAU email address congratulating them on their graduation. The email also contains a Diploma Request Form/Survey that the student must complete in order to request their diploma.

Replacement/Additional Diplomas

In order to request a replacement or additional diplomas, please submit a written request. The following information is required:

1. Name used while attending Palo Alto University.
2. Type of Diploma (Bachelor, Master, Doctoral, etc.).
3. Name as you would like it to appear on the diploma.
4. Contact information (phone number, email) and mailing address of where to send the diploma to.
5. Date and wet signature.
6. The cost for a replacement or additional diploma is \$35.00 per copy.

7. Payment must come in the form of a personal or cashier's check and can be made out to Palo Alto University.
 - a. Mail requests to:
Palo Alto University
Attn: Registrar's Office
1791 Arastradero Road Palo Alto, CA 94304

Replacement diplomas indicate the name of the school at the time of graduation.

Processing Time

Diploma requests take approximately 4-6 weeks of processing time to be printed by our third-party vendor and then mailed to the student.

Leave of Absence (LOA)

Students may apply to take a temporary leave of absence (LOA) from the University for medical, military, or exceptional personal circumstances (for example, a death in the family or housing insecurity). An approved LOA is for one quarter. Students have the possibility of extending the LOA for longer than one quarter, but an LOA cannot exceed 180 days (approximately 6 months) in one calendar year. The one calendar year begins on the first day of the student's initial LOA.

The quarter in which the student is approved for a LOA, 100% of the tuition and fees will be reversed to the student. Additionally, in compliance with current regulations, a student who does not return from their approved LOA by the established return date will be withdrawn from the University. The withdrawal date will be the date the student failed to return from the LOA.

Procedures

1. Students who are interested in taking an LOA, should contact the Office of Student Success at studentsuccess@paloalto.edu.
2. A representative from the Office of Student Success will provide the LOA form to the student and meet with the student to ensure that the student is advised of the policy and procedures.
3. The student should complete their section of the LOA Form and include supporting documentation.
4. The student is required to meet with and obtain approval from (through signature on the LOA Form):
 - a. Their academic advisor (all students)
 - b. Office of Financial Aid (if applicable)
 - c. Director of Clinical Training for their academic program (if applicable)
 - d. International/Veteran Student Services (if applicable)

5. Once all required meetings occur and signatures have been obtained, the Office of Student Success will notify the following offices: Academic Department, Financial Aid, Registrar's Office, and the Bursar's Office.
6. While on a LOA, the student is required to check in monthly with the Office of Student Success.
7. At least three weeks before the student is scheduled to return, the student must meet with a representative from the Office of Student Success to ensure the student is on track to return to academic study.

Medical Leave of Absence (MLOA)

Students may apply for a medical leave of absence if they cannot continue enrollment due to medical reasons. The eligibility, length of leave, tuition and fee reversal and procedures are the same as above under the subheading "Leave of Absence" **except** for the requirements to request a MLOA and return after a MLOA.

Requesting a MLOA and Returning to the university after a MLOA

Students must provide documentation from a healthcare provider to validate the need for medical leave.

At least two weeks prior to their return date, students must provide a medical release from a healthcare provider. The release documentation must include that the student is:

1. permitted to return to the university,
2. capable of resuming academic studies, and
3. able to meet the program's requirements.

Students who do not provide a medical release from the same healthcare provider who validated the medical leave will be administratively withdrawn from the university after the last day to add/drop in the quarter in which they return.

** This policy will be reviewed and revised as necessary to ensure compliance with federal and state laws and regulations and to ensure the health and well-being of students.

Administrative Leave of Absence

Notwithstanding any other policy, the University reserves the right to place a student on administrative leave in response to instances of disruptive or other behavior that interferes with University community well-being in the judgment of Palo Alto University. Where the University believes that the behavior may be caused by, or related to, psychological or other health issues, PAU may require a mandatory independent medical evaluation, temporary or indefinite withdrawal, and/or other administrative action as deemed appropriate by the circumstances of the individual situation. Such action must be approved by the Provost/Chief Academic Officer or their designee,

with possible consultation by others. The University may require documentation in order for the student to return to active status.

Administrative Holds

In certain situations, the University may place a hold on a student account. This means students will not be able to register for classes, make adjustments to their schedules, or request transcripts until the holds are removed. Some reasons for a hold on a student account include, but are not limited to: failure to pay tuition and fees by established deadlines, failure to comply with University sanctions or remediation efforts, failure to complete a required University training by established deadlines, etc.

Graduation & Commencement

A student's official graduation from Palo Alto University occurs on the day the university confers students' degrees. After that date, students can commission or confirm with employers they have completed all degree requirements and are graduates of PAU.

Commencement is the official ceremony celebrating students' graduation. Graduation/degree conferral and the Commencement ceremony do not need to occur on the same day.

Graduation/Degree Conferral

Graduation/Degree Conferral occurs when a candidate has completed all academic requirements, submits an Intent to Graduate Form to the Registrar's Office, and their degree is conferred by the Board of Trustees. The Intent to Graduate Form initiates the audit of a student's academic records to confirm they meet all academic and other requirements for graduation. In order to participate in the June commencement ceremony, the Intent to Graduate Form must be submitted to the Registrar by the following dates:

Graduation Term - application deadlines

Fall 2023 - November 1, 2023

Winter 2024 - January 15, 2024

Spring 2024 - April 1, 2024

Summer 2024 - April 1, 2024

Students who miss the Intent to Graduate Form deadlines for a given year will still be able to obtain a graduation/date of completion when they finish the requirements specified above.

Commencement Ceremony

Once a student has met all graduation requirements, they may participate in PAU's Commencement Ceremony. PAU holds one commencement ceremony in June each year to celebrate our graduates' accomplishments.

Students are eligible to participate in the commencement ceremony if they graduated in the academic year leading up to the June ceremony.

Curriculum and Academic Departments

Counseling Department

The Department of Counseling is a diverse and dynamic community dedicated to the development of highly effective mental health counselors, future leaders and innovators in the counseling profession. In and through its training of burgeoning counselors, the program strives to benefit society and reduce human suffering by promoting mental health, wellness, social justice, education, and vocational wellbeing. The department is committed to five core values; creating and nurturing a diverse and inclusive learning community for all students, faculty, and staff; providing excellent education and clinical supervision for students; promoting healing and empowerment by addressing social privilege and oppression; generating knowledge through research and scholarship of the highest level; and providing services to the local, national and international community informed by science and scholarship.

Department Chair

Dr. Donna Sheperis

Associate Department Chair

Dr. Margaret Lamar

Dr. Szu-Yu (Darlene) Chen

Faculty

Dr. Susan Branco

Dr. Szu-Yu (Darlene) Chen

Dr. Kelly Coker

Dr. Diana Herweck

Dr. Tameeka Hunter

Dr. Rachel Jacoby

Dr. Margaret Lamar

Dr. Chi Li

Dr. Jorge Lopez

Dr. Regina Moro

Dr. Karen Roller

Dr. Donna Sheperis

Dr. LaToya Smith

Dr. William Snow

Dr. Megan Speciale

Dr. Shreya Vaishnav

Dr. Wendy Wade

Dr. Donya Wallace

Dr. Cristen Wathen

Director of Clinical Training - PsyD

Dr. Diana Herweck

Department Manager

Sarah Everley, MSc

Practicum and Internship Coordinator

Megan Abels, MS

Program Manager, Counselor Education and Supervision

Krista Kaur, M.Ed.

Administrative Assistant

Lina La

Master of Arts in Clinical Mental Health Counseling

The mission of the program is to prepare exemplary counselors who are committed to ethical practice in diverse global contexts. The Master of Arts in Clinical Mental Health Counseling program is a non-thesis program that prepares individuals to provide a variety of professional counseling services to diverse client populations in a wide range of work settings. The program has a strong focus on leadership and advocacy in relation to human development issues and the provision of quality services and programs for all people.

Students can complete their courses through either residential hybrid or distance learning formats. Through distance learning, students anywhere can complete all coursework while doing practicum/internship placements in their local community. Students in the distance learning program are required to attend two residential training experiences on-campus.

The Counseling Program has a chapter of Chi Sigma Iota — the International Academic and Professional Honor Society for counseling — which students are eligible to join after completing at least nine units of graduate courses with a minimum of a 3.5 GPA.

Degree Requirements

In order to graduate, students must successfully complete at least 94.5 quarter units of study as well as meeting the professional and dispositional requirements of a counseling professional.

Students in all counseling program areas complete courses designed to meet program requirements specified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the California Board of Behavioral Sciences (BBS).

Clinical Contact Hours (Practicum and Internship)

In addition to the 94.5 quarter credits required for degree completion, students must complete at least a 100-hour practicum and two 300-hour internships during the program. Please note that some states require additional hours of clinical training for licensure. In those states where additional practicum/internship hours or coursework is required, PAU will work with students to obtain the additional hours and coursework.

MFCC Emphasis or Elective

Students must choose either to take the electives or choose the MFCC emphasis. Students who opt to take the electives must take 2 elective courses and those who opt to declare the MFCC emphasis must take two approved family and couples courses.

Marriage, Family, Child Counseling (MFCC) Emphasis

The Marriage, Family, Child Counseling (MFCC) emphasis fulfills State of California requirements for Marriage and Family Therapist (LMFT) or dual MFT/LPCC licensure. Dual license is often an ideal option for students who are planning to practice as an MFT in the State of California but want the LPCC in case they move out of the state at some time.

Upon graduation, students are eligible to register as an Associate Marital and Family Therapist (AMFT) and/or an Associate Professional Clinical Counselors (APCC) or as defined by the California Board of Behavioral Sciences (BBS). In California, Associate Marital and Family Therapists (AMFT) are required to complete a total of 3000 supervised clinical hours (including those earned during the masters) and pass the licensing exam to become Licensed Professional Clinical Counselors (LPCC). Associate Professional Clinical Counselors are required to complete 3000 post-graduate supervised clinical hours and pass the licensing exam to become Licensed Professional Clinical Counselors (LPCC).

The MFCC emphasis may fulfill the educational requirements for students seeking licensure in many other states and territories. Students who plan to seek marital and family therapy licensure in another state or territory besides California should research their region's specific laws and regulations before enrolling. Information on state counseling boards can be found on the web site of the Association of Marital and Family Therapy Regulatory Boards at <https://amftrb.org/>.

Click the links below to view and download the specific course sequence for the quarter in which students can start the online program. Students receive their official degree plan for their cohort prior to beginning the program.

[Fall Start, Hybrid Residential 9 Quarters, MFCC Emphasis](#)

[Fall Start, Online 9 Quarters, MFCC Emphasis](#)

[Fall Start, Online 11 Quarters, MFCC Emphasis](#)

[Spring Start, Online 9 Quarter, MFCC Emphasis](#)

Psychology Department

Department Chair

Dr. Tilman Schulte

Associate Department Chair

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Faculty

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Dr. Kimberly Balsam

Dr. Alinne Barrera

Dr. Charlotte Beard

Dr. Christine Ford

Dr. Bruce Bongar

Dr. Lisa Brown

Dr. Eduardo Bunge

Dr. Joyce Chu

Dr. Matthew Cordova

Dr. Amanda Fanniff

Dr. Robert Friedberg

Dr. Rowena Gomez

Dr. Amie Haas

Dr. Janice Habarth

Dr. Nancy Haug

Dr. Kimberly Hill

Dr. Rayna Hirst

Dr. Jamie Kent

Dr. Janice Kuo

Dr. Yan Leykin

Dr. John Liedecke

Dr. Liz McConnell

Dr. Sita Patel

Dr. Jonathan Peretz

Dr. Michael Richards

Dr. Tilman Schulte

Dr. Teceta Tormala

Dr. Sandra Trafalis

Dr. Pei-Chun Tsai

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Nicole Brown, M.A.

PhD Program Manager

April House

PGSP-Stanford PsyD Consortium Program Manager

Stacey Lien Boyko

Bachelor of Science in Psychology

The Undergraduate (UG) Program is designed for undergraduate transfer students interested in pursuing social action and psychology or the intersection of business and psychology to complete their bachelor's degree in two years. This program consists of two Bachelor of Science degree programs: the Business Psychology (BP) Program and the Psychology of Social Action (PSA) Program. In this program, students develop a keen understanding of human behavior, motivation, and group processes, and learn how to apply that knowledge in a professional setting. Graduates prepare for careers in sales and marketing, human resources, and management. The Bachelor of

Science in Psychology and Social Action (PSA) is a degree program that focuses on developing the psychological knowledge and skills for community advocacy and outreach. The PSA curriculum includes classes in psychology, sociology, anthropology, philosophy, and economics, and a nine-month internship to gain real-world experiences. Graduates can find roles at nonprofits and community agencies or prepare for graduate programs in psychology.

The undergraduate program has five comprehensive learning goals that are consistent with the University’s mission statement and aligns with WASC Core Competencies as well as the APA Psychology Undergraduate Guidelines:

Goal 1: Foundational Knowledge Base in Psychology

Goal 2: Scientific Inquiry and Critical Thinking in Psychological Research and Application

Goal 3: Written and Oral Communication Psychological Research and Application

Goal 4: Cultural Competency in Psychological Research and Application

Goal 5: Professional and Ethical Competency in Psychological Practice and Application

General Education Requirements

- Completion of general education requirements
- Completion of all classes required for the major
- 180 quarter units in total
- Completion of 90 upper-division quarter units
- 45 units must be completed at Palo Alto University
- Students must complete a minimum of 30 units in their major at PAU, and must be enrolled at PAU during the last two terms prior to graduation.

Completing General Education Requirements Prior to Enrolling

PAU's general education requirements largely mirror the requirements to transfer to a CSU. We have outlined below a general articulation plan as it relates to courses guaranteed to transfer from a CA community college to the CSU system. This list is not comprehensive - we encourage students to complete a transfer evaluation to get a clear sense of how many courses they may transfer to PAU. You can also visit assist.org to see a list of courses at your community college that are certified to meet the CSU general education requirements.

PAU General Education Area	Unit Requirements	Any Course Designated as a CSU Transfer Area
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Area A – English Language, Communication and Critical Thinking	Minimum of 9 semester units or 12 quarter units	A1—Oral Communication A2—Written Communication A3—Critical Thinking
Area B – Scientific Inquiry	Minimum of 6 semester units or 8 quarter units. Includes one course from each: Physical Science and Life Science	B1—Physical Sciences B2—Life Science
Area C – Arts and Humanities	Minimum of 9 semester units or 12 quarter units. Select courses in at least two disciplines.	C1—Art C2—Humanities
Area D – Social Sciences	Minimum of 9 semester units or 12 quarter units. Select courses in at least two disciplines	Any Area D
Area E – Human Understanding and Development	Minimum of 3 semester units or 4 quarter units.	Any Area E
Mathematics	Minimum of 3 semester units or 4 quarter units of transfer-level math. Students who have taken and passed an Introduction to Statistics course prior to enrolling at PAU will not be required to take MATH320 or MATH325.	B4—Mathematics/Quantitative Reasoning
Introduction to Psychology	Minimum of 3 semester units or 4 quarter units.	May also be called General Psychology

Completing General Education Requirements at PAU

Students are encouraged to complete all general education requirements prior to enrolling, but may complete them while enrolled at PAU through dual enrollment at an accredited college or university, or through PAU courses designated as general-education-eligible (see chart below). Palo Alto University's general education requirements largely mimic the A-E requirements for the CSU system.

General Education Area	Unit Requirements	Options for Completion: Psychology and Social Action Major
Area A1 – English Language	Minimum of 3 semester units or 4 quarter units	PSYC300 Psychological Writing
Area A2 – Communication	Minimum of 3 semester units or 4 quarter units	
Area A3 – Critical Thinking	Minimum of 3 semester units or 4 quarter units	PHIL310 Philosophy of Ethics
Area B1 – Physical Science	Minimum of 3 semester units or 4 quarter units	
Area B2 – Life Science	Minimum of 3 semester units or 4 quarter units	BIOL350 Biological Psychology
Area C – Arts and Humanities	Minimum of 9 semester units or 12 quarter units. Select courses in at least two disciplines.	PHIL300 Philosophy of Science PHIL310 Philosophy of Ethics ANTH370 Ethnic Identity, Social Stratification
Area D – Social Sciences	Minimum of 9 semester units or 12 quarter units. Select courses in at least two disciplines	ANTH350 Cultural Anthropology ANTH370 Ethnic Identity, Social Stratification POLI310 International Political Economy PSYC360 Psychology of Gender PSYC340 Research Design & Methods PSYC375 Cross-Cultural Psychology SOCI300 Social Problems

		PSYC320 Social Psychology PSYC380 Psychology of Lifespan Development PSYC390 Abnormal and Clinical Psychology SOCI320 Globalization
Area E – Human Understanding and Development	Minimum of 3 semester units or 4 quarter units.	SOCI340 Fundamentals of Social Action PSYC320 Social Psychology PSYC310 Psychology of Learning and Memory SOCI300 Social Problems PSYC380 Psychology of Lifespan Development
Mathematics	Minimum of 3 semester units or 4 quarter units of transfer-level (non-remedial) math. Students who have taken and passed an Introduction to Statistics course prior to enrolling at PAU will not be required to take MATH320 or MATH325.	MATH320 Statistics for the Social Sciences
Introduction to Psychology	Minimum of 3 semester units or 4 quarter units.	Must be completed prior to enrollment

Completing General Education Units after Enrollment

Students will develop an Individualized Education Plan with their academic advisor, prior to the start of classes. This plan will outline:

- Remaining general education requirements
- Remaining major requirements
- Additional elective units needed to reach 90 upper-division quarter units and 180 quarter units in total, if necessary

- A reasonable enrollment load, personalized for each student. This is especially important if a student will dual-enroll to complete any requirements.
- Options for completing the required units would include:
 - CLEP
 - Accredited community college courses
 - PAU courses at the undergraduate or graduate level
 - Classes at other accredited 4-year institutions

Curriculum of Psychology and Social Action

Understanding human behavior and social issues requires a grasp of psychology along with an understanding of individual behaviors in social, cultural, ethnic, political, and economic contexts. Students explore these perspectives in their Psychology and Social Action classes.

