



**The Professional School of
Psychology**

Catalog: 2012-2013

Revision: May 10, 2013

Legal Status of the Professional School of Psychology

The Professional School of Psychology is a private graduate educational institution of higher learning offering the degrees of Master of Arts, and Doctor of Psychology. The graduate programs offered by The Professional School of Psychology is APPROVED by the Bureau for Private Postsecondary Education of the State of California. The APPROVAL has been granted pursuant to Section 94900 of the California Education Code.

The Professional School of Psychology's approval to operate in the State of California is based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010. The Professional School of Psychology under section 94802 (a) of CPPEA, will by operation of law, be approved until August 31, 2017. The Act is administered by the Bureau for Private Postsecondary Education, under the Department of Consumer Affairs. The Bureau can be reached at: Physical Address: 2535 Capital Oaks Drive, Sacramento, CA 95833. Mailing Address: P.O. Box 980818 Sacramento, CA 95798-0818 www.bppe.ca.gov Toll-Free Phone Number: 888.370.7589. Local Phone Number: 916.431-6959. Fax: 916.263.1897.

Graduates of the Masters Degree in Clinical Psychology program are academically qualified for State licensure as Marriage and Family Therapists, and graduates of the Doctoral Clinical Psychology program are academically qualified for State licensure as Psychologists. The Professional School of Psychology admits students of any race, color, national and ethnic origin to all the rights, privileges and activities accorded to or made available to students at the school. It does not discriminate on the basis of sex, race, color, national or ethnic origin in administration of its educational policies, admissions policies, or any other school administered program. While all students admitted to the School are required to be proficient in English, appropriate resources are available at the School to provide translation or further explanation of any portion of this catalog or the enrollment agreement being signed by the admitted student.

The Professional School of Psychology has never filed for bankruptcy petition, operated as a debtor in possession or had a petition of bankruptcy filed against it under Federal law.

NOTE TO ALL PROSPECTIVE STUDENTS

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to: Bureau for Private Postsecondary Education, Physical Address: 2535 Capital Oaks Drive, Sacramento, CA 95833. Mailing Address: P.O. Box 980818 Sacramento, CA 95798-0818 www.bppe.ca.gov Toll-Free Phone Number: 888.370.7589. Local Phone Number: 916.431-6959. Fax: 916.263.1897.

This catalog is in effective for the 2012-2013 academic year—from September 15, 2012 until September 14, 2013. The catalog will be updated at the beginning of each academic year—the next update to be completed prior to September 1, 2013. While the printed catalog will only be updated on an annual basis, the on-line catalog (located on the School's website: www.psychology.edu) will be updated on a regular basis, with notification of this update being registered at the appropriate location on the School's website.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement and is included in this catalog (Appendix C).

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education [Physical Address: 2535 Capital Oaks Drive, Sacramento, CA 95833. Mailing Address: P.O. Box 980818 Sacramento, CA 95798-0818 www.bppe.ca.gov Toll-Free Phone Number: 888.370.7589. Local Phone Number: 916.431-6959. Fax: 916.263.1897.] A complaint form can be obtained on the bureau's Internet Web site www.bppe.ca.gov. Search for 94909(a)(3) in upper right hand box of website.

The Professional School of Psychology offers an education to a special niche of students who want:

1. An affordable tuition.
2. A class schedule for the working adult.
3. An education taught by practicing psychologists.

4. A supportive environment instead of a competitive one.

Prospective students should be aware that as graduates of an unaccredited school of psychology you may face restrictions that could include difficulty in obtaining licensing in a state outside of California and difficulty in obtaining a teaching job or appointment at an accredited college or university. It may also be difficult to work as a psychologist for some federal government or other public agencies, or to be appointed to the medical staff of a hospital. Some major managed care organizations, insurance companies, or preferred provider organizations may not reimburse individuals whose degrees are from unaccredited schools. Graduates of unaccredited schools may also face limitations in their abilities to be listed in the “National Register of Health Service Providers” or to hold memberships in other organizations of psychologists.

If you wish to talk to alumni and current students about careers or studies, please contact us via email at: christopher@psychology.edu or via phone at: 916/641-6542.

Preface

The Professional School of Psychology (PSP) is a distinctive graduate school that emphasizes high quality yet affordable education for mature, accomplished adults and experienced human service professionals from all regions of the world. Through its unique Residential and Tutorial modes of graduate education at the Masters Degree and Doctoral Degree levels, PSP effectively serves those who face the challenge of working full-time and meeting substantive family responsibilities. Under its authorization from the State of California, PSP offers Clinical and Organizational Masters Degree programs and Doctoral Degree programs in both Clinical and Organizational Psychology. Instructional models vary from a traditional Residential Format for the Clinical Masters Program to a highly innovative Tutorial Format for all other programs.

About Us

There are several ways in which you might want to become acquainted with The Professional School of Psychology. You can read a brief account of the History of the School—starting with service to human service providers working in San Francisco, California during the late 1970s. You might instead or in addition want to read a summary description of the Educational Models on which the school is founded. At a more personal level, you can read one of the statements written about PSP by our President, our Provost, or our Director of Institutional Advancement. Each account offers a somewhat different perspective on our graduate school. Each of us views the school in our own unique manner!

History of the School

The Professional School of Psychology was founded in San Francisco during the late 1970s. It was initiated to bring high-quality graduate education in psychology to the ‘mature learner.’ In those days, it was difficult to find an institution of higher education that understood the complexities of being an older student – a full-time job, a family, bills to pay, and other responsibilities. Most traditional educational institutions required that a student attend day classes during the typical work week, and this was simply not practical for many qualified people who discovered they had both gift and talent to work in the field of psychology. This was particularly the case with the first students at PSP who were providing much-needed services (through an organization called Huckleberry House) to destitute teenagers in San

Francisco California. This founding commitment to provide high quality graduate education to those serving vital community interests remains a core commitment of PSP.

PSP was one of the first graduate schools to form around a new educational model called “andragogy” (see Four Models of Adult Education). This model challenged many of the traditional assumptions of higher education (the so-called pedagogical model]. At PSP students need not drop everything in order to prepare for a major career shift or enhance their current professional skills. PSP was one of the first graduate schools to offer courses during evenings and, in more recent years, during weekends. Another pedagogical assumption was challenged regarding the purpose of a graduate education to fill the “empty mug”. From the very first, graduate students entered their program with a mug full of life experiences. They often had extensive, practical knowledge regarding how to work with people facing major life challenges. Although we had ‘twenty-somethings’ in our programs, our average student age during our first two decades of existence was closer to forty-five than twenty-five. And we attracted students who were in their seventies as well.

Since the turn of the 21st Century, PSP has taken another step forward in the provision of graduate educational programs to mature, accomplished adults. We now offer senior tutorial programs that significantly increase flexibility in the scheduling of courses for individual students and cohort groups. It also offers a model of education (appreciative) that acknowledges and builds on the wisdom and experience which our students already possess. We begin with the assumption not only that the student’s mug is full, but also that the student has many other mugs of wisdom and experience that are full (even overflowing) that can be even more fully engaged in the student’s areas of greatest passion and commitment. We find that the most important book for our students to read is their own book (based on extensive interviewing with our students) and that our role as senior tutor is to serve as learning coach rather than instructor, and as articulate appreciator rather than as primary source of knowledge. Once again, PSP is at the forefront of graduate education for adult professionals.

Educational Models

The Professional School of Psychology has a tradition of innovation that is reflected in the Learning Models used to deliver instruction. Three venues are used for course instruction depending on the number of students who need a course.

Residential Model

A traditional, although intense, instructional model where faculty meet with students at scheduled time using the guideline ratio of 2 hours of student preparation for every hour with the faculty, or 64 student hours to 32 faculty contact hours (96 total hrs.) The assumption of this model is that students benefit from faculty contact and interaction with other students in their cohort group to achieve learning objectives in the least amount of time. Courses are usually scheduled over two weekends, with at least a month between weekends.

Educational programs at PSP based on this model are often built around a cohort group of 3-8 students. All or most of the students in a specific cohort group take the same courses and build their own distinctive and highly supportive learning community.

Nonresidential (Distance Learning) Model

Many of the students enrolled at The Professional School of Psychology do not live in Northern California and lead busy and challenging personal and professional lives that do not allow for travel on weekends to the Sacramento campus. As the geographic boundaries of the world have broken down over the past two decades, PSP has begun to offer programs at a distance from Sacramento, students enrolling in the school from as far away as the Netherlands, Israel and Singapore. These distance learning programs offer particular challenges for those who are enrolled in these programs—especially those who come from quite different cultures, speak English as a second language, and often live in social systems that are undergoing profound change and may even be threatened with extinction. Given these instructional challenges, PSP offers the following guidance with regard to distance learning instruction.

Synchronistic and Asynchronistic Instruction: Most of the nonresidential programs at PSP are offered through a distance learning format. While none of the PSP courses involve exclusive text-based instruction, they all involve some use of computer-based instruction. Typically, distance learning involves two different forms of instruction. One form is called *asynchronistic* instruction—meaning that the instruction is prepared and delivered at a time and place that may not require the immediate involvement of all (or even any) of the students. While they are usually not mentioned in this context, books exemplify asynchronistic instruction in that a student will not necessarily be completing the assigned reading at the same time as other students (or the instructor). During the era of advanced instructional technology, asynchronistic instruction is usually engaged through the preparation of instructional material that is placed on an Internet website which students access at a time and in a location that is convenient for them. The instructor often requires students enrolled in the course to prepare written responses to this material. Many “on-line” educational programs at other graduate schools make extensive (sometimes even exclusive) use of asynchronistic instruction.

While PSP encourages faculty members in the school’s distance learning programs to make some use of asynchronistic instruction, there is a very strong preference that a substantial portion of each course is delivered through so-called *synchronistic* instruction. This means that the instructor and students are engaged at the same time in the teaching/learning process. While they may be geographically dispersed, the instructor and students are communicating directly with one another in real time. This communication may be limited to audio or may include video and even the sharing of text material—but it requires immediate interaction. Furthermore, a substantial portion of each distance-learning course at PSP (at least ¼ and often 1/2) will be conducted in person. The instructor and students meet for several days in a workshop format or (in the case of individual senior tutorials) meet at or near the student’s home, at or near the faculty member’s home, or in a location that is convenient for both tutor and student.

This commitment to synchronistic and in-person education is premised not only on the desire expressed by many mature and accomplished learners at PSP for an educational format that includes extensive interaction with the instructor and other students, but also the desire of most instructors at PSP to ground their teaching not in technology, but rather in direct contact with their students. While faculty members teaching in a distance learning format need to know about

and be comfortable in using the new technologies, their real expertise will continue to be founded in their knowledge of the field and their skills in motivating and helping to guide the advanced education of their mature and accomplished students.

Instructor/Student Interaction: We are all growing accustomed to communication that occurs through use of computers, however, there is still a way in which extensive digital communication can be alienating and can lead to miscommunication and misunderstanding. We know from psychological research that these communication problems exist in part because the interpersonal relationship channels are narrowed. We only hear the other person's voice or see them on a restricted computer screen. Given these conditions, it is critical that a faculty member provide more structure than might be the case with residential programs. Furthermore, a faculty member must be in frequent contact with each student so that the student does not lose direction or motivation. Sadly, distance learning programs often experience very high drop-out rates (often as much as 90%). Fortunately, PSP has a very low dropout rate for students enrolled in distance learning programs (lower than 10%) and is committed to keeping this rate low by providing the "psychological containers" (structures, consistent procedures) to reduce student anxiety and uncertainty.

While any faculty member at PSP must be flexible in working with the mature and accomplished learners who enroll at the school, they must also provide consistent structure and clarity of expectations, particularly when teaching in a distance learning format. To ensure this consistent structure and clarity of expectations, faculty members in distance learning programs are expected to review and return any student work within one week of submission, keep a log of all student submissions and faculty responses to these submissions, provide regular and detailed feedback to the student regarding their performance in the course, and offer appropriate assistance to the student regarding misunderstandings based on language or culture. The school is committed to a high proportion of synchronistic (rather than asynchronistic) instruction in its distance learning programs precisely because of this need for consistent structure and clarity of expectations.

Individual Senior Tutorial Model

Some of the programs at PSP are offered primarily through an individualized senior tutorial model. This senior tutorial model requires more student preparation outside of class so that time with faculty and

classmates is intense and focused. Students spend 6 hours preparing for every hour with faculty, or 96 student hours for 16 faculty contact hours (112 total hrs.) This model allows students more time absorbing material, and greater flexibility of when to schedule those hours, but increases the overall time commitment. While the tutorial model is usually based on work with an individual student, PSP does offer some tutorial-based programs that are built around a cohort group. Furthermore, some students blend their tutorial-based courses with some courses that are offered in a traditional residential format.

Independent Study Model

Independent Study is used when students miss a course, or are interested in taking a highly individualized course. Faculty members usually work one-on-one with students and students are required to work independently. For this reason, the Independent Study model requires the most total hours (128 total hrs) for a student to complete 4 units.

Scheduling of Instruction

Residential instruction: courses are scheduled (generally) on weekend days from 9:00-5:00. A class day is one unit. If the class is a four unit class, the student will be on-site for two weekends, that is, two Saturdays and two Sundays.

Distance Learning, Individual Tutorial and Independent Study instruction: scheduling is more fluid than residential cohort scheduling, and faculty work more directly with students in determining meeting dates and times.

Calendar

PSP operates on a modified quarter calendar. We have a *Fall Term* (typically from September 15 until December 15), a *Winter Term* (typically from January 15 until April 15), a *Spring Term* (typically from April 15 until June 15), and a *Summer Term* (typically from July 15 until September 15).

Students may enter into individualized programs at any point. Students entering cohort groups will typically join at the start of a specific quarter.

Program Duration

Masters Degree students typically take one-and-one-half to two years to complete their degree, completing course work followed either by completion of a portfolio and Masters Thesis, or completion of a 350-hour supervised practicum and comprehensive examination.

Doctoral students typically take about four years to complete their program – several years of coursework (including completion of a portfolio or completion of a comprehensive examination and documentation of 1500 hours of a supervised clinical or organizational internships. Once these requirements are fulfilled, the student is advanced to Candidacy and can then formally convene a dissertation committee and work toward completion of a dissertation—the final step in the doctoral program.

Statement from the President

Welcome to the world of PSP. For the past 25 years, I have experienced the joy (and sometimes the challenge) of serving as president of The Professional School of Psychology. This is a very long tenure for any educational administrator. So what has kept me engaged with this remarkable graduate school for all of these years? I believe three major factors contribute to my continuing engagement: the students we serve at the school, the faculty members we have invited to collaborate with us, and the opportunity this graduate school has provided us to explore new approaches to the education of mature, accomplished adults.

The PSP Community

The mean age of our student body is about 45. Virtually all of our students have been successful in their career prior to entering PSP; however, most of our students were discouraged earlier in their career from pursuing a graduate degree in psychology. The barriers and sources of discouragement vary: lack of funds to pay for their education, gender or racial biases, family obligations (child-rearing, bread-winner, etc.), or a lack of encouragement from significant people in their lives. Now, in mid-life or later life, they have decided to move forward with their graduate education. Given this common scenario, we have attracted an exceptional student body over the years: lawyers, physicians, police officers, university professors, chemists, ministers, nurses, government officials . . . to name but a few of the entering professions.

What about the faculty of PSP? Virtually all of our faculty members have published major books or articles, while also serving full time as “working” professional psychologists. We attract an exceptional faculty in large part because of our student body and because these faculty members can continue their other work. All of our programs allow for the rich interaction that most theorists, researchers and practitioners seek in their professional lives. In many cases, our faculty members were themselves mature adults when obtaining their doctorate. They can fully appreciate the challenges faced by their students and know how to bring the exceptional experiences and expertise of their students into the PSP community—just as they are bringing their own experiences and expertise into this unique community.

The Climate of Innovation at PSP

The overall culture and environment of PSP is also unique. We are an inexpensive school that is committed to excellence in education. This dual commitment to both quality and affordability requires innovative practices at both an administrative and educational level. Innovative practices are also necessitated by the levels of accomplishment that are to be found in our students prior to their admission to our school. These are not men and women who come with an empty vessel to be filled by the experiences and expertise of our faculty. Rather they come with vessels that are already over-flowing.

Our job is to enable our students to fully appreciate the wisdom they already possess and to link this wisdom to additional sources of knowledge and expertise. As we note in *Four Models of Adult Education* (prepared by one of our graduates and myself), our school moves beyond other models of adult education (the models of *andragogy* and *transformation*) to a new model of *appreciation*. While we also engage these other two models of adult education, we believe our new model is particularly appropriate given the student body we serve.

At an even deeper level, our graduate school is responsive to an evolving perspective on knowledge—a perspective often described as *constructivism* or as *commitment-in-the-midst-of-relativism*. An American poet Wallace Stevens has offered a particularly poignant summation of this challenging perspective: “The final belief is to believe in a fiction, which you know to be a fiction, there being nothing else. The exquisite truth is to know that it is a fiction and that you believe in it willingly.”

Psychology is one of the “fictions” of which Stevens speaks. It is a fiction which can be of great value to society if used in a wise and skillful manner and if used with full knowledge that it is only one of many fictions that help inform the complex human condition. The Professional School of Psychology was founded on the belief that mature women and men, who already have extensive, successful life experiences are those most likely to apply the concepts they have learned in a wise and skillful manner, while recognizing the equal validity of numerous other perspectives and claims to knowledge.

Given these factors, I hope you can better understand—and appreciate—the reasons why I continue to find my involvement in The Professional School of Psychology to be a sustaining source of both joy and challenge. Now in my twenty fifth year of serving as President of The Professional School of Psychology, I am honored to be able to continue my work at this remarkable institution. PSP provides

me with the continuing opportunity to serve the educational needs of mature and accomplished adults throughout the world.

William Bergquist Ph.D.

President

Statement from the Provost

As the Provost and Director of Admissions at PSP, I am involved in curriculum development and faculty recruitment. My primary role, however, at the present time is to review the admissions documents submitted by new program applicants. Reading through an application for admission is, on the one hand, a very straightforward task. Does the application meet the requirements for admission or not?

But I have come to find out that this simple process can really grow on you and become much more than just a paperwork review. My role as Director of Admissions at PSP provides me the opportunity to learn about an individual's life story, and their dreams for the future. I get to learn about their prior studies, how they have applied those studies to real life, and why they want to embark on a new educational adventure at PSP. I often learn a little bit about challenges in life that they have overcome, or maybe how they have helped others along the way. I love getting applications to review.

An application to a university reminds me of a passport application, by filling out some simple forms the person is announcing that they are ready to see what more there is of the world. Along the way, they will come across many things, both the expected and the unexpected. "Broaden your horizons" is a well-worn expression, but is so apt for both the traveler and the student at PSP. PSP is a school like no other. When I was a doctoral student at PSP I did not ever feel like I was being "taught at", nor did I feel like I was just there to collect information to take back and apply on the job. Rather, I felt like I was being inspired to see the world through a much larger lens.

It is an incredible honor to be able to participate in the admissions process, the first step in achieving one's goals. We call them prospective students, and in a very real sense they are prospectors, each seeking something more for themselves. Just what that is may not always be well-defined at first, but somehow each individual has come to the realization that now is the time to start the search. I am fortunate in my role as Provost and Director of Admissions to be witness to each new student's (sometimes tentative) first step on this journey.

Robin Drotleff, Psy.D.

Provost

Degree-Granting Authority

The Professional School of Psychology initially received State of California Department of Education approval in 1980, permitting graduates access to state licensing examinations. Later, authorization to grant the Masters degree and Doctoral degree, as well as certificates in behavioral neurosciences and Industrial-Organizational psychology, was granted by the California Bureau of Private Postsecondary and Vocational Education pursuant to Section 94900 of the California Education Code.

From 2007 until January of 2010, no Bureau in the State of California existed to formally approve or reapprove private postsecondary institutions like PSP to offer academic programs. During this period of time, PSP was granted a temporary extension of its approval to continue offering degrees, until such time as a new state agency was established to provide this review. This new agency (Bureau of Private Postsecondary Education) came into existence on January 1, 2010.

