

Center for Psychological Studies

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2011

This catalog is provided for the information of Center for Psychological Studies students. This catalog is provided to all new and prospective students. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. The material herein is based upon the best information available at the time of printing and should be verified for currency and accuracy with the appropriate school officer. This catalog is not intended as a contract between the student and the Center, or as an irrevocable statement of policies, procedures, or other data, since these matters are subject to change. This catalog shall be updated with a supplement every year before the beginning of the Fall Semester. This catalog shall be effective from September 15, 2011 until September 16, 2012.

Effective From Fall, 2009 through Spring, 2014

Statement of Mission & Purpose	3
History	5
Facilities	5
Location	7
Application and Admission	7
Degrees Granted	7
Master's Program& Course Descriptions	11
Graduation Requirements	13
Clinical Psychology Program	17
Cross-Cultural Psychology Program	19
Developmental Psychology Program	21

Organizational Psychology Program	22
Doctoral Course Descriptions	24
Additional Options for Personalized Programs	39
Internships	43
Faculty	44
Administration	45

The Center for Psychological Studies, incorporated as the Graduate School of Human Behavior, is a private institution of higher learning authorized to offer a master's degree in Psychology and doctoral degrees in Clinical Psychology, Cross-cultural Psychology, Developmental Psychology and Organizational Psychology by the California Bureau for Private Postsecondary Education. This means the school is in compliance with state standards set for in the California Education code #94909 Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, online at www.bppe.ca.gov or by telephone at (916) 431-6959. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 (toll-free telephone number) or by completing a complaint form, which can be obtained on the bureau's Internet Web site (www.bppe.ca.gov). "Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary **Education** at (address), Sacramento, CA (ZIP Code), (Internet Web site address), (telephone and fax numbers). A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary **Education** by calling ((888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site: <http://www.bppe.ca.gov/>

CPS has not entered into agreement with any other schools regarding the transfer of credit. CPS does recognize credits from all accredited schools in the United States and equivalent credits from foreign institutions as determined equivalent by a faculty committee.

STATEMENT
of MISSION, PURPOSE, GOALS and OBJECTIVES

It is the **mission** of the Center for Psychological Studies to establish a community of scholars within an academically rigorous, yet supportive, environment which can foster the creative potential of each student. This community will appeal to:

- *experienced mental health professionals who are re-entering academic life to enhance their psychological skills and the body of psychological knowledge,*
- *other working professionals seeking to enhance or to shift the focus of their career, and*
- *continuing students who have completed a Master's program in another institution.*

They will find a faculty devoted to sharing their ideas and expertise.

The **purpose** of the Center for Psychological Studies is to provide challenging master's and post-master's doctoral programs in Clinical, Cross-Cultural, Developmental and Organizational Psychology which will facilitate the realization of each student's personal educational goals.

The **goals** of the program are to provide an education characterized by academic excellence and superior training so that students may emerge with a demonstrated capacity to conduct original research as well as the ability to treat a wide range of psychological problems.

The program is further designed to accommodate the needs of working professionals by scheduling most classes for nights and weekends, by selecting faculty and staff who can work effectively with mature adults, and by providing individualized program plans.

Objectives for the Overall Program

- To expand the data-based theoretical knowledge of each student.
- To develop the capacity for conducting scholarly research.
- To develop the skills necessary for each student's chosen specialization.

Clinical Program Objectives

- To develop the knowledge and hone the skills necessary for expert clinical intervention and to meet academic requirements for licensing as a psychologist in the state of California.

Cross-Cultural Program

- To develop the knowledge and skills necessary to conduct original research in the field of Cross-Cultural Psychology.

Developmental Program Objectives

- To secure a thorough understanding of individual human development throughout the lifespan and to develop the skills to serve as a lifespan educator, researcher, writer or lecturer.

Organizational Program Objectives

- To develop a thorough understanding of the dynamics of groups and the knowledge and skills to serve as an organizational psychologist or consultant.

These goals are implemented through the teaching of distinguished professors who offer a rigorous program derived from a wide spectrum of psychological theories, research methodologies, and intervention systems. The faculty recognize the unusual maturity and advanced knowledge and skill of our students and make every effort to build upon this maturity, knowledge and skill.

To extend and elaborate the central purpose of providing a challenging academic program, the Center for Psychological Studies provides further enrichment through establishing strong ties with other academic institutions and treatment centers. Through such relationships, the Center can identify possible adjunct faculty members, board members, and other professional consultants; it can facilitate the use of other professional libraries; it can identify possible appropriate internships for students. The Center for Psychological Studies further strengthens its relationships with the mental health community and the larger community by inviting various professionals to participate in meetings, symposia and regularly scheduled grand rounds sponsored by the Center.

History

The concept of a center for psychologists where distinguished psychologists, psychiatrists, and others in related disciplines could join with graduate students in the pursuit of knowledge was first envisioned by Margaret Spurrier Alafi in 1974. Over the next five years, Dr. Alafi sought and received assistance from numerous psychologists, educators, and others who were experienced in education, research, and treatment. Pivotal among these were E. Mavis Hetherington, who later served as the school's liaison with the Department of Education, and subsequently on the Board of Directors, and Allen Fuhrman, who later served as the school's first President. Since Doctors Fuhrman and Alafi had both attended the University of Chicago, they shared a model of a challenging curriculum introduced through informal relationships between faculty and students in small seminars. Their hope was to implement this model in a new school.

In addition to offering a clinical program, it was decided that the Center should also build a strong developmental and educational psychology program. It was anticipated that such programs could be facilitated through sharing the building housing the Twin Pines Day School in Oakland. Twin Pines was an independent alternative grade school which had been founded by Dr. Alafi in 1956 and which had continued under her leadership. It was proposed that teachers, parents, and children could avail themselves of professional assessment and counseling while graduate students and school faculty could find a readily accessible population for observation and research.

The Center opened its doors to students in the fall of 1979 under its present corporate name of the Graduate School of Human Behavior.

When Twin Pines School closed in the summer of 1983, the Graduate School of Human Behavior moved to Berkeley and continued under its current name, the Center for Psychological Studies. As the demographics of the community changed, student and faculty interests began to encompass such areas as adult development, family relationships, and organizational psychology.

By 1985, increases in students and faculty and the development of programming and learning facilities mandated expanding into larger quarters. Consequently, the Center moved to 1307 Solano Avenue in Albany. As the Center's student body and faculty continued to grow, the

school again found it necessary to relocate. In the spring of 1989, the Center moved to 1398 Solano Avenue.

Dr. Alafi retired in September of 2001 and Dr. Jeff LeRoux, the faculty chair became president. At that time the Center moved to its present location at 2288 Fulton Street in Berkeley where it has remained since then.

The success of our program is evidenced by the achievements of our graduates. Our first graduate is co-directing a clinic for learning disorders. One of our alumni is a long time research professor in the Psychology clinic at the University of California at Berkeley and another has been the head of the counseling center at Harvard University. Many of our alumni have entered or reentered clinical practice some as licensed psychologists and others as Marriage and Family Therapists. Some of our alumni are now teaching and lecturing at colleges in California and throughout the country. Some have written books, others are directing programs and clinics. A number are now considered authorities in their respective fields. Two were invited to White House Conferences on Aging.

Facilities

The Center is housed in a historic building in downtown Berkeley. There is an administrative office and classrooms shared by other institutions and business. There are numerous other offices in the building as well as a Buddhist center and numerous non-profit agencies.

Library

The center maintains a limited library, however, our students are eligible to have borrowing privileges at the University of California, Berkeley for a fee. In addition, classes on computer search techniques have been held for our students on the Berkeley campus.

The Assessment Library

This separate library is an integral resource for our students and is continually being updated to reflect new testing trends as well as to fulfill the needs of our students and faculty. It includes a wide variety of current Psychological tests used in both research and clinical practice.

Equipment

The Center for Psychological Studies has no equipment for student use in completing their work beyond the small library and test library.

Location

The Center is located in the historic Oddfellows building in downtown Berkeley across the street from the University of California at Berkeley. It is a twenty-minute drive to San Francisco. It is located conveniently two blocks from the Berkeley BART station and one block from and AC Transit bus lines.