Major Requirements (92 Units)	Units
Core Course Requirements (complete all courses, 56 units)	
PSYC300 Psychological Writing	4
PSYC310 Psychology of Learning & Memory	4
PSYC320 Social Psychology	4
PSYC340 Research Design & Methods -or- MATH 325 Research Methods & Data Analysis	4
PSYC360 Psychology of Gender	4
PSYC375 Cross-Cultural Psychology	4
PSYC380 Psychology of Lifespan Development -or- PSYCH 381 Developmental Psychology	4
PSYC385 Theories of Counseling & Psychotherapy	4
PSYC390 Clinical & Abnormal Psychology	4
SOCI340 Fundamentals of Social Action	4
PSYC395 Senior Internship (must take all 3 classes; 12 units)	12

PSYC400 Senior Seminar	4
Non-Core Course Requirements (select from courses below for a total of 36 units)	
ANTH350 Cultural Anthropology -or- ANTH 351 Multicultural Studies	4
ANTH370 Ethnic Identity & Social Stratification -or- ANTH 351 Multicultural Studies	4
BIOL350 Biological Psychology	4
MATH320 Statistical Methods for the Social Sciences	4
PHIL300 Philosophy of Science	4
PHIL310 Philosophy of Ethics	4
POLI310 International Political Economy -or- ECON400 Global Economics	4
SOCI300 Social Problems -or- ANTH 351 Multicultural Studies	4
SOCI320 Globalization	4
PSYC330 Theories of Personality -or- PSYC 331 Theories of Personality and Assessment	4
Special Topics in Psychology	4

Internship

In their senior year, students in the Social Action program complete a nine-month internship at a community agency or nonprofit organization. Specifically, students intern in community agencies and research labs conducting research throughout the Bay Area serving and working with a wide array of populations and social issues including seniors, children, families, working poor, immigration advocacy, environmental issues, food insecurity, alcohol and drug addiction, individuals living with mental illness, LBGTQI advocacy and support services, suicide and crisis hotlines. Students can use their current employment for the internship, but many students intern in new organizations too. The internship provides valuable professional experiences that help students enter a professional field or gain admission to a graduate program.

Senior Capstone Seminar

Another major component of the senior year in the Psychology and Social Action program is the Senior Capstone course. The Senior Capstone course provides students with an opportunity to apply the knowledge they have gained in their courses to current psychological and social issues. This course is taught by faculty who are experts in their field.

The theme of the Senior Capstone course changes every year, to reflect current trends or research. Past topics have been: the Psychology of Good and Evil, Veteran Mental Health and Social Issues, Critical Issues in Adolescence, Substance Abuse, Community Mental Health, the Psychological Impact of Climate Change, Psychology and Technology, and Positive Psychology.

Curriculum of Business Psychology

The goal of the Business Psychology curriculum is to produce graduates who have the ability to apply the science of human behavior in business settings. Students in this program learn to apply theories in psychology to business challenges, such as employee motivation, sales and marketing, consumer behavior and human resource management. The students learn to analyze business problems through the lens of psychology and to develop effective solutions.

Major Requirements (92 Units)	Units
Core Course Requirements (complete all courses, 56 units)	
BUSI302 Business Writing Fundamentals	4
BUSI303 Business Communication	4
BUSI309 Organizational Behavior	4
BUSI310 Employee Motivation and Satisfaction	4
BUSI320 Fundamentals of Management	4
BUSI340 Human Resource Management	4
BUSI381 Career Planning and Development	4
BUSI383 Introduction to Marketing	4
BUSI395 Fundamental of Accounting and Finance	4

BUSI405 Information Technology Management	4
BUSI406 Senior Seminar	4
BUSI412 Corporate Accounting and Finance	4
BUSI430 Business Ethics	4
MATH325 Research Methods & Data Analysis -or- PSYC 360 Research Design and Methods	4
Non-Core Course Requirements (select from courses below for a total of 36 units)	
ANTH350 Cultural Anthropology -or- ANTH 351 Multicultural Studies -or- ANTH 370 Ethnic Identity & Social Stratification -or- SOC 300 Social Problems	4
ECON400 Global Economics -or- POLI310 International Political Economy	4
PSYC320 Social Psychology	4
PSYC325 Psychology of Leadership and Team Development	4
PSYC331 Theories of Personality and Assessment -or- PSYC330 Theories of Personality	4
PSYC365 History of Psychology	4
PSYC440 Human Behavior & Interpersonal Effectiveness	4
PSYC381 Developmental Psychology -or- PSYC380 Psychology of LifeSpan Development	4
MGMT400 Strategic Management & Negotiation	4
BUSI490 (Senior Internship)	8
Special Topics in Psychology	4

Senior Capstone Seminar

In the Business Psychology Program, the Senior Seminar is a capstone course offered during the last quarter of the BP program. This course is adapted each year to reflect current business trends and issues. The course helps students integrate the principal psychological theories and concepts of the program in business settings and demonstrate the skills that they will be applying in their careers following graduation.

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 either find an internship in a local business or organization, or develop one with their current employer (in consultation with the Internship Advisor/Professor) prior to registering. Applying at companies hiring an intern is usually a competitive process. Students must apply, interview, and secure an internship prior to registering. The internship required 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.

Early Start Program

Undergraduate students may request to take courses in the MA in Counseling or MS in Psychology program as additions to or substitutes for undergraduate coursework.

Guidelines

- Students are required to complete an Independent Learning Plan with a faculty advisor prior to receiving approval to enroll in graduate coursework. Faculty advisors must provide approval for students to enroll in graduate courses, and document explicitly any course substitutions.
- Student requests to enroll in graduate courses are evaluated each term. Student requests may be denied if there is insufficient space available in courses, or if the student's performance in past graduate coursework is substandard.
- Students are charged for courses by unit at the undergraduate rate.
- Courses taken at the graduate level may be used to satisfy undergraduate graduation requirements, and may complete major requirements (core and non-core courses) if approval is granted prior to enrollment in the course. Graduate-level courses are considered upper-division units.
- In the case that a graduate course is more units than the undergraduate course for which it is substituting, excess units may be used by the student as upper-division elective units toward their undergraduate degree requirements.
- Students who complete courses at the graduate level are not guaranteed admission to the MA or MS program upon graduation from their undergraduate degree.

- Students who wish to enroll in the MS or MA program upon completion of their undergraduate degree, must apply to the graduate program as a new student.
- MA students may take no more than 24% of their required MA courses as a PAU undergraduate. Upon formal matriculation into the MA programs, students will meet with an academic advisor to create an individualized education plan which accounts for courses already completed. Students should also be aware that all MA courses must be passed with a B grade or better, in order to count toward the MA degree.
- MS students may take no more than 24% of their required MS courses as a PAU undergraduate. Upon formal matriculation into the MS programs, students will meet with an academic advisor to create an individualized education plan which accounts for courses already completed. Students should also be aware that all MS courses must be passed with a B grade or better, in order to count toward the MS degree.
- Upon successful completion of the course, the Office of the Registrar will post the course as completing the undergraduate course requirement. Once enrolled officially in the graduate program, the student should petition the Office of the Registrar for the course to appear on their graduate transcript.

Master of Science in Psychology

The Master of Science (MS) in Psychology is an online program that serves two purposes: 1) as a PhD prep program designed to prepare students for PhD studies in clinical psychology at PAU or another institution, or 2) as a terminal degree designed for those interested in forensic, terminal and technology and mental health. An MS degree in Psychology may support career advancement in fields that require social science research capability and an understanding of human behavior. 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 the 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 spring 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 MS in Psychology, not clinical psychology, even though some of the curriculum is relevant to clinical psychology.

Upon satisfactory completion of the program requirements, accepted and qualified students may transition into the Palo Alto University residential PhD program, pursue PhD studies at another institution, or receive a Master of Science in Psychology degree.

The Learning Outcome Goals of the MS Program are:

1. To provide students with a knowledge base in Psychology
2. To produce scientifically minded students
3. To train students in producing and communicating psychological science.
4. To train students in the basic knowledge and skills of clinical practice.
5. To produce students with Ethical and Social Responsibility in a Diverse World
6. To produce students that develop professionally

Degree Requirements

The MS Psychology program consists of 37.5, 39, or 47 quarter units of coursework, depending on the chosen concentration. There is no thesis requirement. Courses are taken over six or seven consecutive quarters (including summer) beginning only in fall quarter.

Students take two to three courses during most quarters. Students in the PhD Prep concentration are required to travel to Palo Alto for a one-week intensive course in clinical interviewing.

Curriculum for the PhD Prep Concentration

MTHD509 Research Methods and Statistics I

STAT510 Research Methods and Statistics II

STAT511 Research Methods and Statistics III

ASMT500 Psychopathology and Psychodiagnosis I

ASMT501 Psychopathology and Psychodiagnosis II

CLIN500 Ethics in Clinical Psychology

CLIN501 Professional Standards I

CLIN506 Clinical Interviewing

PSYS500 Psychological Science I: History and Systems

PSYS501 Psychological Science I: Child and Adolescent Development

PSYS502 Psychological Science I: Cognitive Bases of Behavior

PSYS504 Psychological Science II: Affective Bases of Behavior

PSYS505 Psychological Science III: Biological Bases of Behavior: Biological Psychology

PSYS507 Psychological Science III: Adult Development and Aging

PSYS509 Psychological Science III: Biological Bases of Behavior II: Psychopharmacology

PSYS511 Psychological Science III: Social and Personality Psychology

CLIN 508 Introduction of Psychotherapy: Evidence-Based Approaches

Curriculum for the MS Forensic Psychology Concentration

MTHD509 Research Methods and Statistics I

STAT510 Research Methods and Statistics II

STAT511 Research Methods and Statistics III

ASMT500 Psychopathology and Psychodiagnosis I

ASMT501 Psychopathology and Psychodiagnosis II

CLIN500 Ethics in Clinical Psychology

CLIN501 Professional Standards I

PSYS520 Introduction to Forensic Psychology

PSYS501 Psychological Science I: Child and Adolescent Development

PSYS502 Psychological Science I: Cognitive Bases of Behavior

PSYS504 Psychological Science II: Affective Bases of Behavior

PSYS525 Assessing and Managing Risk

PSYS507 Psychological Science III: Adult Development and Aging

PSYS511 Psychological Science III: Social and Personality Psychology

Curriculum for the MS Generalist -- No Concentration

MTHD509 Research Methods and Statistics I

STAT510 Research Methods and Statistics II

STAT511 Research Methods and Statistics III

ASMT500 Psychopathology and Psychodiagnosis I

ASMT501 Psychopathology and Psychodiagnosis II

CLIN500 Ethics in Clinical Psychology

CLIN501 Professional Standards I

PSYS500 Psychological Science I: History and Systems

PSYS501 Psychological Science I: Child and Adolescent Development

PSYS502 Psychological Science I: Cognitive Bases of Behavior

PSYS504 Psychological Science II: Affective Bases of Behavior

PSYS505 Psychological Science III: Biological Bases of Behavior: Biological Psychology

PSYS507 Psychological Science III: Adult Development and Aging

PSYS511 Psychological Science III: Social and Personality Psychology

Curriculum for the Technology and Mental Health Concentration

MTHD509 Research Methods and Statistics I

STAT510 Research Methods and Statistics II

STAT511 Research Methods and Statistics III

ASMT500 Psychopathology and Psychodiagnosis I

ASMT501 Psychopathology and Psychodiagnosis II

CLIN500 Ethics in Clinical Psychology

PSYS501 Psychological Science I: Child and Adolescent Development

PSYS502 Psychological Science I: Cognitive Bases of Behavior

PSYS504 Psychological Science II: Affective Bases of Behavior

PSYS507 Psychological Science III: Adult Development and Aging

PSYS511 Psychological Science III: Social and Personality Psychology

PSYS540 Technology and Mental Health for Children and Adolescents Screen Time, Digital Interventions, and Teletherapy

PSYS541 Evidence-based Internet Interventions to Reduce Health Disparities

PSYS542 Using Evidence-Based Principles of Multimedia Learning for Product Design

Doctor of Philosophy in Clinical Psychology

The PhD Clinical Psychology Program at Palo Alto University (PAU) is deeply committed to educating well-rounded clinical psychologists who are capable and competent as both researchers and clinicians. Students are taught to be science minded while appreciating the larger role of psychology in alleviating suffering in the world. This balance includes learning to value evidence-based clinical models while maintaining the responsibilities psychologists have to their community, society, and profession. An outstanding faculty of clinicians and researchers provide rigorous classroom instruction, clinical supervision, and research mentoring to help students find the right balance for them. Working within a training model best described as "practitioner-scientist," students systematically move through five years of coursework and practica to acquire PhD level competence and capability in the areas of psychological theory, research, and practice. The PhD Clinical Psychology program is accredited by the American Psychological Association (APA).

Objectives of the PhD Clinical Psychology Program

- To produce students and graduates who are critically reflective and informed consumers and producers of psychological knowledge and associated clinical sciences;
- To produce clinicians with the requisite clinical knowledge, skills, and attitudes to successfully practice as entry PhD-level clinical psychologists in a variety of clinical settings and with a variety of clinical problems;
- To produce researchers with the requisite scientific knowledge, skills, and attitudes to both consume and generate research;
- To produce culturally competent clinical psychologists;
- To produce clinical psychologists whose conduct exemplifies excellence in professionalism and ethics.

Degree Requirements

The PhD program requires a minimum of 3 full-time academic years of graduate study (full-time is defined as at least 27 units per year; starting in Year 5, full-time is defined as a minimum of 3 units per quarter) and completion of an internship prior to awarding the doctoral degree. 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. At least 2 of the 3 academic training years (1st-3rd year required coursework) must be at the PAU PhD program, and at least 2 years of which must be in full-time residence.

Students must also complete at least 2 years of practicum clinical training (2nd and 3rd year in the program; however, most, if not all, students also complete an additional external practicum in their 4th year of the program), 2000 hours of doctoral internship clinical training, and an empirical dissertation to complete the graduation requirements.

Curriculum

The program of study for the PhD 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 PhD 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 Psychological Science, Research, Psychological Evaluation, Psychotherapy Theory and Process, and Clinical Foundations and Field Experiences.

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:

Basic Theoretical Concepts in Psychology	Credit Hours
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	3

CLIN825 Prof. Standards in Clinical Psychology I: Identity, Discipline, Culture	1
CLIN826 Prof. Standards in Clinical Psych II: Practicum Prep. & Advising	1
CLIN827 Prof. Standards in Clinical Psych III: Internship Prep. & Advising	1
CLDV800 Cultural Differences: Cross-Cultural Issues in Psychology	3
Total	25

Research

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 labs involves students in ongoing research projects, facilitates the development of mentoring relationships, and assists students in dissertation planning. Six consecutive quarters of research lab 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:

Research	Credit Hours
MTHD808 Research Methods and Statistics I	4
STAT809 Research Methods and Statistics II	4
STAT810 Research Methods and Statistics III	4
RSGP8xx Research Lab	6
DISS800 Dissertation	30
Total	48

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. Assessment Competency is measured through passing grades in the courses of the assessment sequence (ASMT800, ASMT826, and ASMT 815) and a passing grade on the final assessment report of ASMT 815.

The graduate courses required in this area are:

Psychological Evaluation	Credit Hours
ASMT800 Psychopathology and Psychodiagnosis I	3
ASMT809 Intellectual Assessment	4
ASMT810 Psychometric Theory	4
ASMT815 Assessment of Personality	3
ASMT818 Psychopathology & Psychodiagnostics II: Child & Adolescent Disorders	1.5
ASMT819 Psychopathology and Psychodiagnostics II: Personality Disorders	1.5
ASMT826 Assessment of Psychopathology	3
Total	20

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

The graduate courses required in this area are:

Psychotherapy Theory And Process	Credit Hours
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
CLIN896 Supervision, Consultation, and Program Evaluation	3
Total	15

Clinical Foundations and Field Experiences

After passing the Clinical Competency Examination, students begin practicum. These practica provide diverse training opportunities integrating academic skills with experiential learning and prepare students for a full clinical internship in year five. The initial clinical practicum experience takes place in the Gronowski Center, PAU's outpatient community clinic, under the direct supervision of clinical faculty and supervisors. Every student is required to complete 24 practicum units before advancement to candidacy, accumulating 9 units in Practicum 2A, 2B, and 2C and 15 units in the third year in Practicum 3A, 3B, and 3C.

The graduate courses required in this area are:

Clinical Foundations and Field Experiences	Credit Hours
CLIN800 Ethics in Clinical Psychology	3
CLIN801 Clinical Interviewing	3
PRAC800 Practicum 2A	3
PRAC801 Practicum 2B	3
PRAC802 Practicum 2C	3

PRAC804 Practicum 3A	5
PRAC805 Practicum 3B	5
PRAC806 Practicum 3C	5
PRAC830 Practicum Forum	0
INTR800 OR INTR801 Internship	12
Total	42

Elective Courses

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

Areas of Emphasis

Areas of Emphasis are offered at PAU as supplemental training opportunities to the generalist PhD program in clinical psychology. These Areas of Emphasis were approved by the PAU Curriculum Committee and Leadership Council, and each involves more than one core PAU faculty member. Each Area of Emphasis includes a structured sequence of three courses or more. Several also involve completion of a practicum at a site offering emphasis-specific training and/or completion of a research lab and dissertation in an area related to the emphasis. For additional information about each area's requirements, visit the Area of Emphasis section of the PAU PhD website.

The Pediatric Behavioral Health Care (PBHC) Emphasis Area

The PBHC Emphasis is founded upon recent bench science, translational community studies, advances in clinical intervention, policy/funding initiatives, and workforce trends in behavioral health care. In an effort to balance the demand for skilled clinicians to enter the workforce equipped to meet the high-volume, high-intensity workloads with the short supply of genuinely well-trained doctoral level students, the faculty in the PBHC Emphasis area crafted the following curriculum. Accordingly, students enrolled in this emphasis area complete the core courses required of all clinical students and additionally 1) Successfully complete all five required courses for the emphasis area, 2) Successfully complete at least one elective within the emphasis area, 3) Successfully complete a dissertation in pediatric behavioral health care, and 4) Successfully complete at least one clinical experience in a health care setting and one child/adolescent setting. Students may also participate in PBHC area meetings and discussions.

The Diversity and Community Mental Health (DCMH) Area of Emphasis

The DCMH Emphasis 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. Community mental health (CMH) services are often different from traditional clinical psychology training; community mental health care involves the consumer and family members and is integrated with the community in collaborative interdisciplinary teams. The work also requires responsiveness to cultural and diversity issues and systemic inequities. Not only is CMH work embedded within unique approaches to care, it is devoted to the service of clients dealing with a unique combination of mental health problems (e.g., co-occurring disorders, trauma, chronic and serious mental illness) from diverse underserved and unserved communities (e.g., homeless, disability, LGBTQ+, racial and ethnic minority, indigent, elderly, rural, and/or multilingual communities). The DCMH emphasis provides students with the specialized skills and knowledge to assume a variety of roles – not only as CMH clinicians, but also as consultants, program evaluators, researchers, policy advocates, community organizers, and administrators.

The Forensic Psychology Area of Emphasis

Students in the Forensic Emphasis receive training in the broader practitioner-scientist PhD 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 LGBTQ Psychology Area of Emphasis

The LGBTQ Emphasis provides doctoral students with advanced knowledge and skills to become contributors and leaders in the emerging field of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Clinical Psychology. The program includes three areas of intensive training: classroom instruction, clinical practice, and empirical research. Clinical practicum placements throughout the Bay Area that focus on LGBTQ+ populations are available.

