





PACIFIC GRADUATE SCHOOL OF PSYCHOLOGY



ALLEN CALVIN
President

As a prospective student choosing among a number of outstanding programs in psychology, you are probably aware that the professional school in clinical psychology is a relatively new development. Although PGSP, founded in 1975, is older than most professional schools, it is still relatively young compared to many traditional institutions of higher education. But we have developed a distinctive strategy for combining the advantages of a professional school and a traditional university. We have worked out cooperative relationships with such institutions as Stanford University, the University of San Francisco, Golden Gate University, and the Palo Alto Veterans Health Administration.

These collaborative efforts give our students the opportunity to join a relatively small student body on our campus while enjoying a level of faculty expertise and clinical training resources worthy of any major university. The results of this strategy can be seen in our students' placement in high quality internships, outstanding test scores on the licensing examination, and their successful careers.

This viewbook will introduce you to the advantages of studying at PGSP. We offer rigorous academic programs within a supportive and inclusive environment in which your success is truly important to your professors. If you are self-motivated, dedicated, and want to make a true difference in the world, we hope you will consider joining us here in Palo Alto.

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PACIFIC GRADUATE SCHOOL OF PSYCHOLOGY (PGSP)

Accreditation

PGSP is accredited by the Western Association of Schools and Colleges (WASC)

ACADEMIC PROGRAMS

Graduate

Ph.D. in Clinical Psychology (APA Accredited)

Joint Degrees in Clinical Psychology
J.D. / Ph.D.
M.B.A. / Ph.D.

Certificate Programs in Forensic and Neuropsychology

PGSP-STANFORD Psy.D. CONSORTIUM (APA Accredited)

M.A. in Forensic & Correctional Psychology

M.S. in Psychology (Distance Learning)

M.S. in Clinical Psychology (PGSP-AIGLÉ)

Undergraduate

B.S. in Psychology

B.S. in Business Psychology

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“We are a professional school that integrates science and practice in the service of others. We combine the advantages of a professional school and a university to offer unmatched training in clinical psychology.” WILLIAM FROMING

LOCAL ROOTS, GLOBAL REACH

“Imagine a seed sown in fertile soil, slowly putting down roots, and then coming into full bloom. The seed of PGSP was the courage of a few visionaries who rented space in a Victorian house, and scattered pillows on the floor because they couldn’t afford furniture. That was the campus in 1975.

The seed germinated and slowly took root, as Palo Alto, Stanford University, the local VA hospital, and the San Francisco Bay Area provided a fertile environment for the growth of clinical psychology as a profession.

Even so, PGSP needed a good gardener to help it thrive. When Allen Calvin joined as president in 1984, he watered the ground and tended the fragile seedlings.

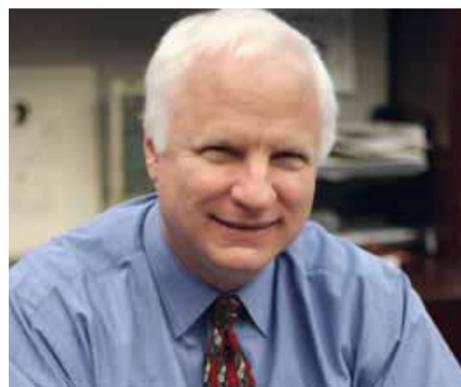
APA accreditation followed, and thanks to the generosity of Kurt and Barbara Gronowski, we opened our own clinic in 1988.

Faculty and student numbers grew steadily, leading to an explosion of new blooms on the PGSP plant. In the

last decade we have added our Psy.D. Consortium with Stanford, and joint degree programs with the University of San Francisco and Golden Gate University.

As our faculty and students research social issues of global significance, the winds of Web communication are dispersing new seeds, carrying PGSP’s reputation far and wide. Students from 20 countries now travel to Palo Alto, while others study through our Distance Learning program. This year we began a new collaboration with the AIGLÉ Foundation of Buenos Aires, and educators visited PGSP from China to learn more about our program.

In 2007 we began a new phase of growth, adding Bachelor of Science programs in Psychology and Social Action and in Business Psychology. In 2009, we expand into our new campus in the foothills of Palo Alto. Yet we remain true to the original PGSP seed, the vision of a professional school that integrates science and practice in the service of others.” WILLIAM FROMING



WILLIAM FROMING
VP Academic Affairs

William Froming joined PGSP in 1988, and holds PGSP’s Nancy Black Cozzens Chair in Psychology. He has also served as Chief Academic Officer, Faculty Chair, and Director of the Distance Learning program.

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

Before joining PGSP, Dr. Froming taught for eleven years in the University of Florida Psychology Department following undergraduate work at the University of Wisconsin, Madison, and a Ph.D. from the University of Texas, Austin. He was a visiting scholar at Stanford in 1986. He has also taught for the University of New Orleans in Innsbruck, Austria, and at the National University in Butare, Rwanda.



New PGSP campus in the Palo Alto foothills

NEW CAMPUS

After nineteen years of growth at our former campus, PGSP has moved a few miles west to a new home in Palo Alto’s rolling foothills, just above Stanford University. Our new campus occupies eight acres surrounded by oak trees and an open space nature preserve.

The 25,000-square-foot facility is being adapted to embrace classrooms, offices, conference rooms, a student lounge, and soundproofed group and individual study spaces. Plans also include a spacious new 5,000-square-foot library, a state-of-the-art media center, a fully equipped computer lab, and wireless Internet access.

For academic year 2009/10 we look forward to occupying a serene environment for teaching, learning, and collaborative research.

DISTANCE LEARNING (DL) MASTERS PROGRAM

Director: William Froming

If you can’t leave your current home or job and relocate to Palo Alto, PGSP’s Distance Learning program

lets you study remotely. This Web-based program accommodates time and schedule differences among its students, who live in the U.S., Canada, Europe, Asia, Africa, and South America.

Course work is full-time, and at the Ph.D. level. PGSP faculty members teach the same courses in the DL program as they do on campus. After two years, you can receive a Master of Science in Clinical Psychology, or transfer to the Ph.D. program in Palo Alto.

THE PGSP-AIGLÉ PROGRAM

Director: William Froming

In this three-year joint program of PGSP and the AIGLÉ Foundation of Buenos Aires, Argentina, students spend their second year in Palo Alto. Graduates receive a Master of Science in Clinical Psychology, and a graduate degree from the University of Belgrano, Argentina.

FORENSIC & CORRECTIONAL PSYCHOLOGY PROGRAM

Director: Rebecca Jackson

A three-year M.A. degree program in Forensic and Correctional Psychology begins in 2009. Training in clinical skills will require residence at PGSP, but most classes will be delivered online. A one-year certificate is available for students who have already obtained a related master’s degree.

GROWTH

THE BEST IS YET TO COME

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

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

PHILIP ZIMBARDO

1975	1984	1988	1989	1997	2000	2002	2004
PGSP founded in Palo Alto, CA <i>Robert Cantor, President</i>	Dr. Allen Calvin joins PGSP as President	PGSP moves to Burgess Avenue, Menlo Park, CA PGSP accredited by WASC PhD program accredited by APA	The Kurt and Barbara Gronowski Psychology Clinic opens at PGSP	PGSP moves to East Meadow Dr., Palo Alto, CA	Joint JD/PhD degree program begins	Joint MBA/PhD degree program begins Distance Learning MS in Psychology program begins	Gronowski Clinic moves to Los Altos, CA
STUDENT POPULATION*: 1976: 34		1985: 193		1995: 335		2000: 340	

*Includes estimates

2006	2007	2008	2009
BS in Psychology & Social Action program begins. <i>Offered at De Anza Community College, Santa Clara, CA</i>	PGSP-AIGLÉ joint program begins. <i>MS in clinical psychology offered with AIGLÉ Foundation, Buenos Aires, Argentina</i> CIPERT founded <i>The Center for Interdisciplinary Policy, Education, and Research on Terrorism</i>	PGSP purchases property on Arastradero Road in Palo Alto foothills	MA in Forensic & Correctional Psychology program begins <i>Offered at Foothill Community College, Los Altos Hills, CA</i> BS in Business Psychology program begins. <i>Offered at Foothill Community College, Los Altos Hills, CA</i> PGSP opens new campus in Palo Alto, CA Palo Alto University to be announced, offering graduate and undergraduate degrees
2005: 343		2008: 485	

¹ Brilliant Minds Forecast the Next 50 Years
New Scientist, <http://www.newscientist.com/channel/opinion/science-forecasts>

“PGSP is more than a school that prepares students to be outstanding psychologists—it is a community with a heart.” ALLEN CALVIN

A PASSION FOR SERVICE

At PGSP, we provide training that meets the highest standards of academic scholarship in the field of psychology. But we don't stop there: We also expose our students to the best in professional practice.

ROLE MODELS

Our professors are role models who demonstrate firsthand the unique contributions of psychology to the helping professions. They are actively engaged in both clinical practice and research, and share their work experiences—whether clinical or research—with students, both in the classroom and in independent study. Also, our colloquium program provides a forum for a wider network of invited professionals who share their current work and interests with the PGSP community.

“My advisor is Allison Briscoe-Smith. I did research with her last year. Now my focus has changed, but her door is always open if I need advice or encouragement. She is incredibly approachable, accomplished, and a truly inspiring mentor.

Dr. Gore-Felton and Dr. Koopman have been strong mentors too. They speak about professionalism, developing positive relationships with your colleagues, networking at conventions. We're in the Psy.D. program, but they are researchers as well as clinicians, so they encourage us to think about poster presentations or even publishing papers. Their professional outlook has opened doors for us.

I've learned so much from Dr. Gore-Felton. I aspire to be even a fraction of the person, clinician, and researcher that she is. She's such a great mentor. She deserves an award!” STEPHANIE SHIPPEN, PSY.D. STUDENT, 2008

“To find ways to protect these children, we need research that documents their needs and risks. This kind of research requires an in-depth understanding of trauma, child development, and developmental psychopathology. But most important is a passion for serving those most in need—and PGSP has become a place for students with that kind of passion.”

ALLISON BRISCOE-SMITH



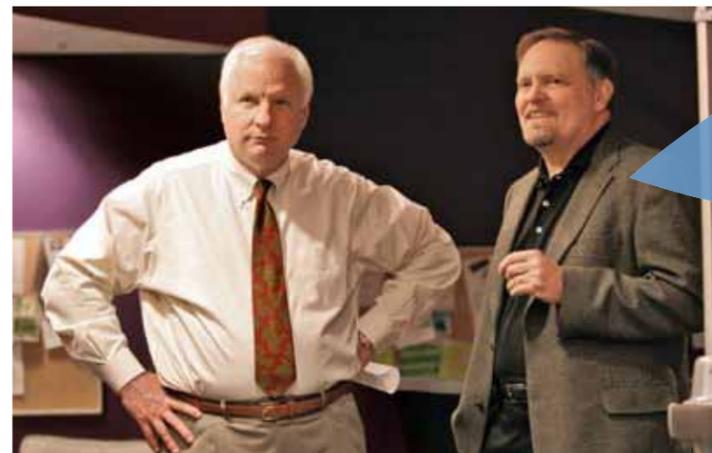
ALLISON BRISCOE-SMITH

Assistant Professor

Allison Briscoe-Smith earned her undergraduate degree from Harvard University, and her Ph.D. from the University of California, Berkeley. She completed her internship and postdoctoral work at the University of California, San Francisco/San Francisco General Hospital. Throughout her training her studies were focused on child psychopathology and diversity issues. After her postdoctoral work she was the program director of a mental health program serving children as they entered into the foster care system of Alameda County, CA, where she still serves as research consultant. She also provides clinical services at Children's Health Council in Palo Alto, CA.

At PGSP, Dr. Briscoe-Smith's focus is trauma, child psychopathology, and multicultural counseling, offering training and research opportunities in these social areas. In one project, Dr. Briscoe-Smith is conducting research covering the commercial sexual exploitation of children. In her work as a director for a mental health program serving foster-care children, she has encountered an alarming number of children who are being forced into prostitution, a majority of them 12-to-16-year-old African American girls. As awareness grows about the global trafficking and prostitution of children, there is an opportunity and an obligation to study this phenomenon within our own borders.

TRANSFORM



William Froming and Jim Breckenridge

“I think many psychologists, students included, are concerned about larger life issues beyond clinical disorders. We have many people here who are interested in the psychological aspects of political and ideological conflict. So at PGSP you can work on some of the broader psychological problems in the world today.

Dr. Zimbardo and I direct the Stanford Center for Interdisciplinary Policy, Education, and Research on Terrorism (CIPERT). We're interested in all forms of political violence, ranging from violence against vulnerable people all the way up to genocide.

We've studied the Virginia Tech incident and Americans' reactions to violent incidents like that. We've been teaching people in Homeland Security and doing research for several years on people's perceptions about security and threats. Because the faculty has these concerns, we have active research projects that students become heavily involved in.

Another group is working on problems in Rwanda, and how to help the people there who are dealing with the trauma of the genocide there. In 2005, Dr. Froming took a group of PGSP students to Rwanda, to teach Rwandan students about PTSD.”

JIM BRECKENRIDGE, CO-DIRECTOR OF CLINICAL TRAINING, PSY.D. PROGRAM



CIPERT

The Center for Interdisciplinary Policy, Education, and Research on Terrorism (CIPERT) is an independent 501(c)(3) educational and scientific foundation sponsored by PGSP and the Naval Postgraduate School. It is a nonprofit organization supporting a collaborative network of academics, national security professionals, journalists, and business leaders.

Terrorism and other forms of political violence represent an extraordinary, escalating threat to societies throughout the world. Violence as a political strategy is rooted in the mass-mediated social and psychological consequences of fear. The primary mission of the Center for Interdisciplinary Policy, Education, and Research on Terrorism (CIPERT) is to promote the scientific understanding of the causes and effects of political violence, especially terrorism, and to translate this understanding into effective policy, education, and research.

“Dr. Field teaches psychodynamic classes, and does really valuable research on trauma in Asian third-world countries.

Dr. Froming does research on genocide, and works with trauma victims in Rwanda. One summer he took students from his research group to Rwanda. They worked in schools, teaching about trauma and therapy; he organized everything and flew over with them.

I was impressed that PGSP professors were willing to set up these kinds of trips for their students. Now that I've graduated, I'm sure that if I wanted to do some work over in Rwanda, or do genocide research anywhere, Dr. Froming would be thrilled to work with me and continue our professional relationship.”

AMBER JENKINS, 2008 PH.D. GRADUATE

A WORLD-CLASS FACULTY

It is no accident that PGSP counts so many distinguished scholars among its faculty. As scientists, we believe in measurement and continuous improvement. We set out to deliver the best training in clinical psychology by hiring the very best teachers. And every year we survey our students to make sure we are meeting their needs, and to find out how we can improve.