Student Services

The Center for Psychological Studies provides individual academic counseling to each student through personal contact with the president, the registrar and individual faculty. We do not have a placement service but do maintain a list of the placements previous students have reported to us. Each student who is advanced to candidacy obtains a dissertation chair through negotiation with the president and members of the faculty who guides the student through the dissertation process. In addition, CPS maintains a small library of books and a Assessment library of tests for student use during appropriate classes.

DEGREES GRANTED

Master's Degree in Psychology

Ph.D. in Clinical Psychology

Ph.D. in Cross-Cultural Psychology

Ph.D. in Developmental Psychology

Ph.D. in Organizational Psychology

REQUIREMENTS FOR ADMISSION

Applicants for the master's program must hold a bachelor's degree from an accredited institution in the United States with a grade point average of 3.0 or higher. Students with education from another country will be evaluated on an individual basis by the admissions committee.

Applicants for the doctoral programs at the Center should have completed a master's program or its equivalent in the social sciences (psychology, social work, educational psychology, counseling) with a minimum 3.0 (B) grade point average. In addition, applicants should have had relevant professional experience in their fields of interest.

Students admitted to the Clinical program are expected to have a master's degree or its equivalent in clinical psychology or in an allied counseling field (psychiatric social work, marriage and family counseling). They normally have acquired postgraduate professional experience before applying for the program.

The following are recommended as preparatory background for admission:

General Prerequisites

History & Systems of Psychology

Personality Theory

Theories of Human Development

Learning Theory

Dynamics of Group Process

Anthropology & Sociology

Abnormal Psychology

Physiological Psychology

Social Psychology

Tests & Measurements Survey

Statistics

Experience Suggested for Clinical Program

1000 hours of Internship or Comparable Work Experience

Applicants who demonstrate readiness and potential to benefit from study at the Center but who have deficiencies may be considered for admission as provisional students and will be expected to remedy deficiencies within their first two semesters.

Although it is not required, the Center highly recommends that clinical students have experienced personal psychotherapy before or during the time they are in the program.

APPLICATION PROCEDURE

Students are encouraged to apply as soon as possible since classes are small and enrollment is limited. Students may apply for either the Fall or Spring semesters or the Summer session. To apply:

1. Complete the Application for Admission & Statement of Purpose and return it to the Center with a non-refundable \$40 Application Fee. Enclose a resume.
2. Submit references from three professional sources. These letters of recommendation should reflect knowledge of the applicant's professional and academic competence.
3. Request official transcripts of all graduate and pertinent undergraduate work be sent directly to the Center.
4. Schedule a personal interview.

ADMISSION PROCEDURE

Applicants are accepted by a consensus of the Admissions Committee. Applicants will be notified of their status within one month after finishing the application process. If an applicant's background and needs do not relate to the requirements and resources of the school, the applicant will be informed of this fact and, if appropriate, referred elsewhere. Applicants will be notified in writing of acceptance and any conditions or further considerations. The Center reserves the right to reject any applicant for admission.

Upon acceptance, the student is required to pay a \$100 Registration Fee. This fee is non-refundable and will be applied toward tuition for the first semester of study.

NONDISCRIMINATION POLICY

The Graduate School of Human Behavior dba **The Center for Psychological Studies** admits students of any race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities accorded or made available to students at the school. It does not discriminate on the basis of race, color, sexual orientation, national nor ethnic origin in administration of its educational policies, admissions policies, scholarship nor loan programs, nor other school administered programs.

grams.

State Required Information

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

In the past 4 years 3 of our students have taken the national licensing exam (EPPP) for professional Psychologists and 2 have passed this exam. This gives us a pass rate of 66.66% which is well above the national average.

In the past 4 years 2 of our students have taken the California exam (CPSE) for Psychologists and 2 have passed this exam. This gives us a pass rate of 100% which is far above the state average.

None of our graduates have taken the California Law and ethics exam in the last 4 years. This test is no longer required for the practice of psychology in California.

We have had 2 of our graduates become licensed in the last 4 years. This includes both of our students who have attempted to become licensed in the last 4 years for a 100% success rate.

SEMESTERS

The academic year consists of two semesters of 15 weeks each. Fall semester starts the Tuesday after Labor Day. Spring semester begins near February 1. Refer to the specific year’s calendar for exact dates for registration, instruction periods, semester breaks, and holidays.

SUMMER SESSION

Selected courses may be offered during the optional Summer session. As during the Fall and Spring semesters, specific tutorials and research conferences may be arranged during the summer with individual faculty members.

CLASS HOURS

In order to accommodate the working professional, the Center schedules most classes in the evenings and on weekends. Courses may be given weekly, or in an intensive weekend format. Reading and conference courses will meet at the mutual convenience of the student and instructor.

COURSE LOAD REQUIREMENTS

Minimum units per semester

Full-time precandidate 9

Part-time precandidate 6

Part-time precandidate coursework completed 3

PhD Candidate 4

ADDING & DROPPING COURSES

Students may add a course within the first two weeks of the semester and may drop a course no later than the third week of the semester. Adds and drops must be made by direct contact with the Registrar in writing, in person or by phone.

TUITION AND TUITION REFUNDS

Tuition is \$400.00 per credit hour. The total cost of the master's program is \$24,000.00 if a student completes all their coursework at the Center for Psychological Studies. The total cost of the doctoral program is \$24,000.00 if a student completes all their coursework at the Center for Psychological Studies and completes their thesis with 12 credit hours of work. More charges will accrue if a doctoral student takes longer than normal to complete their dissertation.

The TOTAL amount of tuition and all fees are due at the beginning of the semester. If paid-in-full by cash or check by the start of classes, a 10% discount will apply, otherwise, tuition is payable by check or in five equal monthly payments due on the first of each month. Late payment (after the 10th of the month) is subject to a bookkeeping fee of \$20 for each late

payment. The student will be billed once at the beginning of the semester and will receive no further billing unless payment is late.

A student has the right to cancel the enrollment agreement and obtain a refund. Cancellation must be made by direct contact with the Registrar, in writing, in person, or by phone at 2288 Fulton Street Berkeley, CA 94704 510-644-0960. The student has the right to a full refund of all charges, less the amount of \$100 for the Registration Fee, if he/she cancels by the start of classes or the seventh class day after enrollment. Students who withdraw after their classes start are entitled to prorata refunds according to the following schedule:

Up to 2 weeks (12% of total clock hours) 90% refund

Up to 4 weeks (25% of total clock hours) 75% refund

Up to 9 weeks (60% of total clock hours) 60% refund

After 9 weeks (more than 60% of clock hours) none

For example, if a student completes only 7.5 hours of a 15-hour course and had paid \$400.00 tuition, the student would receive a refund of \$200.00.

\$400 x 7.5 clock hours of instruction = \$200

amount paid paid for but not received refund

for instruction 15 clock hours of instruction amount for which the student has paid

If the school cancels a course or discontinues a program the school will make a full refund. Refunds will be paid within 30 days of cancellation.

STRF - Student Tuition Recovery Fund

The state of California requires all students to pay \$2.50 for every thousand dollars in tuition and fees at the time of their first payment to the Student Tuition Recovery Fund. Figures for tuition are rounded to nearest \$100.00. You must pay the state imposed assessment for the Student Tuition Recovery Fund (STRF) if all the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans or personal loans, and
2. Your total charges are not paid by any third party player such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies. 1. You are not a California resident, or are not enrolled in a residency program, or

2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have so separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who were students attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education. You may be eligible for STRF if you are a California resident, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

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

For those students that would like to file an exempt claim on the STRF fee for a term, you are able to complete the following form and remit this to the address noted on the form. The web link is <http://www.bppe.ca.gov/applications/strf.pdf>

GRADING & EVALUATION

Students are graded A, B, C, D, or F in each course, unless (at the instructor's discretion) it is a non-graded course. A non-graded course is recorded as P (Pass) and counts toward units of credit, but not toward grade point average. Grade points are calculated on a 4-point system. Each student is required to maintain a 3.0 (B) average; those who fall below a 3.0 are subject to academic probation or dismissal. Students failing to maintain a grade point average of 3.0 will be put on probation for one semester and dismissed if they do not bring their average up to that level within one year of being put on probation.