The Mindfulness & Meditation Focus

The Mindfulness and Meditation Focus aims to increase clinical and research knowledge and skills relevant to mindfulness and meditation-based intervention. Students can expect to address knowledge of the theory and evidence base, clinical and community applications, outreach to diverse groups, culture and diversity, and professional and ethical considerations. Completion of the Focus requirements includes conducting research, culminating in a dissertation or other publication (such as a conference poster or co-authored publication) on a topic broadly related to mindfulness and meditation. Research can concern intervention mechanisms and outcomes or can address issues foundational to the field, such as factors related to resilience and thriving, trait mindfulness, culture and diversity, self-regulation, or transdiagnostic factors. Students in the Mindfulness and Meditation Focus gain clinical training and experience in the personal practice and implementation of a manualized, evidence-based mindfulness and meditation intervention designed to enhance positive coping and prevent and alleviate stress symptoms and related disorders. The intervention approach is the Inner Resources for Stress (IR) program, though students will have the option to

adapt the current work to new populations. Students in the Focus Area complete at least one year of this supplemental clinical practicum training. Returning students can receive supervised experience conducting clinical training and supervision. In addition, students are encouraged to use mindfulness and meditation for their own self-care and to enhance their ability to be mindful therapists. (Note: The Meditation Focus is not taking new students as of the 2021-22 school year)

The Neuropsychology Area of Emphasis

The Neuropsychology Emphasis is designed for students in the PhD program who wish to develop a proficiency in clinical neuropsychological assessment. This specialization includes successful completion of a sequence of required 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. Students who fulfill the requirements of this area of emphasis obtain a certificate of completion, signifying that they fulfilled the educational requirements portion of clinical neuropsychological assessment training in a PhD 75 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

The Trauma Area of Emphasis is aligned with the American Psychological Association's Core Competencies for Trauma. Specialization in the Trauma Area of Emphasis provides students with specialized education and training in evidence-based assessment and treatment modalities used in trauma psychology. Although the courses offered in the Trauma Area of Emphasis fulfill the didactic education criteria, successful completion of the Trauma Area of Emphasis is only one component in obtaining the education and clinical training necessary to become a competent clinician. Further specialty preparation is expected at the doctoral and postdoctoral level. Completion of the trauma specialization requires completing a sequence of five courses focused on adult populations or children, adolescents, and families, a clinical practicum that provides experience in working with traumatized people, as well as completion of a dissertation with a trauma focus. The Trauma Area of Emphasis uses a series of benchmarks to identify and assess successful attainment of trauma competencies.

The Health Psychology Area of Emphasis

The Health Psychology Area of Emphasis is aligned with the American Psychological Association's Core Competencies for Health Psychology. This Area of Emphasis seeks to 1) recruit, train, and mentor students to thrive as clinicians, program developers, researchers, and future leaders in integrated health care settings, 2) prepare students who exhibit cultural humility, an understanding of structural, systemic, and social determinants of health, and the agency and skills to develop community- and population-level advocacy and intervention to reduce health disparities for people of color, sexual and gender minorities, and those who hold other marginalized identities, 3) provide students with foundational knowledge and cutting-edge applied skills in core areas of Health

Psychology/Integrated Care, including: health behavior theories; medical culture; interprofessional consultation and teamwork; community- and population-level advocacy and intervention; and evidence-based assessment and intervention for common presenting problems in medical settings (e.g., chronic pain, insomnia, obesity, nicotine/alcohol/other substance use disorders, chronic illnesses such as diabetes and cardiovascular disease, life-threatening conditions such as cancer and HIV/AIDS), and 4) enhance students' understanding and practice of personal wellness and resiliency skills for self, patients, and other health care providers. Successful completion of the Emphasis is only one component in obtaining the education and clinical training necessary to become a competent clinician. Further specialty preparation is expected at the doctoral and postdoctoral level. Completion of this Area of Emphasis requires completion of three required and two elective courses, a clinical practica that provides experience in a Health Psychology/Integrated Care setting, and completion of a dissertation substantively related to the field of Health Psychology.

Elective Courses

Course Number	Course Name	Course Units
ASMT830	Forensic Assessment	3
ASMT841	Child Assessment	3
ASMT853	Assessment of Trauma in Adults	3
ASMT852	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	3
CLIN807	Cognitive-Behavioral Psychotherapy II	3
CLIN810	Transdiagnostic Approach to Child and Family Psychotherapy	3
CLIN811	Psychodynamic Therapy II	3

CLIN823	Evidence-Based Internet Intervention	3
CLIN830	Advanced Ethical and Professional Issues in Forensic Psychology	3
CLIN831	Forensic Psychology I	3
CLIN832	Forensic Psychology II	3
CLIN833	Advanced Forensic Seminar	3
CLIN835	Supervision, Administration, and Management in Behavioral Health	N/A
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
CLIN859	Clinical Emergencies: Suicidal Patient	3
CLIN864	Foundations of Clinical Trauma Psychology	3
CLIN865	Treatment of Trauma in Adults	3
CLIN866	Treatment of Trauma in Children and Adolescents	3
CLIN867	Substance Use Disorder and Treatment in Adolescents	3
CLIN868	Professional Issues in Clinical Child 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
CLIN884	Introduction to Global Mental Health	3
CLIN887	Assessment and Treatment of Trauma in Adults	3
CLIN888	Clinical Practice of Pediatric Psychology	3
PSYS820	Cognitive and Affective Neuroscience Seminar	3
PSYS835	Psychology of Mindfulness and Meditation	3
XXX	Grand Rounds Speaker: Neuropsychology	0
PRAC803	Clinic Practicum 2D	0
PRAC807	Practicum 3D	0
PRAC809	Practicum 4A	N/A
PRAC811	Practicum 4B	0
PRAC814	Practicum 4C	0
PRAC808	Practicum 4D	0
PRAC815	Supplemental Practicum Training	0
STAT820	Introduction to Bayesian Statistics	3
STAT825	Advanced Statistics: Structural Equation Modeling	3
STAT830	Categorical Data Analysis Independent Study	1-6
N/A	Special Topics in Psychology Seminar	3

DISS805	Dissertation Prep	0
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Summary Units

Course Area	Credit Hours
Psychological Science Foundation (Theory)	25
Research	48
Psychological Evaluation	20
Psychotherapy Theory and Process	15
Clinical Practice	42
Electives	18
Total	168

Doctor of Psychology in Clinical Psychology

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

The academic program is taught by an outstanding [faculty](#) drawn from Palo Alto University and the [Stanford University School of Medicine, Department of Psychiatry and Behavioral Sciences](#).

Students are provided a series of academic and applied experiences via coursework and practicum placements that build upon each other over the four-year training period. The goal of these didactics and experiential training are to prepare students for a doctoral clinical internship and a career in clinical psychology. The PGSP-Stanford PsyD Consortium requires a minimum of four full-time academic years in residence plus a 2000-hour, program-approved external, APA-accredited doctoral

internship in clinical psychology. All four academic training years prior to the 5th year internship occur in the PGSP-Stanford PsyD Consortium at Palo Alto University from which the PsyD is granted.

Program competencies of the PGSP-Stanford PsyD Consortium includes the nine Health Service Psychology Profession-wide Competencies outlined in the Standards of Accreditation for Health Service psychology approved by the American Psychological Association in 2015. These areas include:

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

Degree Requirements

The PGSP-Stanford PsyD Consortium program requires a minimum of four full years in residence plus a program-approved external, doctoral internship in clinical psychology. The program integrates academic coursework, 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 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 consists of clinical practicum training, the internship application process, and the undertaking and completion of a PsyD 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 tuition and fees required, reference the dissertation handbook.) During the fifth year of the Consortium program, students participate in an external, program-approved doctoral clinical internship.

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.

Curriculum

Year 1

CLIN700 Learning Psychotherapy: An Integrated Approach I
CLIN702 Learning Psychotherapy: An Integrated Approach III
CLIN707 Cognitive Behavioral Therapy for Mood Disorders
CLIN755 Professional Development Seminar I
CLIN756 Professional Development Seminar II
ETHC700 Foundations of Ethics & Professional Psychological Practice
ETHC702 Critical Issues in Clinical Psychology
PATH700 Psychopathology across the Life Span: Child & Adolescent
PATH701 Psychopathology across the Life Span: Middle Years & Older Adults
PSYS700 Foundations of Psychological Science I: Social Aspects of Behavior
PSYS706 Lifespan Development
PSYS710 Biological Bases of Behavior
PSYS720 Foundations of Psychological Science II: Cognitive Bases of Behavior
PSYS722 Foundations of Psychological Science II: Affective Bases of Behavior
STAT700 Psychometrics
STAT704 Statistics & Research Methods I
STAT706 Statistics & Research Methods II

Year 2

ASMT700 Psychological Assessment I: Intellectual Assessment

ASMT701 Psychological Assessment II: Personality & Psychopathology

CLDV700 Culturally Competent Counseling

CLIN710 Nature & Treatment of Anxiety Disorders

CLIN711 Psychological Treatment for Substance Use Disorders

CLIN715 Brief Psychodynamic Psychotherapy

ETHC703 Advanced Professional Issues: Clinical Emergencies & Crises

PSYS707 History & Systems

Students must complete one:

ASMT702 Psychological Assessment III: Integrated Test Batteries Adult

OR

CLIN723 Psychological Assessment III: Integrated Test Batteries Child & Adolescent

Year 3

CLIN727 Applied Health Psychology

CLIN736 Supervision & Consultation

DISS701 Dissertation Preparation I

DISS702 Dissertation Preparation II

DISS712 Dissertation Preparation III (highly encouraged, but not required)

INTR700 Introduction to Internship Preparation (highly encouraged, but not required)

PSYS719 Psychopharmacology for the Psychologist

Elective Options (9 units required)

CLIN656 Spanish for Clinicians

CLIN717 Introduction to Rorschach

CLIN718 Behavioral Medicine

CLIN722 Dialectical Behavior Therapy

CLIN726 Couples & Family Therapy

CLIN728 Child/Adolescent II: Child Psychotherapy

CLIN730 Women's Health Psychology

PSYS740 Technology and Mental Health for Children and Adolescents

PSYS741 Evidence-based Digital Interventions to Reduce Health Disparities

CLIN745 Clinical Perspectives on Trauma Psychology

CLIN750 Acceptance and Commitment Therapy

CLIN761 Psychodynamic Therapy II

CLIN765/CLIN838 LGBTQ Issues in Psychology

Year 4

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.

DISS710 Dissertation Units

INTR701 Internship Prep I (highly encouraged, but not required; taken during the year student applies to internship)

STAT710 Advanced Statistical & Writing Consultation (Optional)

Year 5

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.

INTR703 Internship Units (4 quarters required)

Summary Units

Course Area	Credit Hours
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Coursework	92
Electives	9
Dissertation Research	32
Clinical Practicum	27
Internship	12
Minimum Units Required for Graduation	172

Courses

ANTH350 - CULTURAL ANTHROPOLOGY (4 UNITS)

This course provides an introduction to the concepts in the anthropological study of human behavior. It explores the ways of life of people in different societies and outlines various strategies anthropologists have used to study and understand them. Cultural anthropologists use the concept of culture to account for the tremendous variety of practices and beliefs that appear throughout the world. The capacity to create and sustain cultural understandings is unique to humans--culture is central to the human adaptation to physical, social and psychological environments. Topics to be covered will include the concept of culture, language, kinship and social organization, economics, socialization, psychology, politics, religion, and global issues.

ANTH351 - MULTICULTURAL STUDIES (4 UNITS)

This course explores the social construction of race, ethnicity, and gender through international and historical perspective. Each of these three kinds of hierarchical differences joins 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.

ANTH370 - ETHNIC IDENTITY AND SOCIAL STRATIFICATION (4 UNITS)

This course is an introductory study of ethnic and racial identities—their meanings and functions—as they relate to the culturally diverse and socially stratified U.S. society. Students will explore the relationship between ethnic and racial identities and social stratification from different theoretical and personal perspectives. The course will assist students in developing their own perspective on several matters of social policy and debate, such as racial profiling, affirmative action, immigration, diversity- training programs, and reparations.

ASMT500 - PSYCHOPATHOLOGY AND PSYCHODIAGNOSIS I (3 UNITS)

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

ASMT501 - PSYCHOPATHOLOGY AND PSYCHODIAGNOSIS II (3 UNITS)

This course, a continuation of ASMT500, focuses on infancy, childhood, and adolescence, as well as personality disorders. Integration of the DSM V dimensional diagnostic system with developmental and lifespan considerations as well as social, genetic, biological, and cultural factors is examined.

ASMT700 - PSYCHOLOGICAL ASSESSMENT I: INTELLECTUAL ASSESSMENT (5 UNITS)

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.

ASMT701 - PSYCHOLOGICAL ASSESSMENT II: PERSONALITY & PSYCHOPATHOLOGY (4 UNITS)

This four-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: ASMT700

ASMT702 - PSYCHOLOGICAL ASSESSMENT III: INTEGRATED TEST BATTERIES ADULT (4 UNITS)

This four-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: ASMT701

ASMT717 - INTRODUCTION TO THE RORSCHACH: RPAS (3 UNITS)

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.

ASMT800 - PSYCHOPATHOLOGY & PSYCHODIAGNOSIS I (3 UNITS)

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).

ASMT809 - INTELLECTUAL ASSESSMENT (4 UNITS)

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 lectures, presentations, demonstrations and discussion; and a laboratory-based component focused on administration, scoring, and interpretation of the various tests.

ASMT810 - PSYCHOMETRIC THEORY (4 UNITS)

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.

ASMT815 - ASSESSMENT OF PERSONALITY (3 UNITS)

This covers knowledge and skills required to select, administer, score, and interpret evidence-based personality assessment instruments. Specific assessment instruments/models include the Five-Factor/Big Five Personality Traits, Interpersonal Circumplex, Rorschach Performance Assessment System, Minnesota Multiphasic Personality Inventory, and Personality Assessment Inventory. The capstone assignment for this course will be an integrative assessment report, which will also serve as the Assessment Competency Examination for the PAU PhD program. Prerequisites: ASMT809, ASMT819, ASMT826.

ASMT818 - PSYCHOPATHOLOGY AND PSYCHODIAGNOSIS II: CHILD & ADOLESCENT DISORDERS (1.5 UNITS)

This course is part of a three-course sequence that covers comprehensive knowledge of the DSM diagnostic system for children, adolescents, and adults. This course covers child and adolescent psychopathology, including adult disorders with different manifestations and risk factors for younger individuals. Students become familiar with specific diagnostic criteria for these disorders, as outlined in the DSM-5. Case material integrates with didactics to demonstrate how children and adolescents might present in the clinical setting. We also examine research related to epidemiological data, major indicators, comorbidities, theory, treatments, and differential diagnostic considerations as relevant. The DSM system is not without its limitations; as such, we attend to discussions, debates, and controversies about the strengths and drawbacks. Finally, students are introduced to semi-structured diagnostic clinical interviewing and apply their knowledge about the DSM in the context of a team-led clinical interview. Prerequisite: ASMT800

ASMT819 - PSYCHOPATHOLOGY AND PSYCHODIAGNOSIS II: PERSONALITY DISORDERS (1.5 UNITS)

This course covers comprehensive knowledge of the DSM diagnostic system for personality disorders. Students become familiar with specific diagnostic criteria for these disorders, as outlined

in the DSM-5. Case material is integrated to demonstrate how individuals with personality disorders might present in the clinical setting. We also examine research related to epidemiological data, major indicators, comorbidities, theory, treatments, and differential diagnostic considerations as relevant. The DSM system is not without its limitations; as such, we attend to discussions, debates, and controversies about the strengths and drawbacks of a categorical system for understanding mental illness. Prerequisites: ASMT800

ASMT826 - ASSESSMENT OF PSYCHOPATHOLOGY (3 UNITS)

This covers knowledge and skills required to select, administer, score, and interpret evidence-based psychopathology assessment instruments. This course offers a strong foundation in administering and interpreting a gold-standard psychopathology diagnostic instrument, the Structured Clinical Interview for DSM-5, and knowledge of self-report and interview-based instruments for a variety of clinical presentations. Prerequisites: ASMT800, ASMT818, ASMT819, CLIN801

ASMT830 - FORENSIC ASSESSMENT (3 UNITS)

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 psychological 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. Prerequisites: Successful completion of the Assessment Competency Exam; ASMT800, ASMT815, ASMT826, CLIN830, CLIN831

ASMT841 - CHILD ASSESSMENT (3 UNITS)

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.

ASMT850 - ASSESSMENT OF TRAUMA IN ADULTS (3 UNITS)

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. Prerequisite: CLIN 864

ASMT851 - ASSESSMENT OF TRAUMA IN CHILDREN AND ADOLESCENTS (3 UNITS)

This course provides a comprehensive introduction to assessment of trauma in children and adolescents and covers a spectrum of traumatic events including medical trauma, disasters, neglect and physical abuse, school and community violence, and refugee and war zone trauma. The readings, discussions, multimedia presentations, and assignments will inform students of ethical issues and cultural considerations that guide selection and administration of screening tools and assessment measures. Students will become familiar with assessments that can be used with children, youth, and families and the consequences of undetected trauma. Prerequisites: CLIN 864

ASMT860 - NEUROPSYCHOLOGICAL ASSESSMENT I (3 UNITS)

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. Prerequisites: ASMT800, ASMT809, ASMT810, ASMT815, ASMT818, ASMT819, ASMT826, PSYS805

ASMT861 - NEUROPSYCHOLOGICAL ASSESSMENT II (3 UNITS)

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. Prerequisite: ASMT860

ASMT862 - CLINICAL NEUROPSYCHOLOGY I (3 UNITS)

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. Prerequisite: ASMT860, ASMT861

ASMT863 - CLINICAL NEUROPSYCHOLOGY II (3 UNITS)

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. Prerequisite: ASMT860, ASMT861, ASMT862

ASMT864 - NEUROANATOMY & NEUROIMAGING (3 UNITS)

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. Prerequisite: ASMT860, ASMT861, ASMT862, ASMT863

ASMT865 - COGNITIVE REHABILITATION (3 UNITS)

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. Prerequisite: ASMT860, ASMT861, ASMT862, ASMT863, ASMT864

BIOL350 - BIOLOGICAL PSYCHOLOGY (4 UNITS)

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 system 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.

BUSI302 - BUSINESS WRITING FUNDAMENTALS (4 UNITS)

This course 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 their writing, fix common grammatical errors and recognize the necessary difference in style when writing a memo, email, professional letter, or formal report.

BUSI303 - BUSINESS COMMUNICATION (4 UNITS)

This course will cover the 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 conflicts, negotiations and providing customer satisfaction.

