



The Reiss-Davis Graduate Center

COURSE CATALOG 2017

Academic Year
January 2017 – December 2017

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The Reiss-Davis Graduate Center (RDGC), formerly known as The Reiss-Davis Graduate Center for Child Development and Psychotherapy and the Graduate Center for Child Development and Psychotherapy, reserves the right to alter its policies and procedures at any time and to implement new policies to address emerging needs. In such event, the school will make all reasonable efforts to notify students. Students should be aware that the policies and procedures contained in this handbook may not remain in effect during their entire program of studies at RDGC. To the extent that there may be discrepancies between the Tuition and Fee Agreement and the Student Handbook, the Agreement is binding.

The Reiss-Davis Graduate Center course catalog is updated on an annual basis and is available upon request by email or mail.



Dr. Reiss



Dr. Davis

The Reiss-Davis Graduate Center

Introduction

Mission

The mission of the Reiss-Davis Graduate Center is to foster the development of the field of child and adolescent mental health. We educate clinicians to meet the ever-growing need for mental health services to young people and their families in our multicultural Los Angeles communities and beyond. The successful graduate demonstrates clinical practice competency that integrates developmental psychodynamic theory with the latest research in neurobiology, attachment, and social/relational psychology.

Purpose

Since the turn of this century, our country has been facing a major crisis in mental health services for children and adolescents. Mental disorders among children are described as “serious deviations from expected cognitive, social, and emotional development” (U.S. Department of Health and Human Services, 1999). These disorders are an important public health issue in the United States because of their prevalence, early onset, and impact on the child, family, and community, with an estimated total annual cost of \$247 billion.

On May 16, 2013 a CDC report was released that described, for the first time, federal activities that track U.S. children's mental disorders. Children's mental disorders affect many children and families. Boys and girls of all ages, ethnic/racial backgrounds, and regions of the United States experience mental disorders. A total of 13%–20% of children living in the United States experience a mental disorder in a given year, and surveillance during 1994–2011 has shown the prevalence of these conditions to be increasing. Suicide, which can result from the interaction of mental disorders and other factors, was the second leading cause of death among children aged 12-17 years in 2010 (Centers for Disease Control and Prevention, 2013).

Mental disorders among children are described as serious changes in the ways children typically learn, behave, or handle their emotions. Symptoms usually start in early childhood, although some of the disorders may develop throughout the teenage years. The diagnosis is often made in the school years and sometimes earlier. However, some children with a mental disorder may not be recognized or diagnosed as having one.

Mental health is important to overall health. Mental disorders are chronic health conditions that can continue through the lifespan. Without early diagnosis and treatment, children with mental disorders can have problems at home, in school, and in forming friendships. This can also interfere with their healthy development, and these problems can continue into adulthood.

The Reiss-Davis Graduate Center recognizes the ever-growing need for mental health professionals and is dedicated to the training of highly qualified child and adolescent clinicians.

References

Centers for Disease Control and Prevention (CDC). (2013, May 17). Mental Health Surveillance Among Children — United States, 2005–2011. *MMWR. Morbidity and Mortality Weekly Reports*. Retrieved from <https://www.cdc.gov/mmwr/preview/mmwrhtml/su6202a1.htm>

U.S. Department of Health and Human Services (1999). *Mental health: A report of the Surgeon General*. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health.

Diversity Statement

Reiss-Davis Graduate Center (RDGC) promotes the growth and development of professionals in the field of child and adolescent mental health. Moreover, RDGC acknowledges that opportunities for highly educated mental health professionals in the Los Angeles area and beyond should reflect a population diverse in background, gender, age, religious belief, sexual orientation, socioeconomic status, race, ethnicity, disability, and life experiences.

The Reiss-Davis Graduate Center administration, faculty, and staff are intentional in their efforts to foster an inclusive environment that respects the individuality of all communities. To this end, there is an institutional commitment to the promotion of a diverse and quality student body through recruitment of students from underrepresented groups as well as initiatives regarding student academic support, safe and inclusive classrooms, and retention policies to ensure the success of a diverse student body.