WITHDRAWALS & INCOMPLETES

Students may receive a Withdrawal (W) or Incomplete (I) in situations where they are unable to complete a course by the end of the semester. Students who withdraw from a course after the fourth and before the ninth week of the semester receive a W. This nonpenalty mark does not affect the student's grade point average.

If a student's work is incomplete at the end of a semester because of extenuating circumstances (e.g., illness), the instructor may give the student a mark of Incomplete. An Incomplete is subject to revert to a grade of F if it is not made up in one semester.

Students may withdraw from the school by sending a written notice to the school. Withdrawal shall be assumed if the student fails to attend a sufficient number of classes to maintain a passing grade in any given class without notifying the school of reasons for inattendance.

STUDENT RIGHTS AND GRIEVANCES

Students maintain all their constitutional and contractual rights while attending the Center for Psychological Studies. If a student has a problem in a class they should first discuss it with the instructor. If the student has other grievances or problems or is not satisfied with the instructor's action they may approach either the Registrar or President directly to discuss the problem. Decisions made by the president are final.

SEMESTERS

The academic year consists of two semesters of 15 weeks each. Fall semester usually starts the Tuesday after Labor Day. Spring semester begins near February 1. Refer to the specific year's calendar for exact dates for registration, instruction periods, semester breaks, and holidays.

SUMMER SESSION

Selected courses may be offered during the optional Summer session. As during the Fall and Spring semesters, specific tutorials and research conferences may be arranged during the summer with individual faculty members.

ATTENDANCE

Students should discuss any absences with their professors. Unexcused absences of more than twenty percent of a course may affect a student's grade; missing more than thirty percent may result in no credit. Students shall be granted a leave of absence on filing a request with the registrar. Reinstatement will require a fee of \$100.

ADDING & DROPPING COURSES

Students may add a course within the first two weeks of the semester and may drop a course no later than the third week of the semester. Adds and drops must be made by direct contact with the Registrar.

REQUIREMENTS FOR GRADUATION

Master's Program

1. Completion of all required Coursework with a grade point average of 3.0 or higher.
2. Completion of a master's thesis with final approval by a thesis Committee.
3. Two copies of the thesis submitted to the Center.
4. Satisfaction of any financial obligation to the school.

Doctoral Programs

1. Advancement to Candidacy
2. Completion of all required coursework with at least a 3.0 grade point average. (RD300A&B, RD342 and CL190 must be completed at the Center.)
3. Completion of a dissertation with final approval by a Dissertation Committee.
4. Two bound copies of the dissertation submitted to the Center.
5. Satisfaction of any financial obligation to the school.

Requirements For Advancement To Doctoral Candidacy

1. Remediation of any deficiencies existing at admission.
2. Completion of a minimum of two semesters in the program and 30 units of graduate work with at least a 3.0 (B) grade point average.
3. Acceptance of a Dissertation Proposal by a Dissertation Committee. The Dissertation Committee is made up of three faculty members, one of whom is designated Chair.
4. Approval of a Research Protocol by the Human Participants Committee.
5. Satisfaction of any financial obligation to the school.

PRIVACY RIGHTS OF STUDENTS RECORDS

In accordance with the Family Education Rights and Privacy Act, the Center will release NO data about a student (except for “directory information”) without the student’s written consent. “Directory information” is limited to name, address, telephone number, period enrolled, and degree received at the Center. If a student wishes that directory information not be released, a formal written request must be sent to the Registrar. Student application forma and transcripts are maintained in perpetuity.

Programs

Master of Arts in Psychology

The master's program at the Center is intended to give students an advanced grounding in the field and allow them the flexibility to take courses in their particular areas of interest. Requirements for graduation include completing all required courses, completion of a master's thesis and completion of 47 hours in elective courses some of which may be selected from doctoral programs with the consent of the faculty member teaching the course.

Required Courses: (13 hours total)

PSY 100	Ethics in Psychology	1
PSY 101	Research Methods in Psychology	3
PSY 102	Statistical Methods in Psychology	3
PSY 104 A & B	Master's Thesis	6

Electives (47 hours selected from the list below or the doctoral programs are required)

PSY 105 A	Topical Seminar in Clinical Psychology	(May be repeated for credit)	3
PSY 105 B	Topical Seminar in Cross Cultural Psychology	(May be repeated for credit)	3
PSY 105 C	Topical Seminar in Developmental Psychology	(May be repeated for credit)	3
PSY 105 D	Topical Seminar in Organizational Psychology	(May be repeated for credit)	3
PSY 105 E	Topical Seminar in Cognitive Psychology	(May be repeated for credit)	3
PSY 105 F	Topical Seminar in Personality Psychology	(May be repeated for credit)	3
PSY 110	Research Issues in Cross Cultural Psychology		3

PSY 111	Psychological Testing	3
PSY 112	Counseling Theories	3
PSY 113	Small Group Processes	3
PSY 114	Variations in Human Sexuality	3
PSY 115	Psychopathology	3
PSY 116	Theories of Personality	3
PSY 117	Cognitive Psychology	3
PSY 118(A--G)	Psychology of Spirituality	3
PSY 120	Supervised Field Practicum (May be repeated for credit)	1-6

Course Descriptions

PSY 100 Ethics in Psychology

This course meets the State of California's criteria for licensing and includes topics such as roles, legal issues, ethics, future directions and the protection of human and animal subjects in research.

PSY 101 Research Methods in Psychology

An applied course in constructing reliable and valid psychological research including qualitative approaches, survey methodology, and experimental design.

PSY 102 Statistical Methods in Psychology

An introduction to applied statistics in research settings which will include a general review of statistical principles, regression, analysis of variance and the use of the SPSS program in analyzing data. This course assumes the student has had at least one previous course in statistics.

PSY 104 Master's Thesis

An applied course in which the student develops their own research project under the direction of the faculty over the course of two semesters which will be completed as a final requirement for graduation.

PSY 105 A-F Topical Seminar in Clinical Psychology

Reading and discussion of original source materials in a selected area of the Psychological literature.

PSY 110 Research Issues in Cross Cultural Psychology

An applied class addressing the special problems associated with research on human behavior and mental process, including both their variability and invariance, across diverse cultural conditions in which the student will be expected to engage in a research project.

PSY 111 Psychological Testing

Basic methodology of psychological testing addressing the problems of reliability, validity, test construction and the use of tests in applied settings. The student will become familiar with several widely used tests.

PSY 112 Counseling Theories

A review of different approaches to individual counseling including Client Centered, Behavioral, Gestalt, Family Systems, Cognitive/Behavioral, Existential, Strength Based and Solution Focused approaches as well as others selected by the instructor.

PSY 113 Small Group Processes

The class will form a small group and use the principles of social psychology to understand their own experience in the group.

PSY 114 Variations in Human Sexuality

A research based review of individual differences in human sexual behavior including biological, psychological, sociological, cross-cultural and ethological perspectives.

PSY 115 Psychopathology

A DSM based review of psychopathology including the multi-axial classification system, General Assessment of Functioning and types of pathology including etiology, prognosis and treatment approaches.

PSY 116 Theories of Personality

A review of approaches to understanding the human mind and sense of person-hood from Sigmund Freud to Existentialism within a historical development perspective. Students will be expected to read original writings of the theorists.

PSY 117 Cognitive Psychology

A general introduction to current topics in Cognition including reading of original source materials.

PSY 118 A-G Psychology of Spirituality

The study of the religious practices and perspectives of major religions from a psychological point of view. 118A is Christianity, 118B is Buddhism, 118C is Judaism, 118D is Islam, 118E is Hinduism, 118F is Taoism, 118G is Animism or Shamanism.

PSY 120 Supervised Field Practicum

Under the general supervision of a faculty member and the direct supervision of an on-location supervisor, who holds a license where appropriate, the student will engage in the application of psychological principles in a real world setting. This may include therapeutic, research, consulting and other settings approved by the student's advisor.

In addition to Core Psychology and Research Requirements taken by all students in the Center's doctoral programs, students in the Clinical Psychology track will complete at least five Clinical courses, plus a Practicum or Internship and a Dissertation with a Clinical focus.