BUSI309 - ORGANIZATIONAL BEHAVIOR (4 UNITS)

This course explores the current theories and research about 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.

BUSI310 - EMPLOYEE MOTIVATION AND SATISFACTION (4 UNITS)

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

BUSI320 - FUNDAMENTALS OF MANAGEMENT (4 UNITS)

Students will be introduced to the history of management and 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 business leaders of today and in the future.

BUSI340 - HUMAN RESOURCES MANAGEMENT (4 UNITS)

This course will facilitate an understanding of strategies to improve individual and organizational performance utilizing a strategic human resource management perspective. It links such concepts as compensation, performance management, law, conflict management, communication, diversity,

ethics, and managerial skills. Problems of motivation, leadership, moral, social structure, groups, communications, hierarchy, and control in complex organizations are addressed.

BUSI381 - CAREER PLANNING AND DEVELOPMENT (4 UNITS)

This course will cover the process of analyzing and creating a career path, as well as 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, develop 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 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.

BUSI383 - INTRODUCTION TO MARKETING (4 UNITS)

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

BUSI395 - FUNDAMENTAL OF ACCOUNTING AND FINANCE (4 UNITS)

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

BUSI405 - INFORMATION TECHNOLOGY MANAGEMENT (4 UNITS)

This course will cover effective and efficient uses of 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.

BUSI406 - SENIOR SEMINAR (4 UNITS)

The senior capstone course is a topical course taught by a leading industry expert. The course objective is to integrate what students have learned over the course of the Business Psychology program and apply that knowledge to understand and solve real world business problems and to demonstrate a mastery of the learning outcomes of the Business Psychology program. The senior seminar topic will change each year and will be chosen by the faculty.

BUSI410 - CONSUMER BEHAVIOR ANALYSIS (4 UNITS)

This course will provide an understanding of consumer behavior and the foundation of behavioral economics. Students will learn to identify systematic anomalies in decision-making. 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.

BUSI412 - CORPORATE ACCOUNTING AND FINANCE (4 UNITS)

This course will cover the identification, measurement, and reporting of financial effects on enterprises, with a particular emphasis on business organizations. Students will study the principles of finance and their application to typical business financial problems. A special emphasis will be placed on financial analysis, management of working capital, the cost of capital, capital budgeting, long-term financing, dividend policy, and internal financing.

BUSI430 - BUSINESS ETHICS (4 UNITS)

This course will cover the study and analysis of ethics in business. 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.

BUSI 490 – SENIOR INTERNSHIP (4 UNITS)

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 an internship in a local business or organization. Such internships are usually competitive, and students must apply, interview, and secure an internship prior to registering. The internship requires 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.

CLDV700 - CULTURALLY COMPETENT COUNSELING (3 UNITS)

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.

CLDV800 - CULTURAL DIFFERENCES: CROSS-CULTURAL ISSUES IN PSYCHOLOGY (3 UNITS)

This course is an analysis of the psychological processes involved with how individuals in groups perceive, judge, remember, reason about, feel, and behave toward people in other groups. The

course will develop knowledge, skills, and awareness of sociocultural identities as lived in intersectional ways within proximal and societal contexts. We will examine theory and research to better understand the sociocultural influences on human behavior at the intrapersonal, interpersonal, intragroup, and intergroup levels. The goal is to develop understanding about populations across lines of difference (by race, ethnicity, social class, gender, sexual orientation, disability, among other identities). We will also examine the impact of power, privilege, identity, and bias on individual, interpersonal, community, and intergroup processes.

CLIN500 - ETHICS IN CLINICAL PSYCHOLOGY (3 UNITS)

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.)

CLIN501 - PROFESSIONAL STANDARDS I: IDENTITY, DISCIPLINE, CULTURE (1 UNIT)

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 PhD program.

CLIN515 - CLINICAL INTERVIEWING (3 UNITS)

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.

CLIN601 - MULTICULTURAL COUNSELING THEORIES AND TECHNIQUES (4.5 UNITS)

The counseling field has been increasing focus on multicultural competence, advocacy, and inclusion of marginalized populations. The purpose of this course is to provide students with an understanding of the cultural context of relationships, issues, and trends in a multicultural society. There are two major components to this course. First, it will begin to examine systemic barriers that

are present in our current society and that perpetuate the marginalization of groups. Second, it will encourage the examination of self in the context of culture.

CLIN604 - ADDICTION COUNSELING (4.5 UNITS)

This course will cover addictions counseling, including both substance and behavioral addictions, co-occurring disorders, major approaches to identification, assessment, treatment, and prevention of addiction, legal and medical aspects of addiction, populations at risk, group process, support systems, community resources, and the effects of addiction on couples and families.

CLIN605 - CHILD AND ADOLESCENT COUNSELING (4.5 UNITS)

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 its integration into the practice of family therapy. This course includes content required by the California Board of Behavioral Sciences on child abuse assessment and reporting.

CLIN610 - LEGAL AND ETHICAL FOUNDATIONS (4.5 UNITS)

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.

CLIN615 - COUNSELING SKILLS (3 UNITS)

This course prepares students to enter their practicum and engage in clinical work. The course will provide an opportunity to observe demonstrations of clinical applications, to practice basic counseling skills, and to discuss the impact of culture and personal attitudes on clinical interviewing. Students' participation will include discussion, clinical role-playing, and creating videotape demonstrations of role-played counseling sessions.

CLIN618 - FAMILY SYSTEMS THEORY (4.5 UNITS)

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 systems perspective, and an understanding of current integrative models for family therapy.

CLIN619 - COUPLES COUNSELING (4.5 UNITS)

This course focuses on systemic attachment-based approaches to counseling couples. The course reviews theories, assessment methods, treatment interventions, and counseling skills used in couple therapy. Knowledge and skill will be developed through a combination of lectures, reading, videos, podcasts, and experiential exercises including roleplay.

CLIN621 - GROUP COUNSELING (4.5 UNITS)

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. Prerequisites: CLIN 615, RESD 600

CLIN634 - SEXUAL ISSUES IN COUNSELING (4.5 UNITS)

This course explores the relationships between sexuality, intimacy, and mental health within the context of professional counseling. Specific topics covered in the course include the biological foundations of sex; gender and sexual identity development; cultural values of sexuality; diverse sexual behaviors, identities, and expression; and the integration of sexuality counseling techniques with clients across clinical settings throughout the lifespan. Students in this course will also explore personally held values, attitudes, and beliefs about sexuality to promote self-awareness about the intersection of the personal and professional in counseling clients for sexuality-related issues.

CLIN651 - COMMUNITY MENTAL HEALTH (4.5 UNITS)

This course focuses on applying advanced counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, with a special emphasis on inclusive evidence-based and emerging practices in the context of community mental health.

CLIN656 - SPANISH FOR CLINICIANS (4.5 UNITS)

The main objective of the course is to introduce students to the basic and essential clinical vocabulary, cultural considerations, and clinical skills required to work with Spanish-speaking clients. This course will emphasize skills common to all theoretical approaches, such as developing a therapeutic relationship; conveying warmth, empathy and genuineness; eliciting appropriate information; defining a presenting problem; assessing risk factors; being culturally-sensitive and appropriate, and managing transference and countertransference. Clinical examples and assignments will include diverse clients from varying identities.

CLIN680 - PSYCHOPHARMACOLOGY (4.5 UNITS)

This course will provide an introduction to psychopharmacology that will lead to an understanding and applied knowledge of empirically-supported medication treatment approaches, case

conceptualization, assessment, and integration of care. The focus is on the application of psychotropic treatments in evidence-based clinical mental health counseling practice.

CLIN700 - LEARNING PSYCHOTHERAPY: AN INTEGRATED APPROACH I (3 UNITS)

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.

CLIN702 - LEARNING PSYCHOTHERAPY: AN INTEGRATED APPROACH III (3 UNITS)

The pan-theoretical elements identified by the APA Division 29 task force are studied 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.

CLIN707 - COGNITIVE BEHAVIORAL THERAPY FOR MOOD DISORDERS (3 UNITS)

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.

CLIN710 - NATURE & TREATMENT OF ANXIETY DISORDERS (3 UNITS)

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.

CLIN711 - PSYCHOLOGICAL TREATMENT FOR SUBSTANCE USE DISORDERS (3 UNITS)

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.

CLIN715 - BRIEF PSYCHODYNAMIC PSYCHOTHERAPY (3 UNITS)

The pursuit of effective models of brief psychodynamic therapy can be understood as a quest to identify the therapeutic change mechanisms in longer-term psychodynamic therapy and the interventions that best implement them. In the first half of the quarter, we will focus on two similar empirically-supported contemporary models (McCullough, et al.'s Affect Phobia model and Fosha's Accelerated Experiential Dynamic Psychotherapy) that grew out of the psychodynamic drive/structural tradition and learn how to work with defenses, affects, and attachment to foster

change. In the second half of the quarter, we will focus on a model from the Interpersonal psychodynamic tradition (Strupp and Binder's/Levenson's Time-Limited Dynamic Psychotherapy) and learn how to treat longstanding, maladaptive interpersonal patterns. Throughout the quarter, we will locate cultural consciousness at the heart of the modern psychodynamic approach, and we will make extensive use of clinical video showing the proponents of these models working with actual clients.

CLIN718 – BEHAVIORAL MEDICINE (3 UNITS)

Overview of various clinical health psychology techniques for working with patients with a variety of behavioral medicine needs. Presenting issues include psychological factors associated with a diagnosis of cancer, diabetes or HIV/AIDS, smoking cessation, weight management or exercise, psychosomatic illness, pain management, women's reproductive health issues and genetic testing.

CLIN722 - DIALECTICAL BEHAVIOR THERAPY (3 UNITS)

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.

CLIN723 – PSYCHOLOGICAL ASSESSMENT III: INTEGRATED TEST BATTERIES CHILD & ADOLESCENT (4 UNITS)

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. Prerequisite: ASMT701

CLIN726 - COUPLES & FAMILY THERAPY (3 UNITS)

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.

CLIN727 - APPLIED HEALTH PSYCHOLOGY (3 UNITS)

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.

CLIN728 - CHILD/ADOLESCENT III: CHILD PSYCHOTHERAPY (3 UNITS)

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.

CLIN730 – Women’s Mental Health (3 UNITS)

This course will familiarize students with issues that contribute to women’s mental health conditions, prevalence, treatment and research. Social, neurobiological, cultural, developmental, reproductive, behavioral, cognitive, and emotional factors will be discussed.

CLIN735 - GROUP PSYCHOTHERAPY (3 UNITS)

Introduction to the theory and practice of group psychotherapy and includes a 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 psychotherapy with an emphasis on interactional group therapy.

CLIN736 - SUPERVISION & CONSULTATION (3 UNITS)

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.

CLIN745 - CLINICAL PERSPECTIVES ON TRAUMA PSYCHOLOGY (3 UNITS)

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 biopsychosocial framework.

CLIN750 - ACCEPTANCE AND COMMITMENT THERAPY (3 UNITS)

The purpose of this course is to familiarize students with the major theories that underlie ACT, and the practical delivery of ACT in clinical practice. Conceptualizing patients using an ACT framework, the evidence base for ACT, and using ACT in specific populations will be explored. A second purpose

of this course is to help students apply knowledge of ACT techniques through the use of self-exploration and exercises.

CLIN755 – PROFESSIONAL DEVELOPMENT SEMINAR I (3 UNITS)

This is a seminar designed to promote critical thinking and discussion about developing an identity as a clinical psychologist, the process and content of professionalization, personal and professional identities, and professional expectations.

CLIN756 – PROFESSIONAL DEVELOPMENT SEMINAR II (3 UNITS)

Continuation of CLIN 755. This is a seminar designed to promote critical thinking and discussion about developing an identity as a clinical psychologist, the process and content of professionalization, personal and professional identities, and professional expectations.

CLIN 761 - PSYCHODYNAMIC THERAPY II (3 UNITS)

In this class, we emphasize the “doing” of contemporary psychodynamic psychotherapy, acknowledging the traditional theoretical roots of our present-day approaches while at the same time making good use of the recent contributions of associated fields. We begin with a consideration of the contemporary psychodynamic ethos, view of health, and perspective on case formulation. We then delve deeply into psychodynamic change mechanisms and associated interventions with an emphasis on direct application and practice. All the while, we maintain a keen awareness of the multicultural context in which we work as clinicians and the modifications of technique that recognize and engage the diverse identities of our clients.

CLIN800 - ETHICS IN CLINICAL PSYCHOLOGY (3 UNITS)

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.

CLIN801 - CLINICAL INTERVIEWING (REQUIRED, 3 UNITS)

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.

CLIN802 - INTRODUCTION TO PSYCHOTHERAPY: EVIDENCE BASED APPROACHES (3 UNITS)

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.

CLIN803 - PSYCHODYNAMIC PSYCHOTHERAPY I (3 UNITS)

The pursuit of effective models of brief psychodynamic therapy can be understood as a quest to identify the therapeutic change mechanisms in longer-term psychodynamic therapy and the interventions that best implement them. In the first half of the quarter, we will focus on two similar empirically-supported contemporary models (McCullough, et al.'s Affect Phobia model and Fosha's Accelerated Experiential Dynamic Psychotherapy) that grew out of the psychodynamic drive/structural tradition and learn how to work with defenses, affects, and attachment to foster change. In the second half of the quarter, we will focus on a model from the Interpersonal psychodynamic tradition (Strupp and Binder's/Levenson's Time-Limited Dynamic Psychotherapy) and learn how to treat longstanding, maladaptive interpersonal patterns. Throughout the quarter, we will locate cultural consciousness at the heart of the modern psychodynamic approach, and we will make extensive use of clinical video showing the proponents of these models working with actual clients.

CLIN806 - COGNITIVE-BEHAVIORAL PSYCHOTHERAPY I (REQUIRED, 3 UNITS)

This course will present the foundations for understanding and utilizing cognitive behavioral psychotherapeutic techniques.

CLIN807 - COGNITIVE-BEHAVIORAL PSYCHOTHERAPY II (3 UNITS)

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.

CLIN809 - INTRODUCTION TO CHILD, ADOLESCENT, AND FAMILY PSYCHOTHERAPY I (3 UNITS)

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, heavy emphasis will be placed on increasing familiarity the research supporting the effectiveness\efficacy of the treatments. Prerequisite: CLIN802

CLIN810 - TRANSDIAGNOSTIC APPROACH TO CHILD AND FAMILY PSYCHOTHERAPY (3 UNITS)

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.

CLIN811 - PSYCHODYNAMIC THERAPY II (3 UNITS)

In this class, we emphasize the “doing” of contemporary psychodynamic psychotherapy, acknowledging the traditional theoretical roots of our present-day approaches while at the same time making good use of the recent contributions of associated fields. We begin with a consideration of the contemporary psychodynamic ethos, view of health, and perspective on case formulation. We then delve deeply into psychodynamic change mechanisms and associated interventions with an emphasis on direct application and practice. All the while, we maintain a keen awareness of the multicultural context in which we work as clinicians and the modifications of technique that recognize and engage the diverse identities of our clients.

CLIN823 - EVIDENCE-BASED INTERNET INTERVENTION (3 UNITS)

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.

CLIN825 - PROFESSIONAL STANDARDS I: IDENTITY, DISCIPLINE, AND CULTURE (1 UNIT)

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.

CLIN826 - PROFESSIONAL STANDARDS II: PRACTICUM PREP AND ADVISING (1 UNIT)

This course is the first of a two-course series 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. Prerequisite: CLIN825

CLIN827 - PROFESSIONAL STANDARDS III: INTERNSHIP PREP AND ADVISING (1 UNIT)

This course is the second of a two-course series 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. Prerequisites: CLIN825, CLIN826, PRAC800, PRAC801, PRAC802.

CLIN830 - ADVANCED ETHICAL AND PROFESSIONAL ISSUES IN FORENSIC PSYCHOLOGY (3 UNITS)

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

CLIN831 - FORENSIC PSYCHOLOGY I (3 UNITS)

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 subdisciplines within psychology and the law, including criminal and civil contexts.

CLIN832 - FORENSIC PSYCHOLOGY II (3 UNITS)

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. Prerequisite: CLIN830, CLIN831, ASMT830, good standing in the Forensic Psychology Area of Emphasis (or instructor permission).

CLIN833 - ADVANCED FORENSIC SEMINAR (3 UNITS) An elective course in forensic psychology. Topics rotate, and have recently included: child custody, juvenile forensic, psychopathy, police psychology, etc. Prerequisite: CLIN831, good standing in the Forensic Psychology Program (or instructor permission).

CLIN835 - SUPERVISION, ADMINISTRATION, AND MANAGEMENT IN BEHAVIORAL HEALTH (3 UNITS)

This course enables students to make the transition from clinical practitioners to mental health care 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.

CLIN 838 – LGBTQ+ Issues in Psychotherapy (3 units)

This course provides students with foundational knowledge to understand theory, research, social issues, and clinical approaches to working with sexual and gender minority populations. The course takes an intersectional approach to understanding LGBTQ+ psychology, with the goal of promoting a multicultural orientation towards practice and research and a recognition of the intersectionality of identities and forms of oppression. The class is interactive, using lecture, video, small group

exercises, personal journaling, threaded discussion boards, materials from other disciplines, as well as assigned readings to engage students with the material. Students will gain skills in self-reflection and critical thinking about sexual orientation and gender as well as specific knowledge about the research basis on specific topics of relevance to LGBTQ+ psychology.

CLIN839 - SUBSTANCE USE AND ADDICTIVE DISORDERS (3 UNITS)

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. Prerequisites: ASMT801, ASMT818, ASMT819 (or instructor permission).

CLIN845 - FAMILY THERAPY I: FAMILY SYSTEMS THERAPY (3 UNITS)

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.

CLIN848 - DEVELOPMENTAL PSYCHOPATHOLOGY I: CONCEPTION TO PUBESCENCE (3 UNITS)

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 scientist perspective to academic and clinical work.

CLIN849 - DEVELOPMENTAL PSYCHOPATHOLOGY II: ADOLESCENT THROUGH EMERGING ADULTHOOD (3 UNITS)

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.

CLIN851 - HEALTH PSYCHOLOGY I (3 UNITS)

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.

CLIN852 - HEALTH PSYCHOLOGY II (3 UNITS)

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.

CLIN859 - CLINICAL EMERGENCIES AND CRISES: THE SUICIDAL PATIENT (3 UNITS)

This course will provide students with specialized knowledge and skills in suicide risk management. It will cover legal aspects of suicide risk assessment, clinical strategies and guidelines for assessing risk, and pitfalls to avoid when working with patients at imminent risk. Further, ways to improve cultural competence within suicide risk assessment practices will be explored. This topic will include discussion of the cultural model of suicide. Students will increase their skills and competence in working with suicidal patients.

CLIN862 - ADVANCED SURVEY COURSE ON TRAUMA (3 UNITS)

This course is offered every other year. The focus of the survey course will vary, but will explore current national and global issues pertaining to trauma and resilience.