Our application for re-approval to operate has been reviewed by the new Bureau for Private Postsecondary Education and we have been re-approved to operate (approval granted through August 31, 2017). The Professional School of Psychology's approval to operate in the State of California is based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which went into effective January 1, 2010. The Act is administered by the Bureau for Private Postsecondary Education, under the Department of Consumer Affairs. The Bureau can be reached at: Physical Address: 2535 Capital Oaks Drive, Sacramento, CA 95833. Mailing Address: P.O. Box 980818 Sacramento, CA 95798-0818 www.bppe.ca.gov Toll-Free Phone Number: 888.370.7589. Local Phone Number: 916.431-6959. Fax: 916.263.1897.

PSP's Master of Arts in Psychology fulfills the education requirements for the California Marriage and Family Therapist (MFT) license. The Tracks I, II, and III clinical programs at PSP leading to the Doctor of Psychology (Psy.D), fulfill the educational requirements for the California Psychologist license.

California State approval has been granted under California Education Code 94310.2. The program also is designed to fulfill the requirements of California Business and Professions Code, Section 4980.40 (a) through (d), and 4980.41 (a) through (d). However, applicants should be aware that units earned for courses taken at PSP may not be acceptable for transfer credit at other graduate schools. The Professional School of Psychology has no articulation agreements with any other institution.

PSP Charter

Preamble

Several recent reports on the future of jobs in the United States (and elsewhere in the world) come to a similar conclusion: job growth in health care and related human services is predicted to be higher than in any other sector of the economy. This area of job growth relates in large part to the “graying” of the population, the increased concern for full and equitable treatment of all citizens, and the technical and behavioral breakthroughs in all of the health-related sciences.

We firmly believe that the innovative and highly practical graduate programs being envisioned at The Professional School of Psychology are directly aligned with these challenging conditions. PSP can contribute to cutting-edge developments in graduate professional education—developments that are needed if these new human service challenges are to be met successfully.

During the 20th Century many disciplines grew increasingly autonomous, and with the rise of logical positivism and related empirically-oriented perspectives, practitioners in many physical and behavioral sciences tended to divorce themselves from all but the most seemingly “scientific” of disciplines. Using the so-called “scientific methods” of physics, astronomy and chemistry, practitioners in the fields of biology, psychology, anthropology, sociology, economics and political science confined themselves to rather trivial questions and constrained their observations of the world in order to remain “objective,” “detached” and “analytic.” These biological and behavioral science practitioners not only divorced themselves from the humanities and many of the professions, they also tended to be suspicious of one another, seeking to join physics, astronomy and chemistry at the top of the disciplinary pecking order.

Now, at the beginning of the 21st Century, there is an epistemological revolution that brings many of these estranged fields back into conversation with one another. This is occurring not only because many of the behavioral and biological sciences have themselves come to the end of the road with regard to the confining “scientific method,” but also because epistemology is itself undergoing profound change. There is the revolution of chaos and complexity in the physical and behavioral sciences, the introduction

of radical concepts regarding time and causality in cosmology, the shattering of the analytic (“smashed rat”) tradition in the biological sciences, and the postmodern challenging of interpretative traditions in the humanities and behavioral sciences.

The Professional School of Psychology offers an andragogic and appreciative educational door into this new world. As a portal, PSP exemplifies optimism about the future and a turning to appreciation and images of success and accomplishment when faced with the challenge of profound personal, organizational and societal transformation. As Martin Seligman notes in the opening article of the first issue of the *American Psychologist* in the 21st Century, this new century is a time for psychologists to investigate and grow wise about not only the fears and delusions of humankind (the primary task of 20th Century psychology), but also the hopes and dreams of humankind that enable men and women to sustain their efforts and search for a better life, despite their individual and collective fears and delusions.

The graduate degree programs of the Professional School of Psychology are intended for motivated mature learners who wish to expand their own conceptual horizons and to integrate greater self-understanding with a more profound appreciation for the complexity, unpredictability and turbulence of our contemporary world landscape. This is not a “university without walls.” Rather it is a “university with moveable walls.” It is the intent that those enrolled will design, in company with select faculty members, a specific program of scholarship, research and practice that is aligned with each participant’s own shifting career goals and life purposes.

Mission Statement

The Professional School of Psychology is a private enterprise with a public mission:

The Professional School of Psychology has developed its unique character and structure through a commitment to creating a quality education that is accessible and affordable to learners who wish to access several, interrelated sources of human wisdom in a systematic manner. Furthermore, in the continued maturation of this institution it will make efforts to develop new and innovative models of high quality educational services within a proprietary

structure in order that all members of the PSP community may prosper and learn.

The Mission of the Professional School of Psychology is the guiding principle in which all constituencies of the school participate in order to create an effective educational environment. As an institution of higher education, we are committed to providing high quality education to mature adults in order that they may fully participate in multiple roles in their community. Furthermore, we are committed to maintaining the cost of Master and Doctoral Degree education as affordable in order that students do not suffer additional burdens of financial hardship. Ultimately, we perceive ourselves as members of interconnected local, regional, national and international communities.

Components

Following are six key components of this mission:

1. To create an atmosphere conducive to personal and professional learning which enhances the wisdom of learners regarding dynamic 21st Century transformation of human systems, this wisdom being directed toward the betterment of our communities and societies.
2. To provide qualified students with the fundamental knowledge, skills, and abilities underlying the human science disciplines.
3. To establish an interdisciplinary context in which, and a perspective from which, students might better view the fundamental issues in the human sciences.
4. To serve students from many different backgrounds with accessible, affordable, and high quality education.
5. To attract and maintain a faculty and staff who work collaboratively with students as well as other professionals to prepare for the future direction and expanded scope of human wisdom in the twenty-first century.
6. To be recognized as a leader in local, national and global communities through making a contribution with the highest standards in promoting the continuing maturation of individuals, groups, and organizations.

Strategies for Engaging the Mission

To properly educate PSP students, the School will:

- Selectively admit the most competent and qualified students. Develop a curriculum with strengths in critical thinking and appreciative modes of inquiry.
- Recruit faculty with rich and varied experience as leaders and scholars who excel in their teaching proficiency.

To maintain accessible, high quality education, the School will:

- Provide courses that are available at a variety of times acceptable to learners with multiple priorities.
- Provide a variety of options for payment of tuition and other fees.
- Provide an accessible facility and a variety of support services that are appropriate to and appreciative of the unique competencies and needs of our PSP students.

To enable faculty collaboration with students and other professionals, PSP will:

- Encourage students and faculty to interact professionally and scientifically with other leaders and scholars from a variety of disciplines.
- Maintain a curriculum that emphasizes the interrelationships among the varied and different disciplines of human wisdom.
- Encourage and support students at PSP in their completion of original research and/or in their successful enactment of demonstration projects.

To establish The Professional School of Psychology as a community leader, PSP will:

- Encourage faculty and PSP students to be active members of their community, serving in the roles of teacher, learner, scholar, researcher, leader and advocate.
- Support PSP centers in serving the community and providing high quality training, consultation and coaching.

Desired Educational Outcomes

Regardless of the level of the degree program or the focus on either clinical or organizational psychology, ten outcomes are fundamental to the school. These educational outcomes serve as guidelines for the development of the school's curriculum and the design of specific courses. Each PSP course is aligned in particular to two of these educational outcomes:

1. An understanding of the full range of normal developmental processes of humans and how these influence behavior across the life span.
2. The capacity to influence community life through multiple roles and functions, including those of teacher, learner, scholar, researcher, leader and advocate.
3. An understanding of both traditional and nontraditional research methods that illuminate the human condition and the ability to comprehend and appreciate literature coming from many different disciplinary perspectives.
4. An ability to work with other leaders and professionals from different disciplinary backgrounds and an appreciation of the methods and scope of other disciplines.
5. An understanding of the ethical issues in psychological practice and of the principles of effective and ethical performance in a professional role.
6. An ability to relate psychological knowledge to the social and cultural context of those individuals and organizations that are being served.
7. An attitude of ongoing and critical self-evaluation, including the ability to know when and where to get consultation, coaching, and other forms of assistance.
8. A broad familiarity with the disciplinary foundations of human knowledge: biological, social, cognitive, and affective, and the capacity to appreciate, integrate and apply psychological knowledge in a wide variety of social and cultural settings.
9. An understanding of an array of intervention models and the strengths and limitations of each, as well as an integration of other models and empirical information into a personal model that provides a basis for informed practice.
10. Flexibility, tolerance of ambiguity, and commitment to ongoing professional development and learning.

Admissions

The primary objective of the admission process is to ensure a good fit between PSP and each student. We therefore begin the admissions process with one or more initial telephone conversations or with an in-person interview. During these conversations prospective students are given the opportunity to have their questions and concerns addressed. Contact Administration/Registrar at (916) 641-6542, or e-mail christopher@psychology.edu. Please note that PSP is unable to issue I-20 forms to international students.

We require a personal interview with all prospective students. This interview can be conducted in person or by phone or Skype. At the end of the personal interview, the interviewer and the prospective student come to a collaborative decision whether to move the application process forward. If an application is given and received, the prospective student goes back into their world and begins to pull together the required materials. Prospective students regularly talk with School representatives during this time, and we normally follow-up with the prospective student to encourage more dialogue, as necessary. This give-and-take, collaborative approach to the admission process, is characteristic of the way all administrative matters and educational processes are pursued at PSP.

When an application is complete and returned to PSP, the Admissions Committee usually makes a decision within two weeks. Students may enter into classes at the beginning of any term (Fall, Winter, Spring, Summer). In fact, a prospective student may take up to three classes on a per unit basis before being formally admitted to PSP.

International Students

PSP has a long tradition of encouraging nontraditional students to enroll in the school. Initially, this tradition concerned mature, accomplished adult students from the United States who had neither the time nor the money to enroll in most existing graduate schools of psychology. In recent years, this tradition has expanded in scope. The school now encourages mature and accomplished adults from outside the United States to participate in PSP's unique educational program. Initially, this expansion occurred with adults in Canada—all of whom were in positions of leadership within Canadian postsecondary education institutions. In recent years, mature and accomplished adults are enrolling in

the school who come from outside North America and whose first language is not English. This expansion to countries outside North America offers several unique challenges which PSP is able to address in a successful manner.

First, these international students continue to reside in their home country; hence they do not need to apply for visas or obtain other documents needed to study in the United States. International students will receive their education through a combination of four modes: (1) the faculty member comes to their home country (if student is participating in a cohort group), (2) the faculty member and student(s) interact via Skype, Logitech or one of the other newly-available digitally-mediated (auditory and/or visual) communication devices, (3) the student travels to the United States to meet with the faculty member either at the home campus in Sacramento or at a location mutually-agreed upon by the student and faculty member and (4) the faculty member and student communicate via email or other digitally-mediated (written) communication devices. PSP does *not* offer distance education exclusively through digitally-mediated communication. All educational programs at PSP involve some direct face-to-face communication.

All students enrolled in PSP must be fluent in English (see more extended exposition regarding English proficiency below). As a graduate school, PSP requires considerable amount of written work, so the ability of students to write and speak in English is critical. While some of the course work may be conducted by a faculty member who is fluent in both English and the language of the student (or all members of a student cohort), much of the education is provided in English and most of the textbooks and other reading for completion of course assignments will be written in English. Several additional challenges should be noted that any student living outside the United States should keep in mind when considering the option of enrolling in PSP.

First, the international programs at PSP all involve a mixture of in-person and digitally-mediated instruction. Any student enrolled in an international program must therefore own a computer that is of sufficient capacity to handle a relatively sophisticated computer-based communication tool (such as Skype) and must be conversant with the use of computers in the transmission of documents as well as emails. Second, an international student must be able to adjust their work and family schedule to accommodate intensive in-person workshops that might be located at some distance from their home (though usually held in their home country). Third, given the fact that courses for international students

are not typically offered on a weekly basis, these students must be able to discipline themselves with regard to both preparation for course sessions and completion of course assignments.

Given these challenges, PSP adds an additional level of review when international students apply for admissions. All applications made by international students are reviewed not only by the Provost and Admissions Committee, but also by the Director of International Programs at PSP and the Senior Tutor assigned to the specific program to which the prospective student is applying. PSP also provides additional assistance to prospective students as they make the important decision regarding whether or not to attend PSP. Not only are international students provided (if requested) with a translation of key application documents in their native language, they are also given the opportunity (and are encouraged) to meet with students from their own country who are already enrolled at PSP or have recently graduated from PSP. Through this meeting (usually in-person), the prospective student gains a much clearer perspective regarding both the opportunities and challenges associated with enrolling in a graduate program at PSP, as well as being able to receive candid and empathic responses to their questions from a colleague (who often becomes an informal mentor to the prospective student if they choose to enroll at PSP).

Proof of English Proficiency

Because The Professional School of Psychology attracts mature and accomplished men and women from throughout the world who already have substantial life experiences (often living in, studying in and traveling to many countries), the usual requirements regarding proficiency in the English language have been extended to include several different pathways to demonstrating this proficiency. We also recognize that many of our prospective International Students are truly global citizens, with the capacity to read and communicate in many languages. While English may be their second (or even third or fourth) language, PSP views this as an advantage in terms of not only the globalized perspective of these potential students, but also their ability to access diverse resources in their original language. Given these factors, the following six ways to demonstrate English proficiency are accepted during the admissions process at PSP:

1. The prospective student has graduated with a Bachelors or Masters Degree from an educational institution where the instruction was primarily in English.

2. The prospective student has successfully completed a certificate program in the field of psychology of at least 50 hours where the instruction was primarily in English.
3. The prospective student has lived in a country for at least 6 months in which English is either the primary language or a strong secondary language.
4. The prospective student has successfully completed more than eight years of English language training during their enrollment in a primary, secondary and/or postsecondary educational institution or have completed an English for Academic Purposes (EAP) program with a 3.0 GPA at an authorized ELS training institution.
5. The prospective student has published 2 or more articles in English and/or has presented in English at 2 or more international conferences.
6. The prospective student has successfully taken one of the following tests of English Proficiency within the past 4 years: (a) *Test of English as a Foreign Language (TOEFL)* 550 and above on the paper-based test, 213 on the computer test, or 79–80 on the Internet-based test; (b) *International English Language Testing System (IELTS)* A score of 7; or (c) *Pearson Test of English/Academic (PTEA)* A score of 53.

Because The Professional School of Psychology often attracts men and women who serve in leadership roles within their own community, society or nation, there are occasions where the five pathways just identified are waived consensually by the Provost and President of PSP. The following conditions must be in place for this waiver to be granted:

1. The prospective student clearly demonstrates in his/her autobiographical statement and in his/her past life accomplishments that he/she holds the potential with the graduate degree and advanced education from PSP to make a significant and sustained contribution to his/her community, society or nation.
2. The prospective student has immediate access to and can provide appropriate payment (if necessary) for translation services when directly working with a PSP faculty member, reading works in English, or preparing written work in English as part of his/her graduate program.
3. The prospective student has immediate access to resource materials (books, articles, audio-video documents, etc.) in both English and their home language, and has

immediate access to and can provide payment (if necessary) for translation services that enable the student to make full use of these resources.

Earning of Academic Credits

Students enrolled in The Professional School of Psychology are expected to earn their academic credit through active participation in the degree programs offered by the school. Following are the specific policies regarding the earning and transfer of academic credit.

Acceptance of Credits Earned at Other Institutions

The Professional School of Psychology does not accept graduate credits earned at other educational institutions. PSP has not entered into an articulation or transfer agreement with any other college or university.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at The Professional School of Psychology is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Masters or Doctoral degree you earn in either Clinical or Organizational Psychology at PSP is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Professional School of Psychology to determine if your credits or degree will transfer.

Credit for Prior Life Experiences

While The Professional School of Psychology fully acknowledges the benefits associated with the rich and diverse life experiences of its mature and accomplished students, it DOES NOT grant

formal academic credit for this experience. Rather, the students at PSP are encouraged to reflect and build on their past experiences through the integration of their current life experiences with the content of the graduate courses they are taking at the school. Students at PSP are often encouraged to present case studies in the courses they are taking that are based on their current life experiences.

Notice of Student Rights

1. An enrollment agreement can be cancelled in one of three ways: (a) the student chooses to discontinue enrollment at the School, (b) the School chooses to discontinue the agreement because of the student's conduct not being aligned with the Values articulated in the School's catalog (and following the review process described in the School's catalog), or (c) the School chooses to discontinue the agreement because of nonattendance by the Student in appropriate courses being offered by the School. You have the right to cancel this enrollment agreement (option one) and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

Newly enrolled students should read the Notice of Cancellation form contained in the Student Enrollment Agreement for an explanation of cancellation rights and responsibilities. If this Notice of Cancellation form is lost, ask the school for a sample copy.

2. After the end of the cancellation period, student also have the right to stop school at any time and has the right to receive a refund for the part of the program not taken pursuant refund rights as described in the contract. If contract is lost, ask the school for a description of the refund policy.

3. If the school closes before student graduates, student may be entitled to a refund. Contact the Bureau of Private Postsecondary Education at the address and telephone number printed below for information.

4. Any complaints, questions, or problems which cannot be worked out with the School, should be addressed by writing or calling: the Bureau for Private Postsecondary Education: Physical Address: 2535 Capital Oaks Drive, Sacramento, CA 95833. Mailing Address: P.O. Box 980818 Sacramento, CA 95798-0818 www.bppe.ca.gov Toll-Free Phone Number: 888.370.7589. Local Phone Number: 916.431-6959. Fax: 916.263.1897.

5. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

6. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet web site: www.bppe.ca.gov.

Student Tuition Recovery Fund

Student must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to student:

1. Student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of tuition either by cash, guaranteed student loans, or personal loans, and
2. Student's total charges are not paid by any third-party payer such as an employer, government program or other payer unless student has a separate agreement to repay the third party.

Student is not eligible for protection from the STRF and student is not required to pay the STRF assessment if either of the following applies:

1. Student is not a California resident, or is not enrolled in a residency program, or
2. Student's total charges are paid by a third party, such as an employer, government program or other payer, and student has no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

Student may be eligible for STRF if student is a California resident or is enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.

2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution diligent judgment against a violation of the Act.

However, no claim can be paid to any Student without a social security number or a taxpayer identification number. A refund claim can be filed at:

<http://www.bppe.ca.gov/applications/strf.pdf>.

Degree Programs

The degrees offered by PSP provide students destined for careers in clinical and organizational psychology with distinctive programs that blend theory and practice. The programs effectively prepare human service professionals for the emerging challenges of twenty-first century mental health, and provide students with a unique opportunity at the forefront of the rapidly changing field of psychology.

Prospective students often inquire about the distinction between the Ph.D (Doctor of Philosophy) and the Psy.D (Doctor of Psychology). A Ph.D program typically leads one to a lab as a researcher or teacher, whereas the Psy.D typically leads one to become a practitioner, albeit with research competency and scholarly interests. The Doctor of Psychology degree first began to appear in the 1970's. At PSP, we conceptualize the Psy.D as a practitioner-professional doctoral program.

Master of Arts in Psychology -- Clinical

This program equips students with a solid foundation for the practice of psychotherapy by exposing them to a wide range of therapeutic approaches appropriate to several different client populations. It also furnishes students with and appreciation for theory, research, and practical information as they relate to social, cultural, developmental, and ethical aspects of psychological practice. This degree meets the educational requirements of the Board of Behavioral Sciences for licensure in the State of California as a Marriage and Family Therapist (MFT). This program requires completion of 76 units.

Licensing with the Board of Behavioral Sciences as a Marriage and Family Therapist is complicated -- you may want to review our Overview of Licensing.

Master of Arts in Psychology -- Organizational

Students who enroll in the Master of Arts in Psychology — Organizational program are typically (a) people who want to gain skills and competencies that will allow them to advance within their current organizational environment, or (b) people who are (or hope to be) internal consultants within their current organizational environment. Persons who are part of a private firm that provides external consultant services to business enterprises tend to seek doctoral level education. This program is

designed for students who have experience working in organizations, but not necessarily a background in psychology.

The program builds a master level competency in understanding and intervening at the individual, group, and organizational level. Courses cover both theory and practice. Our faculty members offer the combination of extensive first-hand leadership experience and the ability to link their experiences to appropriate theoretical frameworks, research findings and insights gained from consultations in a wide range of organizations.