DOCTORAL PROGRAMS

CLINICAL

The Center for Psychological Studies Clinical Psychology Program focuses on understanding how human beings develop emotional, thinking, and behavioral responses to their environment which are identified as abnormal, and on developing competencies in various assessment and intervention systems to treat those conditions. The Clinical Psychology program is weighted towards the critical evaluation of clinical theory and practice. It is a post-Master's doctoral program, designed for mature professionals and structured to meet the needs of those students who wish to pursue a career in a clinical or psychotherapeutic setting. Students wishing to obtain a license as a psychologist in California must obtain 3000 hours of supervised experience, pass the Examination for Professional Practice in Psychology, pass the California Psychology Supplementary Examination as well as finish their doctoral degree at the Center.

CORE PSYCHOLOGY REQUIREMENTS: 18 units

- Theories of Personality & Psychopathology
- Theoretical Interventions: Psyche, Self & Society
- Theories of Cognition
- Stages of the Lifespan
- Social Psychology and Cross-Cultural Interventions
- Ethics and Other Professional Issues

RESEARCH REQUIREMENTS: 12 units

- Statistical Procedures in Research
- Research Design & Methodology A (Quantitative)

- Research Design & Methodology B (Qualitative)
- Dissertation Proposal Development

CLINICAL REQUIREMENTS: 18 units

Choose five of these 3-unit courses:

- Psychological Assessment A (Objective)
- Psychological Assessment B (Projective)
- Physiological Foundations of Human Experience
- Intervention Systems: Applied Therapeutic Models
- Current Topics in Analytic Theory
- Advanced Clinical Skills
- Clinical Case Conference
- Program Design & Evaluation

Plus:

- Licensing Requirements: Child Abuse, Substance Abuse, Human Sexuality, Domestic Violence
- Integrative Practicum Seminar and/or Internship
- Electives in areas of interest or specialization

DISSERTATION: Approximately 12 units

A dissertation on a research topic related to Clinical Psychology is required to complete this approximately 60-unit program.

CROSS-CULTURAL PSYCHOLOGY PROGRAM

The Center for Psychological Studies program in Cross-Cultural Psychology is intended to prepare students to work as researchers or consultants in business or academia in which understanding of cross-cultural processes are required. It is intended to be a post-masters degree program although exceptional applicants with a bachelor's degree and a history of research experience may be admitted.

RESEARCH REQUIREMENTS: 12 units

Statistical Procedures in Research

Research Design & Methodology A (Quantitative)

Research Design & Methodology B (Qualitative)

Dissertation Proposal Development

CORE REQUIREMENTS 27 units

CC101a Overview Of Cross-Cultural Psychology A

CC101b Overview Of Cross-Cultural Psychology B

CC201 Culture And Personality

CC202 Culture And Emotion

CC204 Culture And Cognition

CC205 Culture And Social Behavior

CC206 Culture And Self

CC207 Culture And Development

CC210 Cross-Cultural Research Methods

ELECTIVES 21 Units

Any Combination Of Courses From The Following List

CC301 Culture And Basic Psychological Processes

CC302 Culture And Organizations

CC303 Culture And Language
CC304 Culture And Nonverbal Behavior
CC305 Cross-Cultural And Intercultural Communication
CC306 Culture And Intergroup Relations
CC307 Culture And Gender
CC308 Culture And Physical Health
CC340 Culture And Psychotherapy
CC341 Culture And Psychopathology
CC342 Culture And Adjustment
CC350 Topical Seminar In Cross-Cultural Psychology

DEVELOPMENTAL PSYCHOLOGY PROGRAM

The Center for Psychological Studies Developmental Psychology Program focuses on individual human development over the lifespan. The Developmental Psychology program is designed to meet the needs of those students who wish to pursue a career in the fields of human development and lifespan psychology, whether or not they wish to do so in a clinical or psychotherapeutic setting. It is a post-Master's doctoral program, designed for mature individuals who wish to conduct research, write, teach, work within the church, social service agencies, or in a variety of academic environments.

In addition to Core Psychology and Research Requirements taken by all students in the Center's post-Master's doctoral programs, students in the Developmental Psychology track will complete five Individual Development courses, plus a Practicum or Internship and a Dissertation with a Developmental focus.

CORE PSYCHOLOGY REQUIREMENTS: 18 units

Theories of Personality & Psychopathology

Theoretical Interventions: Psyche, Self & Society

Theories of Cognition

Stages of the Lifespan

Social Psychology and Cross-Cultural Interventions

Ethics and Other Professional Issues

RESEARCH REQUIREMENTS: 12 units

Statistical Procedures in Research

Research Design & Methodology A (Quantitative)

Research Design & Methodology B (Qualitative)

Dissertation Proposal Development

DEVELOPMENTAL REQUIREMENTS: 18 units

Choose five of these 3-unit courses:

- Child and Adolescent Development
- Adult Development and Gender Maturity
- Career Development & Vocational Psychology
- Psychology of Aging
- Health Psychology Throughout the Lifespan
- Child and Family Therapy from a Developmental Perspective
- Lifecycle Development Case Conference
- Physiological Foundations of Human Experience
- Program Design and Evaluation

Plus:

- Integrative Practicum Seminar and/or Internship

ORGANIZATIONAL PROGRAM

The Center for Psychological Studies Organizational Psychology Program offers a grounding in both psychology and organization development. This program prepares students to provide internal or external consulting services to business, education, and non-profit organizations including organization assessment, developing and implementing programs for Employee Assistance (EAP), Human Resources Management, and Leadership Development. It is a post-Masters doctoral program, designed for mature individuals with experience in organizations and for psychologists wishing to respecialize in order to work with organizations.

In addition to Core Psychology and Research Requirements taken by all students in the Center's post-Masters doctoral programs, students in the Organizational Psychology track will complete five Organization Development courses, plus a Practicum or Internship and a Dissertation with an Organizational focus.

CORE PSYCHOLOGY REQUIREMENTS: 18 units

Theories of Personality & Psychopathology

Theoretical Interventions: Psyche, Self & Society

Theories of Cognition

Stages of the Lifespan

Social Psychology and Cross-Cultural Interventions

Ethics and Other Professional Issues

RESEARCH REQUIREMENTS: 12 units

Statistical Procedures in Research

Research Design & Methodology A (Quantitative)

Research Design & Methodology B (Qualitative)

Dissertation Proposal Development

ORGANIZATION DEVELOPMENT REQUIREMENTS: 18 units

Choose five of these 3-unit courses:

Theories of the Psychology of Organizations

Program Design and Evaluation (Organization Assessment)

Consultation Skills: Leading Change and Resolving Conflicts
Employee Assistance Programs and Wellness in the Workplace
Leadership in Team Based Organizations
Human Resources Management and Work Design
Diversity in the Workplace
Plus:
Integrative Practicum Seminar and/or Internship
Electives in areas of interest or specialization.

CLINICAL COURSE DESCRIPTIONS

CL120A PSYCHOLOGICAL ASSESSMENT A

Provides knowledge and skills in administering, scoring, interpreting, and reporting on psychological assessment data. Focuses on objective strategies.

CL120B PSYCHOLOGICAL ASSESSMENT B

Provides further knowledge and skills in administering, scoring, interpreting, and reporting on psychological assessment data. Focuses on projective strategies, such as the Rorschach.

BI500 PHYSIOLOGICAL FOUNDATIONS OF HUMAN EXPERIENCE

Surveys the evolutionary, ontological, and physical bases of human behavior. Topics addressed include the role of genes and environment in explaining behavior; the biology of stress; biological aspects of sleep, meditation, and pain perception; psychopharmacology.

CL110 INTERVENTION SYSTEMS: APPLIED THERAPEUTIC MODELS

Provides a strong grounding in a broad range of intervention systems: counseling, psychotherapy, group work, health education, public health. Experts in the various intervention systems are often guest lecturers.

CL117 CURRENT TOPICS IN ANALYTIC THEORY

Presents various issues and models. Discusses the contemporary practice of psychoanalytic psychotherapy. Reading assignments provide extensive coverage of current theory.