In the 2008 survey, the highest rated areas were the quality of teaching by both PGSP and Stanford faculty, the value of practicum experiences, the libraries at PGSP and Stanford, and the quality of our training as a preparation for clinical work. It is this work environment that attracts the very best scholars and teachers, and makes the PGSP experience so valuable for our students. And we keep working to make it even better.

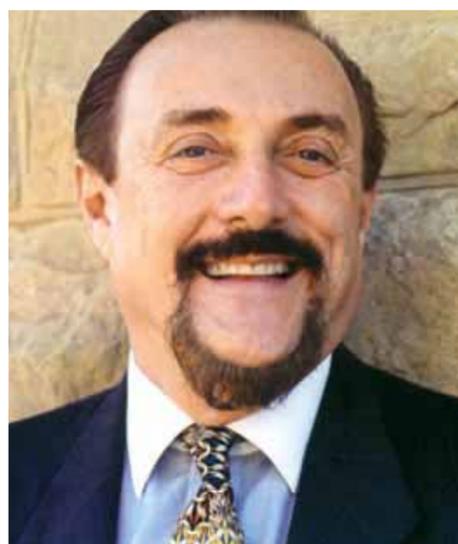
“Looking back on my years at PGSP, I think the quality of instruction I received was first-rate. I had highly reputable professors, like Dr. Roger Greene. Everyone uses his textbooks on MMPI. So I learned about the instruments from the authority.

Dr. Zimbardo was on my dissertation committee. Larry Thompson, who taught us about aging and cognitive behavioral therapy with older adults, is extremely well known in that field. Just today, a coworker asked if I had read one of his papers. Naturally I had, because he was my teacher at PGSP.

More than once I’ve discovered that people I’ve worked with one-on-one at PGSP are actually the top people in their fields. I know them personally; I’ve visited their homes and met their families.” **AMBER JENKINS, 2008 PH.D. GRADUATE**

“After doing psychology for half a century, my passion for all of it is greater than ever.”

PHILIP ZIMBARDO



PHILIP ZIMBARDO

Professor

Philip G. Zimbardo, the son of Sicilian immigrants who grew up in the Bronx in the 1940s, is internationally recognized as the voice and face of contemporary psychology. He is known for his PBS TV series *Discovering Psychology*, his media appearances, his popular books on shyness, and his classic research, *The Stanford Prison Experiment*. He has also been visible as a social and political activist, challenging the government’s wars in Vietnam and Iraq, as well as the American correctional system.

Dr. Zimbardo has received many awards and honors for service to the profession of psychology as an educator, researcher, and writer. Recently he was awarded the Havel Foundation Prize for his lifetime of research on the human condition. Stanford professor Benoit Monin has called him “the godfather” of academic psychologists.

He has authored more than 350 professional publications and over 50 books, including the oldest current textbook in psychology, *Psychology and Life*, now in its 18th edition, and *Core Concepts in Psychology*, now in its 5th edition.

In his course Explorations in Human Nature, PGSP students study madness, hypnosis, the psychology of evil, the social-personal aspects of memory, and the use of social psychology to understand such phenomena as abuse and torture at Abu Ghraib and throughout the war zone in Iraq. He explored these concerns in his 2007 book, *The Lucifer Effect: Understanding How Good People Turn Evil*.



Lecture by Rowena Gomez

STRETCH

“The high point of the school is the faculty. They help you find research opportunities and provide personalized attention. My first-year advisor—Dr. Gomez—helped me apply for an APA fellowship. I’m going to my third academic conference, and she’s a complete mentor—going over my poster presentation and whatever I need. That is amazing.”

JESSICA BYRD-OLMSTEAD
PH.D. STUDENT COUNCIL CO-PRESIDENT

LARRY E. BEUTLER

Professor

During a 35-year career as a clinical practitioner, Larry E. Beutler has practiced as a school, counseling, and clinical psychologist. He has studied, researched, and written in the areas of social psychology, the psychology of religion, chemical abuse, forensic psychology, assessment and measurement, childhood sexual abuse, education, sleep, depression, sexual behavior, paraphilias, rape, and victimization of women. Among many citations and achievements, Dr. Beutler has received the Distinguished Career Award from the Society for Psychotherapy Research, the Gold Medal Award from the American Psychological Foundation, and a Presidential citation for achievement from the APA. He has published over 350 scholarly articles and chapters and is the author or coauthor of 20 books on psychotherapy, assessment, and psychopathology.

BRUCE BONGAR

Professor

Bruce M. Bongar’s clinical career spans more than 30 years, with a lifelong devotion to the study of the causes behind and treatment for preventing suicide. In 2008, Dr. Bongar received the APA’s prestigious Florence Halpern Award for Distinguished Professional Contributions. The award is presented annually for distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important, practical problems in the field.

ROGER GREENE

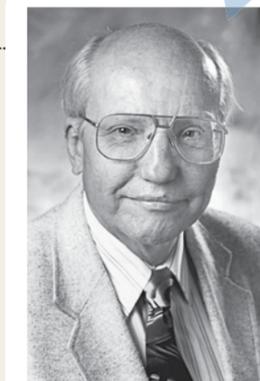
Professor

Roger L. Greene has focused on the area of self-report measures of personality for a number of years. He is a recognized authority on the Minnesota Multiphasic Personality Inventory (MMPI), a frequently used personality test in the mental health field. His books on MMPI and MMPI-2 have been among the standard references for over two decades.

REBECCA JACKSON

Assistant Professor

Rebecca Jackson is Director of the Forensic and Correctional Psychology Program and Assistant Director of the Joint Ph.D. / J.D. Program in Psychology and Law. In 2004, Dr. Jackson received the Director’s Award for Excellence in Research, Teaching, and Clinical Skill at the University of Washington School of Medicine. In 2008, she received the APA’s Theodore H. Blau Award for outstanding early career contributions to the profession.



“Dr. Beutler is the quintessential scientist-practitioner who integrates science into his teaching, practice, leadership, and publications. His contributions provide researchers and clinicians alike with an original, evidence-based approach to constructing optimal treatment matches that demonstrably improve the effectiveness of psychotherapy. His accomplishments are legend and numerous...all placing him among an elite handful of the most cited and influential individuals in all of psychology.”

APA AWARD CITATION

PRACTITIONER-SCIENTIST

Our Ph.D. program is deeply committed to educating well-rounded clinical psychologists who are capable and competent as both researchers and clinicians. Students are taught to be science minded while appreciating the larger role of psychology in alleviating suffering in the world.

At PGSP, you will learn to value evidence-based clinical models while maintaining the responsibilities psychologists have to their community, society, and profession. An outstanding faculty of clinicians and researchers provides rigorous classroom instruction, clinical supervision, and research mentoring to help each student find the right balance.

Working within a practitioner-scientist training model, you will move systematically through a five-year curriculum that blends coursework, practica, research, and internship. Our program will arm you with the essential knowledge of theory, and the necessary research and clinical practice skills to contribute as a professional psychologist.

CANDIDATE SELECTION

The Graduate Record Examinations scores are required for all Ph.D. programs. The GRE Psychology subject test is not required. The PGSP institutional code for receipt of GRE scores is 4638.

Each application is given a comprehensive review by the admissions committee. All aspects of the application, including undergraduate academic record (and graduate record, if applicable), general GRE scores, professional and/or research experience, and strong recommendations are qualities carefully considered.

PREREQUISITE COURSES

To ensure a smooth transition into our programs, the Ph.D. program recommends that incoming students be familiar with four prerequisite courses: General Psychology, Abnormal Psychology, Developmental Psychology, and Statistics. PGSP expects students to determine how comfortable they are with these topics. Some successful students had recently changed their careers or majors, and enrolled without having completed specific prerequisite courses, but with adequate related experience.



LARRY BEUTLER
Professor

Dr. Larry Beutler was honored by the APA Society for Clinical Psychology with the 2007 Award for Distinguished Contributions to the Science of Clinical Psychology.

He has garnered multiple prestigious awards throughout his career, including the Rosalee G. Weiss Award from the American Psychological Foundation, the Distinguished Research Career Award from the Society for Psychotherapy Research, and an APA Presidential Citation for research contributions to the field. He has also served as president of APA Division 12 (Clinical Psychology) and Division 29 (Psychotherapy).

He has served as editor of the *Journal of Consulting & Clinical Psychology* and the *Journal of Clinical Psychology* as well as having been the founding editor of *Psychotherapy Research*.

EXPLORE

Year 1 - Sample curriculum

FALL QUARTER

Research Methods
Psychopathology/Psychodiagnostics 1
Ethics in Clinical Psychology
Professional Issues in Clinical Psych.
Psychological Science Course 1
.....
Total: 16.5 units

WINTER QUARTER

Psychopathology/Psychodiagnostics 2
Clinical Interviewing 1
Statistics 1
Psychological Science Course 2
.....
Total: 14.5 units

SPRING QUARTER

Statistics 2
Psychological Science Course 3
Introduction to Psychotherapy
.....
Total: 13 units

YEAR 1

The first year of the Ph.D. program is built around four central sequences:

- Research (12 units)
- Clinical Foundations (9 units)
- Psychopathology (6 units)
- Psychological Theory (17 units)

The Research and Clinical Multiple Choice Comprehensive Examinations are taken following the completion of the appropriate course work. Ph.D. students choose a research group (with instructor approval) in which to participate during their second and third academic years.

Students begin their clinical work in the Gronowski Clinic after passing the Clinical Comprehensive Examination.

Year 2 - Sample curriculum

FALL QUARTER

Adult Cognitive Assessment
Objective Personality Inventories
Clinic Practicum 2A
Research Group
Cultural Differences
.....
Total: 12 units

WINTER QUARTER

Projective Techniques
Clinic Practicum 2B
Psychotherapy Courses
Research Group
Elective
.....
Total: 13 units

SPRING QUARTER

Integrated Test Batteries
Clinic Practicum 2C
Research Group
Elective
.....
Total: 13 units

YEAR 2

During the second year, students complete the research sequence, move into research groups, take the Assessment sequence, begin their supervised clinical experience, and engage in a variety of theoretical and therapy-focused classes. Students may take a broad selection of psychotherapy courses, or focus on one of three areas:

- Cognitive-Behavioral Psychotherapy
- Psychodynamic Psychotherapy
- Child/Adolescent/Family Psychotherapy

Following completion of the Assessment Course sequence, students take the Assessment Multiple Choice Comprehensive Examination.

Year 3 - Sample curriculum

FALL QUARTER

Clinic Practicum 3A
Research Group
Elective
.....
Total: 12 units

WINTER QUARTER

Clinic Practicum 3B
Research Group
2 Electives
.....
Total: 12 units

SPRING QUARTER

Clinic Practicum 3C
Research Group
Elective
Professional Issues in Clinical Psych 2
.....
Total: 9 units

YEAR 3

During the third year, the student continues work in a research group, generally moving toward the development of a line of inquiry that will lead to the dissertation.

Studies also include a third-year practicum experience continuing the development of therapeutic approaches.

Students usually complete the Qualifying Requirement and the Oral Clinical Competency Exam at the end of the third year, and prepare to advance to doctoral candidacy.

YEAR 4

During the fourth year, the Ph.D. student prepares the dissertation. Each student identifies a Dissertation Chairperson—a core faculty member who becomes the student's advisor, guiding the research and writing process.

Year 4 - Sample curriculum

ALL QUARTERS

Dissertation Units
(Fall/Winter/Spring/Summer)
.....
Total: 30 units

YEAR 5

During the fifth year, the Ph.D. student completes an approved 2,000-hour internship (see page 2B).

Year 5 - Sample curriculum

ALL QUARTERS

Internship Units
(Fall/Winter/Spring/Summer)
.....
Total: 12 units



Like a tree struck by lightning—splintered, shaken, denuded—our world is broken by suffering, and we will never be the same again.

NATHAN KOLLAR

PH.D. FACULTY

The Ph.D. faculty is comprised of talented and distinguished psychologists with a wide range of clinical and research specialties. As a whole, the faculty members support evidence-based approaches to practice and they are actively involved in clinical research. Core faculty members—those primarily based at PGSP—serve as the backbone of the Ph.D. program, running the day-to-day operations of the program.

In addition, associated faculty members spend more than 20 percent of their time teaching and supervising research at PGSP. Many of these faculty share appointments with the VA Palo Alto Health Care System (VAPAHCS) and bring important insights from their work in this setting.

A group of adjunct faculty members provides teaching and clinical supervision in areas that are not represented by core or associated faculty. In order to ensure an even greater breadth of research knowledge and expertise, PGSP has contracted with a group of professors from the Department of Psychology at Stanford University to provide focused consultation to our dissertation students.

INVESTED IN YOUR SUCCESS

As a team, PGSP's faculty members collaborate to ensure that students get the support and counsel they need to succeed. With a low student-to-faculty ratio, PGSP's faculty can provide personalized attention. Teachers become mentors, and counselors become friends.

“Over 21 percent of Cambodia’s population lost their lives during the Khmer Rouge regime. By studying the consequences of traumatic loss for second-generation survivors, PGSP’s research can have a significant social impact, because of the continuing prevalence of ethnic, racial, and religious genocide in the world.”

NIGEL FIELD



NIGEL FIELD

Professor

Nigel Field, head of PGSP's well-established research program in bereavement, addresses the role culture plays in how people experience and manage grief. He has recently widened his focus to examine the psychological consequences of traumatic loss through genocide and terror.

Extending work on the second-generation effect of the Nazi Holocaust, Dr. Field focuses on traumatic loss stemming from genocide in Cambodia during the Khmer Rouge regime. Because the events of this regime occurred more than 25 years ago, they provide a context for understanding how long the psychological consequences of traumatic loss can last.

An important component of this research involves examining the loss among survivors, and the long-term impact of that loss on the psychological functioning of their children born after the ending of the Khmer Rouge regime.

PH.D. FACULTY

Director

Robert Russell

Core Faculty

Leonard Beckum

Larry Beutler

Bruce Bongar

Allison Briscoe-Smith

Joyce Chu

Nigel Field

Peter Goldblum

Rowena Gomez

Roger Greene

Rebecca Jackson

Sandra Macias

Louis Moffett

Wendy Packman

Robert Reiser

Robert Russell

Lynn Waelde

Amy Wisniewski

Associated Program Faculty

Matthew Cordova (VAPAHCS)

William Froming (PGSP)

Theodore Jacob (VAPAHCS)

Steven Lovett (VAPAHCS)

James Moses (VAPAHCS)

Josef Ruzek (VAPAHCS)

Phillip Zimbardo (PGSP)

Adjunct Faculty

Teresa Bailey

Glenn Callaghan

Philip Erdberg

Frances Leili

Janet Negley

Nico Peruzzi

Stephanie Raney

Margaret Stroad

Simon Tan

Naomi Wagner

Phillip Wasserstein, M.D.