For certain highly motivated students, it is possible to arrange a tutorial-oriented masters program in organizational psychology. In most residential courses, the assumption is that for every in-class contact hour, the student spends two hours outside of class in preparation, reading, reflection, research, and writing. In a Masters tutorial setting, this ratio rises to 1:3.

Doctor of Psychology -- Clinical

This program expands upon the subject matter offered in the Masters program. The core courses expose students to a wide array of clinical knowledge, applications, and approaches, while elective offerings will give students the opportunity to explore specialty subjects which may become an area of emphasis in their future careers. Part of the training curriculum for clinical doctoral students includes in-depth instruction and practice with those psychological tests used in modern psychological evaluations. This degree meets the educational requirements of the Board of Psychology for licensure in the State of California as a Psychologist. This program requires completion of 116 units. Licensing with the Board of Psychology as a Psychologist is complicated -- you may want to review our [Overview of Licensing](#).

There are three tracks open to students wishing to pursue the Doctor of Psychology in clinical psychology (the Psy.D) – **Track I** is available to students entering with a bachelor's degree. After successful completion of 43 units of pre-doctoral courses in the first year of study, these students matriculate into the Psy.D program.

Students who hold a master's degree in psychology or in a closely related field may enroll in the **Track II** program. Typically, such students have not completed a core of *clinical* masters-level classes. They will complete certain key Masters Degree coursework before moving on to the full doctoral curriculum.

Students who hold a master's degree in psychology with a clinical emphasis may qualify to enter directly into the **Track III** program and immediately begin doctoral level coursework.

All clinical doctoral students should be aware that the Board of Psychology in California adds requirements for licensure that may not be included in the curriculum. Typically, these requirements are low unit courses and are available from different educational venues, including regional and state conferences.

Please visit www.psychboard.ca.gov/faqs.htm to review these requirements:

Laws and Ethics*

Spousal and Partner Abuse*

Human Sexuality*

Substance Abuse*

Aging and Long-Term Care

Child Abuse*

* denotes courses taught at the masters level at PSP

Doctor of Psychology -- Organizational

This program equips students to develop competency in six domains: teacher, learner, scholar, researcher, leader, and advocate. These six areas provide the mature learner with a solid foundation for future professional practices. The program expands upon the subject matter offered in many master-level degrees. Core organizational classes expose students to a wide array of knowledge, applications, and approaches, with three core courses focusing on the individual, three on the group, and three on the organization. In each case, one of the three courses is concerned with theory, one concerned with assessment, and the third concerned with intervention. This degree meets the educational requirements of the Board of Psychology for licensure in the State of California as a Psychologist, though most graduates do not choose to obtain State licensing. This program requires completion of 116 units.

Costs and Tuition Plans

Tuition for the PSP graduate programs can be paid through one of two plans:

1. Per Unit Payment Plan
2. Full Program Payment Plan (paid in monthly or quarterly installment payments at no interest)

Please note that most graduate schools *only* have a per unit payment plan. PSP's commitment to affordable education is demonstrated in providing program and per unit payment options.

Current tuition rates are as follows:

- Masters Degree Program \$365 per unit
- Doctoral Degree Program \$410 per unit

Clinical Programs

- Doctor of Psychology -- Track III \$36,500

Organizational Program

- Master of Arts in Psychology -- \$19,500
- Doctor of Psychology -- \$36,500

All students sign contracts which specify their rights and responsibilities. The contract period for doctoral students extends beyond the class-phase, allowing a reasonable amount of time to complete the dissertation. As with other institutions of higher learning, students who continue past the contract period may be subject to extension fees.

Student Loans

The Professional School of Psychology offers no financial aid program nor does it participate in any government-sponsored loan program. Instead, PSP endeavors to keep costs low for all students and to minimize the debt that is incurred by students while enrolled at PSP. This commitment to low tuition and the school's disinclination to participate in any government-based loan program resides at the heart of PSP's mission and is unlikely to be changed in the future.

If you have obtained a loan to pay for this educational program from some other source, you will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If you are eligible for a loan guaranteed by the United State Federal Government or a State Government and you default on this loan, both of the following may occur:

The US Federal Government or State Government or a loan guarantee agency may take action against you as the student, including applying any income tax refund to which you are entitled to reduce the balance owed on the loan.

You may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

The Key Questions for Prospective Students

There are several key questions that mature men and women often bring to their interview with a PSP administrator or faculty member. While the questions being asked and the answers to several key questions will vary somewhat depending on the interests and circumstances of the specific prospective student, there is certain information regarding the following key questions that are relevant for virtually all prospective students:

Should I Pursue a Career in Clinical Psychology?

Clinical students tend to be people who (a) work in the general health services field, (b) people who have imagined themselves in the role of a psychotherapist, and (c) people who are masters-level psychotherapists who would like advanced training at the doctoral level.

While most organizational psychologists (those who complete the doctoral program) do not seek formal licensure, almost every clinical student does seek formal licensure. Why? Because the practice of psychotherapy is regulated by the State of California and most other states. This distinction is important because the decision to seek graduate education in *clinical* psychology is only the first step in the process to be licensed.

Masters-level psychotherapists work with individuals, couples and families. Their State of California licensing examinations tend to focus on family systems theories – those psychotherapeutic methodologies that frame the presenting problem in a larger, family context. Yet, in their actual, day-to-day practice, many Marriage and Family Therapists work as individual-oriented therapists. It often depends on what one enjoys.

Doctoral-level psychotherapists work with individuals, couples and families as well, though they tend to focus more on individuals. With a doctoral degree in *clinical* psychology, one can become a State-licensed Psychologist. In addition to their work as psychotherapists, a Psychologist is trained to administer psychological evaluative instruments, such as the Weschler Adult Intelligence Scale, the Minnesota Multiphasic Personality Inventory, the Millon Multiaxial Clinical Inventory, the Thematic Apperception Test, the Rorschach Inblot Test, and others. Note that one can achieve the Psy.D. and

license with the Board of Behavioral Sciences as a Marriage and Family Therapist. Many people with the Psy.D. dual license operate as a Psychologist and as a Marriage and Family Therapist.

It may be helpful to note that the managed care environment in which we all live has led to cost containment measures which, as a practical matter, have limited the number of treatment sessions allowed by the insurance company. These limitations have added influence to and prompted the further development of brief psychotherapeutic methodologies. Notably, what is known as cognitive-behavioral therapy is of critical importance in contemporary practice. Indeed, many people would argue that cognitive-behavioral therapy is efficacious in ways that traditional psychotherapies are not.

The PSP masters-level degree that leads to becoming a licensed Marriage and Family Therapist will take most students about two years to complete. At the end of your educational phase, you will sit for the PSP Masters Degree comprehensive examination.

The PSP doctoral-level degree that leads to becoming a licensed Psychologist will take most students closer to three years to complete. At the end of your educational phase, you will sit for the PSP doctoral comprehensive examination, and be authorized to begin your dissertation. Dissertations are the equivalent of your first book – typically anywhere from 100 to 1000 pages. Many students tremendously enjoy the class phase of their education, dread but deal with the comprehensive examination stage, but have a real problem with the dissertation phase. Are you a person who has ‘found your voice?’ Do you have a desire to add something to the body of work that has been done by clinical doctoral candidates in years past?

If your primary interest is being a psychotherapist, becoming a Marriage and Family Therapist may be the best and most direct route for you to pursue. With the advent of ‘managed care,’ many insurance providers do not pay for multi-test psychological evaluations, as valuable as they are for teasing out what is really going on with a patient. On the other hand, a licensed Psychologist can typically command a higher per visit fee structure, and is more highly trained in the practice of clinical psychology. Within a mental health organization, the Psychologist would typically be placed in a higher level administrative position, commensurate with the higher and deeper level of education.

Even though the licensing boards are separate, both the Marriage and Family Therapist-bound student and the Psychologist-bound student must complete 3,000 of supervised professional experience before

being allowed to sit for the *State* licensing examinations. In truth, it is easier to obtain the necessary supervision if you are Marriage and Family Therapist-bound. In addition, it is most difficult to find a *paid* internship. Further, both State licensing boards expect that a person will complete the 3,000 hours within a limited number of years. Thus, while being a PSP student on weekend days and working a full-time job during the weekday days is a real draw to the PSP program, students have to consider how they will first find and then build into their post-educational schedule, the time to accumulate supervised clinical hours for which you may not receive any compensation.

Should I Pursue a Career in Organizational Psychology?

When we chat with prospective students, a few issues regularly emerge. For most people, the decision to embark on graduate in psychology is related to a significant life transition. This section is intended to help you navigate through frequently expressed concerns.

Organizational students tend to be (a) people who want to gain skills and competencies that will allow them to advance within their current corporate environment, (b) people who are or hope to be internal consultants within their current corporate environment, and (c) people who are part of a private firm in which ‘you’ function as an external consultant to business enterprises.

There are any number of business enterprises – some small, some large, some huge – which run into problems as they become successful. If they aren’t successful, they fold. If they are successful, success often has to do with the original vision of the founder(s) whose idea or product gave the organization a competitive advantage. Yet, as organizations grow, new challenges develop which often are resistant to the energy that drove the original successes. To a large extent, students who are interested in organizational psychology are people who have a heart for helping organizations move through these periods of resistance.

Change is usually difficult but is also inevitable. Managing change processes so that an organization (and the real human beings who rely upon the organization for a living) maintains a success oriented, competitive advantage, is typically the goal of the organizational consultant. Is this the kind of work in which you would like to be involved?

One question the prospective student should consider is -- are you by nature entrepreneurial? The program offerings at PSP will provide you with core competencies to guide and manage organizational change, but will not teach you how to be confident. While you may develop networking-oriented relationships with other students, many of our students are older ('mature learners') and are already involved in corporate environments, or already have substantial contact bases, which they hope to leverage with the advanced degree they will receive at PSP.

We have had students who come to the organizational doctoral program with masters degrees in *clinical* psychology – they have, perhaps, become involved in the administration and maintenance of the 'corporate culture' of an agency that provides clinical services as the 'product,' but is managed by people who have no education in the best practices of organizational management. On the other hand, we have had students who have a post-bachelor degree in organizational development, who want to move to the next higher level of capability.

Can I Afford to Attend a Graduate Program in Psychology?

Another deciding issue may be the cost of the education at PSP (or other schools). The cost of pursuing the masters-level degree is significantly less than the cost of the doctoral-level degree. To be sure, although the quality of a PSP education is very high, the cost for any given program is far less than what you would pay at a different school. In addition, masters-level clinical education opportunities are plentiful, but doctoral-level clinical education is harder to find. And it is especially difficult to find when it is affordable.

What is 'affordable?' The typical PSP student is a mature learner, and on average the PSP student is 45 years old. Part of the decision process for *any* prospective student is how to amortize the cost of the education over the years you have left to work. At the masters or doctoral level, the prospective student should look at the other schools that offer a program that leads to licensure. What is the cost per unit? Can you attend classes in a way that fits with your current lifestyle? How long will it take? What other requirements may that school have (certain undergraduate coursework, a thesis or dissertation at the end of the program)? Are there certain tests that must be passed in order to enter the program, for instance, the GRE? Does the school have access to Federal student loan programs? You will see that the term 'affordable' can relate to a variety of potential decision factors.

The typical PSP student is a person who cannot justify the significantly higher cost of the other schools in the area. For example, the only other graduate school that offers a doctorate in clinical psychology in the Sacramento area will charge about two and a half times the cost PSP charges, for an equivalent program. They would argue that their program is not 'equivalent' because their program is both accredited and APA-approved. Yet, we are certain that the prospective student will not receive a better *education* at this other school, so what will you get for the significantly higher tuition? The answer lies in the issue of accreditation and, in the case of this school, approval by the APA.

If you are 25 years old, you may get out of the program and accumulate sufficient supervised professional experience (clinical hours), by the time you are 30. In this case, you may have 40 years to amortize the cost of the education (assuming you work until you are 70). However, if you are 45 years old, you may get out of the program and accumulate sufficient supervised professional experience (clinical hours), by the time you are 50. In this case, you may have 20 years to amortize the cost of the education (assuming you work until you are 70). These are the kinds of rational calculations everyone must 'perform' for themselves as part of the decision-making process when considering the meaning of 'affordable.'

We offer the student an unparalleled educational experience in a collaborative, non-competitive environment, at a reasonable cost. Our programs are oriented to mature working professionals. Are you the kind of person who would benefit by what PSP has to offer?

Should I Attend A Regionally Accredited Graduate School?

The issue of accreditation is important to understand. When talking with prospective students about PSP, *we* always bring up the issue, even if the prospective student does not.

Is there a difference between 'accredited' and 'approved'? Yes. It is important to distinguish these terms. PSP has been *approved* by the State of California for more than thirty years to offer graduate degree programs in clinical and organizational psychology. Our continuing decision to NOT SEEK regional accreditation is based on our firm and enduring commitment (as identified in our Mission Statement) to accessibility and affordability as well as quality. Those of our students (mostly clinical) who are working toward a graduate degree in order to become licensed are allowed to sit for the State of California licensing examinations. We have had and continue to have a good relationship with the two

State licensing boards. In addition, our students pass the State of California licensing examinations with good scores relative to students from other schools – this data is available at each State licensing board’s web site. The licensing board for Marriage and Family Therapists is the Board of Behavioral Sciences (www.bbs.ca.gov). The licensing board for doctoral-level psychologists is the Board of Psychology (www.psychboard.ca.gov), although a person with a doctorate in psychology can also license as an MFT, and some Psychologists dual license as MFT's. In addition to *approval*, some institutions of higher learning are *accredited*. The organization that handles accreditation in the western half of the United States is the Western Association of Schools and Colleges (WASC). PSP is not accredited by WASC.

Why is PSP not accredited? Regional accreditation agencies were established in the United States in part to separate out fly-by-night and mail order “diploma-mill” schools from schools with serious intent and well-trained faculty. The key was to provide a standard so that if one attended a school and transferred to another school, the receiving institution could trust that the transferred individual had received the standard education. PSP agrees with these definitions and has always had the highest level of academic and educational standards, and quality that matches or exceeds any graduate school of psychology in the United States of America.

The problem is that we do not fit into the mold defined by the regional accrediting agency. We continue to focus on delivering accessible, affordable and high quality education for the mature and accomplished learner. We do not believe that an expensive and staff-intensive administrative structure is needed when serving mature and accomplished students. In most cases, students who attend regional accredited graduate schools must pay up to \$40,000 per year (at least \$120,000 for the total program) and often must attend school full-time (thus losing their own income for at least two or three years). After years of ongoing and careful analysis, it remains our position that the operating expenses required of accredited private educational institutions must inevitably be passed through tuitions to the students while not necessarily providing any increase in the quality of the education being provided nor received—at least with regard to mature and accomplished students. We believe that we can provide a high quality education without sending our students into lifelong debt.

What is APA approval? In addition to approval and accreditation, some graduate schools are recognized by the American Psychological Association. The APA approves some but not all accredited schools, and only approves doctoral-level, clinical programs. PSP has never sought and does not intend to seek APA approval for its doctoral clinical program. As in the case of regional accreditation, the reason residing behind this decision concerns the substantial increase in costs associated with APA approval (and resulting in increased tuition rates).

What about California State Licensing? The Board of Behavioral Sciences (www.bbs.ca.gov) oversees the licensure process for masters-level psychotherapists – the Marriage and Family Therapist (MFT) and the Licensed Clinical Social Worker (LCSW). In addition to the approved course of study, the BBS requires that a person complete 3,000 hours of supervised professional experience before the person is allowed to sit for the State licensing examination process. Prospective students and current students in any degree program leading to licensure with the BBS are encouraged to read carefully (and stay abreast of) the laws and regulations of this agency.

The Board of Psychology (www.psychboard.ca.gov) oversees the licensure process for doctoral-level psychotherapists – the Psychologist. Note that licensure is available to organizational psychologists as well as clinical psychologists, though most doctoral-level organizational psychologists do not pursue licensure. The Board of Psychology requires that a person complete 3,000 hours of supervised professional experience before the person is allowed to sit for the State licensing examination process. Prospective students and current students in any degree program leading to licensure with the Board of Psychology are encouraged to read carefully (and stay abreast of) the laws and regulations of this agency.

As of January 1, 2005, persons who exercise supervision at doctoral level must complete a six hour course in supervision before supervision commences. Those who exercise supervision at the Masters Degree level must complete the supervision course within six months of the beginning of supervision. In addition, prospective students should note that there are further restrictions with respect to supervision (e.g., a masters-level licensee cannot supervise a psychologist-bound student).

Prospective clinical students should also consider that it is often difficult to find a *paid* internship position. Agencies that are able to provide supervised experience understand that the ‘intern’ or ‘psychological assistant’ needs to accumulate 3,000 hours in order to sit for the State licensing

examination process, and that the commodity which they can provide (supervision) is, at times, a scarce resource. A prospective clinical student must look beyond the flexible PSP educational plan to the challenges that may be present during the accumulation-of-hours phase.

Eventually, students who seek to be Marriage and Family Therapists or Psychologists must take the current licensing examinations to obtain a State of California license in order to practice. While PSP does not formally endorse their product offerings, most students have reported that the Association for Advanced Training in the Behavioral Sciences, which can be found at <http://www.aatbs.com>, to be extremely helpful in reviewing for the State examinations. Material on the aatbs web site is fee based.

How do these issues affect me? The key question for the prospective student is how would attending a graduate school in California that is not WASC accredited or APA approved affect my future? Our candid answer is: “it depends.” PSP stands by its well-known, excellent education, and has hundreds of graduates in northern California and across the country. However, if you intend to work as a psychologist for the Federal government, we would urge you to attend an APA-approved graduate school (which, by definition, would also be accredited). Further, if it is your desire to leverage your doctorate into a position in which you will teach or do research at the university level, then we would also urge you to attend an APA-approved school.

What if I intend to be in private practice as a psychotherapist? If it is your desire to be in private practice or to work at the state, county, or local level of government in California, then the key issue is *licensure*, and we have long been approved to provide education that allows our students to sit for State of California licensing examinations. If you are interested in licensure in another State, or if you intend to practice your profession in another State, you should contact that State for regulations. Some states have reciprocity with licensure in California. Other states require that the school from which you graduate be accredited by a regional accrediting agency, though in many of these states, correspondence with PSP clarifies our long-standing emphasis on quality combined with high standards.

How does a prospective student sort through all of this? The prospective *doctoral* student is urged to compare and contrast graduate programs in psychology. If one hopes to have a career of service with the Federal government as a psychologist, or to teach or do research at a major university, then one would do well to attend an APA-approved school. Yet, most such graduate schools cost three times as much as

a doctoral education at PSP. Note that the APA does not approve masters programs in psychology. If you are unsure whether you intend to stay and practice in California, you may want to pursue your education at a regionally accredited graduate school. We have achieved reciprocity for our graduates in several states—leaders in these state realizing that a graduate school might have good reasons for not participating in regional accreditation but which nonetheless has a high quality educational product.

PSP has maintained its commitment to provide high-quality graduate education in psychology for the mature learner. Our students tend to be older – our average student age is 45. Our students find that it is not practical to assume a huge debt on top of other commitments (home, family, college for children, retirement). In addition, PSP has always had a social conscience (evident in our *Mission Statement* and the components of this statement). We desire that our students—whether they be clinical or organizational—be able to serve traditionally underserved populations who cannot afford the full normal cost of service. Our goal is that our students graduate from PSP debt-free with the best possible education in graduate psychology.

Grading and Academic Standards

PSP grades on a pass/fail basis. At the masters level, we assume you will do grade 'B' level work; at the doctoral level, we assume you will do grade 'A' level work. PSP students enjoy a collaborative learning environment. Unlike many other schools, our students do not tend to be highly competitive. Mature learners are people who have experienced life and understand that living is full of ambiguities and complexities. In keeping with our mission statement, we encourage our students to work together on projects and papers. Our goal is that each student finds the way to maximize their education.

Attendance

The School's clearly stated expectation of students is that they attend at least 80% of all class sessions. The School's policy is to allow a student to miss up to a day of a typical four-day, two weekend class. The rule of thumb is that students may not be absent for more than 25% of the total class time. In part, this is an issue related to contact hours, but also to the way education takes place at PSP. Mature learners engage in discussion within our classes, which in turn can be highly educational for other students. When a student misses a significant part of a class, they miss not only the instruction from the professor, but this invaluable woven thread. Instructors are responsible for monitoring attendance. Instructors may set more rigorous attendance requirements.