CL152 ADVANCED CLINICAL SKILLS: Creative Psychotherapy

Practice creating and articulating a comprehensive treatment plan using a variety of therapeutic perspectives and working effectively with techniques appropriate to those perspectives (emotional release work, behavioral analysis, etc.) Explores specific client styles of transference and resistance. Designed to help therapists augment their therapeutic "toolkit". Also useful for students coming into the clinical track from other backgrounds. *May satisfy CL190 Case Conference requirement.*

CL190A-Z CLINICAL CASE CONFERENCE

Readings and case presentations to enhance students' theoretical understanding of, and clinical skills in, analytic psychotherapy. Some background in theory and practice of analytic psychotherapy is presumed by the instructor. Individual caseloads required. *Students without analytic background may request to substitute CL152 Advanced Clinical Skills.*

OD220 PROGRAM DESIGN & EVALUATION

Develops understanding of issues and methods of program design and evaluation. Includes: principles and ethics of program design and evaluation; the contracting process; using systems analysis (flow charts) to design and improve business, education, and therapy work processes; to use the elements of applied research and assessment such as questionnaires, focus groups, appreciative inquiry, measurement instruments, and interviews; how to collect, display, analyze and communicate useful quantitative and qualitative information.

CL260A-Z INTEGRATIVE PRACTICUM SEMINAR

A minimum of 3 units of practicum internship work, plus a dissertation on a research topic related to Clinical Psychology, is required to complete this program.

LICENSING REQUIREMENTS

The following 1 to 3 unit courses meet criteria for California state licensing requirements in terms of course content and hours.

CL116 BEYOND DYSFUNCTION: A NEW LOOK AT HUMAN SEXUALITY

Presents contrasting models of sex therapy in a case-oriented format with small-group discussion. Primary emphasis on dynamics of sexual relationships.

CL119 CHILD ABUSE

Reviews developmental aberrations resulting in abusive behavior. Discusses impacts on the abused child and assesses treatment needs. Reporting laws and other ethical issues involved are addressed.

CL125 SUBSTANCE ABUSE

Examines dynamics and interventions of drug and alcohol abuse, as well as eating disorders. Psychological and social foundations of chemical dependency as well as foundations of co-dependency are addressed.

CL111 DOMESTIC VIOLENCE

Identifies and defines elements of domestic violence. Promotes understanding of psychological concepts, dynamics, patterns within a battering relationship. Develops skills in assessment, prevention and treatment interventions.

CL101 THEORIES OF PERSONALITY & PSYCHOPATHOLOGY

Analyzes both traditional theories of personality and psychopathology as well as current issues and trends in the foundational concepts of clinical psychology. Emphasis is on the relationship of theory to diagnosis.

CL106 THEORETICAL INTERVENTIONS: PSYCHE, SELF & SOCIETY

Examines theories and applications of Psychoanalysis, Structuralism, Behaviorism, Existentialism, and Phenomenology. Freud's work is compared to the theories of Marx, Nietzsche, Skinner, Goffman, Laing and Jung.

DV600 THEORIES OF COGNITION

Surveys various topics in cognition, including perception, memory, problem solving, and intellectual development. Each student completes a project that further explores some aspect of the course material.

DV200 STAGES OF THE LIFESPAN

Addresses issues of human development from birth to death. Through a critical analysis of developmental theory and research, offers concepts that may challenge current thinking about the lifecycle. Includes presentations by students, possible guest lectures.

SP430 SOCIAL PSYCHOLOGY AND CROSS-CULTURAL INTERVENTIONS

The goal of this course is to understand clinical and developmental issues facing multicultural and ethnically diverse populations. Focus is on recognizing race, ethnicity, and culture as they affect the social psychology of both individuals and families. Explores strategies for building effective interventions in a variety of ethnic cultures including the student's own.

CL115 ETHICS AND OTHER PROFESSIONAL ISSUES IN PSYCHOLOGY

Addresses the current state of professional practice in psychology: roles, legal issues, ethics, future directions. Meets criteria for state licensing.

CROSS-CULTURAL COURSE DESCRIPTIONS

CC101 A&B OVERVIEW OF CROSS-CULTURAL PSYCHOLOGY, A AND B

This is a two-semester sequential class that provides a broad overview of the entire field of cross-cultural psychology. Topics include but are not limited to the history of cross-cultural research and psychology; views of culture from anthropology, sociology, economics, and philosophy; contemporary and classical approaches to the study of culture and psychology; and the influence of culture in a broad range of psychological processes and topics, including personality, social behavior, communication, cognition, and others.

CC201 CULTURE AND PERSONALITY

This course examines how cultures influence the development, formation, maintenance, and structure of personality. Reading sources include classic works in the field of anthropology and ethnography as well as current quantitative studies in personality psychology. Topics to be covered include indigenous personalities, the relationship between culture and personality, the existence of national personalities, universal dimensions of personality, and others.

CC202 CULTURE AND EMOTION

This course examines how cultures influence the expression, perception, and experience of emotion. Reading sources will include works in philosophy, anthropology, sociology as well as in psychology. Topics to be covered will include the universality of human emotions, comparative animal studies on emotion, emotion communication across cultures, the role of culture-specific views of self and emotion, and the language of emotion across cultures.

CC204 CULTURE AND COGNITION

This course provides a broad overview of the field of research examining the relationship between culture and a variety of cognitive processes, including problem solving, memory, and intelligence. Reading sources will include works from both psychology and anthropology, and will pay particular attention to studies examining the development of cognitive skills in everyday contexts around the world. The course will also examine the contents of cognition as symbol systems of culture.

CC 205 CULTURE AND SOCIAL BEHAVIOR

This course will provide a broad overview of cultural influences on a wide range of social behavior, including aggression, conformity, obedience, compliance, altruism, ingroup-outgroup relationships, interpersonal attractiveness, love and relationships, and attributions. The course

will review both classic and contemporary works on these topics from mainstream psychology, as well as those in cross-cultural psychology.

CC206 CULTURE AND SELF

This course will examine different perspectives of self and identity, and the influence of culture on the development of those different perspectives. Particular attention will be paid to the analysis of self-construals related to the distinction between autonomy and relatedness with others. Reading sources will come from philosophy, anthropology, and psychology.

Contemporary research examining cultural differences in self-construals and their implications to psychological outcomes will be examined.

CC207 CULTURE AND DEVELOPMENT

This course will examine not only how culture is created through each culture's unique developmental processes, but how culture in turn influences a number of psychological processes and outcomes such as attachment, cognitive development, emotional development, and moral development. Readings will include classic works in anthropology as well as cross-cultural psychology. Topics will also include an analysis of other enculturating agents in a developing individual's life, such as the educational system, peer groups, work organizations, and the like.

CC210 CROSS-CULTURAL RESEARCH METHODS

This course will examine unique aspects of cross-cultural research methods, as well as methods common to both cross-cultural and mainstream research. Particular attention will be paid to issues of language and translation, equivalence in methodology, psychometric reliability and validity in operations, and sampling.

CC301 CULTURE AND BASIC PSYCHOLOGICAL PROCESSES

This course will introduce students to the influence of culture on basic psychological processes, including perception, learning, cognition, and intelligence. Particular attention will be paid to visual perception, memory, problem solving, consciousness, and issues concerning assessment and testing bias in measuring intelligence.

CC302 CULTURE AND ORGANIZATIONS

This course will examine the influence of culture on organizations, with a primary focus on work organizations. Topics will include cultural differences in the meaning of work, corporate or organizational culture, leadership, motivation, and productivity. Special attention will also be paid to issues concerning contemporary international business, negotiations, and decision making processes.

CC303 CULTURE AND LANGUAGE

This course will examine the influence of culture on language, and vice versa. Topics will include cultural differences in all aspects of language, including the structure and function of language. Particular attention will be paid to research examining the notion of linguistic relativity. Attention will also be paid to bilingualism and multiple languages and its relationship to psychological processes.

CC304 CULTURE AND NONVERBAL BEHAVIOR

This course will investigate the nature of cultural similarities and differences in the structure and function of nonverbal behavior. Particular attention will be paid to studies of facial expressions of emotion. Other topics will include gaze and visual attention, proxemics, and gestures. Research testing the relative contribution of verbal and nonverbal behaviors to communication will be examined critically.