ROWENA GOMEZ

Assistant Professor

Rowena Gomez specializes in aging and neuropsychology. She has also applied this focus to the study of affective disorders, in particular psychotic major depression. Related interests are the diagnosis and treatment of dementia, and older adults' ability to cope with age-related changes.

A graduate of UC Berkeley, Dr. Gomez earned her Ph.D. at Washington University at St. Louis, studying aging and neuropsychology, and completed a clinical neuropsychology internship at Palo Alto Veteran's Health Care System.

In 2002, she became a postdoctoral fellow at Stanford University's Department of Psychiatry and Behavioral Sciences, where she focused on depressive disorders. In 2004, she received a Young Investigator Award Grant by the National Alliance of Research for Schizophrenia and Depression to examine the cognitive, hormonal, and (brain) structural differences in psychotic major depression versus nonpsychotic major depression.

In 2003, she began teaching at PGSP as an instructor for the statistics courses and later research methods. In April 2005, she was hired full-time as an assistant professor at PGSP.



JOYCE CHU

Assistant Professor

Joyce Chu earned her B.A. and M.A. in psychology at Stanford University, her Ph.D. in clinical psychology from the University of Michigan, and did a postdoctoral fellowship at the University of California, San Francisco. Her specialties include geriatrics, ethnic minority populations, and diversity. Her research is focused around understanding and improving mental health services for ethnic minority individuals with depression, particularly among older adults and Asian Americans.

Dr. Chu runs PGSP's Ethnic Minority Mental Health Research Group, and is a clinical supervisor at an outpatient mental health clinic at the Gronowski Clinic.

INSIGHT

“I like the fact that PGSP teaches only psychology. Studying at PGSP was not like being at a huge university, where psychology is just one of a hundred departments. PGSP has the mentality of a small school, and you get the level of personal attention you associate with a small school. Everybody knows your name; everybody knows what you’re working on; what you’re researching. You belong to a tight community that you might not experience at a larger university.”

AMBER JENKINS, 2008 GRADUATE

“As a research librarian, I am struck by the caliber of our faculty, which matches or exceeds that of larger universities. I believe PGSP is unique, in that students at a small private school can work with faculty members who are nationally known and actively producing new scholarly work. In my opinion, the publications, scholarly practice, and professional stature of the PGSP faculty is head and shoulders above that of any other independent institution or psychology program.”

CHRISTINE KIDD
VP INFORMATION RESOURCES

“Students acquire skills based on the quality of instruction, and the care and interest faculty members show for their students. But another crucial influence is the environment in which faculty teaches and students learn. Therefore, for students to understand and appreciate cultural diversity, it is crucial for the institution and all its members to both practice and support it. At PGSP, we understand this and encourage diversity wherever possible.” **LEONARD BECKUM**



LEONARD BECKUM

Associate Vice President, Academic Affairs

Leonard Beckum is PGSP’s Associate Vice President for Academic Affairs. He divides his time between the Ph.D. and Psy.D. programs, and all PGSP students benefit from the rich and varied experiences that mark his distinguished career.

Dr. Beckum has worked as a vocational high school teacher, a criminal justice instructor, a community organizer, and a San Francisco police officer. He has been an associate lab director and principal investigator at Far West Laboratory for Educational Research and Development, created by Congress in 1966 to bridge the gap between educational research and practice. He has been an evaluator and technical assistance provider in the U.S. Government’s Equity Assistance Program and the 21st Century Community Centers program.

Dr. Beckum also served as Dean of the School of Education at City College of the City University of New York, and Vice President, Vice Provost, and Professor of Public Policy Studies at Duke University. Before joining PGSP, he was the Director of the Center for Educational Equity and of the Region IX Equity Assistance Center—programs of WestEd, a nonprofit agency that works with education and communities across Arizona, California, Nevada, and Utah, to achieve equity and to improve learning for children, youth, and adults.

As professor for cultural competency training at PGSP, Dr. Beckum is committed to ensuring that all students understand the importance of cultural competence in their analysis and evaluation of evidence-based clinical methods.

BREADTH

America has always been known as a melting pot, comingling people from many different countries, races, and cultures. And the population is becoming ever more diverse. Mental health providers must serve new immigrants with their own cultural values, English language learners, military veterans who have sustained medical or behavioral injuries, people with nontraditional sexuality and gender expression, and diverse populations of every kind imaginable.

For psychologists, an understanding and appreciation for human diversity is especially critical. They must recognize and adjust for cultural differences among their clientele. *Cultural competence* has been defined as “the ability of an individual to understand and respect values, attitudes, beliefs, and mores that differ across cultures, and to consider and respond appropriately to these differences in planning, implementing, and evaluating...programs and interventions.”

PGSP’S COMMITMENT TO DIVERSITY

At PGSP, we are committed to providing an educational environment that respects cultural and individual differences, and prepares students to work effectively in a multicultural world. This requires a commitment on the part of all members of our academic community to acknowledge the range of human variability and to respect difference.

We aim to further the educational process by recruiting a student body that is both highly qualified and diverse. Thus, during the admission process, in addition to the usual measures of academic achievement, we consider the quality of an applicant’s early educational environment, and other factors such as socioeconomic status, culture, race, ethnicity, and life or work experiences.

STUDENTS FOR ETHNIC AND CULTURAL AWARENESS (SECA)

SECA is a student organization at PGSP that is open to anyone interested in ethnic and cultural issues. The goals of SECA include the articulation of ethnic and cultural issues, needs, and interests; the availability of a support system; the recruitment and retention of ethnically diverse students and faculty; the expansion of clinical and research training in multicultural issues; the increase of cultural awareness and acceptance of diversity at PGSP; and the enhancement of students’ overall graduate school experience.



DIVERSITY

LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUESTIONING

PGSP’s LGBTQ Program provides select students with advanced knowledge and skills to meet the highest standards in the field of LGBTQ Clinical Psychology. The program includes three areas of intensive training: classroom instruction, clinical practice, and research. Clinical practicum placements that focus on LGBTQ mental health are available throughout the Bay Area.

Areas of emphasis for the LGBTQ Research Group currently include:

- Peer-on-peer aggression (bullying) directed toward gender nonconforming and perceived LGBTQ students
- Psychotherapy research to reduce internalized homophobia among LGBTQ clients

Students learn to conduct community-oriented research that works in partnerships with community organizations providing LGBTQ affirmative psychotherapy and educational services to define and research gay affirmative clinical and educational programs.

STUDENT ASSOCIATION FOR SEXUAL ORIENTATION (SASO)

SASO is a PGSP student group dedicated to increasing awareness of gay, lesbian, bisexual, transgender, intersex (GLBTI), and related issues, in particular:

- Educating future therapists in GLBTI issues
- Creating a professional and social network for people with an interest in these issues
- Increasing opportunities for students through grants, fellowships, scholarships, and internships related to GLBTI treatment concerns

SASO works to promote an atmosphere of tolerance for all sexual orientations at PGSP, and to influence change, such as PGSP’s decision to add openly gay members to its Board of Trustees.

SASO Social Activities

Open to all PGSP students, faculty, administration, and alumni regardless of sexual orientation, SASO plans activities on campus, allowing people of diverse sexual orientations to interact and learn from each other. The group has sponsored campus parties, brown bag speakers, and social outings. Activities have included marching in San Francisco’s GLBT Parade, a party with entertainment and a DJ, a film series, forums with community leaders, and a performance of *The Vagina Monologues* on campus.

“Today there is a growing public awareness of diverse and nontraditional sexuality and gender expression. Images of lesbian, gay, bisexual, and transgender individuals are now commonplace. Yet psychological research shows they still face prejudice, harassment, and violence. Living in a hostile environment, they are experiencing increasing mental health problems that diminish their ability to live a happier life. At PGSP, students learn about LGBTQ practice, and can contribute to research that adds to scientific knowledge and improves services to LGBTQ clients.” **PETER GOLDBLUM**



PETER GOLDBLUM

Director, LGBTQ Program

Peter Goldblum is a pioneer in community-based mental health programs for LGBTQ clients, with 35 years’ experience in serving this population. A PGSP graduate, Dr. Goldblum also received an M.P.H. from UC Berkeley School of Public Health. He was a founder and original Deputy Director of the UCSF AIDS Health Project and a visiting scholar and Director of the HIV Bereavement Study at Stanford University.

Author of two highly acclaimed books, Dr. Goldblum has contributed to the literature related to gay men’s health, AIDS-related suicide, end-of-life issues, HIV and work, and AIDS bereavement. His current research interests include: child-on-child aggression (bullying), HIV and work, the development of sexual identity, and internalized homophobia.

Dr. Goldblum leads PGSP’s commitment to training clinical psychologists who are competent in LGBTQ practice and research. Students in both the Ph.D. and Psy.D. programs participate in the LGBTQ Program.

YOUR SPECIALTY

All students in the Ph.D. program study the core curriculum, which provides intensive but broad-based training in five areas: basic theoretical concepts in psychology, research, psychological evaluation, psychotherapy theory and process, and clinical foundations and field experience.

We also offer over 40 elective courses and course sequences drawn from these five areas listed above, and certificate programs for the neuropsychology and forensics specializations. In joint degree programs, a Ph.D. from PGSP can be combined with an M.B.A. from the University of San Francisco, or a J.D. from Golden Gate University School of Law.

Through your choice of electives and research groups, you can broaden your training in several areas, or decide to focus more deeply on one specialty. The program is designed to help you discover your particular interests without getting locked into a specialty too early. We offer experience in many facets of psychology, limited only by our faculty's expertise and research interests.

Leonard Beckum, Ph.D.

Cultural issues and education

Larry E. Beutler, Ph.D.

Psychotherapy outcomes, depression, chemical abuse

Bruce Bongar, Ph.D.

Suicide

James Breckenridge, Ph.D.

Health psychology, psychological factors leading to violence

Allison Briscoe-Smith, Ph.D.

Child trauma, PTSD, child diversity, commercial sexual exploitation of children

Matthew J. Cordova, Ph.D.

Health psychology, oncology, trauma

Joyce Chu, Ph.D.

Geriatrics, ethnic minorities

Nigel Field, Ph.D.

Bereavement, psychotherapy

William J. Froming, Ph.D.

Personality, social psychology of genocide

Peter Goldblum, Ph.D., M.P.H.

HIV, gay/lesbian/bisexual psychology

Rowena Gomez, Ph.D.

Aging, neuropsychology, depression

Roger L. Greene, Ph.D.

Assessment

Amie Haas, Ph.D.

Neuropsychology, substance abuse, aging

Rebecca Jackson, Ph.D.

Forensic psychology

Theodore Jacob, Ph.D.

Alcoholism and addictions, psychosocial problems

Steve Lovett, Ph.D.

Clinical geropsychology

Sandra Macias, Ph.D.

Family, couples and children

James Moses, Ph.D.

Diagnostic neuropsychology, psychopathology assessment

Louis Moffett, Ph.D.

Substance abuse, therapeutic communities, group therapy

Wendy Packman, J.D., Ph.D.

Pediatric psychology

Robert Reiser, Ph.D.

Evidence-based treatment of serious mental disorders in community mental health

Robert Russell, Ph.D.

Developmental psychopathology, psychosocial treatments

Josef L. Ruzek, Ph.D.

Cognitive behavioral therapy for trauma, PTSD

Lynn C. Waelde, Ph.D.

Meditation and psychotherapy, PTSD

Amy Wisniewski, Ph.D.

Neuropsychology

Philip G. Zimbardo, Ph.D.

Experimental social psychology

CERTIFICATE PROGRAM IN NEUROPSYCHOLOGICAL ASSESSMENT

Director: Amy M. Wisniewski

Ph.D. students interested in specializing in neuropsychology may elect to pursue the Certificate in Neuropsychological Assessment. APA guidelines require the training of clinical neuropsychologists to include:

- An accredited doctoral degree in psychology
- Approved course work in neuropsychology and neuroscience
- Supervised experiential training (practica, internships) in clinical neuropsychology, including two or more years of supervised training (usually postdoctoral) applying neuropsychological services in a clinical setting

Ph.D. graduates who also complete the Certificate Program will have fulfilled the first of these two additional APA training requirements. Psychologists who are not matriculated PGSP students but satisfy all the prerequisites may also apply to enroll in the Certificate Program.

AMY WISNIEWSKI

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

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

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

FORENSIC PSYCHOLOGY PROFICIENCY CERTIFICATE

Director: Rebecca Jackson

Ph.D. students who are interested in developing an emphasis in forensic practice may elect to pursue the Forensic Psychology Proficiency Program. Designed in consultation with the leadership of the American Academy of Forensic Psychology, the program provides the required graduate coursework in forensic psychology, covering civil and criminal forensic assessment and forensic ethics. It also addresses many special topics, including:

- Police psychology
- Psychopathy
- Expert testimony
- Child custody
- Violence risk assessment

The program also includes forensic research and clinical experience, which students may select from several possible settings, including:

- Jail mental health services
- Mentally ill offender release programs
- Juvenile justice agencies
- Forensic case management services

Students in the forensic proficiency program have the opportunity to join an active forensic research team where they learn to conduct high quality research and are encouraged to pursue independent research early in their graduate careers. In addition, many research opportunities exist within local jails and forensic treatment centers.

Graduates are not yet qualified to call themselves Forensic Psychologists, but students who pursue this specialized training will be highly competitive for forensic internships and postdoctoral fellowships that meet the qualifying requirements of APA Division 41 and the Academy of Forensic Psychology.

INTEGRATE



San Francisco, California—location of the USF Masagung Graduate School of Management, the Golden Gate University School of Law, and home to many PGSP graduate students.

JOINT J.D./PH.D. IN PSYCHOLOGY AND LAW

Director: Wendy Packman

This collaboration between PGSP and Golden Gate University School of Law (GGUSL)¹ leads to a Ph.D. degree in Clinical Psychology and a J.D. degree. For candidates especially interested in both psychology and law, this program can prepare you for a career:

- Performing social-science research that helps the legal system to make better decisions
- Contributing to the advancement of forensic psychology
- Advancing data-based mental health policy in the legislature and the courts

You enroll at both PGSP and GGUSL, taking courses at both for six years, plus a one-year clinical psychology internship. You can complete the joint program in less time than it would take to pursue both degrees separately.

JOINT M.B.A./PH.D.

Director: William Froming

This collaboration between PGSP and the University of San Francisco (USF) Masagung Graduate School of Management² leads to a Ph.D. degree in Clinical Psychology and an M.B.A. For candidates especially interested in both psychology and business, this program can prepare you for a career in the areas of organizational psychology, managed care administration, executive assessment and development, university teaching, and research.