Students should communicate with the faculty member if they know they will miss a class because of a personal or professional commitment. In general, we encourage flexibility in responding to their situations. Although we have a generalized policy, the faculty member is the only judge of how much a student can miss of class without impairing her or his knowledge or understanding of your course material. Students will often arrange for colleagues to tape your lectures in classes they know they will miss; again, the faculty member is the decision about whether such "mediated" learning will suffice. Finally if a student misses more than is allowed, the instructor may, but is not obligated to, offer makeup work. Students who miss 'too many' hours of class may be given an 'Incomplete' grade, until they make up their work, if the professor allows for makeup at all.

Grading

Grades are due no later than two weeks following the end of the quarter. At PSP, students may be given grades of Pass with Honors (PH), Pass (P), Low Pass (LP), and Fail (F). If a student has not completed

the requirements of the course by the end of the quarter, a faculty member may give the student an Incomplete (INC). Each of these grades is discussed in greater detail below.

A *Pass with Honors* normally is assigned only to students who have done outstandingly good work and who have demonstrated exceptional mastery of the material. As a rule, fewer than 10% of the class enrollment will earn a Pass with Honors in any course. This grade cannot be assigned for Case Conference, Practicum, Internship, Dissertation Research Design or Dissertation. *Pass* indicates that the student has performed well, demonstrates the *expected* level of professional or scholarly attainment.

Low Pass is given to students who, while they have completed all of the course requirements, have not evidenced mastery of the topic area of the course, and who need to plan further work on their own to attain the level of excellence expected of professionals in the profession. The course performance was acceptable but marginal.

Fail indicates that the student has not satisfactorily met the requirements of your course, as indicated in your syllabus. The student must take the class again.

Incompletes normally are given *only* when, in the judgment of the faculty member, the student was prevented by some circumstance quite outside her or his control (e.g. illness, family crisis) from completing the course requirements within the quarter. It is entirely a matter of the faculty member's discretion and professional judgment whether or not an Incomplete is given. The School will support the faculty member's exercise of judgment, particularly since giving a student an Incomplete almost always means more work for the faculty member—reading papers after the quarter is over, giving examinations for one student, and the like.

All Incomplete grades must be requested by the student prior to the end of class, *must* be agreed to by the faculty member in writing and *must* be completed by the end of the following quarter, unless another agreement is signed by the faculty member for good cause. A faculty member may set an earlier date for remediation of the Incomplete. The faculty member must notify the Director of the Institution of all special arrangements. Incompletes not remedied by the end of the next quarter are either changed to a Withdrawal *or* a Fail (as specified by the instructor).

In Progress (IP) this grade is given in courses extending more than one quarter (e.g., Clinical Case Conference, Dissertation Research Design, Nature of Psychological Inquiry, Psychodiagnostic Assessment).

Note that many faculty members require written projects or papers. In some cases, the faculty members requires that the deadline for the written project or paper be within the period when the class meets, but the general rule of thumb is that all projects and papers are due at the end of the term. It is quite likely that the last class day will be some weeks before the end of the term. The faculty member will be clear with the students how they are to transmit their written requirements. It is a reasonable assumption that students have access to e-mail, and it is reasonable to ask them to send their written assignments as word processing attachments.

Leave of Absence

Given that students enrolled at PSP are often involved in complex lives and cannot always foresee the challenges they will face while enrolled at the School, PSP has enacted a flexible and compassionate student leave policy. If a student must cease to enrollment in courses at PSP or must defer their work on a Master's Thesis or Doctoral Dissertation, they may petition for a leave of absence, during which time any financial obligations are deferred until such time as the student is able to re-engage their work at PSP. Typically, a leave of absence is granted for health reasons, family-related problems or major job transitions (change in job, significant increase in job responsibilities). Leaves of absence are typically given for one or two quarters—and on occasion for longer periods of time if warranted. If a student who is on leave of absence needs to extent this leave, then they must notify the school of their intent at least one month prior to the termination of their current leave. All decisions regarding leave of absence are made jointly by the President and Director of the Institution.

Probation and Dismissal

At PSP all students are evaluated with regard to all classes in which they are enrolled each quarter. If the student receives two or more fail grades in any one quarter, they are placed on probation. If they do not successfully complete these failed courses within one year or if they receive one or more additional fail grades during the coming two quarters then they are dismissed from the School. All students have the right to appeal their probation or dismissal—though they do not have the right to appeal the specific grade of fail (or low pass) they have received in a course.

Dismissal and Appeal Procedure for Students

The student may submit a petition of appeal should an untoward and unsatisfactory situation occur stimulating concerns by a student about decisions made regarding their placement on probation or dismissal. The Provost is charged with the responsibility of investigating the situation, meeting with appropriate faculty members for discussion and evaluation, developing a written report of his or her findings, and recommending to the President either support of the probation or dismissal decision, or an overturn of this decision (with recommendation for further work with the student regarding his or her academic difficulties). The President then makes the final decision and will abide by the Provost's decision in virtually all cases.

Grievance Procedure

Should a student believe that he or she has been aggrieved by an action of any member of the administration or a faculty member then the student may apply in writing to the President for a hearing and evaluation by an Ad Hoc Review Committee appointed by the President. This request should contain a written statement documenting the circumstances of the grievance. A copy of this request should also be supplied, at the same time, to the Provost.

Determination: Should an untoward and unsatisfactory situation occur stimulating concerns about an administrative staff or faculty member's competence, behavior, or ethics, the Provost is charged with the responsibility of investigating the situation, meeting with the administrative staff member or faculty member for discussion and evaluation, developing a written report of his or her findings, and taking steps to rectify this matter.

Appeal: Should the student then wish to appeal the decision by the Provost, he or she should present the President with a written request for an appeal within 48 hours. The President will appoint a Review Committee within one week to read all documenting material, hear the faculty member, deliberate, and make recommendations concerning this matter.

The formal written report from the Review Committee must reach the Provost and the President within 48 hours. The President will, upon receipt of the Review Committee's recommendation, reconsider the decision, but will not be bound to reverse a decision except in the event of a unanimous recommendation of the Review Committee. In the event that the President does "revise" the original decision, it is still his/her right and obligation to institute and monitor a probationary/supervisory term and/or other suitable re-mediation procedures.

Policy on Personal Conduct

The Professional School of Psychology is committed to building and maintaining an environment and organizational culture that communicates to all its members the School's values of honesty, academic freedom, critical inquiry, and growth and development. Toward that end, the following policy regarding personal conduct has been established:

1. The Professional School of Psychology does not permit harassment of any members of its community on sexual grounds. Disciplinary action may be taken against faculty members, administrators, staff, or students who engage in such harassment, the definition of which includes, but is not limited to, the following:
 - a. Romantic or sexual overtures from a person occupying a position of authority or responsibility, directed toward a person occupying a position of lesser authority or responsibility;
 - b. Verbal remarks that constitute an intrusively personal or demeaning comment on others' gender, sexuality, or sexual orientation.
2. The Professional School of Psychology does not permit harassment of any members of its community on the basis of race, culture, religion, age, national origin, or ethnicity. Disciplinary action may be taken against faculty members, administrative staff, or students who engage in such harassment, the definition of which includes, but is not limited to, the following:

Verbal remarks that constitute a demeaning comment on others' race, culture, religion, age, national origin, or ethnicity.

The intent of this policy is not merely to proscribe conduct inconsistent with the School's values, but also to affirm the responsibility of all members of the School community to participate actively and cooperatively in maintaining an environment that recognizes and values individual, cultural, and gender-based differences, and that honors the integrity and dignity of individual persons.

Procedures for Implementing the Personal Conduct Policy

If a student, faculty member, staff member, or administrator believes that he or she has been the object of harassment in violation of the policy presented above, following is the process for review and determination of disciplinary action.

1. The incident of harassment is brought to the attention of the President. That is, students, faculty members or administrative staff members who believe they have suffered harassment should bring the issue to the President.
2. The President, once informed of the allegation of harassment, will consult with the administrator or faculty member responsible for supervision of the individual against whom the allegation is made. In other words, if a student thinks that a faculty member has harassed him or her and communicates that fact to the President. If the allegation of harassment is made against the President, the matter is brought to an independent party appointed by the school's legal counsel
3. The President will then meet with the person alleged to have engaged in harassment, in order to develop a fuller understanding of the incident. In cases in which the harassment was unintentional and the facts are not in dispute, the issue may be concluded at this point by a private meeting between the person bringing the allegation, the person against whom it is brought, and the President, at which a private apology is offered and accepted.
4. If the person bringing the allegation does not agree to resolve the matter as described in Step 3, above, or if the facts are in dispute, or if either party requests, an Ad Hoc Committee on Personal Conduct will be formed to hear and decide upon the case. The Ad Hoc Committee on Personal Conduct will consist of an administrator, a faculty member (appointed by the Provost) and the school's legal counsel. Either party has a right to challenge the membership of any Ad Hoc Committee member if there is evidence of bias or prejudice in the matter.
5. Both parties will present written statements to the Ad Hoc Committee. Either party may exercise his or her right to appear before the Committee, or the Committee may request such personal appearance. Both written and personal statements made to the Committee are confidential.
6. The Ad Hoc Committee will meet in closed session to consider the information provided, to make a determination of whether the Policy on Personal Conduct has been violated, and to determine an

appropriate sanction if the policy is found to have been violated. The Committee will render its decision in writing to both parties within two weeks. The Committee's decision is final.

Sanctions

Because this policy is central to our School's character and functioning, and because violations of it are both quite personal and quite painful for those involved, a wide variety of sanctions may be applied for violations. These include private apology, public apology, remediation through education, and, in extreme cases of harassment or betrayal of trust, dismissal from the program (in the case of students) or from employment (in the case of faculty, administrators, or staff).

Student Services

The administrative staff of PSP is purposefully small in order to keep tuition affordable. All students are urged to retain copies of all syllabi for all courses. Although a transcript may show that a student has taken a course of a given name, our experience is that a student may, in the future, try to leverage their education and the student may need to demonstrate course content. The generally accepted way to accomplish this is by producing a class syllabus.

Student Record-Keeping

The following academic documents are retained in the record of each student (and each alumnus): (1) application material, (2) course registration and completion records (in the form of transcripts), and (3) copies of certificates, advancement to candidacy and degree diplomas issued by the school. In addition, faculty notes and other academic communications are retained while the student is enrolled at PSP. All academic records are retained in three forms and locations by the school in order to insure both the safety and security of these important records. Hard copies records are retained at the school in the individual folders of the students and alumni. Digital records are retained on the school's on-site commuter system. A third set of records are stored on a computer-based system that is located off-site and that automatically backs up the on-site digital records every three hours.

Transcripts may be processed by communicating with Administration/Registrar. The fee for an official transcript is \$15 standard processing and \$50 for Rush (less than 2 weeks). Send your *Request for Transcript* with a check payable to 'PSP' to Administration/Registrar at the School address (3550 Watt Avenue, Suite 140 Sacramento, CA 95821), or e-mail christopher@psychology.edu and provide credit card information. To contact the Registrar by phone, call (916) 641-6542.

Our Campus

PSP is located in an office complex off Watt Avenue in Sacramento California. While some of the course work is done in remote locations--in keeping with the distinctive approach to senior tutorial instruction that emphasizes flexibility and convenience for both student and tutor--conference facilities

and meeting rooms are available at the Watt Avenue location. All student records are retained at the Watt Avenue location. PSP does not offer any housing for its students nor does it provide assistance to students in obtaining housing while enrolled at PSP.

Class Meetings

Residential courses are held at the Watt Ave office (3559 Watt Avenue, Sacramento, California). Weekend day classes for residential programs typically begin at 9:00 a.m. and end at 5:00 p.m. The issue here is having a sufficient number of contact hours. The timing and length of breaks varies at PSP according to particular class structure and instructor expectations. The School's expectation, and the terms of our state approval, specifies 34 contact hours of instruction for each four-unit class. Weekend class sessions present a particular problem because of the very real effects of fatigue on both students and faculty. Short breaks *on the hour* are a good practice. However, the expectation remains that four-unit classes meet for a total of 34 hours, so faculty and students are encouraged to use lunch periods as an opportunity for reflection and additional engagement. In scheduling classes, we always seek to avoid *major* civic and religious holidays. Please note that although the administrative offices of the School are closed for some national holidays, classes are not thereby canceled (except in the case of Thanksgiving).

Course Support Materials

Faculty members often augment required textbooks with “readers” composed of articles relevant to the specific course. They find that this is a helpful way to ensure that students have ready access to more varied, more current, more comprehensive, or additional information. Because of the copyright laws and time constraints, the production of such readers is not an activity in which the School can directly engage. Most faculty members find that compiling the contents of a Reader (an article from this book, an article from that book), and then having the copies made and ‘bound’ at a local print shop, provides the most flexibility. Typically, faculty member charges the students for the cost of the preparation of a Reader.

Audio Visual Equipment

Our classrooms have television sets and associated VCR and DVD players. We also own an LCD projector for use with a laptop computer, if you have course slides (e.g., on *Powerpoint*). Most classrooms also have surge protected power strips.

Library Resources

The nature and use of library resources during the twenty five year history of PSP have changed dramatically, both as a result of the digital revolution and wide-spread access to the Internet and as a result of the shifting needs of PSP students for information and documentation in relationship to their graduate work. First, with regard to the digital revolution, PSP is less in need of a physical library for daily use by its students and faculty. Furthermore, the cost associated with housing a large library collection is prohibitive and these costs must be passed on to students—compromising PSP’s commitment to keeping tuitions low for its students.

Second, with regard to student need, we have found that with many of our students living at some distance from the School’s main office, it is appropriate for students to access information on-line or through their local library. Furthermore, we have discovered over the years that our mature, accomplished and very busy students are most likely to want access to a library filled with books when they are working intensely on a research project—and in particular when they are working on their dissertations. In many ways, the library becomes a sanctuary for uninterrupted work.

In essence, as a graduate school that inspires students and faculty members to be working at the cutting edge of their field and with the extraordinary expansion in digitally-based information bases, it is not possible nor financially feasible for PSP to retain a library of ample size or diversity to meet all the research (or educational) needs of its students. Furthermore, with students located in many different communities, it is not possible to arrange access to all appropriate libraries. In most cases, with the assistance of faculty members and administrative staff at PSP, the mature and accomplished students at PSP will discover their own unique ways to access the extensive data base now available on-line and to make use of libraries in their own geographic region or libraries with extensive holdings that are unique to the research interests of the students.

In keeping with these conclusions, PSP has implemented a unique library resource plan. First, the one distinctive holding of the School is its collection of more than 450 dissertations written by PSP students over the past 25 years. These dissertations are available for all students at the Watt Ave. office in Sacramento and are often featured in research-oriented courses at the School. Second, the extensive collection of more than 13,000 volumes that were purchased by the School or donated by students and alumni have been moved to PSP's sister graduate school (the Adler Institute) in Toronto Canada. In most instances, students at the Adler Institute live in the Toronto area and can benefit from direct access to the PSP library (along with the 4,000 volumes owned by the Adler Institute). PSP students are welcome to spend time at the Adler Institute doing intensive scholarship in preparation for major projects and dissertations. Students may inquire about the ability to access this library or to visit the Adler Institute location to browse the extensive holdings and borrow books from this collection for an extended period of time.

Third, PSP offers a distinctive facility for its students—a retreat site located on the edge of the Atlantic Ocean in the State of Maine. Called *Ash Point*, this site is a two bedroom cottage with a carefully selected collection of more than 800 books. Over the past two decades, more than a dozen doctoral students have completed their dissertation work at Ash Point. It is a site that offers not only beauty and inspiration, but also tranquility. It is the type of sanctuary that many of our doctoral students seek in preparing their dissertation and they greatly appreciate making use of Ash Point at no cost (other than their own travel and food costs). Ash Point offers several additional advantages. It is located a short distance from several major New England university and college libraries. Furthermore, the proximity of Ash Point to the homes of many major American authors (ranging from Hawthorne and Longfellow to Steven King) and scholars (ranging from Emerson to Chomsky and from Skinner to Brunner) enhances its' capacity to inspire the challenging work of our students.

Fourth, PSP provides its students with direct assistance in obtaining and evaluating library-based and Internet-based resources. PSP has contracted with several senior librarians with expertise in counseling students regarding access to valid and useful information. These consulting librarians are available to work with PSP students in-person or via telephone or Skype.

Finally, PSP is uniquely committed to assisting students not only in accessing on-line resources, but also in building these own resource bases which can be used to not only publish their own work but also recruit work done by other professionals and researchers. The school's web-master is available to PSP

students with regard to accessing Internet material and to building their own web-site or blog as a vehicle for gathering information. Our current web-master has already assisted the School in building a major on-line library for professional coaching (in collaboration with Innovative Leadership, Inc.). Called The Library of Professional Coaching (www.libraryofprofessionalcoaching.com), this Internet-based resource center averages more than 1,000 hits per week and is being accessed by users in more than 50 countries. Many essays written by our students and faculty are featured on this website. An on-line journal focusing on group psychotherapy and featuring work by our students and faculty is already being planned. PSP will continue to assist students and faculty members in building and maintaining individual and collective resource bases during the coming years.

Field Placement

Placement within an agency or within a private practice environment is a very complicated issue for any graduate school which trains clinicians in the field of psychology in the State of California. Both the Board of Behavioral Sciences (which oversees the licensure of Marriage and Family Therapists) and the Board of Psychology (which oversees the licensure of psychologists) require 3,000 hours of supervised clinical experience before a graduate can sit for the respective State of California licensing examinations.

Overview of Licensing with the California Board of Behavioral Sciences [MFT Licensing] The California Board of Behavioral Sciences oversees the licensing of marriage and family therapists, clinical social workers, and educational psychologists. To be a licensed marriage and family therapist in California, one must have a master of arts in psychology, or a doctorate in psychology, from an approved or accredited graduate school. Specifically, the master's or doctoral program will by necessity be in the field of clinical or counseling psychology. This Overview is written with a focus on the licensing process for *marriage and family therapists*.

Marriage and family therapists must have a State-issued license in order to practice as professional psychotherapists. Although somewhere near 16% of marriage and family therapists have a doctorate in psychology, most marriage and family therapists have a master's degree in one of a number of acceptable areas, or a related degree acceptable to the Board of Behavioral Sciences.

For the marriage and family therapist to be licensed, the individual must complete three thousand hours of supervised professional experience and successfully complete two licensing examinations. None of this experience may be completed under the supervision of someone who has provided therapeutic services to you. Not less than 1,500 hours of experience shall be gained *subsequent* to the granting of the qualifying master's or doctor's degree. In addition, all experience shall be gained within the six years immediately preceding the date the application for licensure was filed, except up to 500 hours which may be gained in the supervised (school) practicum. At PSP, three hundred fifty hours constitutes this practicum, and must be accomplished before the individual is awarded the master's degree.

One may achieve a doctor of psychology degree and license as an MFT, but the Board of Behavioral Sciences requires that the person with the doctor of psychology degree complete all courses which would be required of someone in a dedicated MFT program. This can be a problematic issue. The Board of Psychology may not require specific courses which may be required by the Board of Behavioral Sciences. The student enrolled in the doctor of psychology program at PSP is usually aiming to license as a Psychologist with the Board of Psychology, and carries a course load that satisfies that licensing board. Simply having an awarded doctor of psychology degree may not mean that you can license with the Board of Behavioral Sciences as an MFT or dual license as a Psychologist and an MFT. In addition, the way the clinical hours are to be accrued is different with the different licensing boards – the Board of Behavioral Sciences has an understandable focus on *marriage* and *family* issues.

The process of licensure is complicated and the potential licensee frankly has to accept, up front, that there are a number of balls one has to keep in the air at the same time. The *Laws and Regulations* of the Board of Behavior Sciences are updated regularly. The most recent update of the 142 assorted pages is January, 2005. In addition, there are Regulation Updates and Legislation Updates. In addition, new course requirements may be added between the time you graduate and the time you are ready to license. The prospective must commit to an effort to keep up with all of this.