CC305 CROSS-CULTURAL AND INTERCULTURAL COMMUNICATION

This course will examine the nature, processes and difficulties of cross-cultural and intercultural communication. The difference between cross-cultural and intercultural communication will also be examined. Specific topics will include uncertainty reduction, intercultural communication competence, and adaptation.

CC306 CULTURE AND INTERGROUP RELATIONS

This course will take an in-depth look at the nature of ethnocentrism, stereotypes, prejudice, and discrimination from a psychological perspective. It will examine the notion that these aspects of intergroup relations are inevitable consequences of naturally occurring psychological processes. Particular attention will be paid to the ingroup-outgroup distinction.

CC307 CULTURE AND GENDER

This course will examine how gender is a cultural construction, and the various ways this construction occurs in different societies and cultures. Particular emphasis will be placed on research examining cross-cultural universals in gender roles and sex-role stereotypes, as well as the influence of culture on gender-specific behavior.

CC308 CULTURE AND PHYSICAL HEALTH

This course will examine how culture influences physical health outcomes. A variety of health outcomes will be examined, including death and suicide, cancer, cardiovascular and cerebrovascular diseases, and others. Particular emphasis will be placed on research examining the contribution of different cultural dimensions to different health outcomes, as well as to help seeking behaviors.

CC340 CULTURE AND PSYCHOTHERAPY

This course will examine cultural similarities and differences in various forms of treatment for abnormal behaviors, as well as the relationship between the specific cultural milieu within which such treatment occurs and the culture itself. The goals of treatment in relationship to culture will be discussed, along with indigenous treatments.

CC341 CULTURE AND PSYCHOPATHOLOGY

This course will examine the influence of culture on psychopathology and abnormal behavior. Particular focus will be made of studies of depression and schizophrenia across cultures, as well as of indigenous psychopathologies.

CC 342 CULTURE AND ADJUSTMENT

This course will examine the process of adaptation, acculturation, and intercultural adjustment, and the differences between these processes. Particular emphasis will be placed on research examining the social, cultural, and psychological variables that appear to influence these processes.

CC350 TOPICAL SEMINAR IN CROSS-CULTURAL PSYCHOLOGY

The content of the topical seminar in cross-cultural psychology will vary from semester to semester. The topic for any one semester will be announced ahead of time, along with a reading list that will be covered. Students may take this course up to three times for credit, provided that the topic covered each time is unique.

DEVELOPMENTAL COURSE DESCRIPTIONS

RESEARCH COURSE DESCRIPTIONS

RD305 STATISTICAL PROCEDURES IN RESEARCH

Covers the use of statistical procedures in psychological research, including the use of the computer. Topics such as the analysis of variance, cross-breaks, and regression models are studied.

May be taken concurrently with RD300A.

RD300A RESEARCH DESIGN & METHODOLOGY A (Quantitative)

Stresses formal hypothesis-testing models. Attention is given to statistical principles in design, including both simple and complex analysis strategies. Lab assignments. *Pre-req for RD342.*

RD300B RESEARCH DESIGN AND METHODOLOGY B (Qualitative)

Investigates advanced topics in research design and practice. The philosophy of science, measurement technology, and qualitative approaches discussed. Lab assignments. *Pre-req for RD342.*

RD342A-Z DISSERTATION PROPOSAL DEVELOPMENT

Provides information and support at beginning of dissertation process. Topics include: the dissertation process, library research, ethical issues in research. Each student has opportunity to discuss an area of research interest and receive feedback from the group. Students are encouraged to formulate a dissertation topic and choose an advisor. *RD300A&B are prerequisites.*

D380A-Z DISSERTATION CONFERENCE

Provides the ongoing supervision by the student's dissertation committee required to complete the dissertation. Student-Faculty research contracts are negotiated and signed. RD380 is credited on student's transcript but does not count toward coursework requirement.

RD350A-Z DISSERTATION RESEARCH TUTORIAL

Depending on students' needs, tutorial will focus on design, data collection, and analysis of qualitative or quantitative data. For students already working on the dissertation. 3-5 students per group. May meet weekly, biweekly or monthly TBA with group. Students may want to consult with instructor and/or their Committee Chair before enrolling in a particular group.

RD352A-Z DISSERTATION WORK GROUP

Provides group support, focus and discipline to complete research, data analysis, writing and other dissertation work. May include implementing suggestions of students' Dissertation Committees, managing intellectual, emotional, and political issues, even helping each other with such work tasks as mailings or collating data.

Notice of Nondiscriminatory Policy as to Students

The Graduate School of Human Behavior dba **The Center for Psychological Studies** admits students of any race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities accorded or made available to students at the school. It does not discriminate on the basis of race, color, sexual orientation, national nor ethnic origin in administration of its educational policies, admissions policies, scholarship nor loan programs, nor other school administered programs.

TRANSFER CREDITS

Credit may be granted for certain core courses taken in other graduate programs.

ADVANCED STANDING

Occasionally applicants may have earned more than one graduate degree or have accumulated an unusual number of graduate credits. In these cases Advanced Standing is sometimes granted. For these students, a minimum of 18 units of coursework and a dissertation, both completed in residence, is required. Dissertation Conference, RD380, is not considered coursework.

The Center for Psychological Studies is approved by the California State Bureau for Private Postsecondary Education to award the following degrees:

Master's degree in Psychology

- **Doctor of Philosophy in Clinical Psychology**
- **Doctor of Philosophy in Developmental Psychology**
- **Doctor of Philosophy in Organizational Psychology**
- **Doctor of Philosophy in Cross-cultural Psychology**

LICENSING REQUIREMENTS

Graduates of the Center's Clinical Psychology Program are eligible to sit for the state licensing exam. The school makes every effort to prepare the student for licensing. However, it should be noted that graduation requirements and licensing requirements are not necessarily equivalent. Depending on a student's experience and professional interests, additional coursework or practicum may be required for license eligibility. The faculty will assist the student in planning a curriculum designed to satisfy current Psychology Examining Committee requirements. A pamphlet outlining the latest licensing requirements may be obtained from the Board of Psychology, 1422 Howe Avenue, Suite 22, Sacramento, CA 95825.

Clinical Program

The Center for Psychological Studies Clinical Psychology Program focuses on understanding how human beings develop emotional, thinking, and behavioral Responses to their environment which are identified as abnormal, and on developing competencies in various assessment and

intervention systems to treat those conditions. The Clinical Psychology program is weighted towards the critical evaluation of clinical theory and practice. It is a post-Master's doctoral program, designed for mature professionals and structured to meet the needs of those students who wish to pursue a career in a clinical or psychotherapeutic setting.

In addition to Core Psychology and Research Requirements taken by all students in the Center's post-Master's doctoral programs, students in the Clinical Psychology track will complete at least five Clinical courses, plus a Practicum or Internship and a Dissertation with a Clinical focus.

Developmental Psychology Curriculum

The Developmental Psychology Program revolves around three dimensions: understanding how human beings develop, change and adapt over time; understanding how the social context influences human development; and attaining competencies in designing, implementing and evaluating developmental interventions. This program is designed to educate an applied developmental psychologist, with knowledge, skills and aptitudes to provide assistance to individuals across the lifespan and in a variety of cultural and social contexts, as well as to prepare developmental theorists who wish to teach and conduct research.

In addition to Core Requirements taken by all students in the Center's post-Masters doctoral program, the following 3-unit courses are required of students in the Developmental Psychology track. Depending on the student's interests, closely related courses from the Clinical or Organizational tracks may be substituted.

DV210/215 CHILD AND ADOLESCENT DEVELOPMENT

Focuses on early childhood and adolescence. Medical, psychological and cultural aspects of child development are critically examined. Explores adolescent development, especially values development and decision-making in light of current research findings.

DV220 ADULT DEVELOPMENT AND

GENDER MATURITY

Addresses concepts of adult development, especially related to emerging findings on gender maturity. Examines standard theories of development and studies alternatives. Students make a case presentation as a final project.