CLIN864 - FOUNDATIONS OF CLINICAL TRAUMA PSYCHOLOGY (3 UNITS)

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; theories of stress, coping, trauma and resilience, familiarity with the typical course of PTSD; familiarity with stages of PTSD treatment, and with evidence-based therapies for trauma. Lectures will reference relevant research in the field; however, students will be asked to consider these findings in the context of practical application.

CLIN 865 - TREATMENT OF TRAUMA IN ADULTS (3 UNITS)

This course provides a comprehensive introduction to the 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 treatments. 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. Prerequisites: CLIN 864, CLIN 806, ASMT 850

CLIN 866 - TREATMENT OF TRAUMA IN CHILDREN AND ADOLESCENTS (3 UNITS)

This course provides a comprehensive introduction to the treatment of trauma in children and adolescents. The readings, discussions, multimedia presentations, and assignments will inform students of 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 treatments. Government and non-profit agencies, clearinghouses, and programs that are developing, evaluating, and offering trauma treatment will be highlighted and discussed. Prerequisites: CLIN 864, CLIN 806, ASMT 851

CLIN867 – SUBSTANCE USE DISORDER AND TREATMENT IN ADOLESCENTS (3 UNITS)

This course has been developed in compliance with the California Business and Professions Code (Section 2914 (e)) and the California Code of Regulations Relating to the Practice of Psychology (Section 1382.4), which require that psychologists must complete a course on substance use disorder detection and treatment of no less than a quarter term in length. This course is designed to inform students about substance use disorders in definition and etiology. While the majority of the course will cover clinical assessment and treatment of substance use disorder as it relates to an adolescent or transitional age youth population, it will also cover the major topics related to the field of substance use treatment and provide some exposure and practice of clinical skills related to treatment. An overview of the models, theories, processes, strategies and issues related to substance use disorders and their treatment will be presented. Specifically, this course will a) review definition and diagnostic criteria of substance use disorder in an adolescent/transitional age youth population, b) examine the current state of SUD treatment along with evidence based treatment and current SUD treatment literature, c) present ethical and legal considerations in the diagnosis and treatment of substance use disorder, and d) provide an introduction to motivational interviewing clinical skills and brief interventions.

CLIN868 – PROFESSIONAL ISSUES IN CLINICAL CHILD PSYCHOLOGY (3 UNITS)

This is an entry level doctoral course for students interested in clinical child psychology. The class is firmly embedded within the practitioner-scientist model of training. The course addresses contemporary developments, provocative professional issues, and emerging imperatives. Through reading, discussion, presentations and lectures, students will become familiar with the opportunities and challenges facing contemporary clinical child psychologists. More specifically, these topics include developmental theories, ethics, ethnocultural issues, diagnoses, evidence-based treatments, supervision and training, workforce issues, administration/management, and the “business” of the profession.

CLIN880 - COMMUNITY MENTAL HEALTH I (3 UNITS)

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.

CLIN881 - COMMUNITY MENTAL HEALTH II (3 UNITS)

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. Prerequisite: CLIN880

CLIN882 - SERIOUS MENTAL HEALTH ILLNESS AND RISK MANAGEMENT (3 UNITS)

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. Prerequisites: ASMT800, ASMT801

CLIN883 - MENTAL HEALTH DISPARITIES (3 UNITS)

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.

CLIN884 - INTRODUCTION TO GLOBAL MENTAL HEALTH (3 UNITS)

The course will explore the socio-cultural and political forces that shape the assessment, manifestation, and treatment of mental illnesses globally. Students will take a critical view of diagnostic systems and examine the scientific research suggesting culturally specific, systematic differences in presentation of mental illnesses worldwide. We will review clinical and treatment practices when working with individuals with mental illnesses from low resource settings within low and middle income countries worldwide. Specifically, students will explore topics around task

sharing, culturally-specific communication styles, idioms of social relatedness, emotional expression, familial structure, stigma, and power dynamics.

CLIN887 - ASSESSMENT AND TREATMENT OF TRAUMA IN ADULTS (3 UNITS)

This course provides an introduction to the assessment and treatment of trauma in adults. The readings, discussions, multimedia presentations, and assignments acquaint students with ethical issues, cultural considerations, the conceptualization of comorbidities, and influence of traumatic stressors that inform selection of assessments and delivery of treatment. Students will learn how to apply assessment and treatment guidelines, how assessments and treatments are developed and used, and the use of evidence-based approaches for assessing and treating posttraumatic stress disorder, depression, anxiety, and complicated grief in adults. Prerequisites: CLIN806, CLIN864.

CLIN888 - CLINICAL PRACTICE OF PEDIATRIC PSYCHOLOGY (3 UNITS)

Pediatric Psychology involves research and clinical practice with children and adolescents in primarily non-psychiatric medical settings. Workforce estimates indicate a surplus need for clinicians trained in state-of-the-science clinical procedures necessary for patient care in integrated settings such as primary care and subspecialty clinics as well as traditional outpatient behavioral health clinics. Training and research institutions are hurrying to fill this glaring need. This course teaches students portable cutting-edge knowledge and skills to care for patients in a variety of pediatric setting. This course is precisely aligned with the APA's initiative to develop Health Service Providers in Psychology.

CLIN891 - PSYCHOLOGY OF MINDFULNESS AND MEDITATION (3 UNITS)

This course examines theoretical bases, research, techniques, and clinical applications of meditation and mindfulness. We will consider scientific and cultural definitions of mindfulness, purported mechanisms of change, neural networks, empirical support, assessment, and treatment protocols for various clinical conditions. We will discuss ethical challenges and cultural factors in the delivery and implementation of mindfulness-based programs. Students will have opportunities for experiential learning through class exercises and personal practice of mindfulness meditation.

CLIN893 - PROVIDER WELLNESS (3 UNITS)

Burnout has been described as an "epidemic" impacting health care providers and the quality of health care. This course introduces a framework for provider wellness that will serve as the foundation for personal and professional resilience as a health care provider. Topics include the structural and process factors that contribute to stress and burnout in health care settings, a framework for wellness and resilience, recognizing the personal identities and biases one brings to their work, foundational practices (e.g., mindfulness, compassion/gratitude, pro-health behavior), intrapersonal skills (e.g., stress pathways, episodes of emotion, cognitive restructuring), interpersonal skills (e.g., boundaries, advocating for change, right brain communication, how these skills inform work with clients and other health care professionals), and group processes (e.g., peer support and consultation).

CLIN896 – SUPERVISION, CONSULTATION, AND PROGRAM EVALUATION (3 UNITS)

This course introduces the roles and responsibilities of clinical supervisors, consultants and program evaluators. While the majority of the course will cover clinical supervision, it will also cover the major topics related to consultation and program evaluation. An overview of the 113 models, theories, processes, strategies and issues related to supervision, consultation and program evaluation will be presented. Specifically this course will a) review contemporary supervision, consultation, and program evaluation literature, b) examine diversity issues pertaining to supervision, program evaluation and consultation, c) present ethical and legal considerations in supervision, consultation and program evaluation, and d) describe how to deal with difficult issues that may emerge during supervision, consultation, and program evaluation.

COUN600 - COUNSELING THEORY (4.5 UNITS)

This course will provide an introduction to counseling theories that will lead to an understanding and applied knowledge of theoretical treatment approaches. The focus is on the application and integration of counseling theories in clinical mental health counseling practice.

COUN601 - PROFESSIONAL ORIENTATION (3 UNITS)

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.

COUN603 - APPRAISAL AND ASSESSMENT IN COUNSELING (4.5 UNITS)

This course is designed 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.

COUN612 - LIFE SPAN DEVELOPMENT (4.5 UNITS)

This course provides an examination of theories, models, and frameworks that attempt to explain the development of individuals and families across the lifespan. Students will gain knowledge of seminal developmental theoretical approaches, will critically analyze those theories using recent and relevant research, and will consider the role of culture and context on human development. Using this integrated understanding, students will apply theories of development to their work with clients from diverse backgrounds. This application will include systemic, social justice, cultural, and

environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness. This course includes content required by the California Board of Behavioral Sciences on aging and long term care covering biological, social, cognitive, and psychological aspects of aging, instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.

COUN630 - CRISIS AND TRAUMA COUNSELING (4.5 UNITS)

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. This course includes content required by the California Board of Behavioral Sciences on suicide risk assessment and intervention, as well as intimate partner violence assessment. Prerequisites: CLIN 615, RESD 600

COUN634 - DIAGNOSIS (4.5 UNITS)

This course introduces students to the diagnostic system of the DSM 5. The emphasis is on understanding, identifying, and accurately diagnosing adult and child disorders with social, genetic, biological, and cultural factors examined. Descriptive psychopathology is complemented by readings on current research, theory, assessment, and evidence based best practices and treatment.

COUN641 - RESEARCH AND PROGRAM EVALUATION (4.5 UNITS)

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

COUN661 - CAREER DEVELOPMENT THEORIES AND TECHNIQUES (4.5 UNITS)

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

COUN681 - INTRODUCTION TO PLAY THERAPY (4.5 UNITS)

This course aims to provide students an overview of rationales and benefits of utilizing play as a modality to help children express their feelings and thoughts more freely through toys and art materials instead of traditional talk therapy. Students will learn the history and major humanistic play therapy approaches, including Child-Centered and Adlerian play therapy and the necessary play therapy skills to facilitate children's expression. This course will facilitate students' understanding of children's verbal, nonverbal, and play behaviors. Students will also have an opportunity to work with children in a play therapy relationship through three to four supervised play therapy sessions and peer observations. This course meets the Association for Play Therapy's instructional-hours requirement toward becoming a Registered Play Therapist (RPT) or Registered Play Therapist Supervisor (RPT-S).

COUN682 - COUNSELING WOMXN (4.5 UNITS)

Students in this course will gain knowledge of issues pertinent to the mental and emotional health of womxn, which includes cisgender, transgender, and nonbinary individuals who identify as women/female/femme. Central to this course is the concept of intersectionality, which students will learn and be able to utilize in the conceptualization of the mental health of womxn of diverse cultural and demographic backgrounds. Students will develop an understanding of the neurobiological, physiological, psychological, social, cultural, and political factors that contribute to womxn's mental health, as well as gain knowledge of evidence-based treatment practices in working with womxn of diverse backgrounds. Additionally, students will explore and critique the ways in which the fields of medicine, psychology, and counseling have historically conceptualized/treated women's mental health issues.

COUN683 - FAMILY PLAY THERAPY (4.5 UNITS)

This course provides students an integrated understanding of the theoretical concepts of filial therapy and family play therapy. Students will gain the necessary skills to organize, implement, structure, and facilitate family play therapy sessions. This course meets the Association for Play Therapy's instructional-hours requirement toward becoming a Registered Play Therapist (RPT) or Registered Play Therapist Supervisor (RPT-S).

COUN684 - ADVANCED PLAY THERAPY (4.5 UNITS)

This course provides an in-depth study of various play therapy theories and techniques, utilizing didactic and experiential mediums to enhance the students' development of play therapy skills. This course meets the Association for Play Therapy's instructional-hours requirement toward becoming a Registered Play Therapist (RPT) or Registered Play Therapist Supervisor (RPT-S).

COUN685 - ADVANCED MULTICULTURAL COUNSELING (4.5 UNITS)

This class focuses on building on the work of the Multicultural Counseling class. Specifically, it will continue developing awareness of the relationship between counseling, culture, and power by connecting the personal with the socio-political. Ultimately, this class will focus on culturally

responsive clinical practice, case conceptualization and treatment planning through an antiracist, multicultural lens in order to build students' overall clinical skills.

COUN686 - COGNITIVE BEHAVIORAL THERAPY (4.5 UNITS)

Cognitive Behavior therapy is an evidence-based form of therapy often with brief application, used in differing settings, including CMH. Students will learn the rationale and benefits as well as limitations of CBT, as well as its history as derived from Learning Theory and Behavioral Therapy. Applying the principles of CBT for self-growth in use of standard forms and in dyad practice is included. The course will facilitate the students' understanding of the 1) therapeutic relationship specific to CBT, 2) principles of the basic factors including but not limited to automatic thoughts, cognitive distortions, and schemas with skill-building practice in class using both role play and students' own situations, 3) understanding and application of CBT principles to depression, anxiety, use of mindfulness CT particularly relating to depression, introduction to trauma-based CBT, CBT with children, couples, and families, use of CBT with more complex diagnoses, integrated CBT and assessment, and setting measurable goals in a case conceptualization. Students will develop skills in cultural adaptation of CBT.

DISS701 - DISSERTATION PREPARATION I (1 UNIT)

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.

DISS702 - DISSERTATION PREPARATION II (1 UNIT) 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.

DISS703 - DISSERTATION UNITS (1 UNIT)

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.

DISS710 - DISSERTATION UNITS (10 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.

DISS712 - DISSERTATION PREP III (1 UNIT)

This is a seminar course series designed to de-mystify the process of preparing, submitting, and presenting a dissertation proposal. We will explore potential dissertation topics and the methods by which these topics may be researched. You will also gain professional development skills in the context of the dissertation, including selecting and working with committee members, preparing a presentation, honing presentation skills, and time management. We will discuss potential obstacles to starting the dissertation and provide group support for writing the proposal. Please see the PGSP-Stanford Psy.D. Consortium Dissertation Handbook for additional topics covered and resources.

DISS715 - DISSERTATION COMPLETION (0 units)

Students register for this course in the term subsequent to the term in which they successfully defend their dissertation, if the dissertation is not completed and uploaded to ProQuest during the term of the dissertation defense. Students register for this course for a maximum of 1 term after a successful defense. If the dissertation is not completed and uploaded to ProQuest during this term, the student must register for DISS 716 in subsequent terms (described below).

DISS 716 - DISSERTATION COMPLETION (1 unit)

Students register for this course after 1 term of DISS 715, for as many terms as is necessary until the dissertation is uploaded to ProQuest. TUITION of 1 UNIT PLUS QUARTERLY FEES (not be covered by financial aid since students will be less than half time).

DISS800 - DISSERTATION UNITS (10 UNITS)

All students in the PhD 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 the Dissertation Progress Form to track their individual dissertation progress and to systematically work toward the completion of the dissertation in a timely fashion. This form must be completed quarterly and is available through DocuSign.

DISS801 - This three-unit dissertation course is taken by PhD 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 DISS801 until the final defense is completed, including the quarter in which the student conducts the final defense. Enrollment in DISS801 during the summer quarter is not necessary, unless the student has scheduled a proposal or defense during that quarter, with committee permission.

DISS 802 - Dissertation Completion (0 units). PhD students register for this course in the term subsequent to the term in which they successfully defend their dissertation, if the dissertation is not completed and uploaded to ProQuest during the term of the dissertation defense. Students register for this course for a maximum of 1 term after a successful defense. If the dissertation is not

completed and uploaded to ProQuest during this term, the student must register for DISS 803 in subsequent terms (described below).

DISS 803 - Dissertation Completion (1 unit). PhD students register for this course after 1 term of DISS 802, for as many terms as is necessary until the dissertation is uploaded to ProQuest.

ECON400 - GLOBAL ECONOMICS (4 UNITS)

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

ETHC700 - FOUNDATIONS OF ETHICS & PROFESSIONAL PSYCHOLOGICAL PRACTICE (3 UNITS)

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

ETHC702 - CRITICAL ISSUES IN CLINICAL PSYCHOLOGY (3 UNITS)

Focuses on practical issues that will face clinical psychologists in the 21st century including controversies over empirically supported therapies, practice guidelines, randomized clinical trials, self-evaluation of practices and prescription privileges for clinical psychologists.

ETHC703 - ADVANCED PROFESSIONAL ISSUES: CLINICAL EMERGENCIES & CRISES (3 UNITS)

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.

INTR600 - INTERNSHIP I - MFCC EMPHASIS (3 UNITS)

This is a minimum one-quarter 3-unit course of supervised field study experience in a clinical setting. Students will gain a range of counseling experience (a minimum of 240 hours of supervised direct clinical experience across the internship courses) counseling individuals, families, or groups. The course provides for the application of theory and the development of counseling skills under supervision with an emphasis on the development of culturally competent and socially just skills for marriage, family, and couples counselors. 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. Between Internship I and Internship II the student is responsible for gaining 600 total hours of which 240 should be direct client hours. The Practicum and Internship Manual contains the official policies and procedures regulating the clinical experience including criteria for movement from Internship I to Internship II. Prerequisite: PRAC 615

INTR600 - INTERNSHIP (3 UNITS)

This is a minimum one-quarter 3-unit course of supervised field study experience in a clinical setting. Students will gain a range of counseling experience counseling individuals (children or adults), couples, or families, and groups. The course provides for the application of theory and the development of counseling skills under supervision with an emphasis on the development of culturally competent and socially just skills for clinical mental health counselors and marriage and family therapists. This includes continued 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. Between Internship I and Internship II, the student is responsible for gaining 600 total hours of which 240 should be direct client hours. The Practicum and Internship Manual contains the official policies and procedures regulating the clinical experience, including criteria for movement from Internship I to Internship II. Prerequisite: PRAC 615N

INTR601 - INTERNSHIP I - CMHC EMPHASIS (3 UNITS)

This is a minimum one-quarter 3-unit course of supervised field study experience in a clinical setting. Students will gain a range of counseling experience (a minimum of 240 hours of supervised direct clinical experience across the internship courses) counseling individuals, families, or groups. The course provides for the application of theory and the development of counseling skills under supervision with an emphasis on the development of culturally competent and socially just skills for clinical mental health counselors. 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. Between Internship I and Internship II the student is responsible for gaining 600 total hours of which 240 should be direct client hours. The Practicum and Internship Manual contains the official policies and procedures regulating the clinical experience including criteria for movement from Internship I to Internship II. Prerequisite: PRAC 616

INTR602 - INTERNSHIP II - MFCC EMPHASIS (3 UNITS)

This is a minimum one-quarter 3-unit course of supervised field study experience in a clinical setting. Students will gain a range of counseling experience (a minimum of 240 hours of supervised direct clinical experience across the internship courses) counseling individuals, families, or groups. The course provides for the application of theory and the development of counseling skills under supervision with an emphasis on the development of culturally competent and socially just skills for marriage, family, and couples counselors. 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. The course emphasizes the social, genetic, biological, and cultural factors of diagnosis and treatment planning. Between Internship I and Internship II the student is

responsible for gaining 600 total hours of which 240 should be direct client hours. The Practicum and Internship Manual contains the official policies and procedures regulating the clinical experience including criteria for movement from Internship I to Internship II. Prerequisite: INTR 600

INTR602N - INTERNSHIP II (3 UNITS)

This is a minimum one-quarter 3-unit course of supervised field study experience in a clinical setting. Students will gain a range of counseling experience counseling individuals (children or adults), couples, or families, and groups. The course provides for the continued application of theory and the development of counseling skills under supervision with an emphasis on the development of culturally competent and socially just skills for professional clinical counselors and marriage and family therapists. 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. The course emphasizes the social, genetic, biological, and cultural factors of diagnosis and treatment planning. Between Internship I and Internship II, the student is responsible for gaining 600 total hours of which 240 should be direct client hours. The Practicum and Internship Manual contains the official policies and procedures regulating the clinical experience, including criteria for movement from Internship I to Internship II. Prerequisite: INTR 600N

INTR603 - INTERNSHIP II - CMHC EMPHASIS (3 UNITS)

This is a minimum one-quarter 3-unit course of supervised field study experience in a clinical setting. Students will gain a range of counseling experience (a minimum of 240 hours of supervised direct clinical experience across the internship courses) counseling individuals, families, or groups. The course provides for the application of theory and the development of counseling skills under supervision with an emphasis on the development of culturally competent and socially just skills for clinical mental health counselors. 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. The course emphasizes the social, genetic, biological, and cultural factors of diagnosis and treatment planning. Between Internship I and Internship II the student is responsible for gaining 600 total hours of which 240 should be direct client hours. The Practicum and Internship Manual contains the official policies and procedures regulating the clinical experience including criteria for movement from Internship I to Internship II. Prerequisite: INTR 601

INTR700 - INTRODUCTION TO INTERNSHIP PREPARATION (1 UNIT)

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

INTR701 - INTERNSHIP PREP I (2 UNITS)

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.