The Professional School of Psychology is on a modified quarter system. The Board of Behavioral Sciences stipulates that supervised professional experience cannot begin to be accrued until a master's student has 18 quarter units of graduate psychology that includes coursework in the following areas: (a) the salient theories of a variety of psychotherapeutic orientations directly related to marriage, family, and child counseling, and marital and family systems approaches to treatment; (2) theories of marriage

and family therapy and how they can be utilized in order to intervene therapeutically with couples, families, adults, children, and groups; (3) developmental issues and life events from infancy to old age and their effect upon individuals, couples, and family relationships. This may include coursework that focuses on specific family life events and the psychological, psychotherapeutic, and health implications that arise within couples and families, including, but not limited to, childbirth, child rearing, childhood, adolescence, adulthood, marriage, divorce, blended families, step-parenting, and gerontological psychology; (4) a variety of approaches to the treatment of children. Functionally, at PSP, this would mean successful completion of PSY 606, 607, 608, and other key courses so that the student trainee has minimal competence to participate in a supervised setting. The School shall approve each site and shall have a written agreement with each site that details each party's responsibilities, including the methods by which supervision shall be provided. PSP takes this responsibility seriously.

An accepted generalization is that most students will learn more within a practical supervised clinical experience than within school per se. For that reason, many students seek out clinical experience even before the experience can be counted towards the three thousand hour requirement.

A PSP Internship-Practicum Contract Form must be completed by the trainee /intern and signed by the agency and or supervisor through whom the experience will be accrued, and by a PSP administrator, before the supervised professional experience begins. The School needs to ensure that your projected professional experience is of the type deemed acceptable by the curriculum design.

It is crucial to understand that there *may* be a difference between PSP Practicum hours and license-eligible practicum hours. PSP requires that MFT students complete 350 practicum hours in a supervised setting. Typically, students who engage in a practicum have completed 18 quarter units and key courses, like PSY 606, 607, 608, 610, 611, and 615. A basic understanding of psychopathology, ethics, personality theory, family therapy is helpful before engaging in the practice of psychotherapy, even or especially as a student. PSP has adopted a practicum model to provide students with practical clinical experience.

However, the practicum model we have adopted does not necessarily provide Board-specific, license-eligible supervision. That is, a student in one of our official PSP-Site partnership practicum locations may accrue clinical hours towards the PSP requirement of 350 hours, but those hours will only count

towards the MFT license if the student is an MFT Trainee with Board-specific supervision (e.g., an MFT or LCSW supervisor who has been licensed for at least three years and who has taken the required course in supervision). Our practicum model is designed to provide students clinical experience who are Psychologist-bound as well as those students who are MFT-bound, but the question whether a student is collecting license-eligible hours is a different, albeit related, issue. One can accrue practical, clinical hours that count toward graduation, but be no farther along the path towards licensure.

Marriage and family therapist-bound students may be supervised by licensed marriage and family therapists, licensed clinical social workers, licensed clinical psychologists, or Board certified psychiatrists. Any supervisor must have been licensed for at least two years. All students should carefully document their hours, on a weekly basis, with approvals noted and signed by supervisors, using the form provided by the Board of Behavioral Sciences. At the end of your 3,000 hours, the prospective licensee will submit the Marriage and Family Therapist Experience Verification form. Applicants should not submit MFT licensing applications until they have 3,000 hours of supervised experience. A separate form is required and should be filled out by each supervisor with whom the potential licensee has worked. However, students are urged to take control of this process because regulations change from time to time, and it is often the case that your supervisor(s) will be less aware of the current regulations than you will be. Be sure to check the licensed status of supervisors to ensure that they are license-capable of providing SPE, and that they are current with their own license throughout the period of time in which they provide supervision.

MFT or LCSW supervisors must have completed an authorized, six-hour course in supervision, within sixty days of the commencement of supervision. (Note that the Board excludes Psychologist or Psychiatrist supervisors from this supervision requirement, but also note that the *Board of Psychology* does not make this exclusion). A six-hour course in supervision must be completed every two years. Supervisors have to have been licensed in California for a total of at least two years prior to commencing any supervision, and must maintain a license in good standing. Obviously, any supervisor must have had sufficient experience, training, and education in the area of clinical supervision to competently supervise trainees or interns.

In a setting which is not a private practice, the authorized supervisor may be employed by the applicant's employer on either a paid or voluntary basis. The trainee or intern must be employed by the

agency (though it may be an unpaid position). If such employment is on a voluntary basis, a written agreement must be executed between the supervisor that is consistent with the training of the applicant, prior to commencement of supervision, in which the supervisor agrees to ensure that the extent, kind, and quality of counseling performed by the (intern or trainee).

MFT Trainees do not register with the Board. The assumption is that their school is overseeing their clinical experience, but all experience must be recorded on the BBS Weekly Log Form. An MFT Trainee (by definition someone who is still a student at PSP, that is, has not graduated) must have their MFT Trainee Site approved by PSP by submitting the Internship-Practicum Contract Form. When the student graduates (after PSP class work, comprehensive examination, and 350 clinical hours), the student must register within 90 days of the granting of the qualifying degree) with the Board as an MFT Intern. An MFT Intern gains the benefit of a 1:10 supervision to hours provided ratio; MFT Interns must use the same BBS Weekly Log Form referenced above.

Although both the Board of Behavioral Sciences and the Board of Psychology require 3,000 total hours of supervised professional experience before their respective license-potential candidates may become licensed, there are differences in the regulations between the boards. The Board of Behavioral Sciences has the following limitations:

- Individual counseling – no minimum or maximum hours required
- Couples, families, and children – minimum of 500 hours
- Group counseling – maximum of 500 hours
- Telephone counseling – maximum of 250 hours
- Administering and evaluating psychological tests of counselees, writing clinical reports and progress or process notes – maximum of 250 hours
- Workshops, seminars, training sessions, or conferences directly related to marriage, family, and child counseling – maximum of 250 hours

A person gaining pre-degree experience (a trainee) shall receive an average of at least one hour of direct supervisor contact for every five hours of client contact in each setting; a person gaining post-degree experience (an intern) shall receive an average of at least one hour of direct supervisor contact for every ten hours of client contact in which experience is gained. One hour of direct supervisor contact means

one hour of face-to-face contact on an individual basis OR two hours of face-to-face contact in a group of not more than eight persons.

The definition of ‘professional enrichment activities’ may include group, marital or conjoint, family, or individual psychotherapy *received* by an applicant. Of significant interest is the regulation that this psychotherapy may include up to 100 hours taken subsequent to enrolling and commencing classes in a qualifying degree program, or as an intern, and each of those hours *shall be triple counted* toward the professional experience requirement.

Note that unlike the Board of Psychology, the Board of Behavioral Sciences *allows* a supervisor to charge for supervision.

For example, it would be possible for an MFT-intern to present to the Board of Behavioral Sciences the following schedule totaling 3,000 hours of supervised clinical experience:

- Couples, families, and children – 800 hours
- Group counseling – 500 hours
- Telephone counseling – 50 hours
- Administering and evaluating (basic) psychological tests, writing clinical reports and progress or process notes – 200 hours
- Workshops, seminars, training sessions, or conferences directly related to marriage, family, and child counseling – 150 hours
- Individual psychotherapy received – $100 \times 3 = 300$ hours
- Individual counseling – 1,000 hours

The total of 3,000 hours of supervised experience cannot take place in less than 104 weeks or two calendar years. Indeed, assuming you take two weeks of vacation per year, to accumulate 3,000 in two 50-week years, you would have to accrue 30 hours per week. It would be difficult for most people to integrate that level of client and supervisory contact over a two year period of time. While course work at PSP is conveniently on weekend days, clinical students en route to becoming an MFT are urged to remember that the accrual of supervised experience is an absolute requirement before licensure.

Although PSP has a requirement that an MFT-bound student complete 350 hours before the degree is

awarded, the cumulative 3,000 hour requirement for supervised professional experience is mandated by the State of California.

Try to put all this into perspective. If you worked in a supervised setting of one kind or another at the rate of 20 hours per week, in 50 weeks you will have accumulated 1,000 hours. At this rate, it will take you about three years to accumulate sufficient supervised to sit for the State licensing examinations. However, unlike psychologist-bound students, MFT-bound students can count up to 100 hours of personal psychotherapy (times three) and can count workshops, training sessions, and conferences, towards their 3,000 license requirement. So, a straight-line presentation of 20 hours per week may or may not be an accurate representation of a timeline to potential licensure. The question you need to ask yourself is, can you continue to work your full-time job and accomplish 20 hours per week? Or, some other number that may vary with circumstances?

Also note that the Board of Behavioral Sciences has highly specified responsibilities for primary supervisors, including the preparation of a detailed document which is to be given to any person with whom the student (under any placement environment) provides clinical service.

An Intern must register with the Board in order to be credited for post-degree hours of experience toward licensure. A licensed professional in private practice who is a marriage and family therapist, a psychologist, a clinical social worker, or a psychiatrist, may supervise or employ, at any one time, no more than two unlicensed marriage and family therapist registered Interns in that private practice. A marriage and family therapy corporation may employ, at any one time, no more than two registered Interns for each employee or shareholder who is qualified to provide supervision. However, at no point may such a corporation employ more than ten registered interns. Supervisors in such a corporation shall be employed by the corporation and shall be actively engaged in performing professional services at and for the professional corporation.

This process is complicated. The Board of Behavioral Sciences has personnel who answer the telephone and respond to specific questions. Call the Board and ask about your particular variation or situation.

There are differences and similarities between the license granted by the Board of Behavioral Sciences and the license Board of Psychology. The *Laws and Regulations* of each Board defines ‘scope of practice’ (‘scope of license’). The reader will find that the definitions of psychotherapeutic service to be

remarkably similar. Yet, the Board of Behavioral Sciences argues that if an MFT has achieved competence in the administration and interpretation of (sophisticated) psychological tests, then that MFT may administer and interpret such instruments, albeit only with the immediate clients of the ‘competent’ MFT. In this, the Board of Behavioral Sciences stresses the issue of ‘scope of competence.’ The MFT might achieve competence by participating in a year-long doctoral level course in psychological assessment, or may have a doctoral degree in psychology. But the Board of Psychology argues that the administration and interpretation of sophisticated psychological tests is an issue of scope of license, and as such, that only licensed psychologists may be involved in the administration and interpretation of these instruments. Historically, the administration and interpretation of sophisticated psychological testing instruments has been a defining characteristic of the clinical or counseling psychologist.

All students at PSP should anticipate lifestyle and / or primary work adjustments to allow for the accumulation of supervised professional experience. People enter into and enjoy the coursework phase without due consideration for how they will achieve the requirements for supervised hours. It is possible to find a paid position as a MFT-intern, though likely not at the level of remuneration of a current position.

People should think of the goal of becoming a licensed marriage and family therapist holistically – there are many component pieces:

1. PSP Coursework (two-three years)
2. PSP Comprehensive Examination (at or near end of coursework)
3. Supervised Professional Experience
 1. 350 Hours (minimum) Pre-Master’s (MFT Trainee)
 2. 2,650 Hours Post-Master’s (MFT Intern registered with the Board)
4. State Licensing Examinations

Eventually, students who seek to be Marriage and Family Therapists must take the current licensing examinations to obtain a State of California license in order to practice. While PSP does not formally endorse their product offerings, most students have reported that the Association for Advanced Training in the Behavioral Sciences, which can be found at <http://www.aatbs.com>, to be extremely helpful in

reviewing for the State examinations. The material on this web site is fee based. There are other organizations that offer a similar product.

The PSP clinical master's student should realize the progression through the holistic goal of becoming a licensed marriage and family therapist will take about four years.

Overview of Licensing with the California Board of Psychology [License as Psychologist]

The California Board of Psychology oversees the licensing of psychologists. To be a licensed psychologist in California, one must have a doctorate in psychology from an approved or accredited graduate school. This Overview is written with a focus on the licensing process for *clinical* psychologists, but the reader is urged to remember that the term 'psychologist' doesn't automatically imply a clinical psychologist. The Board of Psychology licenses both clinical and organizational/industrial (I/O) psychologists. In practice, however, after achieving their doctorate, most many I/O psychologists have all the credentialing they need to practice as professional psychologists. Clinical psychologists, on the other hand, must have a State-issued license in order to practice as professional psychologists. Thus, almost all people with a doctorate in clinical psychology seek licensure because licensure is the minimum requirement to practice. Most of this Overview applies to clinical psychologist-bound students; trainees accruing hours of supervised experience in areas of psychology that do not include direct mental health services should refer to section 1387.3 for information on establishing an alternate plan.

For either psychologist to be licensed, the individual must complete three thousand hours of supervised professional experience and successfully complete two licensing examinations. Up to one thousand, five hundred of these hours may be accomplished before the individual is awarded the doctoral degree, but at least one thousand, five hundred hours must be completed after the doctoral degree. Note the language. *Up to* 1,500 hours may be accrued while you are a student, but *at least* 1,500 must be accomplished after you have graduated from the graduate school with a doctorate in hand.

The process of licensure is complicated and the potential licensee frankly has to accept, up front, that there are a number of balls one has to keep in the air at the same time. The *Laws and Regulations* of the Board of Psychology are updated regularly. New course requirements may be added between the time you graduate and the time you are ready to license.

The Professional School of Psychology is on a modified quarter system. The Board of Psychology stipulates that supervised professional experience cannot begin to be accrued until a doctoral student has 72 quarter units of graduate psychology, that is, Master and Doctoral units totaling 72 units. Typically, this means that the student is fairly advanced in their studies. An accepted generalization is that most students will learn more within a practical supervised clinical experience than within school per se. For that reason, many students seek out clinical experience even before the experience can be counted towards the three thousand hour requirement.

One of the requirements of the doctoral program at the Professional School of Psychology is the accumulation of 1,500 hours of supervised professional experience. This requirement is designed to fit hand in glove with the requirements of the Board of psychology. An Internship Contract Form must be completed by the intern and signed by the agency and or psychologist through whom the experience will be accrued, and by a PSP administrator before the professional experience begins. The School needs to ensure that your projected professional experience is of the type deemed acceptable by the curriculum design.

A central issue is the accumulation of supervised professional experience is the setting in which the experience takes place. Different settings have different rules that affect how and when a student (or a post-doctoral pre-licensure) accumulates hours.

The Board of Psychology defines supervised professional experience (SPE) as “an organized program that consists of a planned, structured and administered sequence of professionally supervised comprehensive clinical training experiences. SPE shall have a logical training sequence that builds upon the skills and competencies of trainees to prepare them for the independent practice of psychology once they become licensed. SPE shall include the socialization into the profession of psychology and shall be augmented by integration modalities including mentoring, didactic exposure, role-modeling, enactment, observational/vicarious learning, and consultative guidance. SPE shall include activities which address the integration of psychological concepts and current and evolving scientific knowledge, principles, and theories to the professional delivery of psychological services to the consumer public.”

There are four environments in which a pre-doctoral student may accrue SPE, but only after the 72 quarter units of graduate coursework in psychology not including thesis, internship or dissertation:

1. In a formal internship placement pursuant to section 2911 of the code and registration with the Board is not required
2. As an employee of an exempt setting pursuant to section 2910 of the code and registration with the Board is not required
3. As a psychological assistant pursuant to section 2913 of the code and registration with the Board prior to commencement is required
4. Pursuant to a Department of Mental Health Waiver (5751.2 of the Welfare and Institutions Code) for which registration with the Board is not required

A ‘formal internship’ as used by the Board means a placement (a site at which supervised professional experience is accomplished) which is in one of three settings: (1) a placement which is accredited by the American Psychological Association (APA), typically restricted to students who are attending APA-approved institutions; (2) a placement which meets the membership requirements of the Association of Psychology Postdoctoral and Internship Centers (AAPIC); or (3) a placement which is a member or meets the requirements of the California Psychology Internship Council (CAPIC).

An ‘exempt setting’ as used by the Board is a State, County, or City agency, OR a mental health clinic associated with an approved or accredited graduate school of psychology.

The student who is involved with a ‘formal internship’ or with an ‘exempt setting’ does not need to register with the Board before beginning SPE, but all students should carefully document their hours, on a weekly basis, with approvals noted and signed by supervisors. At PSP, we recommend use of a form developed by CAPIC called the Weekly Log Form. At the end of your time with a formal internship or exempt setting, you would guide your supervisors to complete a Verification of Experience Form which, along with the Weekly Log Forms, will demonstrate that you have accumulated a number of hours of SPE. Students are urged to take control of this process – regulations change from time to time, and it is often the case that your supervisor(s) will be less aware of the current regulations than you will be. Be sure to check the licensed status of supervisors to ensure that they are license-capable of providing SPE, and that they are current with their own license throughout the period of time in which they provide supervision.

Many students pursue the third environment to accumulate SPE, that is, as a ‘psychological assistant’ working under the supervision of a licensed clinical psychologist. Any licensed clinical psychologist may have up to three psychological assistants at one time, and each psychological assistant must either be an employee of the psychologist, or an employee of a setting at which the psychologist is employed.

The potential psychological assistant must arrange for the Registration to be a Psychological Assistant Form to be completed by all relevant parties. The Form requires a LiveScan (fingerprint check), sections to be filled out and signed by the supervising psychologist, and a letter of confirmation from the School registrar that you have either achieved a master of arts in psychology, candidacy in the doctoral program, or a doctorate. The work to be accomplished may follow the form of work outline on the CAPIC Weekly Log Form. The Registration packet must be delivered to the Board of Psychology. Subsequent to delivery, the Board notifies both psychologist supervisor and psychological assistant, typically at first by e-mail, of approval.

Note that all supervising psychologists must have completed an authorized, six-hour course in supervision, prior to the commencement of the supervision. A six-hour course in supervision must be completed every two years. Note that a supervising psychologist may not charge for supervision.

A maximum of forty four (44) hours per week may be credited toward meeting the SPE requirement – this number includes the required 10% supervision. That is, *any person* accruing SPE shall receive one hour of supervision for every ten hours of approved service delivery. At least one hour per week shall be face-to-face, direct, individual supervision with the primary supervisor. The primary supervisor shall be employed by the same work setting as the trainee and be available to the trainee 100% of the time the trainee is accruing SPE. This availability may be in person, by telephone, by pager or by other appropriate technology. Although all trainees must have at least one hour per week of face-to-face, direct, individual supervision with the primary supervisor, a trainee in a ‘formal internship’ or in an ‘exempt setting’ may have supervision that is delegated to someone else with supervisory training.

For example, you may work at the placement for 20 hours per week. One hour of supervision must be with your primary supervisor, a clinical psychologist, and be face-to-face and individualized. The second hour in the 1:10 ratio could be with a delegated MFT licensed supervisor, and could be in a group supervision setting. You would count 22 hours in that week.

However, a 'psychological assistant' working in the third environment, that is, under the supervision of a licensed clinical psychologist, cannot receive delegated supervision. All of the supervision a psychological assistant receives must come from the psychologist to whom the student trainee is connected.

Note that although a licensed psychologist may have only up to three psychological assistants at any given time, a person who can be a psychological assistant may have more than one supervising psychologist, as long as a separate Registration form packet is submitted for each working relationship.

Also note that the Board has highly specified responsibilities for primary supervisors, including the preparation of a detailed document which is to be given to any person with whom the trainee (under any placement environment) provides clinical service.

This process is complicated. The Board of Psychology has personnel who answer the telephone and respond to specific questions. Feel free to call the Board and ask about your particular variation or situation.

While course work at PSP is conveniently on weekend days, clinical doctoral students are urged to remember that the accrual of SPE is an absolute requirement before licensure. If you are a Track I student, you will have to have 30 doctoral units beyond the 42 masters units, in order to begin to accrue SPE. If you were to spend 20 hours per week in an SPE setting, it will take you 75 weeks to get to the 1,500 required by PSP for graduation (assuming you complete all classes, the comprehensive examination, and your dissertation). With doctorate in hand, if you continue at 20 hours per week, it will take you an additional 75 weeks to get to the 3,000 level.

Try to put all this into perspective. If you worked in an SPE placement of one kind or another at the rate of 20 hours per week, in 50 weeks you will have accumulated 1,000 hours. At this rate, it will take you three years to accumulate sufficient SPE to sit for the State licensing examinations. Can you continue to work your full-time job and accomplish 20 hours per week? Can you find a placement that will allow you to undertake 20 hours of SPE per week around your work schedule?