You enroll at both PGSP and USF, taking courses at both for approximately five years, plus a one-year clinical psychology internship and a doctoral dissertation. You can complete the joint program in less time than it would take to pursue both degrees separately.

¹ Golden Gate University School of Law is accredited by the American Bar Association.

² University of San Francisco's Business programs are accredited by the American Assembly of Collegiate Schools of Business.

WENDY PACKMAN

Director, Joint J.D./Ph.D. Program in Psychology and Law

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



Dr. Packman received her clinical training at Boston Children's Hospital and the Judge Baker Children's Center, and the Division of Behavioral and Developmental Pediatrics, UCSF.

Dr. Packman's research interests and publications include studies of the psychological effects of bone marrow transplant on donor and non-donor siblings, psychological interventions for siblings of cancer patients, bereavement and the impact of a child's death on parents and siblings, and psychological issues faced by children and young adults with inborn errors of metabolism.

In the area of psychology and the law, her research interests include ethical and legal issues in child and pediatric psychology and risk management with suicidal patients and malpractice.

PRACTITIONER-SCHOLAR

The PGSP–Stanford Doctor of Psychology Consortium provides a series of courses and practicum placements that build upon each other to prepare you for a predoctoral clinical internship, and then a career as a clinical psychologist. The nine-month academic year runs on the quarter system, with only a limited number of courses offered during the summer quarter; however, some clinical practica may take place during summer months.



Psychiatry and Behavioral Sciences Building at Stanford University

The Department of Psychiatry and Behavioral Sciences at Stanford University School of Medicine is among the highest-ranked departments of psychiatry in the U.S. It is on the cutting edge of clinical research and practice in numerous nationally ranked studies in mood disorders, eating disorders, anxiety disorders, thought disorders, and psychological and psychiatric approaches to working with patients with a variety of medical conditions.

In 2002, PGSP and the Stanford Department of Psychiatry and Behavioral Sciences established the PGSP–Stanford Psy.D. Consortium. From the beginning, the Consortium has placed its training emphasis on evidence-based practice, on a biopsychosocial model of psychological disorders, and on critical evaluation of clinically relevant research. In 2006, the program was accredited by the APA.

The curriculum emphasizes three years of core course work that prepares students to evaluate research and to use empirically supported psychological interventions and assessment techniques. It addresses ethics, the impact of diversity and culture, psychopathology, and provides a solid foundation in psychological science.

Prior to their external fifth-year internship, students gain clinical experience during years two through four, with an optional first-year practicum.

The faculty, drawn from Stanford and PGSP, is interdisciplinary and nationally known. All Consortium faculty members are active clinicians who teach within their clinical and research specialties, bringing the richness of their clinical experience into the classroom.



PGSP - STANFORD Psy.D. CONSORTIUM



TRAINING GOALS

The Consortium program has five primary training goals:

1. To train psychologists who can effectively and critically evaluate psychosocial and biomedical research
2. To train psychologists to apply evidence-based interventions in clinical practice
3. To train clinical psychologists who are outstanding in psychological assessment, consultation, and supervision
4. To provide our students with the theory, skills, and supervision they need to engage in treatment interventions ethically, effectively, and in a culturally sensitive manner, in response to our societal needs
5. To prepare our students to contribute to the advancement of clinical psychology

CANDIDATE SELECTION

The Consortium aims to attract and educate students who are distinguished by their academic achievement, capacity for critical thinking, interpersonal skills, motivation to become exceptional clinicians, and commitment to service.

Preference is given to applicants who have demonstrated an interest in the field of psychology through relevant coursework and/or professional experiences, an overall undergraduate grade-point average of at least 3.3, a graduate grade-point average (if applicable) of at least 3.5, an overall GRE score greater than 1150, and strong interpersonal skills as demonstrated in the admissions interview. Average scores for our newest incoming students (class of 2013) are 3.64 GPA and 1251 GRE.

PREREQUISITES

Coursework: In order to ensure a smooth transition into graduate study, we require

18 semester hours (27 quarter hours) of psychology course work, including courses in: General Psychology, Abnormal Psychology, Statistics, Biopsychology, and Developmental Psychology. This requirement can be waived if a student obtains a score of 650 or higher on the Psych GRE.

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

PSY.D. DEGREE

Graduates are awarded a Psy.D. degree by PGSP. The diploma will state that the student has completed all requirements of the PGSP–Stanford Psy.D. Consortium.

DISCOVER

YEAR 1

Students are assigned to an academic advisor upon entering the Consortium. Whenever possible, students and advisors are matched based on shared clinical and/or research interests.

First-year course work introduces students to foundational material, professional ethics, and diagnostic and intervention skills.

Though not required, we strongly encourage graduate students to begin working in clinical settings during their first year.

Students take a comprehensive cumulative written examination covering statistics and research methods at the end of their first academic year.

Year 1 - Sample curriculum

FALL QUARTER

Learning Psychotherapy 1
Research Methods & Statistics 1
History and Systems
Foundations of Psych. Science
Psychopathology: Middle Yrs. & Older
Ethics & Professional Psych. Practice
.....
Total: 18 units

WINTER QUARTER

Learning Psychotherapy 2
Research Methods & Statistics 2
Psychopathology: Child & Adolescent
Critical Issues in Clinical Psychology
.....
Total: 12 units

SPRING QUARTER

Learning Psychotherapy 3
Research Methods & Statistics 3
Assessment: Tests & Measurements
Culturally Competent Counseling
Clinical Practicum 1
.....
Total: 15 units

Year 2 - Sample curriculum

FALL QUARTER

Clinical Emergencies & Crises
Psychodynamic Psychotherapy
Assessment: Self Report & MMPI
Professional Practicum 2A
.....
Total: 12 units

WINTER QUARTER

CBT for Mood Disorders 1
Behavioral Medicine
Substance Abuse
Assessment: Projective Techniques
Professional Practicum 2B
.....
Total: 15 units

SPRING QUARTER

Cognitive & Affective Basis of Behavior
Nature/Treatment of Anxiety Disorders
Supervision & Group Work
Assessment: Integrated Test Batteries
Professional Practicum 2C
.....
Total: 15 units

YEAR 2

Second-year classes include courses that detail specific types of interventions and disorders, and assessment techniques.

During the second and third years, students have increased responsibilities and participation within a variety of clinical practices and with a variety of patient populations. Second-year practica involve direct contact with clinical populations.

In the spring quarter, students take a comprehensive cumulative written examination on assessment.

YEAR 3

Third-year classes continue to focus students on specific interventions and clinical populations.

At the end of the third academic year, students take a vignette-driven, comprehensive written examination covering ethics, assessment, and psychotherapy.

After passing all three comprehensive examinations and completing all academic and clinical requirements, students are awarded an M.S. in clinical psychology, advance to candidacy, and may apply for internship.

Students choose a dissertation chair from Consortium faculty at either PGSP or Stanford; the dissertation committee must include at least one faculty member from each institution.

YEAR 4

During the fourth year, the Psy.D. student prepares a dissertation.

Also, third- and fourth-year students are required to spend approximately 20 hours per week in practicum activities, and to complete 1,500 to 2,000 clinical hours before beginning internship.

YEAR 5

During the fifth year, the Psy.D. student completes an approved 2,000-hour internship (see page 28).

Year 3 - Sample curriculum

FALL QUARTER

Family Therapy
Medical Illness & Psych Symptoms
Child/Adolescent: Dev. Psychopathology
Dissertation Prep 1
Professional Practicum 3A
.....
Total: 15 units

WINTER QUARTER

Nature/Treatment of Eating Disorders
Advanced Psych. Case Formulation
Child/Adolescent: Child Assessment
Dissertation Prep 2
Professional Practicum 3B
.....
Total: 15 units

SPRING QUARTER

Consultation
Child/Adolescent: Child Psychotherapy
DBT for the Borderline Patient
Psychopharmacology for Psychologists
Advanced Stats & Writing Consultation
Professional Practicum 3C
.....
Total: 18 units

Year 4 - Sample curriculum

FALL AND WINTER QUARTERS

Internship Prep 1/2
Professional Practicum 4A/4B
Clinical Dissertation
.....
Total: 14 units per quarter

SPRING QUARTER

Professional Practicum 4C
Clinical Dissertation
.....
Total: 13 units

Year 5 - Sample curriculum

ALL QUARTERS

Internship Units
(Fall/Winter/Spring/Summer)
.....
Total: 12 units

“The PGSP–Stanford Consortium is an evidence-based, science-based Psy.D. program. We do not train academic scientists; our students want to serve in clinical practice. But we believe in science and train our students to be analytical and reflective as practitioners.” JIM BRECKENRIDGE

PSY.D. FACULTY

“An interesting feature of the PGSP–Stanford Consortium is the cohort model. We study as a cohort throughout the program, so you get to know everyone in your class really well. It creates a comfortable environment in which familiar faces allow for intimate classroom discussions.”

LANDON BERGER, PSY.D. STUDENT

PGSP–Stanford Consortium faculty members are drawn from both PGSP and the Stanford University School of Medicine, Department of Psychiatry. They bring a wide range of research interests and clinical specializations to the program.

Most are engaged in both clinical practice and research, and thus provide the knowledge, enthusiasm, and insights of those actively working in the field of psychology. Every faculty member is selected to model excellence in their specific professional endeavors; they teach and supervise based on their own extensive clinical and academic experience.

Although it is a relatively new Psy.D. program, the quality of the curriculum and faculty is widely recognized. This is now being reflected in the success of our students in obtaining APA-approved internships.

JAMES BRECKENRIDGE

Co-Director of Clinical Training

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

Dr. Breckenridge’s current research focuses on psychological factors that underlie political violence. Dr. Breckenridge is the Associate Director of the Stanford Center for Interdisciplinary Policy, Education, and Research on Terrorism (CIPERT) and a Senior Fellow at the Center for Homeland Defense and Security at the Naval Post Graduate School in Monterey, CA.

He is the Principal Investigator on several funded research projects investigating psychological aspects of terrorism and homeland security, including a grant from the National Science Foundation to evaluate psychological measures for detecting deception and improving national security evaluations. This grant was part of a broader effort intended to guide Congressional priorities for the relevant future research agenda.

Together with Philip G. Zimbardo, Dr. Breckenridge is the author and editor of forthcoming texts on aspects of psychology and homeland security.



PSY.D. FACULTY

Co-Directors

Bruce Arnow (Stanford)
James Breckenridge (PGSP)

Associate DCTs

Amie Haas (PGSP)
Kimberly Hill (Stanford)

Core Faculty

Leonard Beckum (PGSP)
Allison Briscoe-Smith (PGSP)
Cheryl Gore-Felton (Stanford)
Roger Greene (PGSP)
Amie Haas (PGSP)
Chris Hayward (Stanford)
Kimberly Hill (Stanford)
Cheryl Koopman (Stanford)
Kristine Luce (Stanford)
Louis Moffett (PGSP)
Yasmeen Yamini-Diouf (Stanford)
Philip Zimbardo (PGSP)

Associated Program Faculty

John Barry (Stanford)
Charles DeBattista (Stanford)
Rowena Gomez (PGSP)
Keith Humphreys (Stanford)
Rachel Manber (Stanford)
Meg Marnell (Stanford)
Yvonne Morris (Stanford)
Lisa Post (Stanford)
Robin Press (PGSP)
Douglas Rait (Stanford)
Stephanie Raney (PGSP)
Craig Rosen (Stanford)
Debra Safer (Stanford)

Other Contributors

David Burns (Stanford)
Kathleen Eldredge (Stanford)
Matthew May (Stanford)

MENTORS

BRUCE ARNOW

Co-Director of Clinical Training

Dr. Arnow is Professor, Department of Psychiatry and Behavioral Sciences at Stanford University School of Medicine, where he also serves as Chief Psychologist, Director of Psychology Training, and Director of the Behavioral Medicine Clinic.

His current research interests include: 1) treatment outcome in chronic depression, 2) epidemiology of chronic pain and depression, and 3) relationships among maltreatment and adult outcomes including health and psychiatric illness, use of health care services and response to both psychological and pharmacologic treatment.

Dr. Arnow has been a Principal Investigator or Co-Investigator on a number of funded grants in these areas. He is also serving as a clinical supervisor to Veteran’s Administration mental health providers in a nation-wide implementation project funded by the Department of Defense to train VA practitioners in evidenced-based psychotherapy for depression.

AMIE HAAS

Co-Associate Director of Clinical Training

Amie Haas received her Ph.D. in Clinical Psychology from the University of South Florida. She completed her predoctoral internship at the Palo Alto VA Health Care System and a postdoctoral fellowship at the University of California, San Francisco, in substance-abuse treatment and health services. Her clinical and research interests include assessment and neuropsychology.

Dr. Haas has published articles and made presentations related to substance-abuse treatment, smoking cessation, drug court program evaluations, and cognitive functioning in older adults.



KIMBERLY HILL

Co-Associate Director of Clinical Training

Kimberly Hill received her Ph.D. in Clinical Psychology from Ohio University. She completed her predoctoral internship at the Palo Alto VA Health Care System, and a postdoctoral fellowship in the Psychiatry Department at the Stanford University School of Medicine, where she currently serves as a Clinical Instructor.

Dr. Hill’s research interests include chronic pain, insomnia/depression, sexual dysfunction, post-traumatic stress disorder, dialectical behavior therapy, and media psychology. She has published articles and made presentations related to pain management, serious mental illness including PTSD, and sexual dysfunction. In addition to clinical work in the Behavioral Medicine, Sports Medicine, and Interpersonal Problems clinics at Stanford, Dr. Hill maintains a private practice in Palo Alto.



KRISTINE LUCE

Practicum Coordinator

Kristine Luce is the Practicum Coordinator for the PGSP–Stanford Psy.D. Consortium and a student and dissertation advisor. Dr. Luce works as a psychologist providing psychotherapy in the Behavioral Medicine Clinic at The Stanford University Department of Psychiatry and Behavioral Sciences. She has specialized clinical and research experience with eating-related disorders, including work as a project coordinator on two research studies that evaluated Internet-based interventions.

Dr. Luce uses Cognitive Behavior Therapy as a primary treatment modality and is certified in a variety of therapeutic approaches including Dialectical Behavior Therapy, Cognitive Behavior Therapy for Bipolar Disorder, Family Focused Therapy for Bipolar Disorder, Brief Supportive Psychotherapy for Chronic Depression, Cognitive Behavior Therapy for Insomnia, and Cognitive Behavior Therapy for Social Anxiety Disorder.