DV128 PSYCHOLOGY OF AGING

As the lifespan continues to be extended, the psychology of aging takes on added importance. Addresses medical, legal, social and spiritual issues, as well as particular developmental patterns that may emerge with the aging process. Considers impacts on the family constellation, such as generational pressures, and explores appropriate intervention strategies.

DV241 CAREER DEVELOPMENT &

VOCATIONAL PSYCHOLOGY

Provides a comprehensive survey of career development theory and the practice of vocational psychology. Emphasis given to contemporary issues that influence how men and women work.

DV118 HEALTH PSYCHOLOGY

THROUGHOUT THE LIFESPAN

Covers health belief systems, stress and disease models, personality and susceptibility to disease, prevention and wellness models, psychological impact of disease onset, interventions, and living with chronic conditions. Explores health psychology as a professional activity for psychologists.

DV140/145 CHILD & FAMILY THERAPY: DEVELOPMENTAL PERSPECTIVES

Focuses on family systems theory. Examines a wide range of working intervention models. Reviews theories of stages of child development and explores ways in which particular models can be integrated into a broad overall concept of family psychotherapy. Case presentations may be used.

DV290 LIFECYCLE DEVELOPMENT CASE CONFERENCE

Examines readings and case presentations in human development interventions. Some background in theory and practice will be presumed by the instructor. May be repeated for credit. Individual caseloads required.

BI500 PHYSIOLOGICAL FOUNDATIONS OF HUMAN EXPERIENCE

Surveys the evolutionary, ontological, and physical bases of human behavior. Topics addressed include the role of genes and environment in explaining behavior; the biology of stress; biological aspects of sleep, meditation, and pain perception; psychopharmacology.

OD220 PROGRAM DESIGN & EVALUATION

Develops understanding of issues and methods of program design and evaluation. Includes: principles and ethics of program design and evaluation; the contracting process; using systems analysis (flow charts) to design and improve business, education, and therapy work processes; to use the elements of applied research and assessment such as questionnaires, focus groups, appreciative inquiry, measurement instruments, and interviews; how to collect, display, analyze and communicate useful quantitative and qualitative information.

DV260A-Z INTEGRATIVE PRACTICUM SEMINAR

A minimum of 3 units of practicum internship work, plus a dissertation on a research topic related to Developmental Psychology, is required to complete this program.

ORGANIZATIONAL COURSES

OD240 THEORIES OF THE PSYCHOLOGY OF ORGANIZATIONS

This foundations course focuses on ways of looking at contemporary organizations. How can organizations improve cohesion and productivity in a more and more fluid and competitive environment? It includes topics such as organizational decision making, motivation, climate, leadership, communication, structure, personal growth and career development.

OD220 PROGRAM DESIGN AND EVALUATION (ORGANIZATION ASSESSMENT)

The purpose of this course is to develop understanding of issues and methods of program design and evaluation. Specific learning goals are: to understand the basic principles and ethics of program design and evaluation; to learn about the contracting process; to use systems analysis (flow charts) to design and improve business, education, and therapy work processes; to use the elements of research design, methods of applied research and organization assessment such as questionnaires, focus groups, appreciative inquiry, measurement instruments, and interviews; how to collect, display, analyze and communicate useful quantitative and qualitative data (information).

OD247 CONSULTATION SKILLS: LEADING CHANGE AND RESOLVING CONFLICTS

Considers questions related to the role of the consultant in organizations whose boundaries are increasingly fluid and dynamic. Asks questions about the impact of "fast cycle" change on organization effectiveness and on group and organizational learning. Looks at concepts of professional and organizational competencies for the consultant of the future and the use of self as an instrument of change. Examines methods of consultation such as team building, visioning, organization assessment, resolving conflicts, action learning and leadership development.

OD218 EMPLOYEE ASSISTANCE PROGRAMS & WELLNESS IN THE WORKPLACE

Looks at models and theories of stress, illness, drug and alcohol use, and wellness in the workplace. Includes prevention approaches in the design of work and health promotion education. Explores the research and professional literature and encourages students to build their own models of comprehensive occupational psychology strategy and effective Employee Assistance programming. Relates stress to organizational elements and dynamics as well as personal approaches to stress management and shows how EAP's can become a potent tool for change management.

OD234 LEADERSHIP IN TEAM BASED ORGANIZATIONS

Traces the evolution of team concepts from their inception in the small group and group dynamics literature to emphasis on teams in today's stakeholder responsive organizations. Explores the role of team work in organizations including the impact of team dysfunction, the

characteristics of high performance teams, the innovations in self management teams, and the use of interventions to increase teamwork.

OD232 HUMAN RESOURCES MANAGEMENT & WORK DESIGN

This class looks into the future and asks what will work look like? What is meant by knowledge work? Who will be doing it? What is the effect of computerization, multi-skilling, de-layering, re-engineering, contract employment and related changes in human resource management. Suggests how to help people tap into new arenas of work satisfaction in a downsized, focused workplace. Reviews the socio-technical systems framework for optimizing integration of the social, technical and financial elements in organizations and provides basic understanding of work design and performance management.

OD230 DIVERSITY IN THE WORKPLACE

Explores the effects of cultural, ethnic, racial and international differences on the dynamics of workplace interactions. Looks at the psychology of prejudice, various socio-historical forces and how dominant cultures can come to terms with alternative world views. Reviews traditional topics from social psychology such as "norms", "deviance", and "scapegoating" and examines their relevance in today's polymorphous workplace. Suggests that exemplar organizations illustrate that diversity and social responsibility are aligned in serving customers, employees and other stakeholders using sound business practice.

OD260 INTEGRATIVE PRACTICUM SEMINAR

A minimum of 3 units of practicum internship work, plus a dissertation on a research topic related to Organization Development, is required to complete this program.

ADDITIONAL OPTIONS FOR PERSONALIZED PROGRAM PLANS

In addition to the Clinical, Developmental and Organizational Psychology tracks as outlined, there are other options for personalized program planning.

ELECTIVE COURSEWORK

Elective coursework allows a broadening or deepening of focus and perspective on selected topics. The following 1-3 unit courses are examples of recent electives. Other courses may be offered at student or faculty request.

CL109A-Z GRAND ROUNDS

Presents a wide range of theories and issues by distinguished therapists and researchers. Topics may include: psychiatric issues, group therapy, couples and family therapy, current issues in psychology. *May count toward Intervention Systems requirement.*

CL112 HYPNOSIS for PSYCHOTHERAPISTS

Theory and practice of hypnosis, methods of induction, strategies for use in psychotherapy, communication skills used by hypnotherapists.

CL113 FORENSIC PSYCHOLOGY

Presents various roles psychology may play in criminal and family courts. Provides foundations for understanding how clinical psychology may interact with and affect the criminal justice and family court systems.

CL114 EXPRESSIVE ARTS THERAPY

Explores the role of the arts (music, visual arts, dance) in clinical treatments and for personal growth. Students engage in artistic/clinical experiences to deepen their understanding of how artistic media enhance human development.

CL122 DSM-IV

Surveys the diagnostic categories of psychopathology. Reviews diagnostic criteria in specific cases. Students learn to identify symptomatology and make differential diagnoses.

CL130 GROUP PSYCHOTHERAPY

Combines experiential group process, discussion and analysis to introduce group development, leadership roles, group characteristics, and other salient features of group psychotherapy.

CL131 GRIEF COUNSELING

Builds skills in grief counseling through presentations by professionals in the field of death and dying, discussion, and role-playing. Offered in conjunction with Crisis Support Services of Alameda County.

CL151 FOUNDATIONS IN CLINICAL SKILLS

Basic psychotherapy techniques for new students, those from backgrounds other than clinical, and those who want to hone their skills. Readings, discussion, role play. May be required for those with limited clinical experience.

CL154A-Z SANDPLAY THERAPY

Presents the therapeutic use of sand play in work with both adults and children. Students use sand trays themselves to experience the process firsthand.

**DV250 WITH EARTH IN MIND:
ECOPSYCHOLOGY**

INTRODUCING

Presents core principles of ecopsychology. Explores human need for a balanced connection with nature for emotional, physical and spiritual well-being. Examines implications of ecopsychology for a variety of existing clinical approaches and for contemporary issues in social psychology such as consumerism, technology and a sense of place.