If you think you would like to find a placement where you can undertake 10 hours of SPE per week (on top of your work schedule), then in a 50 week period, you would have accumulated 500 hours, or six

years to accumulate 3,000. If you are a person who thinks it might take three years to get your dissertation completed, then this 10 hour per week approach might work well. However, note that the Board has limits to the time period in which qualifying SPE can take place (Section 2914c).

All clinical doctoral students at PSP should anticipate lifestyle and / or primary work adjustments to allow for the accumulation of SPE. People enter into and enjoy the coursework phase without due consideration for how they will accomplish the requirements for SPE. It is possible to find a paid internship position, but such positions are far less available than those accessible to persons pursuing a license as a marriage and family therapist. In addition, certain placement environments are restricted to students who attended, for instance, an APA-approved graduate school. Only accredited graduate schools are allowed to participate in the CAPIC system of placements, though students from non-CAPIC schools may apply to CAPIC sites.

People should think of the goal of becoming a licensed clinical psychologist holistically – there are many component pieces:

1. PSP Coursework (two-three years)
2. PSP Comprehensive Examination (at or near end of coursework)
3. PSP Dissertation (concurrent with Pre-Doctoral Hours)
4. Supervised Professional Experience
 1. 1,500 Hours Pre-Doctoral (minimum of one year)
 2. 1,500 Hours Post-Doctoral (minimum of one year)
5. State Licensing Examinations

Eventually, students who seek to be Psychologists must take the current licensing examinations to obtain a State of California license in order to practice. While PSP does not formally endorse their product offerings, most students have reported that the Association for Advanced Training in the Behavioral Sciences, which can be found at <http://www.aatbs.com>, to be extremely helpful in reviewing for the State examinations. The material on this web site is fee based.

The PSP clinical doctoral student should realize the progression through the holistic goal of becoming a licensed clinical psychologist will take 4-5 years, assuming a timely completion of the doctoral-level dissertation. Many doctoral students take considerably longer. PSP students should be mindful of the

time allowed for program completion provided in their financial contract, and note the post-contract extension fee schedule.

Appendix A

Faculty Members

Maatisak Amenhetep, M.S.W.,L.C.S.W.

Maatisak earned her Master of Social Work degree from California State University, Sacramento, graduating Suma Cum Laude. Because of her academic excellence, Maatisak was selected for the prestigious Fulbright Scholarship for overseas studies. She has been licensed by the Board of Behavioral Sciences since 1999, and she has maintained a private practice in midtown Sacramento since 2003. Maatisak Amenhetep brings over 23 years of clinical experience with her to PSP. Her clients range from ages 3 to 93, and are diverse in ethnicity, culture, language, and sexual preference. Maatisak has worked in schools, universities, prisons, residential facilities, psychiatric hospitals, clinics, geriatric facilities, corporations, non-profit and private sectors, county governments, communities, and churches. She has also provided clinical supervision for interns preparing for BBS exams.

Maatisak specializes in the treatment of trauma, and has had extensive training and experience, particularly in EMDR (Eye Movement Desensitization and Reprocessing), which is the treatment of choice for combat veterans with PTSD. Maatisak has successfully used this technique with private practice clients, geriatric patients, and traumatized prison inmates. Other specialties include Depression, Anxiety, Phobias, and Peak Performance. She is also a credentialed Spiritual Life Coach, a Meditation Teacher, both an NLP (Neuro-Linguistic Programming) and an NDR (Neurological Deprogram to Reprogram) Practitioner, and a certified Ericksonian Hypnotist.

Additionally, Maatisak is CISD (Critical Incident Stress Debriefing) certified, and has several certifications through the American Red Cross as a disaster relief mental health provider and supervisor. In this capacity, she has been a first responder to suicides, homicides, and natural disasters. She received special awards and was recognized by FEMA and the American Red Cross for valuable service to Hurricane Katrina/Rita evacuees.

Kathleen Ayers Psy.D.

Kathleen Ayers, Psy.D., is a licensed psychologist in California. She has worked in the mental health field since 1991, with individuals of all ages and groups of adults. She received her doctorate at the Professional School of Psychology in Sacramento, California. Prior to that, she received an M.A. in Clinical Psychology from the University of Dayton, in Ohio and an M.S. in Medical Psychology from the Uniformed Services University of the Health Sciences, in Bethesda, Maryland. Her B.S. degree in Psychology/Biology is from Chatham College in Pittsburgh, Pennsylvania.

Her orientation is cognitive-behavioural. She works with people who have chronic conditions, such as pain and physical conditions. She has personal experience in helping people cope with celiac disease and food allergies. She works in a physician's office in Marin County and has a private practice. Kathleen teaches at PSP and The Adler Graduate Professional School in Toronto. She also taught at the McMaster University DeGroot School of Medicine in Hamilton, Ontario, worked as a Certified Canadian Counsellor and taught at UC Davis School of Medicine. She has recently begun working on a certificate in Telepsychology. In her private practice, she works online and makes home visits. In addition to writing CME courses at UC Davis, she has recently written a chapter called "The Neuroscience of Coaching," with Miles Bowman, Joan C. King, and Linda J. Page. The chapter has just been published in *The Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring*, eds. Jonathan Passmore, David Peterson, and Teresa Freine.

William Bergquist, Ph.D.

As author of more than 40 books and 50 articles, William Bergquist writes about profound personal, group, organizational and societal transitions and transformations. Dr. Bergquist has conducted research and scholarship in North America, Europe and Asia to establish the foundation for his written work. His publications range from the personal transitions of men and women in their 50s and the struggles of men and women in recovering from strokes, to the experiences of freedom among the men and women of Eastern Europe following the collapse of the Soviet Union.

His book, *The Postmodern Organization*, has been identified as one of the 50 classics in organizational theory and has been translated into both Italian and Mandarin. *In Our Fifties* (with Klaum and Greenberg) was featured on Good Morning America and in several metropolitan newspapers. *The Vitality of Senior Faculty* (with Carole Bland) received the annual research award in 1998 from the American Educational Research Association. *The Four Cultures of the Academy*, *Engaging the Six Cultures of the Academy* (with Ken Pawlak), *Designing Undergraduate Education* (with Gould and Greenberg), and *A Handbook for Faculty Development* (three volumes) (with Steven Phillips) have been widely acknowledged and cited as seminal publications in the field of higher education.

William Bergquist has served throughout the world as a consultant, coach and/or trainer to leaders in more than 1,000 corporations, government agencies, human service agencies, college and universities, and churches over the past 35 years. He co-founded (with John Lazar) the *International Journal of Coaching in Organizations*, co-founded the *International Consortium for Coaching in Organizations* (ICCO) and currently is co-owner of the digitally-based *Library of Professional Coaching*. Dr. Bergquist has served as professor and educator in the fields of psychology, management, public administration, organization development and public policy at more than two dozen colleges, universities and graduate institutions. The postsecondary institutions in which he has taught range from the University of California in Berkeley, California to the Tallinn Polytechnic Institute in Tallinn, Estonia.

Jesus Cervantes, Psy.D.

Jesus Cervantes is a bilingual/bicultural Clinical Psychologist working in the Mental Health Field for over 25 years. He first graduated as a Clinical Psychologist from the University of Mexico State and earned a Master's Degree in Education in Mexico City. Before moving to US he served as an administrator with the Mexican government in the Department of Education by developing and implementing Policy and Procedures for the use of Psychological Testing as well as Vice-Principal at a High School. He is an alumnus of PSP in his Master's in clinical studies as well as his doctorate in Clinical Psychology. Dr. Cervantes serves as a Mental Health Program Coordinator with Sacramento County Behavioral Health Services in Quality Management Unit, overseeing all adult programs as well as the Sacramento County Jail Psychiatric Services.

Dr. Cervantes is responsible for developing/implementing Sacramento County Mental Health Policy and Procedures based on State and Federal regulations, as well as providing with training and technical support to all adult mental health providers. He is the QM cultural competence liaison between county and mental health providers. Dr. Cervantes is responsible for the Spanish Language and Latin Culture Special Skills Exam in Sacramento County. Previous to his current position in the QM Unit, Dr. Cervantes worked in the Adult and Children Units as a Program Coordinator developing mental health contracts for the mental health providers in the community. In addition, he holds a private practice in Downtown Sacramento.

Dr. Cervantes is also a former administrator of a Mental Health Community Agency “El Hogar Mental Health” where he served as the Program Manager. He is a member of CAMFT, and a Licensed Marriage and Family Therapist with the Board of Behavioral Science Examiners. Dr. Cervantes has a long of experience working in the private and public sectors. He has experience in working with dually diagnosed clients at the Mexican Alcoholism Program (MAAP) and Bi-Valley Methadone Clinics and in the mental health inpatient/crisis settings. He has served as a Keynote Speaker at different local Latino conferences as well as presenter and moderator.

Robi Friedman, Ph.D.

Dr. Friedman is a clinical psychologist in private practice in Haifa, Israel. He serves on the faculty at Haifa University, and is co-founder of the Israel Institute of Group Analysis and President of the Israel Association for Group Psychotherapy. With a doctoral in psychology from Zurich University, Robi Friedman has presented at more than a dozen conferences throughout the world during the past two decades, addressing such topics as dreams in group psychotherapy, the uniting and dividing of genders, and the nature of social unconscious processes. Dr. Friedman is co-editor of *Dreams in Group Psychotherapy* and *Desire, Passion and Gender: Clinical Implications* and has authored more than thirty articles and essays in various international journals, including the *International Journal of Group Psychotherapy*, the *International Journal of Counseling and Psychotherapy* and *Group Analysis*. He has also published chapters in such books as *The Social Unconscious in Persons, Groups and Societies* and *The Wiley-Blackwell Handbook of Group Psychotherapy*.

Sara Galbraith, Psy.D., MFT

Dr. Galbraith has been a practicing psychotherapist for the past 18 years. She received her Doctoral degree in Clinical Psychology from The Professional School of Psychology and her Masters degree in Counseling Psychology from Dominican University. Her graduate training included counseling internships at Catholic Social Services, AFTER/Parents United and Big Brothers/Big Sisters of America. Dr. Galbraith is a licensed Marriage and Family Therapist in private practice in Sacramento, California. She has served for the two years as Director of PSP unique doctoral tutorial program in clinical psychology. Her clinical interests include individual and family counseling specializing in depression, anxiety, physical and sexual abuse, adjustment disorders, co-parenting and families in transition.

Nadine Greiner, Ph.D.

Nadine Greiner is noted as a skilled and knowledgeable provider of Interim Leadership and Executive Coaching. Dr. Nadine Greiner has a 20 year background in leadership, and a dual Ph.D. in Organization Development and Clinical Psychology from PSP. She has served as Interim Chief Executive Officer, Executive Director, Chief Operating Officer, and Vice President in organizations of a variety of sizes and stages of growth. The industries in which she has the most experience are Non-Profit, Healthcare, and Financial Services.

Nadine is fluent in written and spoken French, has multi-cultural experiences from living and/or working in England, France, Algeria, Morocco, Sudan, Zambia, New Caledonia, and the United States. Dr. Greiner has worked with such diverse organizations as the Bank of America Corporation, California Pacific Medical Center, Charles Schwab & Co., the City of San Francisco, the Episcopal Diocese of San Francisco, the Oracle Corporation and The Sierra Club.

Rick Heyer, J. D.

Rick Heyer graduated from the University of Nevada (UNR) with a B.A. in History. Shortly after graduating from UNR he enlisted in the United States Marine Corps. It was as a Marine that Mr. Heyer began his teaching career. Mr. Heyer co-developed and taught a course on infantry tactics for squad leaders to junior non-commissioned officers. Mr. Heyer enrolled in law school after discharging from the Marines. He graduate from Pacific McGeorge School of Law in 2001 and

was admitted to the bar in December of that year. Mr. Heyer began work as an attorney in the Office of the Public Defender of Sacramento County in late 2001.

Mr. Heyer worked as a public defender until 2004. In June of that year he accepted a position with the California Parole Advocacy Program (CalPAP). One of his duties in this position was to act as the training coordinator for the program. In this role he developed and taught an intensive three day seminar aimed at training attorneys on how to represent parolees facing revocation of their parole. He also was responsible for the continuing education of the attorneys in the program. Mr. Heyer left CalPAP in 2007 and began working as a Deputy County Counsel for Sacramento County. As a County Counsel he is primarily responsible for representing the County Department of Health and Human Services, which includes the Division of Mental Health. This representation requires Mr. Heyer to provide counsel to mental health professionals on their legal and ethical obligations and duties routinely.

Larry G. Lee, MBA, Ed.D.

Larry Lee served for many years as the Senior Director of Research and Development at Birkman International. In this role, he led a team of psychometricians in developing and improving assessments in the areas of personality, intelligence, motivation, and societal perspective. While most of Larry's publications have been retained within the sponsoring corporations, he has published in the International Journal of Coaching in Organizations, and, in 2008, published The Birkman Method Manual which describes the psychometric attributes of this assessment.

Prior to joining Birkman International, Dr. Lee worked at The Boeing Company, serving as a Master Executive Coach and Senior Organizational Development Consultant. Larry has also served as a program manager and developer of curricula for Boeing's Executive Potential, High Potential and Mentor programs. Dr. Lee was twice awarded the "Highest Rated Instructor" for management and leadership courses within Boeing. As a practitioner, Lee has traveled extensively to teach on, and to provide personal attention to, improving performance within organizations.

Richard Lichtman, Ph.D.

Dr. Lichtman is a well-known teacher and author who has trained and studied intensely in philosophy, psychology, psychotherapy and social theory. His perspective develops the interrelations among a wide variety of disciplines and is founded on the conviction that the truth lies in the totality, not in isolated parts of the whole. He has taught in the philosophy department at the University of California at Berkeley, been a fellow at the Center for the Study of Democratic Institutions in Santa Barbara, the humanities department at San Francisco State University, the sociology department at the University of California at Santa Cruz, as well as many other institutions in the United States and Europe. For the last thirty years Richard Lichtman has taught social psychology, theory and methodology at the Wright Institute in Berkeley California.

His writings indicate the range of his interests. *The Production of Desire* is an analysis and evaluation of the numerous attempts that have been made to integrate the works of Marx and Freud. *Essays in Critical Social Theory* is an application of critical theory to a wide range of subjects in economic, political and social theory. *Dying in America* is a critical analysis of contemporary theories of death and dying and a memoir of his father and his death. Dr. Lichtman has also contributed to a large number of scholarly journals. He is currently working on a volume that will provide a basic critique of the notions of normalcy and pathology that underlie contemporary psychology and therapy.

Charles Maas, M.D.

Charles Maas is a pediatrician with additional training in public health. His career has included more than twenty years providing pediatric primary care, eight years in public health administration, and, most recently, 10 years providing child mental health services with the University of California Davis, Department of Psychiatry. He currently works with a community child mental health agency providing child psychiatry evaluations and medication treatment. His most interesting assignment includes being responsible for providing both pediatric and mental health services in one setting - a large group home for post-ajudicated youth. Chuck has enjoyed teaching all levels of students including graduate school, pediatric and psychiatric residents, and community pediatricians.

Linda Page, Ph.D.

Linda Page is Founder and President of the Adler School of Professional Studies in Toronto, Canada, and from 1992 to 2006 led the local administration of the M.A. in Counseling Psychology degree granted by the Adler School of Professional Psychology in Chicago. She holds a Ph.D. from Princeton University and an M.A. in Counseling Psychology from Adler in Illinois, where she is a Licensed Clinical Professional Counselor. She taught social psychology, cognitive psychology, learning, motivation and emotion, and gender studies and was co-founder of the Gender and Ethnocultural Studies Center as a member of Adler's core doctoral faculty from 1992 to 1998.

Dr. Page was a psychotherapist in private practice from 1980 to 1995. She chairs the Alliance of Psychotherapy Training Institutions, a group of educators who have proposed a curriculum for a minimum standard for regulation of psychotherapists in Ontario. In 1998, Dr. Page founded Adler International Learning (formerly Adler School of Professional Coaching) and has served as its President since that date. Adler's Professional Coaching Program was the first in Canada to be certified by the International Coach Federation and is the only ICF-certified program in the world based on Adlerian principles. In 2007, Adler and the Ontario Institute for Studies in Education of the University of Toronto signed a co-sponsorship agreement for Certificates in Leadership Coaching, a series of programs to promote leadership development among organizations, their leaders, coaches, and coaching students.

Dr. Page became an Adler Certified Professional Coach in 2002. She serves on the Board of the Graduate School Alliance for Executive Coaching, the Research Advisory Board for The Coaching Institute, and the Editorial Board for the International Journal of Coaching in Organizations. With David Rock, Dr. Page co-authored *Coaching with the Brain in Mind: Foundations for Practice* (Wiley, August 2009). She has published papers and is in demand internationally to present on theoretical foundations of coaching, brain-based competencies for psychosocial change agents, and the practical implications of a shift from a mechanistic to a systemic worldview.

Dorothy Siminovitch, Ph.D., M.C.C.

Dorothy E. Siminovitch, principal of AWAREWORKS International, is a Master Certified Coach and consultant to organizational leaders around the world. In 2002, she co-founded and is the Chair of the International Gestalt Coaching Program (IGCP), the only Gestalt-based coach training program awarded International Coach Federation certification. As a faculty member at the Gestalt Institute of Cleveland and the GestaltOSD center, Dorothy honed the rich teaching, coaching, and consulting skills that she now brings to all her work.

Her current gestalt institutional affiliation is with the Gestalt International Study Center. She is also a Board member of The International Consortium for Coaching in Organizations. Through AWAREWORKS International, Dr. Siminovitch provides transformative Gestalt-based coaching and consulting services to individuals, teams and organizations. Dorothy's work is distinctive in that she creates a cross-cultural and broad-based forum for conversation with outstanding leaders in coaching, consulting, and Gestalt theory development.

Charles Smith, Ph.D.

Charlie Smith has worked in corporations, associations and government agencies throughout the United States, Canada and Europe for 43 years. His work has encompassed entire companies, agencies and industries, as well as focused on project teams, manufacturing plants, and union management groups. His mission is to support people to discover what is personally holding them back and to help them move forward to unparalleled success.

A graduate of the Boston Public Latin School, Charlie holds a Bachelor's Degree in Social Relations from Harvard College, a Master's from the Harvard Business School, a Ph.D. in Organizational Behavior from Case Western Reserve University, and a certificate in Gestalt Methods from the Gestalt Institute of Cleveland. He served as a Visiting Associate Professor of Organizational Behavior at Sir George Williams University in Montreal, and taught at the McGill University School of Education and the McGill Centre for Management Education. He is a past President of the Harvard-Radcliffe Club of New Mexico, and has served on Boards of Directors for the Foundation for Mid-East Communication and the National Peace Institute

Foundation. He was a co-founder of the Middle Road Foundation for Native American Youth in Taos, New Mexico.

His first book, *The Merlin Factor: Keys to the Corporate Kingdom*, has been translated into Chinese and Romanian and is published by Gower Publishing in Great Britain and Kairos Productions, now located in Eustis, Florida. His second, *Navigating from the Future: a Primer for Sustainable Transformation* was published by Kairos Productions with CreateSpace Publishing. In addition to the active consultancies and training projects Charlie is engaged in via Kairos Productions, he serves as Executive Editor of *Transformation Magazine: A Quarterly Road Map*, published by the Library of Professional Coaching.

Thomas Smith, Psy.D.

Thomas Michael Smith is an alumnus of PSP and a clinical psychologist in private practice serving the communities along the I-80 corridor from Suisun to West Sacramento including Fairfield, Vacaville, Dixon, Winters, Davis and Woodland. He was awarded the doctorate in 2006. Dr. Smith is a member of the California Psychological Association, an Associate Member of the California Association of Marriage and Family Therapists, and a member of the Advisory Council of the Salvation Army's Adult Rehabilitation Center in Sacramento. He is also an ordained minister within the Presbyterian Church (USA), and a member of the Presbytery of Sacramento.

Gay Teurman, PsyD, M.F.T.

Gay Teurman is an individual and group psychotherapist, who also has broad-based experience in government system analysis and implementation of community based legislation. Dr. Teurman has extensive experience in the areas of program planning and development, and the formulation of state regulations and professional mental health standards as they relate to client treatment, patient rights and client/patient confidentiality, and related ethical issues. Dr. Teurman has substantial experience in conducting clinical assessments regarding client status, history, danger to self and others, progress, chemical dependency, and related mental health information. She frequently makes presentations to professional audiences on various psychological issues and provides training sessions on psychological assessment and research.