YASMEEN YAMINI-DIOUF

Associate Practicum Coordinator

Yasmeen Yamini-Diouf is a practicum coordinator for the Consortium program, and a Clinical Supervisor at the PGSP Gronowski Clinic. Dr. Yamini-Diouf is also a Clinical Educator at Stanford University’s Psychiatry and Behavioral Medicine Clinic, where she treats a wide range of psychiatric conditions including depression, trauma, anxiety, and personality disorders.

“Kurt and Barbara Gronowski were key donors when we established the clinic in their names. They continue to be generous PGSP supporters.” ALLEN CALVIN

THE GRONOWSKI CLINIC

At the Kurt and Barbara Gronowski Psychology Clinic, our mission is to serve the underserved, including uninsured and underinsured individuals who cannot obtain appropriate psychological services elsewhere.

Sometimes the cost for assessing and treating mental health disorders can be prohibitive. By offering its programs to the disadvantaged, to older adults, and to other underserved groups at a moderate cost with sliding-scale fees, the Gronowski Clinic is able to provide mental health services to a diverse client community.

Our clients are adults, children, and families in the Silicon Valley community.

They are culturally diverse, with a range of psychological disorders that include bipolar spectrum disorder, recurrent severe depression, and schizophrenia. Almost 80 percent receive subsidized care at a cost below our actual cost of services.

SPECIALTY PROGRAMS

The clinic offers a series of specialty programs where third- and fourth-year students can obtain first-hand experience in clinical practice in Brief Psychotherapy, Older Adults, Psychological Assessment, and working with Seriously Mental Ill Clients. Other specialty programs include:

- A Shyness/Social Anxiety Clinic
- A Bipolar Disorders Clinic specializing in psychosocial treatments for bipolar spectrum disorders
- A Child/Family Specialty program under Dr. Sandra Macias
- A Stress Management Institute under Dr. Lynn Waelde
- A Comprehensive Assessment Center under Dr. Robin Press

EVIDENCE-BASED PRACTICE

We place a strong emphasis on evidence-based practices. For example, the clinic uses Dr. Larry Beutler’s Systematic Treatment Selection—an evidenced-based transtheoretical approach to optimizing treatment.

The clinic is currently implementing a comprehensive clinical outcomes management module using a well-validated self-report assessment instrument, the Outcome Questionnaire-45 (OQ-45), to monitor clinical outcomes of our services.

We are dedicated to the excellence of our services at the clinic. Students apply their clinical training in an environment that involves small caseloads—generally two to five cases on average—and is closely monitored at all times by experienced, licensed mental health professionals.

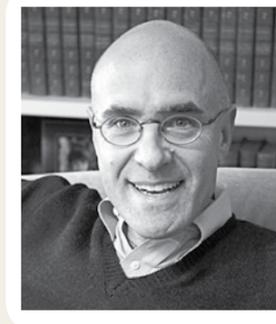


The Kurt and Barbara Gronowski Psychology Clinic first offered its services to the public in January 1988. Located a short distance from PGSP’s campus, it gives students a unique opportunity to apply their clinical training.

At the clinic, students develop basic clinical competencies in a carefully supervised setting. Students enrolled in second-year and advanced practicum serve as therapists in the training clinic, and faculty and students also conduct funded research here. This year, 14 clinical supervisors and over 75 students in training will deliver over 10,000 hours of client services.

Clinic facilities include consulting rooms for individual work with adults and children, as well as group therapy rooms. For second-year students, basic training employs observation rooms and a state-of-the-art video monitoring system. The building is wheelchair accessible and easily reached by public transportation.

Through the clinic, PGSP students can be in the vanguard in learning, practicing, and helping to develop new treatments, and serve the local community by employing their knowledge and training to help clients who otherwise might not get the care they need.



ROBERT REISER
Clinic Director

Robert Reiser is a licensed psychologist with major interests in the area of developing and transporting evidence-based treatments into real-world practice settings. With a background as an executive-administrator in large mental health systems, over the past several years he has consulted to California county mental health systems on issues related to quality improvement and clinical guidelines in mental health services.

Dr. Reiser is a fellow of the Academy of Cognitive Therapy. At PGSP, he teaches classes in cognitive behavioral therapy and provides workshops, consultation, and technical assistance related to improvements in the treatment of bipolar disorder in community mental health settings, and the study of cognitive behavioral, group-based approaches to improve treatment outcomes.



SANDRA MACIAS
Assistant Clinic Director

Sandra Macias is a licensed clinical psychologist with a Ph.D. in Counseling/Clinical/School Psychology. Prior to pursuing her doctorate, she was trained and licensed as a Marriage and Family Therapist, and worked primarily with abused and neglected children and their families.

Dr. Macias continues to focus her clinical work on the treatment of children, adolescents, and their families, specifically focusing on clinical issues such as: behavioral problems, depressive disorders, anxiety disorders, parenting issues, attachment problems, and maltreatment. Another focus of her clinical and research work is couples therapy.



LYNN WAELDE
Director, Inner Resources Center

Lynn Waelde is a licensed clinical psychologist who specializes in the therapeutic uses of yoga and meditation. A research associate at the Palo Alto VA Health Care System, she also focuses on the diagnosis and treatment of post-traumatic stress disorder (PTSD), with special emphasis on trauma-related dissociation.

A major focus of Dr. Waelde’s current research is the empirical validation of Inner Resources™, a psycho-therapeutic meditation intervention that she developed. Inner Resources is being tested in clinical trials in collaboration with colleagues at Stanford University School of Medicine, the Palo Alto VA Health Care System, and the New Orleans VA Medical Center.

ENGAGE

“At the clinic, we are working to improve the delivery of psychological care to the community in important ways. We have already been awarded over \$1 million in grants aimed at developing effective treatments for clients with serious mental illness and transporting them into the community. Because of these grants, and our commitment to high quality treatment for low-income populations, students can make a real difference in the lives of the people we care for. I do hope you will consider PGSP as an opportunity to really make a difference where it counts.” ROBERT REISER



“I’m amazed by the variety of clinical training experiences available to PGSP students.”

STEPHANIE SHIPPEN

PRACTICUM

High quality clinical training depends on closely supervised experience in a variety of settings. As a PGSP student, after taking clinical foundation courses in your first year, you will progress to direct service delivery in community settings that provide a wide range of clinical experiences. Practicum assignments involve a careful evaluation of each student’s clinical interests, goals, and training needs. For students with advanced standing, practicum assignments are designed to build upon competency-based clinical experiences.

The Veterans Administration (VA) was created in 1930. Its mission statement is Abraham Lincoln’s commitment “to care for him who shall have borne the battle and for his widow and his orphan.” The Veterans Health Administration (VHA) operates many VA hospitals, long-term health-care facilities, medical centers, and outpatient clinics.

PGSP places many students in the VA Palo Alto Health Care System (VPAHCS), in the Anxiety Disorders Clinic, and other mental health clinics, such as the San Jose Outpatient VA Clinic and the Monterey VA Outpatient Clinic. Other locations are listed on the facing page.

Each student in training at a VA site is observed so that the supervisory feedback closely fits his or her developmental level. This entails intensive supervision of each student, including weekly live, videotaped, or audiotaped observation and discussion with a senior psychologist.



Department of Veterans Affairs: Palo Alto Health Care System—Palo Alto Division

“My previous practicum was at the Foundation of Recovery residential substance use program at the Menlo Park VA, about five miles from PGSP. I worked there two days a week and ran group therapy on my own. I had never worked with veterans before, never done group therapy before; it was a real first for me. I loved it and had a really great experience there. This year I’m at the UCSF AIDS Health Project, working mainly with HIV-positive gay men, conducting individual and group therapy, and assessments. I’m fortunate to have Dr. Peter Goldblum as my supervisor; his wisdom is invaluable.” **STEPHANIE SHIPPEN, PSY.D. STUDENT, 2008**



MATTHEW CORDOVA
Assistant Professor

Matthew Cordova received his Ph.D. from the University of Kentucky, and completed a postdoctoral fellowship at Stanford University in 2001. As a Staff Psychologist at the Palo Alto VA, he works in Behavioral Medicine, providing clinical services with patients in primary care and in the Oncology and Hematology outpatient and inpatient settings. He also conducts research and supervises and teaches predoctoral psychology interns, postdoctoral fellows, and practicum students.

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

PRACTICUM SITES USED BY PGSP

Our practicum affiliates are generally local service agencies and research programs that have been approved as consistent with our training objectives, especially our emphasis on evidence-based practices. Besides the Gronowski Clinic, practicum sites include:

- Asian Americans for Community Involvement
- Children’s Hospital Autism Intervention (CHAI) at Children’s Hospital Research Center, Oakland
- City of Fremont Youth and Family Services
- Community Health Awareness Council (CHAC)
- Edgewood Community Center for Children and Families
- El Dorado County, CA, Mental Health Department
- EMQ Children and Family Services
- Family Support Center
- Goodwill of the Silicon Valley
- Institute on Aging, Center for Elderly Suicide Prevention and Grief Related Services
- Kaiser Hospital, The Permanente Medical Group, Redwood City, CA
- La Familia
- Laguna Honda Hospital and Rehabilitation Center
- Marin County Health and Human Services
- New Leaf, Services for Our Community
- Notre Dame de Namur University Counseling Services
- Oakes Children’s Center
- Portia Bell Hume Behavioral Health and Training Center
- San Francisco Center for Special Problems
- San Francisco Child Abuse Prevention Center T.A.L.K. Line
- San Francisco County Jail Psychiatric Services
- San Jose Job Corps
- San Jose State University
- San Mateo County Correctional Health Services, Maguire Correctional Facility
- San Mateo County Mental Health Services Division, Juvenile Probation Mental Health Unit
- Santa Clara University Counseling Center
- Santa Clara Valley Medical Center, Barbara Aarons Pavilion
- St. Mary’s Hospital
- St. Mary’s Medical Center Project School Care
- Stanford University Depression Research Clinic
- Stanford University Faculty and Staff Help Center
- Stanford University Medical Center, Acute Psychiatry (H2/G2)
- Stanford University School of Medicine, Behavioral Neuroendocrinology
- Stanford/VA Aging Clinic Research Center (ACRC) and VA Memory Clinic
- UC Davis Counseling and Psychological Services
- UCSF AIDS Health Project
- UCSF Memory and Aging Center &

EXPERIENCE

- Epilepsy Center
- VA Menlo Park–National Center for PTSD
- VA Palo Alto:
 - Comprehensive Rehabilitation Unit (CRC)/TBI Inpatient Rehab Unit
 - Defense and Veterans Brain Injury Center
 - Geriatric Neuropsychology and Neuro-Imaging
 - MPD Nursing Home Care Unit
 - Neuropsychological Assessment Unit
 - Psychiatric Intensive Care Unit
 - Spinal Cord Injury
 - Women’s Mental Health Center
 - Women’s Trauma Recovery Program, National Center for PTSD
- VA San Francisco:
 - Geriatrics/Extended Care
 - Substance Use PTSD Team
 - VA Medical Center
- Youth and Family Enrichment Services, San Carlos, CA
- YSC Mental Health (formerly Hillcrest)



ROBERT L. RUSSELL
Director of Clinical Training, Ph.D. Program

Robert Russell received M.A. degrees in psychology from Duquesne University and linguistics from the University of North Carolina before receiving his doctorate in clinical psychology at Clark University. Before joining PGSP in 2008, he was Professor of Pediatrics and Director of Research in the Child Development Center at Medical College of Wisconsin.

Dr. Russell’s research and clinical practice has focused on developmental psychopathology, child and adolescent communication disorders, processes of change in psychosocial treatments, and narrative psychology. He is particularly interested in how social communication competence affects adjustment across childhood and adolescence and how language processes in psychotherapy can lead to positive clinical outcomes.

A recipient of awards for research, teaching, and community service, Dr. Russell exemplifies the practitioner-scientist model.

RESEARCH

RESEARCH, SCIENCE, AND PRACTICE

The training model adopted by the Ph.D. program at PGSP is best described as a practitioner-scientist model. In this approach, science and practice are integrated, and each continually informs the other. It is explicitly committed to clinical practice that is based on a foundation of clinical science, and applied within the context of patient characteristics, culture, values, and preferences.

The Ph.D. curriculum places emphasis on generating as well as applying research findings, and focuses throughout on integrating science and practice. PGSP's faculty members, as mentors, model the continuous integration of scientific foundations and professional practices, with a goal of fostering a career-long approach that interweaves psychological investigation, assessment, and intervention.

PGSP students are well versed in diagnosis and psychopathology, research-informed and validated assessment procedures, and empirically based treatments. We train them to apply scientific rigor when delivering mental health services; to conduct ongoing evaluations of the effectiveness of their interventions; and to plan, monitor, supervise, and evaluate innovative, adaptive approaches to interventions within their specific settings. Sensitivity to issues related to cross-cultural, multiethnic, and other individual differences is reflected at all levels of the training program.

Consistent with APA recommendations, PGSP students are trained to value clinical expertise and are provided with excellent role models of clinical experts through our careful selection of in-house and external supervisors. At the same time, they are asked to think critically about currently available research to ascertain its limitations.

BASED ON THE 2008 PGSP CATALOG

For the Ph.D. student, research is a fundamental component of the curriculum. You begin with course work in research methods, then participate in a faculty-led research group conducting clinical or basic research, and finally complete your own research and dissertation.

RESEARCH METHODS

In your first year, course work in both quantitative and qualitative research methods and statistics is designed to prepare you to critically evaluate current research and to undertake your own dissertation research. These courses address the methods and issues of psychological research, including research ethics, measurement issues, reliability, validity, experimental designs, and sociocultural issues in research.

You learn to write APA style, produce posters for presenting at professional conferences, conduct literature reviews using electronic databases, evaluate current psychological research studies, and write a research proposal based on your research interests.

RESEARCH GROUPS

In your second and third years, you work directly with a faculty member on a research project. Research groups are organized to allow regular interaction with the faculty member and other students with common

interests. Students are also encouraged to pursue small, independent research projects, wherever possible, in addition to their involvement in directed research in classroom laboratories or at practicum sites.

These activities provide supervised research training and expose you to the practical aspects of conducting research, as a prelude to your dissertation work in the fourth year.

RESEARCH GROUPS 2008–2009

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

Alcoholism and Addictions
Theodore Jacob, Ph.D.

An Attachment Theory–Based Perspective on Loss and Trauma
Nigel Field, Ph.D.

Child Trauma and Child Diversity
Allison Briscoe-Smith, Ph.D.

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

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

Couples and Children
Sandra Macias, Ph.D.

Disaster and Terrorism
Larry Beutler, Ph.D.

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

Ethnic Minority Mental Health
Joyce Chu, Ph.D.