**OD291A-Z ORGANIZATION DEVELOPMENT
CONFERENCE**

CASE

Examines readings and case presentations in organization development interventions. Some background in theory and practice will be presumed by the instructor. Individual case(s) required.

SP400 SOCIAL PSYCHOLOGY PRINCIPLES

Provides an overview of standard topics in academic social psychology, including attitudes and opinions, social judgment, social influence, group processes, and attribution theory. Includes an historical analysis of trends in social psychology and theoretical premises.

SP410 MENTAL HEALTH & PUBLIC POLICY

Analyzes factors that influence the delivery of mental health services. Topics include: definitions of mental health and their impact on policy, institutions, funding and laws.

BI555A NEUROPSYCHOLOGICAL ASSESSMENT

Introduces neuropsychological theory. Reviews a wide range of screening tests and several basic neuropsychological batteries. Emphasis placed on improving clinical skills.

BI555B NEUROPSYCHOLOGICAL ASSESSMENT PRACTICUM

This is the practicum counterpart to BI555A. Involves hands-on experience with the tests. Prerequisite: BI555 or previous similar instruction.

INDEPENDENT STUDY & SPECIALIZED TUTORIALS

Supervised independent study and directed reading tutorials allow a student to work one to one with selected faculty on topics of particular interest, toward an area of specialization or a dissertation project. These 1-3 unit tutorials are conducted in individual or small group settings and directed toward mastery of special topics or skills. Specialized tutorials other than those listed here may be arranged with appropriate faculty. Work submitted by students in an independent study or tutorial will generally be evaluated or otherwise responded to within a week of receipt.

CL154A-Z CLINICAL THEORY TUTORIAL

CL155A-Z PSYCHOTHERAPY TUTORIAL

CL121A-Z ADVANCED ASSESSMENT TUTORIAL

RD301A-Z LIBRARY RESEARCH TUTORIAL

RD350A-Z RESEARCH DESIGN TUTORIAL

RD352A-Z DISSERTATION FACILITATION TUTORIAL

DV250A-Z DEVELOPMENTAL TUTORIAL

OD250A-Z ORGANIZATIONAL TUTORIAL

SP450A-Z SOCIAL PSYCHOLOGY TUTORIAL

FOUNDATION PROGRAM

For mature individuals with diverse academic backgrounds outside of psychology and related fields, foundational courses or tutorials offer an opportunity to gain graduate psychology experience which allows them to successfully complete our doctoral program.

EXTERNAL INDEPENDENT STUDY

Students may wish to take coursework offered at other institutions to meet specialized needs and interests. With permission, they may do so for Center credit up to a total of 13 semester units, with tuition reimbursement up to a maximum of \$320 per Center unit. Students granted admission with Advanced Standing *cannot* apply external course credits toward their 18 units of course requirements.

PRACTICUMS, INTERNSHIPS

The administration, faculty, alumni and students, through networking and referrals, assist other students and graduates to find appropriate practicums and internships.

Our students and graduates have always found excellent internships which afforded them wider, or more specialized, experience than a small school clinic could provide.

GENERAL INFORMATION REQUIRED BY THE STATE OF CALIFORNIA

The Center for Psychological Studies has no placement services.

The Center for Psychological Studies participates in the State Tuition Recovery Fund and .25% of all tuition and fees each student pays are paid into this fund by the center. If, for any reason the center should be forced to close a student may obtain an application for tuition recovery with the Bureau for Private Postsecondary education.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at the Center for Psychological Studies is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the master's or doctoral degree you earn in the master's program, the program in Clinical Psychology, the program in Cross-Cultural Psychology, the program in Developmental Psychology and the program in Organizational Psychology are also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the Center for Psychological Studies to determine if your credits or degree will transfer.

The Center for Psychological Studies has no visa services but will provide a voucher for any student who wishes one and does not provide any charges for fees associated with applications for a visa.

A very high level of English proficiency is required for attending the Center for Psychological Studies as all classes are in English and no language services are provided by the school. Assessment of language proficiency is left up to the student.

The school has no dormitories or other housing assistance. Rooms, shares and apartments are available for rent in the Bay area and costs are significantly higher than in most parts of the country. Please consult rental advertising for prices.

The Center for Psychological Studies does not participate in any state or federal loan program at the present time. It is the student's responsibility to repay the full amount plus interest of any loans, less the amount of any refund, and that, if the student has received federal student financial aid funds, the students is entitled to a refund of the moneys not paid from federal student financial aid program funds.

ny loans the student may take out to pay for their educational tuition, fess or other expenses, including any interest

SPECIAL STUDIES

The Center may make special arrangements for our students to receive credit for studies with other appropriate institutions that provide ongoing instruction in specialized topics related to our programs. Examples include the Alameda Crisis Intervention Center's courses on Grief Therapy, the Lacanian School of Psychoanalysis, the Alta Bates-Herrick Psychiatric Grand Rounds, and some Center classes held jointly with Rosebridge School.

FACULTY

The Center's faculty are chosen on the basis of excellence in professional skills, teaching competence, research interests, and ability to work closely with students. The faculty are encouraged to pursue their own areas of research and theory both within and outside of the school. In addition to conducting classes, seminars, and tutorials, the faculty provide individual supervision for students during the formulation, research, and writing phases of dissertation work. In addition to its regular faculty, the Center has a number of adjunct faculty who are available to lead specialized seminars, serve on dissertation committees, and consult with students.

CORE FACULTY

Alafi, Margaret Ph.D. Ph.D. University of California Los Angeles, 1972 (Emeritus)

Charley, Walter Ph.D. Center for Psychological Studies, 2009

DiDonna, Luca Ph.D. University of Lucerne, 1984

Frome, Mark Ph.D. University of California at Los Angeles, 1986

LeRoux, Jeffrey Ph.D. University of California at Berkeley, 1987

Matsumoto, David Ph.D. Ph.D. University of California at Berkeley, 1986

Polner, Portia Ph.D. University of Southern California

Rosch, Eleanor Ph.D. Harvard University, 1969

Sussman, Sylvia Ph.D. London School of Economics 1976

ADMINISTRATIVE STAFF

President : Jeffrey LeRoux, Ph.D.

Faculty Chair: Philip Hull, Ph.D.

Registrar: Takako Miyashita

The **Board of Directors** is charged with protecting the Center's interests and establishing broad policies and guidelines. The Board is comprised of community leaders with special talents. The President of the school is an ex-officio member of the Board.

The **President** oversees the successful functioning of the Center, meeting regularly with the Board of Directors, the Faculty, and financial advisors, and coordinating the administrative and academic functions. He supervises and facilitates the continued growth and development of the institution and deals with school procedures and policies, plans curriculum, and makes decisions regarding student and academic issues. It consists of the core faculty, the President, and the Registrar. The president is charged with coordinating functions of the faculty and planning and chairing faculty meetings.

The **Registrar** is responsible for monitoring the academic status of the students, managing school records, and overseeing school operations and general administration.

The **Human Participants Committee** is charged with overseeing the ethical conduct of research done under the auspices of the Center. This committee is comprised of five members; three of whom are faculty members, one of whom is designated chair, one alumnus and a community

The **Core Faculty** meets every semester and consults with the school officers as to the conducting of research, curricula development, academic planning, enforcement of standards of academic quality, pursuit of academic matters related to institutional mission and objectives, the criteria for contracting with new faculty and evaluation of faculty credentials.

The **Registrar** is responsible for monitoring the academic status of the students, managing school records, and overseeing school operations and general administration.

The **Admissions Committee** evaluates and makes decisions regarding applications for admission to the school. This committee consists of the President, the Registrar and various faculty members.

ACADEMIC FREEDOM

The right of faculty members to academic freedom is of fundamental importance to an academic institution. That right shall be protected at the Center for Psychological Studies. Academic freedom is the particular freedom of scholars, teachers, and students within the Center to pursue knowledge, speak, write, and follow the life of the mind without unreasonable restriction. It is that freedom to be judged as scholar, teacher, or student, when such judgment is necessary, on the basis of legitimate intellectual and professional criteria, not personal beliefs, political views, religious or other individual preferences, except as these may demonstrably affect intellectual and professional achievement.