INTR703 - 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.

INTR704 - 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.

INTR800 OR INTR801 - INTERNSHIP (12 TOTAL UNITS)

Successful progress and completion of doctoral internship training. Grade awarded at the completion of all quarters. Full-time internship (INTR800) is equivalent to 3 units/quarter for 4 quarters; Part-time internship (INTR801) is 1.5 units/quarter for 8 quarters.

MATH320 - STATISTICAL METHODS FOR THE SOCIAL SCIENCES (4 UNITS)

This course is an introduction to the statistical methods used in psychological research and will include topics such as techniques for organizing data, computing and interpreting measures of central tendency, variability, and association, estimating confidence intervals, tests of hypotheses, t-tests, correlation, and regression, analysis of variance and chi-square tests, and the use of computer statistical packages.

MATH325 - RESEARCH METHODS AND DATA ANALYSIS (4 UNITS)

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 and make decisions based on such analysis.

MGMT400 - STRATEGIC MANAGEMENT & NEGOTIATIONS (4 UNITS)

This course covers the process of strategic decision-making and organizational change. Students will be given an introduction to the principles, practices, 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.

MTHD509 - RESEARCH METHODS AND STATISTICS I (4 UNITS)

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).

MTHD808 - RESEARCH METHODS AND STATISTICS I (4 UNITS)

This Clinical Psychology PhD Program course provides an overview of psychological research. Topics include sociocultural and ethical considerations; measurement and psychometric issues, including reliability and validity; experimental, quasi-experimental, and correlational designs; scientific writing; hypothesis testing; fundamental analytic strategies; and data analysis software packages. Through regular independent effort as well as engagement in lecture and lab meetings, students will learn to evaluate multiple facets of psychological research, use APA Style (7th edition), develop research aims and hypotheses, choose appropriate methodological strategies, and write a research proposal that applies knowledge and skills developed during this course.

PATH700 - PSYCHOPATHOLOGY ACROSS THE LIFESPAN: CHILD & ADOLESCENT (3 UNITS)

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.

PATH701 - PSYCHOPATHOLOGY ACROSS THE LIFESPAN: MIDDLE YEARS & OLDER ADULTS (3 UNITS)

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

PHIL300 - PHILOSOPHY OF SCIENCE (4 UNITS)

This course explores what science is, what it does, and how it works. Students will examine the features of the scientific method, which distinguish science from pseudo-science; how theoretical considerations and experiments interact to shape the scientific picture of the world; how scientific theories evolve and how theories from different scientific disciplines are related; and whether science does or should purport to provide a literally true picture of the world. The course will consider

not only what is peculiar to the culture of science, but also how this scientific culture fits into the culture of the larger society.

PHIL310 - PHILOSOPHY OF ETHICS (4 UNITS)

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

POLI310 - INTERNATIONAL POLITICAL ECONOMY (4 UNITS)

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

PRAC603 - PRACTICUM (3 UNITS)

This is a minimum three-quarter 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. The Practicum and Internship Manual contains the official policies and procedures regulating the clinical experience. Prerequisites: COUN 600, CLIN 615, RESD 600, COUN 635, COUN 630, RESD 601, CLIN 605, CLIN 610

PRAC606 - CONTINUING PRACTICUM (0 UNITS)

This optional practicum section is reserved for students who have met all clinical training requirements for graduation and are required to remain in a clinical class.

PRAC615 - PRACTICUM - MFCC EMPHASIS (3 UNITS)

This is a minimum one-quarter 3-unit 1 course of supervised field study experience in a clinical setting. Students will gain a range of counseling experience (a minimum of 40 hours of supervised direct clinical experience) counseling individuals, families, or groups. The course provides for the

application of theory and the development of counseling skills under supervision with an emphasis on the development of culturally competent and socially just skills for marriage, family, and couples counselors. 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 100 total hours of which 40 should be direct client hours. The Practicum and Internship Manual contains the official policies and procedures regulating the clinical experience including criteria for moving from Practicum to Internship I. Prerequisites: COUN 600, CLIN 615, RESD 600, COUN 635, COUN 630, RESD 601, CLIN 605, CLIN 610

PRAC615N - PRACTICUM (3 UNITS)

This is a minimum one-quarter 3-unit 1 course of supervised field study experience in a clinical setting. Students will gain a range of counseling experience (a minimum of 40 hours of supervised direct clinical experience) counseling individuals (children or adults), couples, or families, and groups. The course provides for the application of theory and the development of counseling skills under supervision with an emphasis on the development of culturally competent and socially just skills for professional clinical counselors as well as marriage and family therapists. 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. Students are responsible for gaining 100 total hours of which 40 should be direct client hours. The Practicum and Internship Manual contains the official policies and procedures regulating the clinical experience, including criteria for moving from Practicum to Internship I. Prerequisites: COUN 600, CLIN 615, RESD 600, COUN 634, COUN 630, RESD 601, CLIN 605, CLIN 610

PRAC616 - PRACTICUM - CMHC EMPHASIS (3 UNITS)

This is a minimum one-quarter 3-unit course of supervised field study experience in a clinical setting. Students will gain a range of counseling experience (a minimum of 40 hours of supervised direct clinical experience) counseling individuals, families, or groups. The course provides for the application of theory and the development of counseling skills under supervision with an emphasis on the development of culturally competent and socially just skills for clinical mental health counselors. 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 100 total hours of which 40 should be direct client hours. The Practicum and Internship Manual contains the official policies and procedures regulating the clinical experience including criteria for moving from Practicum to Internship I. Prerequisites: COUN 600, CLIN 615, RESD 600, COUN 635, COUN 630, RESD 601, CLIN 605, CLIN 610

PRAC701 - CLINICAL PRACTICUM (3 UNITS)

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.

PRAC 800 - CLINIC PRACTICUM 2A (3 UNITS)

Required second year internal practicum through the Gronowski Clinic. Some students may be permitted to start at the clinic in PRAC 801 (fall quarter). This practicum course is offered in Summer Quarter. Prerequisites: ASMT800, AMST818, AMST819, CLIN802; CLIN801, CLIN800

PRAC 801 - CLINIC PRACTICUM 2B (3 UNITS)

Required second year internal practicum through the Gronowski Clinic. This practicum course is offered in Fall Quarter. Prerequisites: PRAC800

PRAC 802 - CLINIC PRACTICUM 2C (3 UNITS)

Required second-year internal practicum through the Gronowski Clinic. This practicum course is offered in Winter Quarter. Prerequisites: PRAC800, PRAC801

PRAC 803 - CLINIC PRACTICUM 2D (3 UNITS)

Required second-year internal practicum through the Gronowski Clinic. This practicum course is offered in Spring Quarter. Prerequisites: PRAC800, PRAC801, PRAC802

PRAC804 - CLINIC PRACTICUM 3A (5 UNITS)

Required external practicum. Prerequisite: Successful progress and completion of all Clinical Practicum 2 courses. 16-24 hours per week full external practicum placement, This practicum course is offered in Fall Quarter. Prerequisites: PRAC800, PRAC801, PRAC802

PRAC805 - PRACTICUM 3B (5 UNITS)

Required full external practicum. 16-24 hours per week full external practicum placement. Offered: Winter Quarter. Prerequisite: PRAC804

PRAC806 - PRACTICUM 3C (5 UNITS)

Required full external practicum. 16-24 hours per week full external practicum placement. Offered: Spring quarter. Prerequisite: PRAC804

PRAC 807 - PRACTICUM 3D (0 UNITS)

External practicum. Registration required for students participating in Practicum 3 during summer quarter. See Practicum Handbook for details. This practicum course is offered in Summer Quarter. Prerequisites: PRAC800, PRAC801, PRAC802

PRAC 808 - PRACTICUM 4D (0 UNITS)

Advanced External practicum. Prerequisite: Successful progress and completion of all Clinical Practicum 3 courses. Registration required for students participating in Practicum 4 during summer quarter. See Practicum Handbook for details. This practicum course is offered in Summer Quarter. Prerequisite: PRAC804, PRAC805, PRAC806

PRAC 809 - PRACTICUM 4A (0 UNITS)

Advanced External practicum. Prerequisite: Successful progress and completion of all Clinical Practicum 3 courses. 16-24 hours per week full external advanced practicum. Registration required for students participating in Practicum 4. This practicum course is offered in Fall Quarter. Prerequisites: PRAC804, PRAC805, PRAC806

PRAC 811 - PRACTICUM 4B (OPTIONAL, 0 UNITS)

Advanced External practicum. Prerequisite: Successful progress and completion of all Clinical Practicum 3 courses. 16-24 hours per week full external advanced practicum. Registration required for students participating in Practicum 4. This practicum course is offered in Winter Quarter. Prerequisite: PRAC809

PRAC 814 - PRACTICUM 4C (OPTIONAL, 0 UNITS)

Advanced External practicum. 16-24 hours per week full external advanced practicum. Registration required for students participating in Practicum 4. This practicum course is offered in Spring Quarter. Prerequisite: PRAC811

Practicum 815 - SUPPLEMENTAL PRACTICUM (0 UNITS).

Optional internal or external practicum. 1-15 hours per week. Students in second year must petition to participate. See Practicum Handbook for details. This practicum course is offered in all quarters. Prerequisite: PRAC800

PRAC830 - PRACTICUM FORUM (0 UNITS)

Third- and fourth-year students in the PhD Program in Clinical Psychology who are training in full-time, external practicum placements also register for Practicum Forum, which is a seminar that provides students with the opportunity to discuss and integrate knowledge and competencies

gained through academic coursework, research training, and clinical training. Topics covered include evidence-based practice, sociocultural considerations in practice, professional development, licensure/postdoctoral training, supervision, professional relationships, and ethics. In addition, each student completes a case presentation once during the academic year. Intermediate and advanced practicum students are integrated in the section assignments and attend meetings together.

Prerequisites: PRAC800, PRAC801, PRAC802

PSYC300 - PSYCHOLOGICAL WRITING (4 UNITS)

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

PSYC310 - PSYCHOLOGY OF LEARNING AND MEMORY (4 UNITS)

This course provides students with an understanding of the scientific investigation of learning and memory. Both experimental and related theoretical developments are considered, as well as the application of the basic principles of learning and memory. Topics include classical and operant conditioning, stimulus control, schedules of reinforcement, choice and punishment. Current theories about memory, including cognitive and neural organization of memory, mechanisms of remembering and forgetting, and why people sometimes falsely remember events that never happened will be explored.

PSYC320 - SOCIAL PSYCHOLOGY (4 UNITS)

Students will learn about the scientific investigation of social behavior. 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.

PSYC325 - PSYCHOLOGY OF LEADERSHIP AND TEAM DEVELOPMENT (4 UNITS)

This course explores how human beings relate to one another. It provides students with the skills that are needed to promote healthy and constructive relationships in the 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.

PSYC330 - THEORIES OF PERSONALITY (4 UNITS)

The purpose of this course is to introduce students to the major theoretical perspectives and fundamental principles of personality. Students will be exposed to a variety of competing paradigms on personality, e.g., trait theories, psychoanalytic theories, humanistic and cultural theories, learning and cognitive theories. Students will develop an understanding of the relationship between these perspectives and how they apply to individuals in contemporary society.

PSYC331 - THEORIES OF PERSONALITY AND ASSESSMENT (4 UNITS)

This course will introduce students to the major theoretical perspectives for understanding personality. They will be exposed to a variety of competing paradigms on personality, e.g., trait theories, psychoanalytic theories, humanistic and cultural theories, learning theories, and cognitive theories and shown how to use these theories to understand human behavior in their personal and professional lives. Students will also be introduced to the methods of personality assessment, particularly those used to assist individuals in making career decisions and those used in employee selection.

PSYC340 - RESEARCH DESIGN AND METHODS (4 UNITS)

This course teaches students the investigative designs and methods used in psychological research. Issues involved in the design of non-experimental and experimental methods of research, collection, analysis and interpretation of data and writing reports will be covered. Students will conduct a research project and produce a professional report.

PSYC360 - PSYCHOLOGY OF GENDER (4 UNITS)

This course surveys the major issues concerning gender and the science of psychology in an attempt to answer the question: why is there a gender gap when women and men share more psychological similarities than differences? Topics include: developmental processes and gender; biology and gender; cross-cultural perspectives of gender; gender and power; language and gender.

PSYC362 SPECIAL TOPICS (4 UNITS)

This is a topics course taught by an expert in the field of psychology. 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 Special Topics course provides students with an opportunity to demonstrate their knowledge and application of the 5 learning outcomes of the undergraduate program within an area related to their professional goals.

PSYC365 - HISTORY OF PSYCHOLOGY (4 UNITS)

This course explores the history of psychology and key areas of conflict/development in research in social, clinical and 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.

PSYC375 - CROSS-CULTURAL PSYCHOLOGY (4 UNITS)

This course is an analysis of the psychological processes involved with how individuals in groups perceive, judge, remember, reason about, feel, and behave toward people in other groups. The course will develop knowledge, skills, and awareness of diversity and cultural identities. We will examine theory and research from social psychology to better understand the sociocultural influences on human behavior at the intrapersonal, interpersonal, intragroup, and intergroup levels. The goal is to develop understanding about multicultural populations and intersectional identities (by race, ethnicity, social class, gender, sexual orientation, disability, among other identities). We will also examine the impact of power, privilege, identity, and bias on individual, interpersonal, community, and intergroup levels.

PSYC380 - PSYCHOLOGY OF LIFE-SPAN DEVELOPMENT (4 UNITS)

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.

PSYC381 - DEVELOPMENTAL PSYCHOLOGY (4 UNITS)

This course explores psychological development from 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 development across the adult life span.

PSYC385 - THEORIES OF COUNSELING AND PSYCHOTHERAPY (4 UNITS)

This course introduces students to the 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.

PSYC390 - ABNORMAL AND CLINICAL PSYCHOLOGY (4 UNITS)

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 94 theories, behavioral, cognitive, humanistic, and biological. The course will review the various psychological and biological treatments currently used to assist clients with these disorders.

PSYC395 - SENIOR INTERNSHIP (4 UNITS)

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 over three-quarters of the student's senior year. It is designed to provide the student with hands-on experience working with some of the social or psychological issues and the applications of psychology that have been discussed in classes.

PSYC400 - SENIOR CAPSTONE (4 UNITS)

This is a topics 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 Senior Capstone course provides students with an opportunity to demonstrate their knowledge and mastery of the learning outcomes of the program. The topic will be chosen by the faculty in the program each year.

PSYC440 - HUMAN BEHAVIOR/INTERPERSONAL EFFECTIVENESS (4 UNITS)

This course will explore human behavior on a continuum with a focus on factors that facilitate resilience. Overview of the classification system for abnormal behavior will be explored 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.

PSYS500 – PSYCHOLOGICAL SCIENCE I: HISTORY AND SYSTEMS (3 UNITS)

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.

PSYS501 - PSYCHOLOGICAL SCIENCE I: CHILD AND ADOLESCENT DEVELOPMENT (1.5 UNITS)

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.

PSYS502 - PSYCHOLOGICAL SCIENCE I: COGNITIVE BASES OF BEHAVIOR (2.5 UNITS)

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.

PSYS504 - PSYCHOLOGICAL SCIENCE II: AFFECTIVE BASES OF BEHAVIOR (2.5 UNITS)

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.

PSYS505 – PSYCHOLOGICAL SCIENCE II: BIOLOGICAL BASES OF BEHAVIOR (2.5 UNITS)

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.

PSYS507 – PSYCHOLOGICAL SCIENCE III: ADULT AGING AND DEVELOPMENT (1.5 UNITS)

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.

PSYS509 PSYCHOPHARMACOLOGY (2.5 units)

This course, a continuation of ASMT500, focuses on infancy, childhood, and adolescence, as well as personality disorders. Integration of the DSM V dimensional diagnostic system with developmental and lifespan considerations as well as social, genetic, biological, and cultural factors is examined.

PSYS511 – PSYCHOLOGICAL SCIENCE III: SOCIAL AND PERSONALITY PSYCHOLOGY (3 UNITS)

This course examines theory and research from social and personality psychology to better understand individual differences, sociocultural identities and lived experiences, and proximal and distal social contexts as they manifest in intrapersonal, interpersonal, intergroup, and intragroup processes. The course reviews ways in which we influence each other- our thoughts, emotions, and behavior, and our mental and physical health- in subtle and profound ways, in individual and group ways, across contexts and settings.

PSYS520 INTRODUCTION TO FORENSIC PSYCHOLOGY (3 UNITS)

This course is the first of two courses offered in the forensic emphasis area and provides a broad introduction to the field of forensic psychology. Students will learn about the variety of ways in which mental health professionals may be involved in the legal system, definitions of forensic psychology, and ethical considerations specific to the field of forensic psychology. Students will be exposed to several sub-disciplines within psychology and the law, including criminal (e.g., sentencing) and civil (e.g., scientific jury selection) contexts.

PSYS525 ASSESSING AND MANAGING RISK (2.5 UNITS)

Students will learn about the main categories of risk assessment approaches, risk triaging, key theories of risk formulation, and key components of a risk management plan.