Evidence-Based Treatment of Serious Mental Disorders and Evaluating Dissemination, Training, and Clinical Outcomes of Supervision
Robert Reiser, Ph.D.

Forensic
Rebecca Jackson, Ph.D.

Lesbian, Gay, Bisexual, and Transgender Research Group
Peter Goldblum, Ph.D., M.P.H.

Meditation and Psychotherapy
Lynn Waelde, Ph.D.

Neuropsychology
Amy Wisniewski, Ph.D.

Pediatric Psychology
Wendy Packman, J.D., Ph.D.

Psychology and Law
Wendy Packman, J.D., Ph.D.

Psychotherapy
Larry Beutler, Ph.D.

Substance Use Disorders Treatment
Lou Moffett, Ph.D.

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



DISSERTATION

A dissertation, dissertation abstract, and APA publication-style manuscript prepared from the dissertation are degree requirements. Your dissertation must present an independent and original piece of psychological research, and by publishing your findings you become a contributing member of the field of scientific psychology.

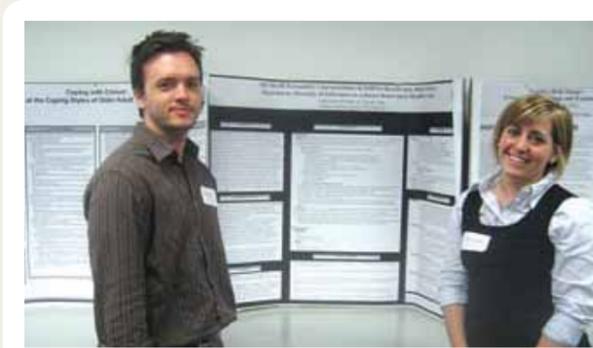
The dissertation process itself is also central to your training as a clinical psychologist. Formulating a research question and completing an independent and original investigation gives you first-hand insights into the research process. This experience will be invaluable in helping you assess the quality, applicability, and limitations of available research.

THE PACIFIC RESEARCH SOCIETY

The Pacific Research Society (PRS) is a student-run organization that supports the research efforts of PGSP students. PRS sponsors research-related events, such as workshops on how to write a curriculum vitae and how to create a poster for a presentation at a conference. PRS also provides students with standard PGSP poster banners for use when creating poster presentations.

To prepare students for the experience of publishing and presenting research, the annual PRS forum is an event devoted to student poster presentations. Faculty members attend, and students prepare and present their posters just as they would at an academic conference.

PRS maintains a bulletin board where relevant news items like research assistant positions or submission deadlines for psychology conferences are posted.



Student posters at the annual PRS forum

COLLABORATE

“A common misconception is that a professional school cannot offer the same research opportunities as a university. In fact, Ph.D. students at PGSP are doing research with experts who are at the very top of their fields. Many students present posters at professional conferences, and publish articles while attending PGSP.

Also, the Psy.D. program is exceptional, because the Psy.D. students at PGSP have some unique research opportunities with their Stanford professors.”

JESSI GANDOLFI, PRS PRESIDENT, 2007–2008



Jessi at the PRS bulletin board

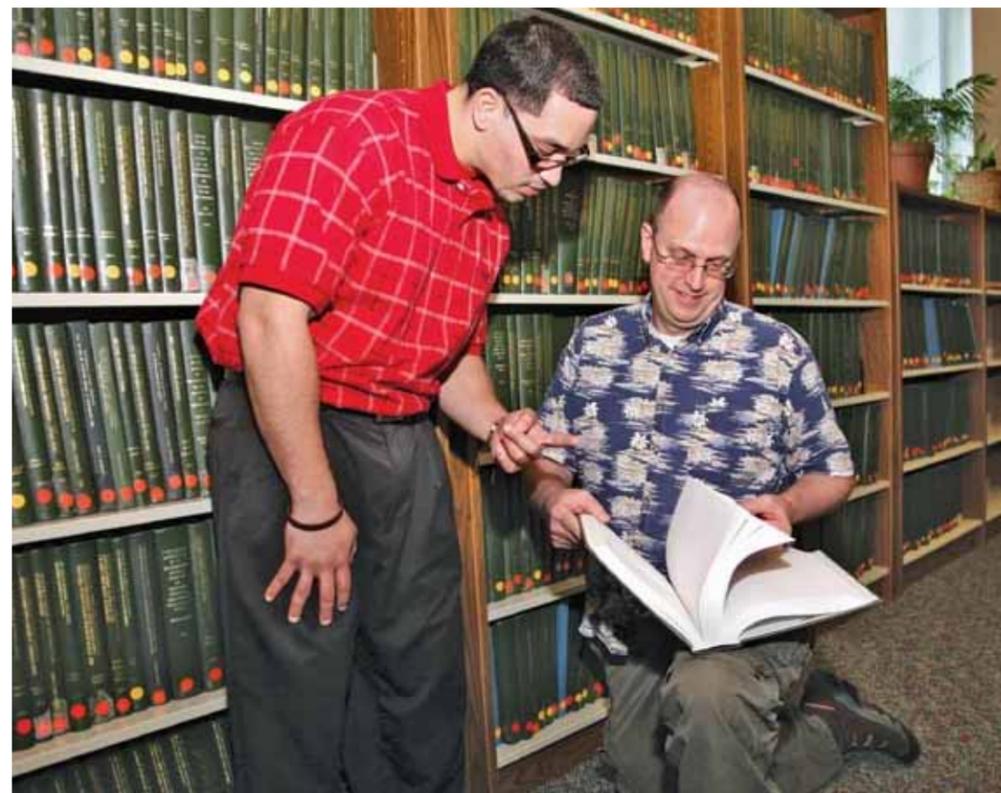
RESOURCES

Whatever you aspire to achieve as a student at PGSP, you will find that the Research Library and Media Center is a vital partner in your success. The Library serves the needs of PGSP's faculty and students alike by providing an environment and resources specially tailored for the work of psychologists and psychologists in training.

"The PGSP Research Library has thousands of books and journals that cover a wide range of topics within the areas of psychology and behavioral sciences. We offer access to many electronic databases and full-text resources which faculty and students may access online. We also have special psychological test collections, videotapes, and a complete collection of student dissertations.

If you don't find what you need here, we can obtain research materials for you through our extensive interlibrary loan network. Our most valuable resource, however, is our friendly and knowledgeable library staff, who can help you locate relevant information on virtually any topic."

CHRISTINE KIDD



RELEVANT INFORMATION

Our information resources have been selected, organized, and conserved over 30 years to support teaching, learning, problem solving, and research in psychology. The Library offers students ready access to:

- Copies of the latest psychological assessment instruments
- Clinical psychology videos and DVDs
- Print and digital copies of all PGSP dissertations
- Full-text electronic psychology journals
- Full-text online psychology books
- Print journals and books
- Psychology databases, from Ebrary and ERIC to MEDLINE and ProQuest Psychology Journals

PROFESSIONAL TRAINING

Our Library is much more than a collection of reference materials. Our professional staff works directly with students and faculty to provide research assistance, media services, and interlibrary loans. But staff members do not simply help students to find the information they need, they are dedicated to training the next generation of clinical psychologists to be effective researchers.

PGSP students learn to go "beyond Google" in performing effective and sophisticated searches for scholarly information in a variety of formats. When you graduate from PGSP, you will have research skills that will serve you throughout your career.

SCIENCE

A RESEARCH NETWORK

We strengthen our Library's resources by partnering with other library networks. PGSP has access to one billion items in OCLC's World Cat Network. We also have borrowing privileges at more than a dozen local psychology libraries through our membership in the Northern California Consortium of Psychology Libraries.

Students and faculty may use access cards at Stanford University libraries and may also visit other nearby research libraries, such as those at UC Berkeley, San Jose State University, and Santa Clara University.

"PGSP is a school committed to the highest standards of academic excellence. It is our goal to uphold this mission by providing our faculty, students, staff, and alumni with the best possible access to knowledge. We are committed to achieving this by building strong collections and patron services that will promote teaching excellence, classroom and lifelong learning, and outstanding scholarship." CHRISTINE KIDD

SEARCHING FOR THE KEY FACTS?



CHRISTINE KIDD
VP Information Resources

Christine Kidd joined PGSP in 1989 as Library Director after working at several academic and public libraries. A California native, she holds a bachelors degree in English Literature from College of Notre Dame, and a masters degree in Library and Information Studies from UC Berkeley. She represents PGSP in the greater community through her participation in the Northern California Consortium of Psychology Libraries (NCCPL), and as a member of the Board of Directors of the Statewide California Electronic Library Consortium (SCELC).

Trying to find the crucial missing details you need to round out your paper? At PGSP's Library and Media Center you can check out:

- Over 12,000 electronic journal titles
- Over 27,000 electronic book titles
- Over 12,000 print books, DVDs, and psychological test kits

The Library subscribes to every important database in psychology and medicine.

The Library offers access to more than a billion items through interlibrary loan services using the OCLC network.

At the Stanford University libraries, PGSP students have access to millions of books and periodicals.

As members of the National Library of Medicine's network of more than 5,800 libraries, PGSP is eligible to borrow an additional 1.5 million journal titles.

The PGSP Library and Media Center also belongs to several other regional and national library networks that offer reciprocal borrowing and lending:

- The Northern California Consortium of Psychology Libraries with 16 member libraries
- The Statewide California Electronic Library Consortium with 93 member libraries, including Cal Tech and USC
- The Online Computer Library Center of more than 69,000 member libraries

Feeling overwhelmed? Fortunately, PGSP's librarians know their way around this mountain of information. They will teach you how to find just the items you need.

“Students come here with dreams. They want to change the world, work with underserved children, help people through crises, help trauma victims live better lives, and relieve suffering. But they often wonder, ‘How on earth do I get from being a nervous new student just starting to do block design without dropping the blocks to being a real-life, full-fledged professional psychologist engaged in the world of clients, health care, and all...?’ At PGSP, we answer by creating a support system for students as they transition from trainee to psychologist, from aspiration to career. We take full advantage of a rich and varied faculty along with community services to link doctoral education to making a difference in the world.” **LULI EMMONS**

INTERNSHIP

The culmination of your training, your internship is intended to provide you with a significant professional experience that is integral to your development as a professional psychologist. It is an opportunity to expand upon your earlier practicum experiences, and to integrate the theoretical knowledge you have gained over the previous four years.

BREADTH AND QUALITY

The primary focus and purpose is assuring breadth and quality of training. Your internship experience will generally include in-depth contact with various populations, such as children, adults, and the aged; ethnically diverse and sexual minorities; couples, groups, families, and individuals; acute psychotics and drug and alcohol abusers; and outpatients, inpatients, and persons in immediate crisis.

The internship experience is expected to encompass practical skills in psychodiagnostic workups, treatment plans, psychological test administration, interpretation and report writing, and a broad base of treatment modalities.

The internship supervisor evaluates the student twice a year, providing candid and specific remarks on clinical strengths and weaknesses. Each student receives a formal evaluation at the end of the internship that provides an overview of their performance.

ACCREDITATION

To graduate in either the Ph.D. or Psy.D. program, you must complete at least 2,000 hours of a supervised professional experience at an APA-accredited, APPIC¹ or CAPIC² internship. These hours fulfill one of the requirements established by the State of California and other state licensing boards, among other requirements for eligibility to sit for the licensing examination.

Our goal is to place students in the best possible internship, to establish a broad range of competencies, and prepare them for their career goals. Among 80 PGSP students applying for internships in 2008, 74 (93%) were successfully matched. Of those, 54 (73%) were APPIC/ APA approved. Students who cannot move away from the Bay Area for the internship year often go to CAPIC internships, a high-quality alternative recognized by the state of California.

LULI EMMONS

VP Professional Development

A licensed psychologist in California, a PGSP alumnus, and now Vice President of PGSP's Office of Professional Development, Luli Emmons and her staff provide guidance and career-planning services to PGSP students throughout their practicum and internship training and their preparation for postdoctoral training.

As former Director of the California Psychology Internship Council, Dr. Emmons's background includes over 27 years of clinical and administrative experience in community mental health, professional psychology education and training, and private practice. Says Dr. Emmons, "Professional development in psychology is a lifelong process of building competencies and professional identity."

With external clinical placements becoming more and more competitive, PGSP's Office of Professional Development stands ready to help students develop the skills and professional attitudes they will need to meet today's challenges.



¹ Association of Psychology Postdoctoral and Internship Centers
² California Psychology Internship Council

REPRESENTATIVE INTERNSHIP SITES

The training site must be a multidisciplinary setting—including professionals from a variety of training models, e.g., psychiatrists, psychologists, social workers—that offers a wide range of services and training experiences. More than one intern must be present at every training site. Representative locations where students have completed internships are listed below.