There are designated *diversity/individuals or leaders/office at RDGC charged with working on initiatives and processes to increase the number of underrepresented minorities among faculty, students, and staff. They are also responsible for maintenance of data on institutional culture, accountability (diversity numbers) and review of outreach efforts.

Standards for Student Achievement

Program Learning Outcomes (PLO) Related to Each Course:

Each course in the curriculum progressively leads students toward mastery of competencies within three domains (Theoretical Knowledge, Scholarly Research, and Clinical Practice). Student learning in these areas is assessed within courses, with the Comprehensive Exam at the end of Year 2 courses, and with the completion of the Dissertation at the end of the program.

Evaluation and Assessment of Academic Progress and Performance:

The Reiss-Davis Graduate Center continuously assesses the skills of its students. At the conclusion of each seminar, the instructor submits a thorough written evaluation of each student as described above under “Grading”. The student’s grasp of the theoretical material and his or her clinical application of theory and technique are essential to satisfactory completion of each year of study. These evaluations are reviewed by the Academic Dean and submitted to the Evaluation and Planning Office for data analysis.

Program Learning Objectives/Outcomes (PLO)

The PsyD curriculum engages students in three major areas of learning, identified as program learning outcomes (PLO). Students demonstrate evidence of learning in courses as well as comprehensively at the program level with two capstones, the Year 2 Comprehensive Written Exam and the Dissertation, a culmination of the course work and each student's research.

Theoretical Knowledge (PLO 1): Graduates are informed by the foundational theories of psychotherapeutic treatment from psychodynamic perspectives. They demonstrate evidence that they can:

- Critically evaluate the fundamental concepts of classical, object relations, relational, and biological models of theory.
- Integrate current psychodynamic models of infant, child, and adolescent development into research and clinical practice.

Scholarly Research (PLO 2): Graduates are competent to evaluate and conduct scholarly research. They demonstrate evidence that they can:

- Analyze the effectiveness of qualitative and quantitative research in the infant, child, and adolescent psychotherapy scholarly literature.
- Design and complete an original doctoral dissertation project that meets current guidelines and professional ethics.

Clinical Practice (PLO 3): Graduates are able to integrate psychodynamic theory and scholarly research into their assessment and treatment of children and adolescents and their families. They demonstrate evidence that they can:

- Conduct child therapy informed by diverse psychodynamic perspectives.
- Work with manifestations and expressions of the unconscious psyche in clinical practice.
- Apply cross cultural competence and understanding that enables effective clinical practice in a diverse social context.

2017 Academic Calendar – Weekend Session Dates

JANUARY 13, 14, 15
APRIL 7, 8, 9
JULY 7, 8, 9
OCTOBER 13, 14, 15

FEBRUARY 10, 11, 12
MAY 5, 6, 7
AUGUST 25, 26, 27
NOVEMBER 10, 11, 12

MARCH 10, 11, 12
JUNE 9, 10, 11
SEPTEMBER 15, 16, 17
DECEMBER 8, 9, 10

Campus

Locations and Amenities

The Reiss-Davis Graduate Center is located on the campus of Vista Del Mar Child and Family Services, 3200 Motor Avenue, Los Angeles, CA 90034. All classes are held at this location. The Administrative Office where all records are maintained is at this location as well.

Phone: (310) 204-1666 X339

Fax: (310) 838-2791

Email: GraduateCenter@ReissDavis.org

Facilities

The Reiss-Davis Graduate Center classrooms contain internet access for the instructors' class presentations when needed, teleconferencing equipment, whiteboard/chalkboard, individual media device projection, PowerPoint projector, screen, and a monitor for DVD and video viewing. A kitchen with refrigerator and microwave and bathroom facilities are conveniently located. The Computer Room in the Reiss-Davis Anna Freud Library with internet access is available to the students.