PSYS540/740/850 TECHNOLOGY AND MENTAL HEALTH FOR CHILDREN AND ADOLESCENTS (1.5 UNITS)

With the rise of new technologies our society is being transformed and children and adolescents will be affected both positively and negatively by these technologies. Clinicians working with children and adolescents often advise parents on what to do with their children's technology use (e.g., screen time, cyberbullying, video games, etc). Developing a science-based view of the impact of the new Information and Communication Technologies on the children and adolescents' development could help clinicians provide better recommendations for parents. Additionally, technologies can be specifically designed to treat and prevent mental health disorders in children and adolescents. Even more, Behavioral Intervention Technologies (BITs) may have the capacity to expand delivery models and/or increase the outcomes of therapy. BITs are defined as mobile and electronic interventions that incorporate a variety of technologies, such as mobile phones, the Internet, and virtual reality, in order to assist users in altering behaviors and cognitions related to mental and physical health wellness (Mohr, Schueller, Montague, Burns, Rashidi, 2014). Emphasis will be placed on treatments designed to be effective with the most commonly occurring pediatric and adolescent health conditions and mental disorders. New professionals trained for the future of mental health care will require to be familiarized with the evidence for and utilization of BITs such as virtual reality, artificial intelligence, Internet interventions, mobile health, wearables, etc.

PSYS541/741/851 EVIDENCE-BASED DIGITAL INTERVENTION TO REDUCE HEALTH DISPARITIES (1.5 UNITS)

The course will focus on how to blend psychology and technology to help the greatest number of people possible worldwide. Mental Health professionals in the 21st Century will increasingly use digital tools to enhance the effectiveness of their interventions and to expand their reach to serve those currently underserved, including those who do not speak English. These tools have the potential to reduce health disparities and reach diverse populations. We will examine the growing number of online psychological interventions for health (Websites, mobile applications, and other digital tools) that have been shown to be effective in formal outcome studies. Therefore, the course will be particularly useful to students interested in working in tech and health companies.

PSYS542/742/842 USING EVIDENCE-BASED PRINCIPLES OF MULTIMEDIA LEARNING FOR PRODUCT DESIGN (1.5 UNITS)

Designing effective digital products such as educational videos and interactive educational modules requires an understanding about how people learn. This course introduces students to the Cognitive Theory of Multimedia Learning (CTML), a theory about how people learn and process information. Students will also be introduced to evidence-based principles that can be used as a framework when designing multimedia content. We will examine the evidence about the effectiveness of the principles of multimedia learning, design/create one digital product and evaluate one existing digital product. The core part of the course will focus on the CTML and principles of multimedia learning, however, there will be a brief introduction to other design frameworks such as Backward Design and

ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Students will also receive a brief introduction to UX Design.

PSYS543/743/843 MENTAL HEALTH AND DESIGN IN THE DIGITAL WORLD (3 UNITS)

This course is designed to introduce students to concepts, considerations, and research at the intersection of mental health and digital product design. It intends to help encourage critical thinking about mental health and design in the digital world, drawing on theories and concepts from clinical psychology, social psychology, and associated disciplines. It will also provide an introduction to skills and strategies necessary for user-centered design of digital mental health products, including user experience interviews, survey design and qualitative data analysis.

PSYS700 - FOUNDATIONS OF PSYCHOLOGICAL SCIENCE I: SOCIAL ASPECTS OF BEHAVIOR (3 UNITS)

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

PSYS706 - LIFESPAN DEVELOPMENT (3 UNITS)

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.

PSYS707 - HISTORY & SYSTEMS (3 UNITS)

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.

PSYS710 - BIOLOGICAL BASES OF BEHAVIOR (3 UNITS)

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.

PSYS719 - PSYCHOPHARMACOLOGY FOR THE PSYCHOLOGIST (3 UNITS)

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

PSYS720 - FOUNDATIONS OF PSYCHOLOGICAL SCIENCE II: COGNITIVE BASES OF BEHAVIOR (2.5 UNITS)

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.

PSYS722 - FOUNDATIONS OF PSYCHOLOGICAL SCIENCE II: AFFECTIVE BASES OF BEHAVIOR (2.5 UNITS)

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.

PSYS740 - TECHNOLOGY & MENTAL HEALTH FOR CHILDREN & ADOLESCENTS (1.5 UNITS)

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.

PSYS800 - PSYCHOLOGICAL SCIENCE I: HISTORY & SYSTEMS (3 UNITS)

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.

PSYS801 - PSYCHOLOGICAL SCIENCE I: CHILD & ADOLESCENT DEVELOPMENT (1.5 UNITS)

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., 121 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.

PSYS802 - PSYCHOLOGICAL SCIENCE I: COGNITIVE BASES OF BEHAVIOR (2.5 UNITS)

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.

PSYS804 - PSYCHOLOGICAL SCIENCE II: AFFECTIVE BASES OF BEHAVIOR (2.5 UNITS)

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.

PSYS805 - PSYCHOLOGICAL SCIENCE II: BIO-BASES I: BIOLOGICAL PSYCHOLOGY (2.5 UNITS)

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.

PSYS807 - PSYCHOLOGICAL SCIENCE III: ADULT DEVELOPMENT & AGING (1.5 UNITS)

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.

PSYS809 - PSYCHOLOGICAL SCIENCE III: BIO BASES OF BEHAVIOR II: PSYCHOPHARMACOLOGY (2.5 UNITS)

This course is an examination of the basic aspects of psychopharmacology, including neurotransmitters and drug interactions. Areas explored include physiological and behavioral aspects of frequently prescribed psychotropics such as antidepressant, anti-anxiety, and antipsychotic medications. Emphasis on recognizing conditions under which clients should be

referred to a physician for a medication evaluation, understanding the experience and side-effect (e.g., cognitive) problems clients have with their medications, helping clients with drug compliance, educating clients about interactions of their psychiatric medications with alcohol or illicit drugs, and understanding issues of dual diagnosis. Prerequisite: PSYS 805

PSYS811 - PSYCHOLOGICAL SCIENCE III: SOCIAL & PERSONALITY PSYCHOLOGY (3 UNITS)

This course examines theory and research from social and personality psychology to better understand individual differences, sociocultural identities and lived experiences, and proximal and distal social contexts as they manifest in intrapersonal, interpersonal, intergroup, and intragroup processes. The course reviews ways in which we influence each other- our thoughts, emotions, and behavior, and our mental and physical health- in subtle and profound ways, in individual and group ways, across contexts and settings.

PSYS820 - COGNITIVE AND AFFECTIVE NEUROSCIENCE SEMINAR (3 UNITS)

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 literature, 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.

RES600 - RESIDENCY I (1.5 UNITS)

Residency I is a 5-day clinical intensive taken in the same quarter as CLIN 615-Counseling Skills. This 1.5-credit course includes face to face opportunities for students, working in small cohort groups, to practice basic counseling skills and techniques. Residency I is a required experience and must be successfully completed before students can take Residency II.

RES601 - RESIDENCY II (1.5 UNITS)

Residency II is a 5-day clinical intensive taken in the same quarter as COUN 630-Crisis and Trauma. This 1.5-credit course includes face to face opportunities for students, working in small cohort groups, to practice Group Counseling Skills, Crisis Intervention Skills, Counseling with Children and Adolescents, and more Advanced Counseling Skills and theory integration. Residency II is a required experience and must be successfully completed before students can enroll in PRAC 615 or PRAC 616-Practicum. Prerequisites: CLIN 615, RESD 600

RSGP8XX - RESEARCH LAB (1 UNIT)

All students in the PhD Program are required to participate in faculty-led research labs during their second and third years in the program. Lab-related accomplishments are documented as part of the APA required Annual Student Evaluation. Contact instructors for specific details of each faculty-led research lab.

SOCI300 - SOCIAL PROBLEMS (4 UNITS) This course exposes students to the method of analyses used in sociology. It uses these tools to examine and understand a variety of contemporary issues that are relevant to the program theme of social action. Social problems are examined from the perspective of the societies they emerge in and the forms of human social interaction which promote and foster them.

SOCI320 - SOCIOLOGY: GLOBALIZATION (4 UNITS)

Globalization refers to a variety of political, economic, cultural, and social changes that are currently transforming our world. Countries are increasingly interconnected by flows of information, trade, money, immigrants, technology, and culture. Transnational corporations and political organizations (e.g., the UN) have grown in size and influence, as have the organized social movements that lobby or oppose them. The goal of the course is 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.

SOCI340 - FUNDAMENTALS OF SOCIAL ACTION (4 UNITS)

This course teaches students the basics of non-profit work: organization, leadership, communication, 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 nonprofit world. The course is designed to help students clarify their interests and identify potential organizations at which to do their senior internship.

STAT510 – RESEARCH METHODS AND STATISTICS II (4 UNITS)

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.

STAT511 - RESEARCH METHODS AND STATISTICS III (4 UNITS)

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.

STAT700 - PSYCHOMETRICS (3 UNITS)

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.

STAT704 - STATISTICS & RESEARCH METHODS I (4.5 UNITS)

This course covers basic research methodology and statistics in psychology. Students will be able to describe the 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 analysis 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.

STAT706 - STATISTICS & RESEARCH METHODS II (4.5 UNITS)

This course builds upon the research methods and statistical approaches taught in STAT 706. 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

STAT710 - ADVANCED STATISTICAL & WRITING CONSULTATION (3 UNITS)

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.

STAT809 - RESEARCH METHODS AND STATISTICS II (4 UNITS)

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. 124 Prerequisite: MTHD808

STAT810 - RESEARCH METHODS AND STATISTICS III (4 UNITS)

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. Prerequisites: MTHD808, STAT809

STAT820 - INTRODUCTION TO BAYESIAN STATISTICS (3 UNITS).

This course will take an applied approach to doing Bayesian data analysis. We will begin with an introduction to Bayesian probability and reasoning (contrasting this with the conventional approach to statistical analysis relying on null hypothesis significance testing) and an overview of Markov chain Monte Carlo (MCMC) algorithms that enable contemporary Bayesian data analysis. Following this, the rest of the course will be oriented towards understanding and performing statistical techniques that students will use in their own individual research projects. The final assignment for the course will be an empirical study suitable for (eventual) publication, and students are encouraged to have (or collect) data to use for analysis in the course (and should have IRB approval before the course). Consultation with the course instructor prior to the start of the course is recommended for students who are unsure of what data they can/should use. Prerequisite: MTHD808, STAT809, STAT810 or with instructor permission under special circumstances.

STAT825 -ADVANCED STATISTICS: STRUCTURAL EQUATION MODELING (3 UNITS).

This course aims to provide students with a general introduction to the concepts and applications of Structural equations modeling most relevant to doctoral students in clinical psychology, including the specification and estimation of: 1) multivariate path models featuring observed variables for cross-sectional and longitudinal designs, 2) the confirmatory factor analysis (CFA) model for single and multiple group designs, 3) structural models featuring latent and observed variables for cross-sectional and longitudinal designs. Prerequisite: ASMT 810, STAT809, STAT810 or with instructor permission under special circumstances.

STAT830 - CATEGORICAL DATA ANALYSIS (3 UNITS)

This course provides an applied overview of categorical data analysis. Topics covered include data classification (e.g., cluster analysis, machine learning algorithms), chi-square, logistic regression, log-linear modeling, and configural frequency analysis. The capstone assignment for the course is an empirical paper of the type and quality found in academic journals; other assignments (e.g., presentation, peer review) support this. Class sessions are divided into didactic and lab portions, in the latter of which the primary language for statistical programming will be R. Prerequisites: MTHD808, STAT809, STAT810 (and proficiency in R).

Governing Bodies

Palo Alto University is governed by the Board of Trustees. The Cabinet is in a pivotal position, linking the school, the Board, the profession, and the community at large. The Faculty Senate holds the primary responsibilities relating to curriculum and research. University Committees, Administrative Committees, Advisory Groups/Councils, Task Forces, and Working Groups comprised of faculty, staff,

students, trustees, alumni, and other community members deal with the balance of school issues and needs.

Board of Trustees

The Board is responsible for setting the strategic direction of the university and holds the primary fiduciary responsibility including financial sustainability and reputation of the institution.

The Board of Trustees is led by its Chair, Daniele Levy, Ph.D., MBA

Other members include:

Jim Beall

Carol Bobby, Ph.D.

Mary Ann Dewan, Ph.D.

Jessica DiVento Dzuban, Psy.D.

Martin Dodd, J.D.

Jeff Gee

James Ioannidis

Cynthia James

Michael Kerner, Ph.D.

Daniel Kostenbauder, J.D.

Ky Le

Matt Levine

Daniele Levy, Ph.D., MBA

Richard Lonergan

Marilyn Manning, Ph.D.

Shari Miles-Cohen, Ph.D.

Derek Minno, CFA

Israel Niv, Ph.D.

Maureen O'Connor, Ph.D., J.D.

James Otieno, MS

Kathryn Pryor, Ph.D.

Sara Eisner Richter, J.D.

Karen Scussel

Tomer Weingarten

Helen Wilmot

Jorge Wong, Ph.D.

Tom Yeh

Executive Leadership

The Cabinet shares responsibility for the definition and attainment of goals, for administrative action, the day-to-day operations, and for the communications system that links the components of the academic community. The Cabinet meets weekly for briefings and updates from each Division of the university, to review and update university policy, discuss progress toward university goals and initiatives, and engage in strategic discussion of critical issues facing the university.

Below are the members of the Cabinet

Maureen O'Connor, PhD, JD, President

Erika Cameron, PhD, Provost and Vice President for Academic and Student Affairs

Patricia Zapf, PhD, Vice President for Continuing & Professional Studies and Interim leader of External Affairs

Jeanine Hawk, Chief Financial Officer

Melanie Morrison, MBA, Director of Board and Presidential Operations

Faculty Senate

The Faculty Senate of Palo Alto University is established in order to develop and express the opinion of the Faculty on academic and professional matters, to make the collective experience and

knowledge of the Faculty available to the University President, and to facilitate the participation of the Faculty in forming the policies of the University. The Faculty Senate represents and serves as a voice for the faculty, is led by the Chair of the Faculty, and is comprised of elected representatives from the Voting Faculty. Refer to the Faculty Senate Constitution (in the Appendix of PAU's faculty handbook) for additional details.

Advisory Councils

Staff Council

The Staff Council serves as the representative body 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.

Student Government

The purpose of PAU Student Government (PAU SG) is to be the voice of the PAU student body in matters of university governance and operations. PAU SG serves to represent student interests and advocate on issues impacting student welfare.

Faculty

University Distinguished Professors

Bruce Bongar, PhD, ABPP, FAPM

Distinguished Professor

PhD in Clinical and Educational Psychology, University of Southern California

BA in Psychology, University of Wisconsin

Areas of Emphasis: clinical psychology, community mental health, psychotherapy, life-threatening behavior

Josef I. Ruzek, Ph.D.

Distinguished Professor

Ph.D., Clinical Psychology, State University of New York at Stony Brook

B.A., Psychology, University of California, Los Angeles, Cum Lade

Research Interests: Early intervention to prevent PTSD; Cognitive-behavioral treatments for PTSD; Web- and phone-based interventions; Dissemination of best practices in treatment of PTSD

Shiri Sadeh-Sharvit, PhD

Distinguished Professor

PhD in Clinical Child Psychology, Bar Ilan University

BA in Psychology and Education, The Hebrew University

Research Interests: incorporating technology into clinical practice, digital therapeutics, eating disorders, clinical training, family relationships.

Craig Barr Taylor, MD

Distinguished Professor

M.D, University of Utah College of Medicine

BA, Columbia University

Areas of Emphasis/Research Interests: Population level preventive and clinical interventions for common mental health disorders; digital therapeutics; dissemination/implementation

Aviva Wilcox, PsyD

Distinguished Professor of Clinical Supervision

Psy.D. in School-Clinical Child Psychology, Ferkauf Graduate School of Psychology, Yeshiva University

M.S. in School Psychology, Ferkauf Graduate School of Psychology, Yeshiva University

BS in English Education, New York University

Counseling Faculty

Susan Branco, PhD

Student Support Coordinator

Associate Professor

PhD in, Counselor Education and Supervision, Virginia Polytechnic Institute and State University

MA Ed in Rehabilitation Counseling, The George Washington University

BA in Human Services, The George Washington University

Area of Emphasis: Transracial adoption and foster care, family counseling, attachment based interventions, culturally responsive mental health practices

Szu-Yu (Darlene) Chen, PhD

Associate Professor

Associate Department Chair of MA Programs

PhD in Counseling, University of North Texas

MA in Counseling, University of North Texas

BA in Early Childhood Education, Taipei Municipal University of Education

Areas of Emphasis: play therapy, cultural issues in counseling and clinical supervision, stress and trauma in immigrants

Kelly Coker, PhD

Professor

Faculty Senate Vice Chair

Co-Faculty Director of Assessment and Student Learning Outcomes

PhD in Counselor Education and Supervision, University of North Carolina at Greensboro

MA in Agency Counseling, Appalachian State University

BA in Psychology, University of North Carolina at Greensboro

Areas of Emphasis: research, assessment, accreditation, clinical practice and supervision

Diana Herweck, PsyD

Director of Clinical Training

Practicum and Internship Coordinator

Assistant Professor, Clinician Educator

PsyD, Clinical Psychology, United States International University

MA in Clinical Psychology, MFCC emphasis, Pepperdine University

BA, in Psychology and Communication Disorders, University of Redlands

Areas of Emphasis: Grief and Loss, Child Protection, Deaf Studies

Tameeka Hunter, PhD

Assistant Professor

Ph.D. Counselor Education, and Practice, Georgia State University

M.S. Rehabilitation Counseling, Georgia State University

B.A. Business Administration, Georgia State University

Rachel Jacoby, PhD

Assistant Professor

Residency Coordinator

PhD in Counselor Education, University of Toledo

MA in Mental Health Counseling, Bowling Green State University

BS in Human Development and Family Studies, Bowling Green State University

Areas of Emphasis: Foster care and adoption; child development; motherhood; family studies

Margaret Lamar, PhD

Associate Professor

Associate Department Chair of CES Program

PhD in Counselor Education and Supervision, University of Northern Colorado, Greeley

MA in Counseling, University of North Texas

B.F.A. in Musical Theatre, University of North Texas

Areas of Emphasis: maternal mental health, research education, researcher development

Chi Li, PhD

Assistant Professor

Ph.D. in Counseling, Old Dominion University

MC in Clinical Mental Health Counseling, Arizona State University

MA in Educational Administration, The Ohio State University

BA in Organizational Leadership, Fort Hays State University

Areas of Emphasis: Counselor Education and Supervision, Measurement Development and Validation in Counseling and Supervision, Integrated Behavioral Healthcare

Jorge Rosales Lopez, PhD

Assistant Professor

Ph.D. in Counselor Education and Counseling, Idaho State University

MS in Clinical Rehabilitation Counseling, Georgia State University

BA in Psychology, University of California, Riverside

Areas of Emphasis: disability, multicultural sensitivity, rehabilitation counseling, social justice, relational cultural theory