Haim Weinberg, Ph.D.

Haim Weinberg is a clinical psychologist, group analyst (Israel) and Certified Group Psychotherapist (USA), now living in the United States. For the past 25 years he has worked as a clinical psychologist, providing individual, couple, family, and group psychotherapy, as well as supervising interns and junior psychologists. He is the past-president of the Israeli Association of Group Psychotherapy. A faculty member of the group facilitators training program in Tel-Aviv University, ex-director of the group leaders training program in Bet Berl College, teaches in the Integrative Psychotherapy program, Buber Center, Department of Psychology and School of Social Work, Hebrew University, Jerusalem. He is in private practice, and is a member of the Board of the International Association of Group Psychotherapy (IAGP), and a member of The American Group Psychotherapy Association (AGPA) and the Group Analytic Society (GAS).

Dr. Weinberg has conducted workshops, lectured and presented in many local (Israel and USA) and international conferences, participating and presenting in the AGPA annual meetings for the last 10 years, and leading the Large Group there lately. He has co-chaired several Israeli conferences on group therapy and the Scientific Program Committee of the International Conference of Group Psychotherapy of the IAGP in Brazil, 2006. Haim Weinberg has published more than a dozen papers, co-edited a book about the Large Group and is moderating the group psychotherapy discussion list on the Internet. Haim Weinberg completed his PhD studies at the Manchester Metropolitan University (England) specializing in the study of Groups, their Cultures, and the Internet Unconscious. His professional interests lie in the areas of group processes and group therapy, multicultural issues, conflict resolution, trauma groups, large groups and the social unconscious.

Amy Wilner, Psy.D.

Amy Wilner received her undergraduate degree from Vassar College, where she majored in English, and an M.F.A. from the Writers' Workshop at the University of Iowa. Before receiving graduate training in clinical psychology, she spent years as a professional editor in the fields of psychology and psychoanalysis, and was the editor on staff for the MacArthur Foundation's Program on Conscious and Unconscious Mental Processes at UCSF's Langley Porter Psychiatric Institute. She received her master's degree in clinical psychology from the San Francisco School

of Psychology, and completed her doctoral work through the Professional School of Psychology in Sacramento, where her dissertation focused on adolescent girls with eating disorders. She is the Clinical Director of the Marin County chapter of A Home Within, a nation-wide organization that provides pro-bono long-term therapy to children and adolescents in the foster care system. She has also participated in panel discussions for and serves as a consultant to Beyond Differences, a nonprofit focused on social isolation among middle- and high-school students. She maintains a private practice with offices in both San Francisco and San Rafael.

Appendix B

PSP Catalog Course Descriptions

Included in the following course descriptions are both required and elective classes. Many classes have prerequisites which are indicated. Some courses sequences must be taken in order, and are so indicated.

Masters Degree Courses

PSY 605 Assessment, Reporting and Treatment of Child Abuse and Neglect (1 unit)

Assessment procedures and methods of reporting child abuse or neglect, behavioral indications of abuse, crisis counseling and other interventions, treatment implications for children and adults, consequences of failure to report. This course meets the child abuse training criteria for initial licensure and license renewal for psychologists, clinical social workers and marriage and family therapists.

PSY 606 Psychopathology I (5 units)

This first course of a two-quarter sequence will focus primarily on descriptive psychopathology, i.e., diagnostic approaches and nomenclature as set forth in DSM-IV-TR. It will include the mental status examination, screening for medical pathology, and report writing. Students will develop competence in Axis I diagnosis utilizing a number of case vignettes, role plays, and diagnostic interviews.

PSY 607 Psychopathology II (3 units)

This second course of the two-quarter sequence will move beyond the previous focus of primarily descriptive psychopathology (i.e., DSM-IV-TR). It will stress understanding of personality disorders (Axis II), engage more fully the various defense mechanisms, and introduce students to the theory of Theodore Millon. In this course, students will move from theory to application by diagnosing a number of actual case vignettes. They will also have an opportunity to demonstrate and refine critical thinking skills through collaborative problem solving of selected reading materials, case presentations, mental status exams, and peer consultation as components related to differential diagnosis. Prerequisite: PSY 606.

PSY 608 Ethics, Law and Psychology (4 units)

A graduate seminar designed to provide students with a basic overview of major legal and ethical issues confronting the mental health practitioner today. Students will learn the relevant legal mandates and ethical standards encountered in clinical practice including confidentiality, privilege, mandatory reporting laws, *Tarasoff* issues, child custody, and conflicts of interest. The seminar will combine didactic material with case presentations and vignettes to facilitate discussion and bring to life the clinical applicability of the concepts presented.

PSY 610 Theory and Techniques of Psychotherapy I: Philosophy, Concepts and Methodology (4 units)

Introduction to the philosophy, concepts and methodology of individual fundamental topics such as the role of diagnosis in treatment planning, resistance, transference, interpretation and the necessary ingredients that foster development of a therapeutic alliance. This course and PSY 611 provide the foundation for other therapy classes offered in the curriculum.

PSY 611 Theory and Techniques of Psychotherapy II: Family, Couples & Individual Therapy (4 units)

Continuing exploration of psychotherapeutic interventions with a special focus on an array of intervention models including cognitive-behavioral, humanistic, existential, psychodynamic, and brief therapy. Also addressed are intervention strategies designed for selected clinical populations, such as severe personality disorders. Prerequisite: PSY 610.

PSY 615 Family Therapy (4 units)

Introduction to systems theory and its application to interactional (vs. psychodynamic) therapy. Overview of the six major schools of family therapy (Bowenian, structural, interactional, Milan, narrative, and solution-oriented) with a focus on how each school conceptualizes symptomatology and develops interventions. Students are given practice in treatment planning. Prerequisite: PSY 606.

PSY 616 Introduction to Couples Therapy (2 units)

An introduction to various applied models of treatment for couples, including marital therapy and counseling of non-married couples. Includes exploration of theoretical foundations, such as understanding dysfunctional communication styles and family of origin issues, as well as applied treatment strategies.

Prerequisite: PSY 606.

PSY 617 Introduction to Group Psychotherapy (2 units)

This course focuses on traditional methods of group psychotherapy, such as open-ended, focused, and time-limited groups, as well as psycho-educational group formats. Theoretical issues, such as group dynamics, as well as applied clinical strategies are also addressed.

PSY 620 Child Psychopathology and Treatment (4 units)

An introduction and overview of therapeutic approaches appropriate with children. Includes consideration of normal developmental dynamics and child psychopathology as they affect treatment planning. Prerequisite: PSY 606.

PSY 621 Domestic Violence: Assessment, Detection and Treatment (1 unit)

Course objectives include understanding the underlying factors that contribute to family partner violence, gaining the ability to identify and assess family violence with women, men children and couples, and becoming knowledgeable regarding therapeutic interventions and techniques when counseling victims, perpetrators, couples and families of domestic violence. Other issues addressed are legal and ethical implications and community resources for clients.

PSY 623 Chemical Dependency (3 units)

Examination of various theories regarding the etiology of alcoholism and the abuse of other chemical substances, and the effects of these substances on behaviors and functioning. The effects of biological, physiological, and socio-cultural factors, as well as methods of detection and diagnosis, are discussed. A variety of intervention techniques and treatment approaches are explored. Prerequisite: PSY 606.

PSY 624 Introduction to Psychopharmacology (4 units)

Examination of the effects of psychoactive substances, with particular focus on their utilization as an exclusive or concomitant therapy in the treatment of emotional and behavioral disorders. Effects of substance abuse are explored, as is the relationship between psychologists and physicians in the management of psychiatric medication for patients. Prerequisite: PSY 606.

PSY 651 Developmental Psychology I: Infancy and Childhood (4 units)

Overview of the major theories and models of human development and adaptation. Consideration of historical and cultural contexts of developmental psychology. Emphasis on empirical influences on current knowledge and thought encompassing physical/biological, cognitive, and socioemotional processes.

PSY 652 Developmental Psychology II: Adolescence and Adulthood (4 units)

Extension of models discussed in PSY 651 plus addition of other models and theories which inform development and adaptation from adolescence to old age. Focus on critical analysis of research and consideration of the application of both research and theory to developmental issues in clinical and organizational settings.

PSY 655 Concepts of Diversity: Cross-Cultural Aspects of Clinical Psychology (3 units)

Consideration of factors of ethnicity, race, sex, culture, and socioeconomic status as they influence social policy, personal attitudes and the appropriate clinical intervention strategies and processes. Examination of the impact of such diversities on identity formation, adaptation, and behavior. Investigation of the culture-bound nature of conceptualizations of mental health and mental illness. Particular emphasis is placed on newly-arrived immigrant groups and the challenges they present. Discussion of the crucial importance of culture, power, language, and lifestyle in the perception and experience of the therapeutic process. Research in cross-cultural counseling is reviewed and further research needs are identified.

PSY 658 Interview Techniques/Brief Therapy (Solution Focused) (4 units)

Introduction to the various techniques associated with where to start and what to ask clients, as well as how to provide brief therapeutic interventions that are solution focused. Discussion of the types of clients that students will be seeing. This course is designed first to assist the student in accomplishing information-gathering in a concise, thorough, and systematic fashion. This course is designed second to provide an introduction to intervention strategies that serve the immediate needs and interests of many client populations.

PSY 661 Introduction to Management (4 units)

The tools of modern and postmodern management and human resource development as effectively employed in organizations. A focus on management across cultural boundaries within international organizations and through engaging in cross-cultural and international organizational consultations.

PSY 662 Human Sexuality (1.5 units)

Exploration of human sexuality from clinical, developmental, and cultural perspectives, including issues of gender formation, identity and role, sexual preference, dysfunction, abuse, disability and aging. Current therapeutic concepts and intervention techniques are studied.

PSY 670 History and Systems of Psychology (2 units)

Overview of the historical factors within and outside the field of psychology that have formed its character, its enduring struggles and its societal contributions. Particular attention is given to the formulation of theories and systems of thought regarding the philosophical foundations of psychological inquiry, the nature of conscious and unconscious processes, and the nature and purposes of the psychological professions.

PSY 672 Current Literature in Organizational Psychology (4 units)

Analysis and critique of current articles on theory, research, and practice in journals.

PSY 673 Ethical, Legal, and Professional Contexts of Organizational Psychology (4 units)

Consideration of ethical, legal, and professional issues faced in an organizational setting. Attention is given to the socio-economic, political, and societal forces that operate on, and in turn are influenced by, organizations.

PSY 674 Foundations of Individual and Organization (4 units)

Examines the role of the individual in organizations and the effects of organizational variables on the individual worker. Topics include organizational communication, employee socialization, organizational culture and climate, and organizational change.

PSY 675 Introduction to Organizational Theory (4 units)

Explores classical and contemporary theories about organizations. Topics examined include organizational structures, organizational design, the effects of technology, and the process of organizational policy formation and implementation.

PSY 676 Foundations of Organizational Change and Development (4 units)

An examination of the theory and research regarding changing individuals, groups, and organizations to improve their effectiveness. Includes individual change strategies such as training, attitude change, and socialization. Group and organizational change strategies covered include survey feedback, team building, conflict management, and role analysis.

PSY 681 Behavioral Science Research Methods (2 units)

Introduction to methods used in conducting social science research including design considerations, operational definitions, sampling, measurement techniques, data collection and analysis, hypothesis testing and ethical considerations. Focus will be on critically analyzing research articles and increasing skills as consumers of research in the behavioral sciences.

PSY 685 Psychological Tests and Measurement (4 units)

Introduction to the history of psychological testing and assessment; current psychological tests and their uses (particularly in a clinical setting); social and ethical issues of assessment; related statistical concepts including test norms, reliability, and validity; and the psychological assessment report. Emphasis is so hands-on experience with the administration, scoring, and interpretation of selected psychological tests.

PSY 687 Test and Measurements in Organizational Psychology (4 units)

Principles of job knowledge, aptitude, and psychological testing as applied in organizational settings. Topics include technical issues of testing such as reliability, validity, norming, utility, and legal considerations. Selection, administering, and interpreting psychological tests are also addressed.

PSY 690 M.A. Clinical Case Conference (4 units)

This seminar focuses on students' professional development. It is a forum for: (a) introduction students to fundamental clinical skills, such as managing the initial session, setting boundaries, establishing a therapeutic alliance, empathic confrontation, assessment, choosing treatment modalities, interventions, utilizing community resources, termination techniques, and crisis intervention; (b) training students how to prepare oral and written case presentations; (c) assisting students in exploring issues related to developing a "therapist" identity, such as preferred therapeutic style and theoretical orientation, counter transference proclivities, and personal style with clients; and (d) discussing training site issues such as how to get the most benefit from supervision, and concerns or problems with placement. Students are required to complete a clinical self-evaluation and submit a written case presentation of a client.

PSY 695 Supervised Practicum (10 units)

Application of psychotherapeutic techniques in a variety of supervised training experience in clinical settings for 350 hours. Assignments must be approved by the Director of Field Training.

PSY 699 Master's Thesis or Project (6 units)

Students work independently with the guidance and collaboration of faculty mentor to create and execute an appropriate thesis or project on a topic of interest.

Doctoral Degree Courses

PSY 749 Personality Theory (4 units)

Examination of major theoretical approaches to understanding personality development, structure, and functioning. Considering different models, this course focuses on how personality theories are built, the elements of such theories, and the relationship between personality theory and intervention. Limitations of each theoretical conceptualization and the impact of these limits on application and research are explored. Students are encouraged to recognize their own assumptions about personality and to organize those assumptions into an evolving conceptualization.

PSY 765 Behavioral Medicine and Health Psychology (4 units)

Historical perspectives of the evolution of health psychology; understanding the scientist/practitioner model of health psychology; biological overviews of health and disease; health assessment, consultation, interventions and evaluations; interdisciplinary collaboration; insights into the medical culture and expectations; ethical, legal and professional issues; core competencies for behavioral summary.

Prerequisites: PSY 606, 607.

PSY 770 Behavioral Neurobiology (4 units)

An introduction to behavioral neurosciences with an exploration of the physiology underlying human behavior. Particular attention given to functional neuroanatomy, neuroendocrine functions, psychosomatic disorders and psychoneuroimmunology. Consideration is also given to the design of psychological interventions and educational/training programs based upon recent research and theory regarding the neurophysiology (mind/body interactions) underlying human behavior.

PSY 771 Neuropsychological Assessment (4 units)

An overview of the tools and processes of neurological evaluation including a review and demonstration of major testing batteries and approaches, such as Halstead-Reitan and Luria-Nebraska. Training is given in the administration and interpretation of mental status examinations and brief screening procedures, as well as the use of standard psychological assessment instruments (WAIS-III, Wechsler Memory Scale) for neuro-diagnostic purposes. Prerequisites: PSY 880, 881, and 882.

PSY 772 Social Bases of Behavior (4 units)

A focus on the social influences of individual and group behavior with an emphasis on perception, cognition, identity, attitudes, conformity, aggression, and interpersonal relationships. Exploration of the relationship between individuals and their social contexts, both cross-culturally and historically. In-depth discussions of these issues relevant to clinical, group, and organizational interventions.

PSY 774 Cognitive Bases of Behavior (4 units)

A comprehensive exploration of numerous psychological theories related to the development and organization of thought and memory. Ways in which cognitive processes influence the individual's perceptions of reality, emotional experiences, motivation, and behavior. A consideration of various contemporary research studies concerning the development of intervention strategies useful for clinical, group, or organizational change.

PSY 784-786 The Nature of Psychological Inquiry (Series Overview)

This year long sequence of courses highlights the fundamental issues and variety of approaches to psychological inquiry. Attention is given to the history and systems of psychological inquiry, to the wide-range of quantitative and qualitative methods of inquiry being engaged by practicing psychologists today, and to the strategies of psychological inquiry that might be engaged by students as they prepare their dissertation proposals. The focus of these three courses is not applied research and on the interplay between theory, research and practice, so that students enrolled in these courses might become successful "reflective practitioners" who consistently reflect on their own practices, while contributing to the accumulating wisdom of their field. This course sequence must be taken in order.

PSY 784i The Nature of Psychological Inquiry I: History and Systems (5 Units)

This first quarter of the Psychological Inquiry sequence focuses on the fundamental issues being addressed by men and women who have been concerned with the human condition. Enduring schools of psychological theory and accompanying schools of psychological inquiry will be identified, along with the philosophical orientations and historical context that produced and sustained each school. Several seminal psychological theorists will be featured and their approach to psychological inquiry will be carefully examined, using primary texts as a guide and source of classroom dialogue. Students will be expected to prepare a refined essay that focused on one psychological theme or one psychological theory. This paper constitutes one half of the research requirement for advancement to doctoral candidacy.

PSY 785i The Nature of Psychological Inquiry II: Methods (5 units)

This second quarter of the Psychological Inquiry sequence provides students with several options with regard to the methods of psychological inquiry. Students select two psychological inquiry modules from a set of at least four. The student's choices are based on his or her research and career interests, as well as his or her background in modes of psychological inquiry. Modules will vary from year to year depending on student interests (identified during PSY 784), but will typically include some of the following: statistics, computer modeling, qualitative methodology, quantitative methodology and research design, and program evaluation.

PSY 786i The Nature of Psychological Inquiry III: Strategies (5 units)

This final quarter of the Psychological Inquiry sequence focuses on integration and application. Students select a specific topic for extensive inquiry (usually related to their anticipated dissertation project). They prepare a proposal regarding how they will address this topic, making use of the methodologies they have studied in PSY 785 and the perspectives they have gained regarding the history and systems of psychological inquiry in PSY 784. Students will be expected to prepare a refined document that demonstrates a command of the concepts and methodologies offered in the previous two courses in this sequence. This paper constitutes one half of the research requirement for advancement to doctoral candidacy.

PSY 801 Supervised Internship (10 units)

Supervised field work in a practice setting totaling 1500 hours over no more than a two-year period. This experience is designed to help students integrate their academic, theoretical, and professional understanding while strengthening their application and intervention skills.

PSY 805 Supervised Predoctoral Internship (10 units)

Supervised work in an individual or organizational setting totaling 1500 hours over no more than a two year period. This experience is designed to help students integrate their academic, theoretical, and professional understanding while guiding them in strengthening competencies in six role areas vital to graduates in their professional careers: teacher, researcher, scholar, leader, interventionist, and advocate.

PSY 806 Advanced Psychopathology (4 units)

In this course, students will study the important dimensions of personality functioning and pathology, with a concentrated focus on differential diagnosis, etiological variables, and treatment implications.

Prerequisites: PSY 606, 607.

PSY 810 Theoretical Foundations of I-O Psychology: Individuals (4 units)

This course covers the theoretical basis of industrial-organizational psychology across a range of topics, particularly as it relates to individuals within an organizational context. Attention will be given to such issues as behavior, motivation, attitudes, cognitive skills, and personality. Discussion will include the application of theoretical issues to career development, adult learning, growth, and change.

PSY 811 Theoretical Foundations of I-O Psychology: Groups (4 units)

This course covers the dynamics that operate in the formation and maintenance of task-oriented groups. Attention is given to such issues as leadership, decision-making, problem solving, communication, morale, conflict management, and planning. Consideration is also given to theories emphasizing behavioral analysis as well as unconscious processes among group members.

PSY 813 Theoretical Foundations of I-O Psychology: Organizations (4 units)

An examination of the seminal works in organizational psychology covering such areas as human relations, group relations, and social-critical theory. Attention is also given to social, political, economic, and cultural influences on contemporary organizations.

PSY 815 Attitude Theory (4 units)

An examination of the relationship between attitudes and organizational change. Emphasis will be placed on the impact of attitudes on diagnosis of organizational problems, and the relationship between behavioral intentions and individuals' behavior at work. Specifically, this course will focus on attitude theory, formation, measurement, change, and how attitudes relate to behaviors.