Admissions and Registration

Admission Policy

The admissions criteria for the Doctor of Psychology in Clinical Child Psychology are:

1. **Licensure or Licensure-Readiness.** To apply for admission, applicants must provide a current CV/resume and must hold and provide documentation of one of the following licenses in the State of California: Licensed Marriage and Family Therapist (LMFT); Licensed Clinical Social Worker (LCSW); Licensed Educational Psychologist (LEP); Licensed Professional Clinical Counselor (LPCC); Licensed Clinical Psychologist. MFT Interns (MFTI); Associate Clinical Social Workers (ASW); Professional Clinical Counselor Interns (PCCI) and Psychological Assistants are also eligible for application if they are currently engaged in meeting the requirements of clinical supervision for the license in that area, provide documentation of registration with the appropriate regulating board, and will be expected to complete licensure by graduation.
2. **Personal Psychotherapy Experience.** Personal psychotherapy experiences, while not mandated, are deemed an important adjunct to participation in a psychodynamic educational program.

Nondiscrimination and Equal Opportunity Statement

The Reiss-Davis Graduate Center (RDGC) admits each student on the basis of merit. RDGC does not discriminate on the basis of race, color, national origin, ancestry, religion, creed, gender, sexual orientation or gender identity, disability, citizenship status (within the limits imposed by law or Center policy), marital status, medical condition, veteran status, or age in any of its admissions or educational policies, procedures, or practices. This nondiscrimination policy covers treatment in institutionally approved academic programs and activities in conformance with the WASC guidelines for institutions of higher learning. The Reiss-Davis Graduate Center is an Affirmative Action/Equal Opportunity Employer.

Application Procedures

The application process includes the completion of the following items:

1. **Completed Application Form and Fee.** Applicants will complete and submit the Application Form, accompanied by a non-refundable application fee (\$60).
2. **Official Transcript.** Applicants will arrange for the Reiss-Davis Graduate Center office to receive an official certified transcript from each college or university attended, showing every graduate unit attempted. Applicants may arrange for transcripts to be mailed directly from these schools to the Reiss-Davis Graduate Center, enclose them with their application, or mail them in separately as long as they are in sealed envelopes. If the transcript does not indicate the degree awarded, proof of that degree must also be provided, as well as proof of licensure or registration with the appropriate California Board.
3. **Letters of Recommendation.** Applicants are required to have three letters of recommendation submitted to the Reiss-Davis Graduate Center. Recommenders should be familiar with the applicant's recent academic, clinical, and/or other professional abilities and accomplishments. Applicants are to follow the instructions specified on the Recommendation Form included in the application packet and provide copies of that Form to recommenders.
4. **Confirmation of receipt of all required documents.** The completed application, application fee of \$60, official transcripts, proof of degrees, licenses, registrations, and letters of recommendation must be received in the Reiss-Davis Graduate Center before the admissions interviews are conducted. Application deadlines are at the discretion of the Dean.
5. **Personal Interview.** Candidates will be invited for a personal interview to be conducted at our campus by selected faculty and administrators. A second interview may be held upon the request of the applicant or the Admissions Committee.

Enrollment Procedures

Successful applicants will receive a Letter of Acceptance, a copy of the Student Catalog, Student Handbook, and an Enrollment Agreement to review and sign. Receipt in the office of the Reiss-Davis Graduate Center of the signed acceptance letter, the signed Enrollment Agreement, and a \$500 deposit constitutes enrollment in the program.

Registration

Upon acceptance into the program, all degree students must complete and sign the Enrollment Agreement, which includes acknowledgment of reviewing the Student Handbook, and submit a \$500 deposit to hold their space in the cohort. Because students in the Reiss-Davis Graduate Center programs are part of a cohort with whom they progress through the didactic part of the program, and because the curricula are sequential, registration will consist of enrollment in all classes appropriate for the student's standing in the program.

Failure to complete the registration process may result in a delay in beginning the program.

Refund Policy

Student's Right to Cancel

- You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. That date would be 2 weeks prior to class or on January 2, 2017. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. That date would be January 13, 2017.
- Cancellation may occur when the student provides a written notice of cancellation at the following address: The Reiss-Davis Graduate Center, 3200 Motor Avenue, Los Angeles, CA 90034. This can be done by mail or by hand delivery.
- The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
- The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
- If the Enrollment Agreement is cancelled the school will refund the student any money he/she paid, less a registration or administration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.