Regina Moro, PhD

Assistant Professor

Ph.D. in 2013 University of North Carolina at Charlotte Counseling

M.S. in 2009 Syracuse University Community Counseling

B.A. in 2006 University at Albany, SUNY Sociology

Area of Emphasis: Addictions Counseling, Multiculturalism in Counseling, Clinical Supervision

Karen Roller, PhD

Associate Professor

PhD in Clinical Psychology, Santa Barbara Graduate Institute

MA in Counseling Psychology, John F. Kennedy University

BA in Psychology and Spanish Literature, St. Mary's College of California

Areas of Emphasis: attachment, somatic psychotherapy, trauma and crisis, migrant families, Spanish clinical pedagogy and supervision, Compassion Fatigue prevention

Donna Sheperis, PhD

Professor

Department Chair

PhD in Counselor Education, University of Mississippi

M.Ed. in Community Counseling, Delta State University

B.BA in Marketing, University of Mississippi

Areas of Emphasis: Areas of Emphasis: online therapy, online education, assessment, clinical supervision

LaToya Smith, PhD

Assistant Professor

Faculty Support Coordinator

Ph.D in Counselor Education and Supervision, University of North Texas

M.Ed. Community Counseling, University of North Texas

BA in Criminal Justice, Texas State University

Areas of Emphasis: culture, clinical supervision, crisis, trauma

William Snow, PhD

Professor

PhD in Social Welfare, University of Washington

MA in Marriage and Family Counseling, Pacific Lutheran University

BA in Social Welfare, Pacific Lutheran University

Areas of Emphasis: distance learning, educational technology, career development theories, social justice and, organizational leadership

Megan Speciale, PhD

Admissions Committee Chair

Associate Professor

PhD in Counselor Education, University of New Mexico

MS in Counseling, Texas A&M University - Corpus Christi

BS in Psychology, Texas State University

Areas of Emphasis: equity and social justice, LGBTQIA+ issues, the intersection of sexuality and mental health, and liberatory counselor education

Shreya Vaishnav, PhD

Assistant Professor

PhD in Counseling and Educational Development, The University of North Carolina at Greensboro

MA in Clinical Mental Health Counseling, Arizona State University

BA Psychology, Duquesne University

Areas of Emphasis: racial microaggressions, mentoring, multicultural competencies, and social justice advocacy

Wendy Wade, PhD

Assistant Professor

PhD in Clinical Psychology, Pacifica Graduate Institute

MA in Marriage, Family and Child Counseling, Santa Clara University

BA in Psychology, Stanford University

Areas of Emphasis: addiction and impact on families, CBT, counseling theory

Donya Wallace, PhD

CACREP Liaison

Assistant Professor

PhD in Counselor Education and Supervision, University of South Carolina

MA in Counseling, Webster University

BS in Experimental Psychology, University of South Carolina

Areas of Emphasis: multicultural counseling, social justice pedagogy

Cristen Wathen, PhD

Associate Professor

Director of the Center for Educational Excellence

Clinical Mental Health Counseling Emphasis Coordinator

PhD in Counselor Education and Counseling, Idaho State University

MS in Education, Community Counseling, Baylor University

BA from Ouachita Baptist University

Areas of Emphasis: counseling skills and supervisor techniques, group counseling, chronic illness

Psychology Faculty

Genevieve Arnaut, PsyD, PhD

Director of Clinical Training, PhD program

Associate Professor, Clinician Educator

PsyD in Clinical Psychology, Pacific University

MA in Clinical Psychology, Pacific University

PhD in Industrial Engineering & Operations Research, Virginia Polytechnic Institute & State University

MS in Psychology, Virginia Polytechnic Institute & State University

B.Sc. in Psychology, University of Toronto

Area of Emphasis: Forensic

Kimberly Balsam, PhD

CLEAR Director

Professor

Director, LGBTQ Area of Emphasis

PhD in Clinical Psychology, University of Vermont

MS in Counseling Psychology, University of Oregon

BA in Psychology, University of Oregon

Area of Emphasis: LGBT health and well-being, psychotherapy, research

Alinne Z. Barrera, PhD

Professor

PhD in Clinical Psychology, University of Colorado, Boulder

MA in Clinical Psychology, University of Colorado, Boulder

BA in Psychology, University of California, Berkeley

Areas of Emphasis: Spanish-speaking populations, mood disorders

Bruce Bongar, PhD, ABPP, FAPM

Distinguished Professor

PhD in Clinical and Educational Psychology, University of Southern California

BA in Psychology, University of Wisconsin

Areas of Emphasis: clinical psychology, community mental health, psychotherapy, life-threatening behavior

Lisa M. Brown, PhD, ABPP

Professor

Director, Trauma Area of Emphasis

PhD in Clinical Psychology, Pacific Graduate School of Psychology

MS in Clinical Psychology, Pacific Graduate School of Psychology

BS in Gerontology, City University New York

Area of Emphasis: trauma

Eduardo Bunge, PhD

Professor

Director, i4 Health

PhD in Psychology, University of Palermo

BA, University of Buenos Aires

Areas of Emphasis: research, adolescent psychotherapy and technology

Joyce P. Chu, PhD

Professor

Director, DCMH Area of Emphasis

PhD in Clinical Psychology, University of Michigan

MS in Clinical Psychology, University of Michigan

MA in Psychology, Stanford University

BA in Psychology, Stanford University

Areas of Emphasis: geriatrics, ethnic minority populations and diversity work

Matthew Cordova, PhD

Professor

Director, Health Psychology Area of Emphasis

PhD in Clinical Psychology, University of Kentucky, Lexington

MS in Clinical Psychology, University of Kentucky, Lexington

BS in Psychology, University of California, Davis

Areas of Emphasis: health psychology, behavioral medicine, traumatic stress and “positive” psychology

Amanda Fanniff, PhD

Associate Professor

Faculty Senate Chair

PhD in Clinical Psychology, University of Arizona, Tucson

MA in Clinical Psychology, University of Arizona, Tucson

BS in Human Development and Psychological Services, Northwestern University

Areas of Emphasis: juvenile offenders, research

Robert D. Friedberg, PhD, ABPP, ACT

Professor

Director, Pediatric Behavioral Health Area of Emphasis

PhD in Clinical Psychology, California School of Professional Psychology, San Diego

MA in Clinical Psychology, University of Dayton

BA in Psychology, Hiram College

Area Of Emphasis: child and family therapy

Rowena G. Gomez, PhD

Professor

Assistant Provost of Assessment and Institutional Effectiveness PhD in Clinical Psychology,

Washington University, St. Louis

MA in Clinical Psychology, Washington University, St. Louis

BA in Psychology and Social Welfare, University of California, Berkeley

Areas of Emphasis: aging and neuropsychology, geropsychology, depression

Amie Haas, PhD

Professor

PhD in Clinical Psychology, University of South Florida

MA in Psychology, San Diego State University

BA in Social Ecology, University of California, Irvine

Areas of Emphasis: college aged substance abuse, harm reduction and prevention

Janice Habarth, PhD

Associate Professor

Associate Director of Academic and Research Training, PhD Program

PhD in Clinical Psychology and Women's Studies, University of Michigan

MA in Psychology, University of Michigan

BA in Anthropology, Eastern Michigan University

Areas of Emphasis: social norms, personality and social contexts of health behaviors and outcomes

Nancy Haug, PhD

Professor

PhD in Clinical Psychology and Behavioral Medicine, University of Maryland, Baltimore County

MA in Counseling Psychology, Loyola University in Maryland

BS in Psychology, Saint Joseph's University

Areas of Emphasis: eating and weight disorders, smoking cessation and alcohol/substance abuse

Rayna Hirst, PhD

Associate Professor

Director, Neuropsychology Area of Emphasis

PhD in Clinical Psychology, University at Albany, SUNY

MA in Clinical Psychology, University at Albany, SUNY

BS in Psychology, Penn State University

Areas of Emphasis: neuropsychology and clinical assessment

Jamie Kent, PhD

Associate Professor

Co-Associate Director of Clinical Training, PGSP Stanford PsyD Consortium

PhD in Clinical Psychology, Loyola University, Chicago

BS in Psychology, University of Wisconsin-Madison

Areas of Emphasis: assessment, women's health, CBT, MBT, and mood

Janice Kuo, PhD

Associate Professor

PhD in Clinical Psychology, University of Washington

MS in Clinical Psychology, University of Washington

BA in Psychology, University of California, Los Angeles

Areas of Emphasis: borderline personality disorder, posttraumatic stress disorder, emotion, emotion regulation, dialectical behavior therapy

Yan Leykin, PhD

Professor

e-Clinic Supervisor

PhD in Clinical Psychology, University of Pennsylvania

MA in Clinical Psychology, University of Pennsylvania

BA in Psychology, University of California, Berkeley

Areas of Emphasis: major depression, decision making, intervention

John Liedecke, PhD

Assistant Professor, Clinician Educator

Practicum Site Coordinator

PhD in Clinical Psychology, Palo Alto University

MS in Clinical Psychology, Palo Alto University

BS in Computer Science, Sam Houston State University

Areas of Emphasis: LGBTQ psychology, assessment, and diversity and community mental health

Liz McConnell, PhD

Assistant Professor

PhD in Clinical-Community Psychology, DePaul University

MA in Clinical-Community Psychology, DePaul University

BA in Comparative American Studies & English, Oberlin College

Areas of Emphasis: sexual and gender minority health and wellbeing; relational and structural influences on health; social network analysis; mixed-methods

Sita Patel, PhD

Associate Professor

Associate Director of Academic and Research Training, PhD Program

PhD in Clinical Psychology, University of California, Berkeley

MA in Clinical Psychology, University of California, Berkeley

BA in American Culture, Vassar College

Areas of Emphasis: cultural and community psychology, immigration and acculturation, community partnership and school-based intervention, refugee mental health

Jonathan Peretz, PhD

Associate Professor

PsyD in Clinical Psychology, Rutgers, SUNY

Psy.M. in Clinical Psychology, Rutgers, SUNY

BA in English, Princeton University

Areas of Emphasis: Brief psychodynamic therapy (specifically Accelerated Experiential Dynamic Psychotherapy and Time-Limited Dynamic Psychotherapy), mechanisms of change in psychotherapy, mindfulness, and clinical supervision

Michael Richards, PhD

Assistant Professor

Director of the Gronowski Clinic

Gronowski Clinic Supervision

PhD in Clinical Psychology, Palo Alto University

MS in Clinical Psychology, Palo Alto University

BA in Psychology, Duke University

Areas of Emphasis: College counseling, therapy with young adult populations, LGBTQ+ mental health, teaching, supervision

Tilman Schulte, PhD

Professor

Department Chair

Otto-von-Guericke, Magdeburg

MS in Psychology, University of Trier

Areas of Emphasis: cognition and behavior, neuroscience, clinical psychology

Teceta Tormala, PhD

Associate Professor

PhD in Psychology, Stanford University

MA in Psychology, Stanford University

BA in Psychology and Spanish, Duke University

Areas of Emphasis: negotiation of social identity, intersectionality of social identities, stereotyping, prejudice, and intergroup processes, racial and ethnic identity processes among Black immigrants

Sandra Trafalis, PhD

Associate Professor

Internship Coordinator, Undergraduate Psychology Program

PhD in General Experimental Psychology, DePaul University

MA in General Experimental Psychology, DePaul University

BA in Psychology, Rollins College

Areas of Emphasis: learning and memory, psychological writing, and social action

Pei-Chun Tsai, PhD

Associate Professor

Gronowski Clinic Supervision

PhD in Counseling Psychology, Iowa State University

MS in Education, Counseling and Counselor Education, Indiana University Bloomington

BE in Social Studies Education, National Taipei University of Education

Christopher Weaver, PhD

Professor

Director, Forensic Psychology Area of Emphasis

PhD in Clinical Psychology, University of Louisville

MA in Clinical Psychology, University of Louisville

BA in Psychology, West Virginia University

Areas of Emphasis: PTSD

Matthew Yalch, PhD

Assistant Professor

Statistics Consultation Center Director

Co - Faculty Director of Assessment & Student Learning Outcomes

PhD in Clinical Psychology, Michigan State University

MA in Clinical Psychology, Michigan State University

M.I.L.R in International and Comparative Labor, Cornell University

BA in Psychology and Religious Studies, Cornell University

Areas of Emphasis: trauma and co-occurring problems, structure and assessment of personality, application of Bayesian statistics, teaching and pedagogy

Associated Psychology Faculty

Victoria Baptiste, PhD

Clinical Supervisor, Gronowski Clinic

PhD in Clinical Psychology, University of Vermont

BA in Psychology and English, Middlebury College

Stephanie Crockett, PsyD

Co-Practicum Director, VA Palo Alto Health Care System n Mental Health Clinic

PsyD in Clinical Psychology, PGSP - Stanford PsyD Consortium

MS. in Clinical Psychology, PGSP - Stanford PsyD Consortium

BA in Psychology, University of California, Santa Cruz

Yotam Heineberg, PsyD

Clinical Supervisor, Gronowski Clinic

PsyD in Clinical Psychology, Palo Alto University

MS. in Clinical Psychology, Palo Alto University

BA in Psychology, Tel Aviv University

Erin Heinemeyer, PsyD

Co-Practicum Director, VA Palo Alto Health Care System Mental Health Clinic

PsyD in Clinical Psychology, PGSP - Stanford PsyD Consortium

MS in Clinical Psychology, PGSP - Stanford PsyD Consortium

BS in Biology, University of New Mexico

Martha Hernandez, PhD

Clinical Supervisor, Gronowski Clinic

PhD in Clinical Psychology, Alliant International University

MA in Clinical Psychology, Alliant International University

BS University of California, Los Angeles

Kaela Joseph, PhD

Clinical Supervisor, Gronowski Clinic

PhD in Clinical Psychology, Palo Alto University

MS in Clinical Psychology, Palo Alto University

BA in Psychology and Sociology, University of Colorado, Boulder

Jennifer Keller, PhD

Research Professor

PhD in Clinical Psychology, University of Illinois, Urbana-Champaign

Areas of Emphasis: intervention to prevent sexual violence towards women, mental health South Asian immigrants

Renee Marquett, PhD

Clinical Supervisor, Gronowski Clinic

PhD in Clinical Psychology, Palo Alto University

MA in Clinical Psychology, Palo Alto University

MA in Business Administration, University of San Francisco

BS in Psychology and Sociology / Criminology, Northern Illinois University

Alayna Park, PhD

Research Professor

PhD in Clinical Psychology, University of California, Los Angeles

MA in Clinical Psychology, University of California, Los Angeles

BA in Psychology, University of California, Los Angeles

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

Elisabet Revilla, PhD

Director, Clinica Latina at Gronowski Clinic

PhD in Clinical Psychology, Fielding Graduate University

MA in counseling Psychology, Notre Dame de Namur University

Universidad Nacional de Rosario

Stacie Warren, PhD

Research Professor

PhD in Clinical Psychology, University of Illinois, Urbana-Champaign

MA in Psychology, University of Illinois, Urbana-Champaign

BA in Psychology, California State University Long Beach

Areas of Emphasis: neuroscience, psychopathology, neuropsychology, executive function, emotion regulation, neuroimaging

PGSP-Stanford PsyD Consortium (Stanford Arm Faculty)

In addition to faculty from PAU's psychology department, faculty from Stanford University's School of Medicine Department of Psychiatry and Behavioral Sciences provide clinical, research, and didactic mentorship. Core faculty include:

Bruce Arnow, PhD

PGSP-Stanford PsyD Consortium Oversight Committee

Associate Chair and Professor

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

PhD in Counseling Psychology, Stanford University

MS in Counseling Psychology, California State University, Hayward

BA in Psychology, Queens College

Areas of Emphasis: evidence-based treatments

Peter Aston, PsyD

Clinical Assistant Professor

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

PsyD in Clinical Psychology, PGSP-Stanford Psy.D. Consortium at Palo Alto University

BS, University of Toronto

Area of Emphasis: OCD, anxiety disorders

Victoria E. Cosgrove, PhD

Clinical Associate Professor

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

PhD in Clinical Psychology, University of Colorado, Boulder

BA in Psychology, Yale University

Areas of Emphasis: psychology, psychiatry

Cheryl Gore-Felton, PhD

Professor

Associate Chair

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

PhD in Counseling and Health Psychology, Stanford University

EdM in Counseling Psychology, Boston University

BA in Psychology, UCLA

Areas of Emphasis: anxiety, PTSD, psychotherapy

Kimberly Hill, PhD

Director of Clinical Training, PGSP-Stanford PsyD Consortium

Clinical Professor

Department of Psychiatry and Behavioral Sciences Stanford University School of Medicine

PhD in Clinical Psychology, Ohio University

Areas of Emphasis: psychology training, social anxiety, PTSD, behavioral medicine, media psychology

Jennifer Phillips, PhD

Clinical Professor

Department of Psychiatry and Behavioral Sciences Stanford University School of Medicine

PhD in Clinical Psychology, University of Texas Southwestern Medical School

BS in Psychology, Texas A&M University

Areas of Emphasis: autism spectrum disorders, assessment of young children, developmental disabilities

Lauren Schneider, PsyD

Clinical Associate Professor

Psychiatry and Behavioral Sciences - Child and Adolescent Psychiatry

Clinical Associate Professor, Pediatrics - Cardiology, Stanford University School of Medicine

PsyD in Nova Southeastern University

Allison Thompson, PhD

Co-Associate Director of Clinical Training, Pacific Graduate School of Psychology

Co-Practicum Coordinator, Pacific Graduate School of Psychology

Clinical Associate Professor, Department of Psychiatry and Behavioral Sciences Stanford University School of Medicine

PhD in Clinical Psychology, Northwestern University

MA in Journalism, University of Missouri, Columbia

BA in Psychology, University of California, Berkeley

Areas of Emphasis: PTSD, treatment of underserved populations, health psychology, evidence-based treatment

Emeritus Psychology Faculty

Larry E. Beutler, PhD

Distinguished Professor Emeritus

Director, Institute for the Study of Equine Assisted Change at Palo Alto University PhD in Clinical Psychology, University of Nebraska

MS in School Psychology and Counseling, Utah State University

BS in Psychology, Utah State University

Areas of Emphasis: psychotherapy, trauma and terrorism, chemical abuse treatment, equine assisted therapy, depression, integrative therapy, psychological assessment

William Froming, PhD

Professor Emeritus

PhD in Personality Psychology, University of Texas, Austin

BA in Psychology, University of Wisconsin, Madison

Areas of Emphasis: social development, social norms, genocide

Roger L. Greene, PhD

Professor Emeritus

PhD, Washington State University

Areas of Emphasis: taxonicity of MMPI-2 code-types, assessment of deception

Peter Goldblum, PhD, M.P.H. Professor Emeritus

Director, Clear And LGBTQ Area Programs PhD, Palo Alto University

M.P.H., University of California, Berkeley

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