PSY 817 Decision Theory (4 units)

In this course consideration is given to methods for encouraging effective individual, small group, and institutional decision-making within a context of institutional complexity, turbulence, and conflicting priorities. The focus will be on task, method, and relationship dimensions of decision making, as well as on organizational mapping and learning through the use of systemic, computer-based analytic tools. This course also examines the prescriptive and normative emphasis of decision theory, as potentially applied to the areas of employee selection, choice behavior, vigilance behavior, and human performance. An understanding of the inferential procedures used by individuals in making decisions will be explored through one or more of the following models: the Brunswickian lens, Bayesian inference, and cognitive information processing.

PSY 820 Measurement and Assessment: Individuals (4 units)

An examination of the psychometric bases for measuring normal human behavior with attention given to the assessment, interpretation, and communication of individuals' distinguishing characteristics appropriate to a variety of work-related purposes. Emphasis placed on interviews, tests, and appraisal techniques that deal with such areas as knowledge, skills, abilities, performance, interests, attitudes, and personality. Topics to be covered include identifying, developing, selecting, and using the appropriate

means for assessment, as well as the guidelines for interpreting and communicating the results in writing of face-to-face. This course will stress the "whole person" approach to the individual assessment process. Also covered will be technical procedures, such as test development, selection, standardization, validity, and reliability.

PSY 821 Measurement and Assessment: Groups (4 units)

This course examines the psychometric bases for measuring group processes and behavior, including the assessment of such constructs as leadership, group dynamics, group interaction, and group effectiveness. Research and evaluation strategies for assessment of group performance, functioning, and diagnosis will be studied.

PSY 822 Measurement and Assessment: Organizations (4 units)

Coverage in this course deals with the methods for diagnosing, measuring, and assessing institutional behavior, including organizational climate and character, analysis of transition, change management, and those internal and external factors which affect organizations. Both qualitative and quantitative assessment tools are considered. This course seeks an integration of theory, research, and consultation in assessing organizational behavior.

PSY 825 Interventions: Individuals (4 units)

An integration of theory and research regarding the states of adult and career development using programs, tools, and procedures for exploring the life and career aspirations of individuals and the means of linking these aspirations to organizational intentions. Programs and interventions which assist individuals in an organizational setting are emphasized, including life and career planning, outplacement and transition counseling, training and development, professional growth contracts, career ladders, performance appraisal and skills development.

PSY 826 Interventions: Groups (4 units)

This course applies group theory and research findings toward the improvement of group functioning and performance. Attention is also given to designing and implementing interventions, such as process consultation, team building, communication enhancement, and group relations training.

PSY 827 Interventions: Organizations (4 units)

This course applies organizational theory to the role of the professional consultant in the design and implementation of organizational interventions. Attention is given to issues of change (dynamics) and stabilization (statics); stages of organizational life; changes in structure, process, and attitude in such area as personnel selection, training and development; socio-technical consultation; job redesign; organizational learning; and appreciative inquiry.

PSY 840 Organizational Case Conference (3 units)

This seminar provides in-depth supervision in a group setting and explores the professional and personal issues emerging from students' roles as teachers, leaders, interventionists, and advocates. Students present cases, and class discussion centers on issues concerning their work in the field. The focus is on such topics as diagnosis, change, stabilization strategies, and reflective practice. This course meets various times over 3 quarters.

PSY 852 Clinical Psychopharmacology (4 units)

Examination of the effects of psychoactive substances, with particular focus on their utilization as an exclusive or concomitant therapy in the treatment of emotional and behavioral disorders. Effects of substance abuse are explored, as is the relationship between psychologists and physicians in the management of psychiatric medication for patients. Prerequisites: PSY 606, 607, 770.

PSY 854 Adult Learning (4 units)

An integration of needs theories, cognitive theory, and reinforcement theories with their influences on goal setting, job design, incentive systems, participatory decision making, and organizational effectiveness. Attention is also given to training theory, instructional design theory, training development, and delivery of training. The course will focus on the affective, cognitive, and psychomotor impact of adult learning. It will also cover theory and research on the different ways in which adults learn with programs, tools, and procedures for training, professional development, personal goal setting, job design, incentive programs, and organizational change efforts.

PSY 870-872 Advanced Psychotherapy Series

This series of three courses over one academic year is designed to present students with an in-depth review of a number of theoretical and technical models of psychotherapy. A wide array of treatment approaches is presented, with an emphasis on theoretical underpinnings, the role of assessment in determining therapists' strategies, specific interventions, and the evaluation of treatment outcomes. Various topics are covered including: psychodynamically-oriented psychotherapy, cognitive-behavioral approaches, brief therapy, integrative models, and special focus modules in selected areas, such as object relations theory, self-psychology, narrative therapy, treatment of severe personality disorders, and therapy for trauma victims. 4 units of credit are granted for each of the 3 courses in the series. This course sequence may be taken out of order. Prerequisites: PSY 610, 611.

PSY 870 Advanced Psychotherapy I: Psychodynamic Theory (4 units)

PSY 871 Advanced Psychotherapy II: Treatment of Severe Trauma (4 units)

PSY 872 Advanced Psychotherapy III: Cognitive-Behavioral Theory (4 units)

PSY 880-882 Psychodiagnostic Assessment Series: Assessment of Adults

This is a three-quarter sequence integrating interviewing, testing, cognitive and personality evaluation, differential diagnosis, treatment planning, case presentation, and report writing. Emphasis is on administration, scoring, and interpretation of a full diagnostic battery to assess normal and pathological development, personality functioning and disorder, and effects of pharmacological and psychotherapeutic intervention. This course sequence must be taken in order. PSY 685 is recommended before taking this series if the student has no background in statistical concepts.

PSY 880 Psychodiagnostic Assessment I (5 units)

Introduction to the structure and preparation of psychological reports. Administration and scoring of a variety of assessment techniques (e.g., WAIS-III, Wechsler Memory Scale-Revised, Bender-Gestalt, Trail-Making). Test results are analyzed, interpreted, synthesized with additional data (e.g., history and clinical observations), and presented in a psychological report. The focus is on cognitive functioning in particular with an introduction to objective personality assessment measures.

PSY 881 Psychodiagnostic Assessment II (5 units)

Continues to build upon the battery approach to psychodiagnostic evaluation through in-depth focus on objective personality tests, such as the MMPI-2 and MCMI-III. Projective assessment begins with instruction on the TAT, H-T-P, Sentence Completion Test, and the Rorschach, utilizing the Comprehensive System. Prerequisite: PSY 880.

PSY 882 Psychodiagnostic Assessment III (5 units)

Completion of instruction and practice with the Rorschach and other projective tests. Emphasis is given to administration and interpretation of a full diagnostic battery. Comprehensive learning and skills are solidified through in-depth presentation of clinical and diagnostic material and writing of a comprehensive report. Prerequisites: PSY 880, 881.

PSY 890 Clinical Case Conference (4 units)

This seminar provides in-depth clinical supervision in a group setting. Students present clinical cases and the class discusses issues of assessment, treatment interventions, counter-transferences, ethical concerns, and other relevant clinical material. The course is taken during co-enrollment in a clinical field placement setting and meets on alternate weeks over three quarters.

PSY 895 Dissertation Research Design (5 units)

This course is a practical pro-seminar on the nature and range of dissertation research. It emphasizes problem identification, steps in the research process, ethical considerations, and completion of a research

proposal. Students should have a potential research topic area in mind before enrolling in this course. Class meetings are scheduled over two consecutive quarters.

PSY 896-899 Dissertation Research (15 units total)

Students work independently, with the guidance and collaboration of their dissertation committees, to execute an in-depth research project on an applied psychological topic and report their findings in dissertation format. The final dissertation is a major project that exhibits doctoral-level competence in the identification, analysis, and treatment of a complex psychological phenomenon, issue, or problem.

PSY P75 Special Studies: Clinical (2-4 units)

Various topics concerning contemporary trends, theories, movements or methods in clinical psychology. This course may be repeated for credit with change in topic area and advance approval by the Provost.

PSY P76 Special Studies: Organizational (2-4 units)

Various topics concerning contemporary trends, theories, movements, research, or applications in the field of organizational psychology. This course may be repeated for credit with change in topic area and advance approval by the Provost.

PSY P77 Advanced Group Dynamics/Therapy (4 units)

This course focuses on basic concepts and theories in group psychotherapy and group processes. It covers concepts such as the here-and-now, content vs. process, boundaries, resistance, regression, transference and countertransference in groups, as well as psychodynamic, interpersonal, system-centered and other group theories: Foulkes, Bion, Yalom, Agazarian, and Ormont. In addition, the course addresses theories of group developmental stages (MacKenzie, Saravay, Tuckman), the tasks of the group therapist and different roles of group members.

PSY P87 Gerontology: Aging and Long Term Care (2 units)

Focus on mental health of older adults including biology of aging, psychological and neuropsychological assessment of the elderly, interaction of physical and mental disorders, psychiatric

syndromes, ethical and social issues, and adaptation of psychotherapy, family therapy, cognitive-behavior therapy, and psychopharmacology to older clients.

Appendix C

School Performance Fact Sheets

MA Program

Completion Rates

Calendar Year	No. of Students Who Began Program	Students Available for Graduation	Graduates	Completion Rate
2009	0	0	0	NC
2010	0	0	0	NC
2011	3	9	0	NC

NC=Non-calculable

Students Completing After Published Program Length (150% Completion Rate)

Calendar Year	No. of Students Who Began Program	Students Available for Graduation	Graduates	Completion Rate
2009	0	0	0	NC
2010	0	0	0	NC
2011	3	0	0	NC

Placement Rates

Calendar Year	Number of Students Who Began Program	Number of Graduates	Graduates Available for Employment	Graduates Employed in the Field	Placement Rate % Employed in the Field	Graduates Employed in the Field an average of less than 32 hours per week	Graduates Employed in the field at least 32 hours per week
2009	0	0	0	0	NC	0	0
2010	0	0	0	0	NC	0	0
2011	3	0	0	0	NC	0	0

Examination Pass Rates

Number of Students Taking Exam	Exam Date	Number Who Passed Exam	Number Who Failed Exam	Passage Rate
0		0	0	NC
0		0	0	NC
0		0	0	NC

Examination Passage Rates

Calendar Year	Number of Students Taking Exam	Number Who Passed First Exam Taken	Number Who Failed First Exam Taken	Passage Rate
2009	0	0	0	NC
2010	0	0	0	NC
2011	0	0	0	NC

Salary and Wage Information

Calendar Year	Graduates Available for Employment	Graduates Employed in the Field	Annual Salary and Wages Reported by Graduates Employed in the Field	Annual Salary and Wages Reported by Graduates Employed in the Field	Annual Salary and Wages Reported by Graduates Employed in the Field	Annual Salary and Wages Reported by Graduates Employed in the Field	Students Not Reporting Salary
			\$15,000-\$20,000	\$20,001-\$25,000	\$25,001-\$30,000	\$30,001-\$35,000	
2009	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0
2011	0	0	0	0	0	0	0

Psy.D. Program

Completion Rates

Calendar Year	No. of Students Who Began Program	Students Available for Graduation	Graduates	Completion Rate
2009	5	5	1	20%
2010	6	6	2	33%
2011	13	0	0	NC

Students Completing After Published Program Length (150% Completion Rate)

Calendar Year	No. of Students Who Began Program	Students Available for Graduation	Graduates	Completion Rate
2009	5	5	1	20%
2010	6	6	2	33%
2011	13	0	0	NC

Placement Rates

Calendar Year	Number of Students Who Began Program	Number of Graduates	Graduates Available for Employment	Graduates Employed in the Field	Placement Rate % Employed in the Field	Graduates Employed in the Field an average of less than 32 hours per week	Graduates Employed in the field at least 32 hours per week
2009	5	1	1	1	100%	0	1
2010	6	2	2	2	100%	0	1
2011	13	0	0	0	NC	0	0

Examination Pass Rates

Number of Students Taking Exam	Exam Date	Number Who Passed Exam	Number Who Failed Exam	Passage Rate
1	2009	1	0	100%
1	2010	1	0	100%
0	2011	0	0	NC

Examination Passage Rates

Calendar Year	Number of Students Taking Exam	Number Who Passed First Exam Taken	Number Who Failed First Exam Taken	Passage Rate
2009	1	1	0	100%
2010	1	1	0	100%
2011	0	0	0	NC

Salary and Wage Information

Calendar Year	Graduates Available for Employment	Graduates Employed in the Field	Annual Salary and Wages Reported by Graduates Employed in the Field \$15,000-\$20,000	Annual Salary and Wages Reported by Graduates Employed in the Field \$20,001-\$25,000	Annual Salary and Wages Reported by Graduates Employed in the Field \$25,001-\$30,000	Annual Salary and Wages Reported by Graduates Employed in the Field \$30,001-\$35,000	Students Not Reporting Salary*
2009	1	1	0	0	0	0	1*
2010	2	2	0	0	0	0	2*
2011	0	0	0	0	0	0	0

- The Occupational Outlook Handbook: 2010-2011 Edition (published by the Bureau of Labor Statistics of the U.S. Department of Labor) notes that 34% of psychologists are self-employed (as is the case with these graduates of The Professional School of Psychology). Median income (2008) is \$64,140 with the Middle 50% range of wages and salaries being \$48,700-82,800.

Performance Fact Sheet: Overview of Detailed Information

Since 2004, The Professional School of Psychology has admitted 6 students into its Masters of Arts program and 86 students into its Doctorate of Psychology (Psy.D.) program.

Two MA students since 2004 (and prior to September 1, 2012) completed the program within the published program length (2 years), with the other two graduating students entering the program prior to 2004 and being on leave for extended period of time. Four students are current enrolled in the program. One student has withdrawn since 2004. A full listing of the enrollment, graduation and withdrawal statistics for the MA program since 2004 is contained in Fact Sheet One A.

Twenty four (24) of the Psy.D. students since 2004 (and prior to September 1, 2012) completed the program within the published program length. Eleven (11) of the Psy.D. students since 2004 (and prior to September 1, 2012) completed the doctoral program beyond the published program length. Six (6) students withdrew. 51 students are still enrolled in the program (as of September 1, 2012). A full listing of the enrollment, graduation and withdrawal statistics for the Psy.D. program since 2004 is contained in Fact Sheet One B.

Students enrolled in both the MA and PsyD. Programs at the School are mature, accomplished adults who use their graduate degrees in a variety of ways. The School does not prepare its students for a specific career—in most instances the students are already engaged in a career and use their graduate work and academic degree at the School to enhance their current career rather than to prepare for a new career. A few graduates of the School prepare for and take the licensing exam as a Psychologist. Statistics concerned the pass rate for various licensing exams (in the field of clinical psychology) are contained in Fact Sheet Two.

This fact sheet is filed with the Bureau for Private Postsecondary Education. Regardless of any information you may have relating to completion rates, placement rates, starting salaries, or license exam passage rates, this fact sheet contains the information as calculated pursuant to state law.

School Performance Fact Sheet One A

Enrollment/Graduation/Withdrawal Statistics: Masters Degree Program

The Professional School of Psychology no longer operates an independent Masters Degree program in either Clinical or Organizational Psychology. Rather, the Masters Degree programs now being offered by the School are a component of a combined Masters/Doctoral degree program. Typically, in the past a Masters Degree student took 1 ½ -2 years to complete Masters Degree program.

Following are the statistics (for the past eight years) regarding number of students enrolling each year, number of students who have graduated, and number of students who have dropped out of the school.

2004

1. 0 Entering Students

2. 0 Graduated

3. 0 Withdrawn

2006

1. 1 Entering Students

2. 0 Graduated

3. 0 Withdrawn

2005

1. 1 Entering Students

2. 0 Graduated

3. 0 Withdrawn

2007

1. 0 Entering Students

2. 2 Graduated

3. 0 Withdrawn

2008

1. 0 Entering Students

2. 0 Graduated

3. 0 Withdrawn

2010

1. 0 Entering Students

2. 0 Graduates

3. 0 Withdrawn

2012

1. 1 Entering Student

2. 1 Graduates

3. 0 Withdrawn

2009

1. 0 Entering Students

2. 0 Graduated

3. 0 Withdrawn

2011

1. 3 Entering Students

2. 1 Graduated

3. 1 Withdrawn

TOTALS 2004-2012:

Entering Students = 6

Graduated Students = 4*

Withdrawn = 1

*Note: 2 graduates entered program prior to 2004 and were on leave for extended period of time

School Performance Fact Sheet One B

Enrollment/Graduation/Withdrawal Statistics: Doctoral Degree Program

Typically, a Track I clinical student (working on the M.A. and Psy.D degrees) takes 5-6 years to complete both degree programs.

Typically, a Track II Clinical student (who already has a Masters Degree but needs to take core M.A. courses while working on the Psy.D. degree) take 4-5 years to complete doctoral degree program.

Typically, a Track III Clinical student (holding a Masters Degree in psychology or a related field, hence working exclusively on Psy.D. degree) take 3 ½ - 4 years to complete doctoral degree program.

Typically, an Organizational student (holding a Masters Degree in psychology or a related field, hence working exclusively on Psy.D. degree) take 3 ½ - 4 years to complete doctoral degree program.

Following are the statistics (for the past eight years) regarding number of students enrolling each year , number of students who have graduated, and number of students who have dropped out of the school.

2004

1. 13 Entering Students
2. 10 Graduated
3. 2 Withdrawn

2005

1. 10 Entering Students
2. 7 Graduated
3. 2 Withdrawn

2006

1. 5 Entering Students

2. 2 Graduated

3. 0 Withdrawn

2007

1. 3 Entering Students

2. 2 Graduated

3. 0 Withdrawn

2008

1. 3 Entering Students

2. 6 Graduated

3. 0 Withdrawn

2009

1. 18 Entering Students

2. 4 Graduated

3. 1 Withdrawn

2010

1. 11 Entering Students

2. 0 Graduated

3. 1 Withdrawn

2011

1. 13 Entering Students

2. 1 Graduated

3. 0 Withdrawn

2012

1. 10 Entering Students

2. 3 Graduates

3. 0 Withdrawn

TOTALS 2004-2012:

Entering Students = 86

Graduated Students = 35*

Withdrawn = 6

*Note: A majority of the graduates in 2004-2009 entered the school prior to 2004

School Performance Fact Sheet Two``

Performance on California State Licensing Exam

Many of the students at PSP do not seek licensing at the doctoral level because: (1) they already have a Masters Level license, (2) they already have a Doctoral Level license (e.g. as a physician), (3) they plan to work in a field that does not require a license (e.g. as an organizational consultant or coach) or (4) they do not now reside in the State of California (and do not plan to move to California in the foreseeable future). However, a few of our students do intend to seek licensing from the State of California as a psychologist and anticipate not only receiving their doctorate from PSP and accumulating the required pre and post doctoral internship hours, but also taking the State of California psychology licensing exam. Following are the pass rate since 1997 for graduates of The Professional School of Psychology on one of the California State licensing exams (they have changed several times over the past decade).

Doctoral Clinical Licensing Exam Statistics

Old Exam (Separate Written and Oral Exams)

Exam	Number Taking Exam	Pass	Fail	% Pass
1997 Written	10	7	3	70
1998 Written	9	7	2	77
1998 Oral	23	7	16	30
1999 Written	13	7	6	54
1999 Oral	10	3	7	30
2000 Written	9	4	5	44
2000 Oral	19	5	14	26
2001 Written	8	4	4	50
2001 Oral	14	8	6	57

TOTAL (1997-2001)	115	52	63	45%
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New Exams (EPPP/CJPEE/CPSE)

Exam	Number Taking Exam	Pass	Fail	% Pass
2001 EPPP	7	3	4	43
2002 EPPP	17	6	11	35
2002 CJPEE	14	14	0	100
2003 EPPP	13	6	7	46
2003 CJPEE	11	10	1	91
2004 EPPP	3	0	3	0
2004 CJPEE	2	1	1	50
2005 EPPP	8	2	6	25
2005 CJPEE	3	2	1	67
2006 EPPP	9	4	5	44
2006 CJPEE	2	0	2	0
2007 EPPP	20	7	13	35
2007 CPSE	7	5	2	71
2008 CPSE	7	3	4	43
2009 EPPP	5	3	2	60
2009 CPSE	7	6	1	86
2010 EPPP	9	2	7	22
2010 CPSE	1	1	0	100
2011 EPPP	5	2	0	40
2011 CPSE	3	3	0	100

TOTAL (2001-2011) 153 80 73 52%

TOTAL (1997-2010) 260 127 133 49%