Albert Einstein College of Medicine—Montifiore Medical Center
Bronx, NY

Arizona State University—Counseling and Consultation
Tempe, AZ

Baylor College of Medicine—The Menninger Department of Psychiatry and Behavioral Sciences
Houston, TX

Boston Medical Center, Boston University, Center for Multicultural Training in Psychology
Boston, MA

Brookdale University Hospital and Medical Center
Brooklyn, NY

Brown University Clinical Psychology Internship Consortium
Providence, RI

Calgary Health Region
Calgary, Alberta, Canada

The Cambridge Hospital, Department of Psychiatry, Division of Psychology
Cambridge, MA

Carl T. Haden Veterans Affairs Medical Center
Phoenix, AZ

Child and Family Guidance Center, California
Northridge, CA

Children's Hospital and Research Center
Oakland, CA

Denver Health Medical Center
Denver, CO

Dorothea Dix Hospital
Raleigh, NC

Duke University Counseling and Psychological Services
Durham, NC

Duke University Medical Center
Durham, NC

Eastern Virginia Medical School
Norfolk, VA

Forest Institute of Professional Psychology
Springfield, MO

Harvard Medical School, Massachusetts Mental Health Center
Jamaica Plain, MA

Hazelden Mental Health Centers
Center City, MN

The H.E.L.P. Group
Sherman Oaks, CA

Jerry L. Pettis Memorial Veterans Affairs Hospital
Loma Linda, CA

Johns Hopkins University Counseling Center
Baltimore, MD

The Kennedy Krieger Institute
Baltimore, MD

Mailman Center for Child Development, University of Miami School of Medicine
Miami, FL

Marin County Health and Human Services
San Rafael, CA

The Metropolitan Detention Center, Federal Bureau of Prisons
Los Angeles, CA

Metropolitan State College of Denver Counseling Center
Denver, CO

Miami Dade County Department of Human Services
Miami, FL

Missouri Health Sciences Psychology Consortium, Harry S. Truman Memorial Veterans Hospital
Columbia, MO

Mount Sinai School of Medicine & Medical Center
New York, NY

Napa State Hospital
Napa, CA

New York University Bellevue Hospital Center
New York, NY

Northwestern University Medical School/ Northwestern Memorial Hospital
Chicago, IL

Pacific Clinics
Pasadena, CA

PCOM Center for Brief Therapy
Philadelphia, PA

Portia Bell Hume Behavioral Health and Training Center
Fremont, CA

Riverbend Community Mental Health, Inc.
Concord, NH

Sharp Healthcare
San Diego, CA

South Shore Mental Health Center Department of Psychology
Quincy, MA

Stanford University Counseling and Psychological Services
Palo Alto, CA

University of California, Davis Medical Center, CAARE Center
Sacramento, CA

University of California, Los Angeles—Semel Institute for Neuroscience and Human Behavior
Los Angeles, CA

University of California San Diego, Psychological and Counseling Services
La Jolla, CA

University of California, San Francisco School of Medicine, Department of Psychiatry
San Francisco, CA

University of California, San Francisco, Infant-Parent Program
San Francisco, CA

University of California, Santa Barbara Counseling Center
Santa Barbara, CA

University of California, Santa Cruz Counseling and Psychological Services
Santa Cruz, CA

University of Utah Neuropsychiatric Institute
Salt Lake City, UT

VA Greater Los Angeles Healthcare System
Los Angeles, CA

VA Maryland Health Care System/ University of Maryland Internship Consortium
Baltimore, MD

Vancouver Coastal Health Authority, Vancouver
British Columbia, Canada

Vanderbilt University/ Veterans Affairs Medical Center
Nashville, TN

Veterans Affairs Medical Center
Decatur, GA

Veterans Affairs Medical Center
Honolulu, HI

Veterans Affairs Medical Center
North Chicago, IL

Veterans Affairs Medical Center
San Francisco, CA

Veterans Affairs Medical Center, Tampa, James A. Haley Veterans Affairs Hospital
Tampa, FL

Veterans Affairs Puget Sound Health Care System, American Lake Division
Tacoma, WA

Washington State University Counseling Services
Pullman, WA

Yale University School of Medicine, Department of Psychiatry
New Haven, CT

PRACTICE*

“PGSP has blossomed, and our students are the seeds whose lives are now blooming.”

WILLIAM FROMING

CAREERS IN PSYCHOLOGY

“Traditional university-based clinical programs have as their goal training the next generation of clinical researchers and faculty members, and they are very good at it. Certainly students see clients as part of their training, but the overarching goal is to do some great research and then get a job as a next-generation faculty member. Hundreds of students apply and a handful are accepted. If you are one of the fortunate few, congratulations!” WILLIAM FROMING

“The knowledge and experience I gained at PGSP equipped me to approach my work with a solid foundation in research and clinical practice.”

AMBER BROOKE WEST
2001 PH.D. GRADUATE

At PGSP we see our mission differently. We don't set out to train a handful of faculty members. This year over 100 students will enter our graduate programs. We do first-rate research here, but most of our students will go into clinical practice, and our programs prepare them for that in two ways:

1. Our programs are designed to fulfill the predoctoral requirements necessary for license examinations in the state of California and most other states
2. After graduation we offer the required pre-licensing workshops at low cost

PRE-LICENSING WORKSHOPS

Each state and province has its own licensing requirements. The California Board of Psychology requires that psychologists take five pre-licensing workshops. PGSP offers these workshops, typically during the summer, at a substantial discount to PGSP

HOW PGSP LAUNCHED MY CAREER

In the fall of 1992 I left Beirut, Lebanon, for Palo Alto, CA, to do a Ph.D. in Clinical Psychology at the Pacific Graduate School of Psychology (PGSP).

At PGSP, there were faculty members who offered me their expertise and knowledge without limit. Their diverse backgrounds and various research interests provided a wide range of opportunities in different areas of psychology. In addition, the PGSP student body's various ethnicities and nationalities allowed for a rich exchange among students, an educational experience deeper than that which can be found in books alone. Their differences in culture, values, tradition, even language, became my support system and my family away from home.

One of PGSP's main attractions is its close relationship to Stanford University and the Palo Alto VA, both of which facilitate training and research opportunities. Another benefit is the San Francisco Bay Area—a physical, cultural, and ethnic environment that makes it an even more rewarding educational experience.

After graduation in 1996, I obtained my license from the California Board of Psychology and returned to Beirut, where I joined the Department of Psychiatry at the American University of Beirut Medical Center, a leading academic institution in the Middle East.

PGSP's practitioner-scientist model program helped my career immensely. Not only did I acquire the necessary theoretical knowledge and clinical skills but also the basis of scientific research for a career as a practitioner as well as an academician in a university setting. In time, because I found it important to share that knowledge with other colleagues in Lebanon, I established the Lebanese Psychological Association to promote the field of psychology and organize its practice.



BRIGITTE KHOURY
President, Lebanese
Psychological Association

students. Previous topics have been:

- Child Abuse: Assessment and Reporting (7 hours)
- Aging and Long Term Care (10 hours)
- Spousal or Partner Abuse: Assessment, Detection, and Intervention (15 hours)
- Human Sexuality (10 hours)
- Substance Abuse Detection and Treatment (15 hours)

THE LICENSING EXAMINATION

Used widely by psychology licensing boards, the Examination for Professional Practice in Psychology (EPPP) is intended as a generic test of knowledge deemed essential for practicing psychologists. The California Psychology Licensing Board publishes examination pass rates by school on its Web site¹. Of all schools with at least six graduates taking the examination, PGSP's pass rates have been consistently among the highest in the state each year since 1992. See the chart on page 40.

ROB BLINN

Rob Blinn graduated from PGSP's Ph.D. program in 1996. During his internship at the National Asian American Psychology Training Center in San Francisco he worked at the Hunan Medical University in Changsha, Hunan, China.

Since graduating, Dr. Blinn has worked on men's issues, crisis intervention, suicide and violence prevention, counseling with suicide survivors, anger management, selective mutism, treatment of depression, and psychological and psycho educational testing. He has been Clinical Director of a mental health center serving 12 Nebraska counties, and is currently Director of the Family Counseling Center of the Beijing United Family Hospital and Clinics.

Sichuan earthquake relief

His most recent work has been coordinating the China Earthquake Relief Project (CHERP). At his request, volunteer teams of expert somatic practitioners from the United States were sent to the worst-hit areas of Sichuan to help treat the psychological and emotional damage of earthquake survivors. Beichuan, where Dr. Blinn is pictured at right, was at the epicenter of the 2008 Sichuan earthquake.



Rob Blinn in Beichuan, China

“Dr. Blinn is a kind, caring, thoughtful clinician whose respect for his patients' humanity is paramount. He has great intellectual breadth, an inquiring mind, and brings dedication and thoroughness to all he does.” BILL RALPH, FORMER COLLEAGUE

LAURA HOWE

Laura Howe graduated in 2005 with a joint Ph.D. / J.D. in Psychology and Law from PGSP and Golden Gate University, and completed a two-year clinical neuropsychology postdoctoral fellowship at the University of Florida, specializing in movement disorders, epilepsy, and memory disorders.

In 2007, the National Academy of Neuropsychology (NAN) presented Dr. Howe with its Presidential Commendation, citing her advocacy work. Howe organized a group of psychological professionals called the Group Protecting the Integrity of Psychological Examinations, who intervene at the appellate level in cases that might have a negative effect on the fields of psychology and neuropsychology.

The group submitted amicus briefs presenting current research regarding third-party observers' adverse affects on neuropsychological examinations, in addition to the ethical and policy reasons against such practices. One brief discussed test security and the importance of adhering to psychological ethics. Dr. Howe currently serves on NAN's five-person Conflict of Interest Committee.

AMBER BROOKE WEST

Amber West earned her Ph.D. in Clinical Psychology from PGSP in 2001. She entered graduate school with the intention of being a child advocate, and became interested in neuropsychology. “The highlight for me at PGSP was the opportunity to work with Professors Amy Wisniewski and Christine Zalewski,” says Dr. West. “They are influential, supportive, and challenging professors who manage to blend the program demands with a level of support that you don't see in the average professor. And they make the work interesting and fun.”

Dr. West's postdoctoral training included pediatric neuropsychology in the St. Christopher's Hospital for Children and adolescent psychology at Friends Hospital in Philadelphia. She served as administrator at the Crisis Response Center at Friends Hospital in 2002 before starting her consultancy, Behavioral Health Consulting Group, in Philadelphia in 2003.

As regional consultant for Job Corps, a division of the Department of Labor, Dr. West works with at-risk youth who drop out of school. “Ever since high school I wanted to be a voice for kids,” she says. “Health and child welfare is my passion, and education is a huge part of that. We're looking at ways to streamline the education system to find ways to prevent dropouts.”



STUDENT LIFE

Compared to the undergraduate experience, your student life as a graduate will be much more focused on your work and your career goals. In that respect, graduate school is more like a full-time job. But a focus on your own academic pursuits does not exclude relationships with your fellow students. PGSP is a small community with shared interests and goals. This environment provides many opportunities for social interactions through extracurricular activities.



STUDENT COUNCIL

The Student Councils (StuCo) are representative bodies that address student issues and goals through collaboration with program leadership, faculty, and staff. Their mission is to maintain high academic standards, foster close cooperation between students and faculty, facilitate communication between graduate programs, encourage worthy projects in the interests of the graduate student body, and serve the general welfare of the PGSP community.



Jessica Byrd-Olmstead and Sabrina Vierling
Ph.D. Student Council Co-presidents 2008-09

"I love my job. I attend weddings, funerals, bar mitzvahs, and all kinds of special events. One day I'm planning a social event, the next I'm at a hospital with a student medical emergency. I enjoy working with students and providing whatever service I can to help them to meet their academic goals."

LIZ HILT

ELIZABETH HILT

VP Student Services

Elizabeth ("Liz") Hilt considers herself to be the "conciierge" for students at PGSP. Her office serves the nonacademic needs of students and student families from the time they decide to attend PGSP until the day they graduate—and sometimes even beyond.

As a resource for information and advice regarding all aspects of graduate student life, Liz is a popular "go-to" person at PGSP. She is familiar with resources in the Palo Alto area including hospitals, physicians, restaurants, recreational activities, and libraries. She helps students balance their personal lives with the demands of a rigorous graduate program, and answers questions that range from how to find local housing for the brand new student to how to how to prepare for a professional job interview.

Liz works closely with graduate student organizations, international students, and students who request special accommodations. She plans new student orientation and other special events, invites guest speakers on various topics in clinical psychology, assists with planning commencement, and organizes pre-licensing workshops for graduates. She is also involved with accreditation activities with WASC and APA.

As a student at PGSP, if you're not sure how to tackle a problem, Student Services is a good place to start.

NEW STUDENT ORIENTATION



Checking in at PGSP



Introduction from former Psy.D. Student Council
Co-president Lindsay Paquette



Introductions



Taking notes

COMMUNITY



Buddy Picnic As a new student you'll be assigned an advanced student buddy, who can show you the ropes.



PGSP Picnic and Gala Opportunities for fun and networking



Dr. Zimbardo's Class Even the best psychology students...can succumb to *The Lucifer Effect!*



"If you are self-motivated and ready for an intense program, PGSP is the place to be. The personalized attention of a small school is a huge factor. I want to know my professors well, and be treated in a collaborative way. That's been my experience at PGSP from the day I arrived for new student orientation. It's just what I need, because I'm professionally oriented."

SABRINA VIERLING
PH.D. STUCO CO-PRESIDENT 2008-09

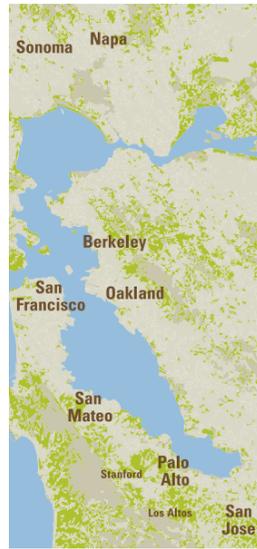
"The PGSP Gala was wonderful. It's great to have occasional social events like that, which get all the staff and students together."

JESSICA BYRD-OLMSTEAD
PH.D. STUCO CO-PRESIDENT 2008-09

“The Bay Area itself was a huge selling point for me. I first came here on a road trip, and I knew this was where I wanted to be. There’s the coast, the mountains, the city, and the diversity. Coming here is a rich experience—you will find what’s right for you.” LONDON BERGER, PSY.D. STUCO CO-PRESIDENT 2008–09

WORK AND PLAY

Graduate study can consume your life—if you let it. But there’s more to life than school and work, and balance is essential to students’ personal and professional lives. At PGSP, our students live all around the San Francisco Bay, and enjoy an active yet relaxing California lifestyle that is an ideal counterpoint to the rigors of academic study.



CAMPUS SETTING

Located 35 miles south of San Francisco on the San Francisco Bay Area Peninsula, PGSP is situated at the apex of Silicon Valley—a world-renowned center of the electronics industry, and, increasingly, of biotechnology. The new campus in the Palo Alto foothills is just minutes away from Stanford University and downtown Palo Alto, and across the Bay from the UC Berkeley campus.

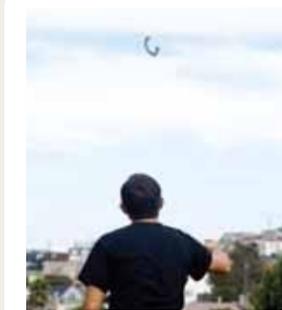
THE SAN FRANCISCO BAY AREA

The Bay Area is noted for its culturally diverse and scenically rich attractions, and the climate allows year-round outdoor sports and activities. The southern Peninsula is within easy reach of the Santa Cruz mountains and foothills—including a protected state park habitat for coastal redwoods—and miles of public beaches.

To the south lie Santa Cruz, the Monterey Bay, and Big Sur; just north of San Francisco are the Napa Valley wine country and the scenic Point Reyes peninsula. Lake Tahoe and Yosemite National Park are a four-hour drive to the east in the Sierra Nevada mountains, where cross-country and downhill skiing are available throughout the winter and spring.



Camping at Monterey Bay



First Annual Precita Park Invitational Horseshoe Tournament

APPRECIATE



Mountain View Art and Wine Festival



Biking at Point Reyes National Seashore



Hiking in Yosemite National Park



Celebrating completing first year and stats comp exam



“The culture at PGSP is to work hard and use your strengths. People have a sense of urgency here; they are focused, so they accomplish a lot. I get more done here than I’ve ever thought possible—but I still have a life. It has prepared me for a professional environment.”

LONDON BERGER

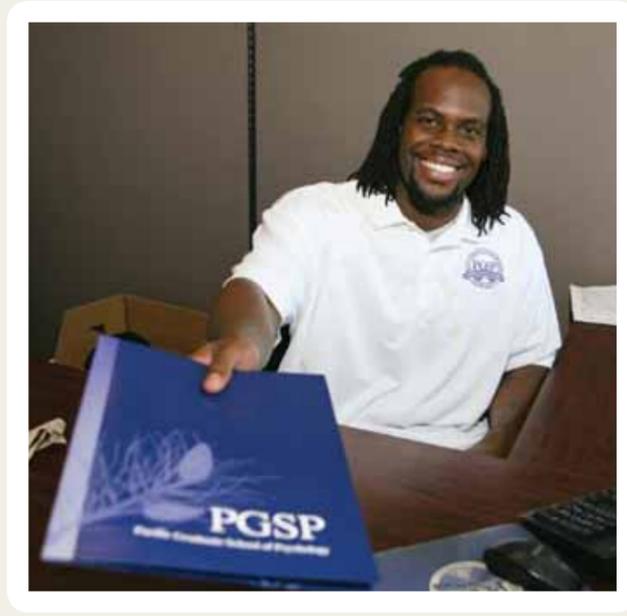
CONNECT

We know that selecting a graduate school is a momentous step. Every year, we work with prospective graduate students who are choosing among many possible options. We want to make sure you get all the information you need to make your own decision, and to feel good about it.

As you make your decision about pursuing a graduate degree in psychology, we encourage you to learn more about PGSP. This viewbook introduces our school and the focus and spirit of our programs. For more details about curriculum, concentrations, requirements, and more, visit our Web site at www.pgsp.edu.

VISIT CAMPUS

Sample PGSP for yourself. Faculty and current students discuss our programs at Open House events throughout the year. You will learn much more about our curriculums, see our campus, visit PGSP's clinic, and learn about both the research and clinical experiences of many of our current students. Check our Web site for dates, and call the admissions office if you can attend an Open House. If you can't make any of the Open House dates, we can give you a personal tour.



Jonathan Phillips, Admissions Counselor

During your visit you can:

- Take a guided tour of our campus
- Meet with an admissions counselor to discuss our curriculums and your goals
- Discuss financial aid, housing, and community life

If you would like the opportunity to sit in on a class and meet current students, please call us to schedule an individual weekday visit.

“What first impressed me about PGSP was that the staff was so welcoming and informative. Even before coming here I got the sense that I was valued, and that my individual experience was very important to the school.”

JESSI GANDOLFI, PH.D. STUDENT



DAVID KLAJIC
PGSP student

PREPARING FOR A CAREER IN CLINICAL PSYCHOLOGY

In the fall of 2004, U.S. Army Mental Health Specialist David Klajic was just coming off active duty—and ready for a professional career in clinical psychology.

“I was stationed at Fort Bragg, NC. Getting into a graduate school on the West Coast seemed a little daunting. But when I phoned PGSP I had a surprise—a living person actually picked up the phone.” That was the moment when David Klajic felt that PGSP could help him through the painstaking process of applying to a graduate school, even though he was still on active duty 3,000 miles away.

Like most first-year applicants, David was not sure where he wanted to go in his profession. “I’d already had hands-on clinical experience in the Army, but I wasn’t sure what I wanted to do next.” Research, teaching, and practice each had its appeal.

At PGSP he didn’t have to make that choice before setting foot in the classroom. Because there is a wide range of pregraduate school experience at PGSP, new students are surrounded by faculty and peers who can help them on their journey. The Ph.D. program gave David access to world-class teachers and researchers, and plenty of time to decide.

Since entering PGSP, David Klajic has been awarded the U.S. Army’s Health Professions Scholarship, which will return him to active duty as a second lieutenant. “I’ll be working with those closest to me, soldiers and their families. In times like these, those who serve, and their loved ones, need an ever-increasing level of understanding, supported by the knowledge that comes only from rigorous training.”

For David, the program at PGSP was a challenge at first. “But when I think about the group of people I will be serving as a psychologist, it’s been a challenge that’s worth it.”

INTERNATIONAL STUDENT OPTIONS

PGSP is authorized under federal law to enroll nonimmigrant students. PGSP welcomes international students, who comprise about 7 percent of the student body. International students must satisfy U.S. immigration/visa officials that they have the financial resources necessary to attend PGSP. An applicant will not be able to secure a student visa, nor attend PGSP, unless he or she is able to demonstrate these necessary financial resources.

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

ELIGIBILITY

- For the Ph.D. and Distance Learning M.S. programs, see page 8
- For the Psy.D. program, see page 16
- Joint M.B.A./ Ph.D.—You must take both the Graduate Record Examination (GRE) and the Graduate Management Admissions Test (GMAT)
- Joint J.D. / Ph.D.—You must take both the Graduate Record Examination (GRE) and the Law School Admissions Test (LSAT)

Detailed admissions requirements are available online at www.pgsp.edu/admissions_requirements.php.

SUBMIT AN APPLICATION

An online application form is available at www.pgsp.edu/admissions_apply_now.php. Our Web site also contains PDF versions of the application forms, which you can print, complete, and mail.

OFFICE OF ADMISSIONS

Our Admissions Office is headed by Dacien Sims, ably supported by Jonathan Phillips and Eirian Williams. Rick Collings has years of experience working with students seeking financial assistance. At PGSP, Financial Aid personnel work with the Admissions Office staff and with departmental officers and faculty to administer fellowship and grant aid, and give individualized attention to both on-campus and distance-learning students.

Pacific Graduate School of Psychology

Admissions Office: +1 800 818 6136
Dacien Sims: +1 650 421 4848

CONTACT

“In the Admissions Office, we look forward to your interest in attending PGSP. If you have any questions regarding our school, our programs, or admission requirements please do not hesitate to contact us. We will welcome any inquiries, answer your questions, get you the information you need, and guide you through the admissions process from start to finish.”

DACIEN SIMS



Dacien Sims, Director of Admissions

FINANCIAL AID

Attending graduate school is an investment in your future career. One of the most important decisions that all graduate students have to make is how to finance their training.

Independent professional schools like PGSP do not receive state support, and do not have the extensive endowment funds available to some large private universities. However, most graduate students at PGSP do receive some form of financial assistance, through:

- Fellowship awards
- Student loans
- Student employment



“Four out of every five graduate students receive some form of financial assistance. Our admissions and financial aid staff will help you understand all your options.”

ALLEN CALVIN

FELLOWSHIP AWARDS

We offer a competitive Fellowship program; these are grants that do not have to be repaid. Some are awarded to returning students selected for a research assistant position, but most are given to incoming students. PGSP awards close to \$500K annually in fellowships; awards range from \$1,000 to \$5,000 per fellowship, and vary in length from one to four years. Several named fellowships are sponsored by generous donors to PGSP.

All students are eligible for Fellowships, which are granted based on the following criteria:

- Promoting diversity of the class, broadly defined to include diversity of: race, ethnicity, socioeconomic background, gender, culture, geography, work and life experience
- Recruiting and rewarding highly qualified students
- Assisting students with financial need

Fellowships administered by PGSP are counted as a student resource in the determination of need, as mandated by federal regulations.

APPLYING FOR A FELLOWSHIP

Fellowships are managed through the Admissions Office. For priority consideration, you must submit your application for a fellowship award to the Admissions Office with your completed admissions application, postmarked by January 15th. Applications received later will be considered only if funds are available, and may not be determined until after April 15th.

Because limited funds may be awarded to on-time applicants, it is in your best interest to respond within 14 days to all requests for information, additional documentation, or clarifications. We suspend processing of an application until we receive the requested information.

STUDENT LOANS

The federal government provides financial assistance to qualified students to help fund your educational investment. About 97 percent of all students qualify. The primary Federal Student Aid program is the Stafford Loan. These loans are not credit based, and are funded by

private lenders (banks, credit unions, etc.) that participate in the federal student loan programs. Applicants will be considered for both Subsidized and Unsubsidized Stafford Loans:

Subsidized Stafford Loan: The federal government will pay the interest on the loan while you are enrolled on at least a half-time basis, and up to six months after graduation. Special rules apply for leaves of absence. Eligibility for a subsidized loan is determined on the basis of financial need.

Unsubsidized Stafford Loan: You are responsible for the interest from the time the loan is disbursed until it is paid in full. You can begin paying interest immediately or allow it to accrue and be capitalized (added to the loan), increasing the total amount to be repaid after graduating.

ALTERNATIVE LOANS

You can supplement Stafford Loans through the Federal GradPLUS program and various other private programs that offer student loans for educational expenses. You can participate if you are eligible and obtain credit approval yourself, or with a cosigner. The financial aid packet we send you will contain more details.

FSA PROCESS

You must first complete the financial aid application process. Then if you are accepted for a graduate program at PGSP, we will send you a *Financial Aid Notification Letter* describing your eligibility for Federal Stafford Student Loans. You may accept all or part of the loan eligibility, or decline loans. The diagram on the right shows the principal steps in the financial aid process for Stafford Loans.

STUDENT EMPLOYMENT

The following employment opportunities are available to graduate students:

- Teaching Assistants: students can work as a TA in a class they have completed successfully
- Research Assistants: some faculty members employ research assistants
- Clinic Managers work at the Gronowski Clinic
- Student Assistants work in the Research Library
- Student Assistants work in Admissions and other administrative offices

For more information and application forms:

Phone: +1 800 340 6986
 e-mail: financialaid@pgsp.edu
 Web: www.pgsp.edu/financial_aid_home.php

PREPARE

FINANCIAL AID PROCESS

Timeline	Your action in applying	PGSP's response
January onward (Note 1)	<ul style="list-style-type: none"> Submit a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov PGSP's FAFSA code is 021383 Submit the PGSP Financial Aid Application. (Note 2) Apply for a PGSP Fellowship award, submitting the form with your application for admission to PGSP 	
2-3 weeks after completing FAFSA (Note 3)	You receive a Student Aid Report (SAR) by email from the Dept. of Education	PGSP also receives a copy of your SAR from the Dept. of Education
March 15 onward	<ul style="list-style-type: none"> You receive an offer of admission from PGSP You may also receive notification of a PGSP Fellowship award from the Admissions Office 	<ul style="list-style-type: none"> PGSP Financial Aid Office creates your student file (Note 4) A PGSP Financial Aid Counselor reviews your file to determine financial aid eligibility, and may contact you for more information PGSP sends you a Financial Aid Notification Letter packet
	If you are eligible for a loan, and you decide to enroll, you must respond to PGSP's letter to secure funding	The PGSP Financial Aid staff will guide you through the remaining process

- Notes:
1. Priority filing date for FAFSA is March 1, although applications are always accepted.
 2. Information, forms and links are available at www.pgsp.edu/financial_aid_home.php
 3. If you do not get your SAR in 4 weeks, call the Federal Student Aid Information Center at 800 433 3243.
 4. If PGSP asks for more information, loan processing stops until your file is complete.

CONFIRM

"In today's online world, all institutions of higher education are being challenged to provide the right information to students who are deciding where to enroll. While academic reputation, superior faculty, and hands-on clinical experience have always brought students to PGSP, convenience and personalization are becoming ever more important.

This viewbook is one of several things we are doing to make it easier for prospective students like you to find out about PGSP. We hope it succeeds as an introduction to our school and our programs. If you like what you see here, we can send you a course catalog that describes the

programs and faculty in much greater detail. We believe that once you evaluate our graduate programs carefully, you will see how you could benefit from the PGSP experience.

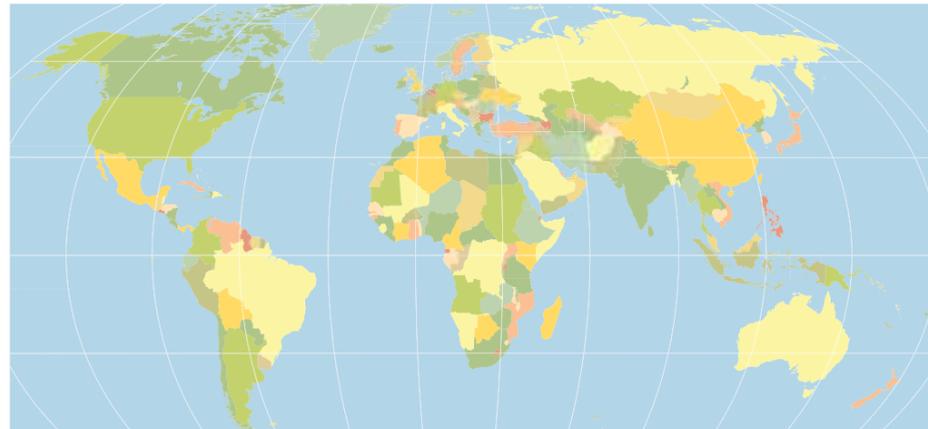
In the heart of the San Francisco Bay Area, PGSP offers world-class training, research, and practice-oriented opportunities, including alliances with Stanford University and the Palo Alto Veterans Hospital. PGSP graduates consistently outperform those who choose other programs.

Students now come from all over the world to study here. We hope you will consider joining them." **ALLEN CALVIN**

"We hope you will consider applying to study at PGSP." **ALLEN CALVIN**

COUNTRIES REPRESENTED IN 2008

- Argentina
- Belgium
- Canada
- Chile
- China
- Columbia
- England
- France
- Germany
- Hong Kong
- India
- Israel
- Italy
- Japan
- Lebanon
- Macau
- Philippines
- Sri Lanka
- Sweden
- Taiwan
- Thailand
- Trinidad & Tobago
- USA



EPPP LICENSING STATISTICS (Ph.D. Program¹)

Period	Number taking	Number passed	Number failed	PGSP pass rate	California pass rate ²
2000 (1)	13	12	1	92.31%	58.73%
2000 (2)	5	4	1	80.00%	61.81%
2001 (1)	8	6	2	75.00%	60.86%
2001 (2)	5	5	0	100.00%	80.00%
2002 (1)	14	13	1	92.86%	68.67%
2002 (2)	12	11	1	91.67%	67.12%
2003 (1)	15	13	2	86.67%	63.27%
2003 (2)	12	11	1	91.67%	59.22%
2004 (1)	17	12	5	70.59%	57.26%
2004 (2)	13	10	3	76.92%	58.42%
2005 (1)	8	5	3	62.50%	56.91%
2005 (2)	16	14	2	87.50%	58.49%
2006 (1)	14	10	4	71.43%	56.56%
2006 (2)	13	8	5	61.54%	58.67%
2007 (all)	21	18	3	85.71%	60.61%

¹ Statistics are not available for Psy.D. program, which was launched in 2002.

² Overall pass rate of all California schools whose students took the EPPP.

LICENSURE EPPP Licensing Pass Rates 2000–2007 (Ph.D. Program¹)