Withdrawal from the Program

You may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. The refund will be less a registration or administration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days of withdrawal. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.
- The student has failed to attend class for 30 days.
- The student fails to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. For the purpose of determining when the refund must be paid, the student shall be deemed to have withdrawn at the end of 30 days.

For programs beyond the current "payment period," if you withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

Transfer Credit Policy and Process

As part of its admissions process, it is the policy of the Reiss-Davis Graduate Center that it may accept transfer credits from other postsecondary institutions approved by the Bureau for Private Postsecondary Education of the State of California and from public or private institutions of higher learning accredited by an accrediting association recognized by the U.S. Department of Education. If an applicant to the Reiss-Davis Graduate Center wants to apply to transfer credits as part of the application process they must submit an official transcript or transcripts stating the course(s) completed and grade(s) received. There is no cost to the student for this process. Transfer credits will not be accepted after the first three months of enrollment. Academic credit earned more than 12 years prior to admission will not be accepted for transfer.

With the approval of the Dean or the Dean's designee, students who take courses at other institutions during their enrollment at the Reiss-Davis Graduate Center may apply to have those units transferred in if they meet the same criteria as other transfer units. For doctoral degree students, the maximum amount of transfer credit from another approved or accredited institution shall be 10 quarter or trimester units.

The Reiss-Davis Graduate Center has not entered into an articulation or transfer agreement with any other college or university.

Transfer credit must meet the expectations of an ad hoc review committee consisting of members of the faculty and the Dean or the Dean's designee, and the content of each course being transferred in must bear a sufficient relationship to an existing course in the curriculum of the degree being sought. The review committee reserves the right to require proof of competence, regardless of transfer credits listed on the student's records. It is not the policy of the Reiss-Davis Graduate Center to impose redundant programs or requirements on any student.

Transfer credit may be accepted from postsecondary institutions approved by the Bureau for Private Postsecondary Education of the State of California and from public or private institutions of higher learning accredited by an accrediting association recognized by the U.S. Department of Education. Transfer credit must support the degree program and have a close correlation to an existing course. The ad hoc review committee consisting of members of the faculty and the Dean or the Dean's designee will evaluate all transcripts and requests for credit to determine transfer credit acceptable to the Reiss-Davis Graduate Center.

Experiential Learning Policy

The Reiss-Davis Graduate Center does not award credit for prior experiential learning.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits earned at the Reiss-Davis Graduate Center is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree you earn in any program of the Reiss-Davis Graduate Center is also at the complete discretion of the institution to which you may seek to transfer. If the credits earned at the Reiss-Davis Graduate Center are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your course work at that institution. For this reason, you should make certain that your attendance at the Reiss-Davis Graduate Center will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Reiss-Davis Graduate Center to determine if your credits will transfer.

Student Records

Student records are maintained for a minimum of seven years from the date the student graduates, withdraws, or is dropped from the program. All student transcripts are maintained at the Administrative Office for a period of 50 years. In practice, student records are maintained on a permanent basis.

The Reiss-Davis Graduate Center maintains the name, address, e-mail address, and telephone number for each student who is enrolled in its PsyD program. The Reiss-Davis

Graduate Center maintains for each PsyD student granted a degree in its educational program a permanent record which includes the following: The degree granted and the date it was granted; the courses and units on the basis of which that degree was granted; and the grades earned by the student in each of those courses.

Disability Services

The Director of Student Disability Services coordinates all communication with students, faculty and administrative staff and is responsible for reviewing student accommodations.

Americans with Disabilities Act – As Amended (ADAAA) Policy

It is the policy of the program not to discriminate against qualified students with a documented disability in its educational programs, activities, or services. If you have a disability-related need for accommodations in this course, contact the Graduate Center Administrative Coordinator prior to the commencement of the course. The Reiss-Davis Graduate Center ensures equal access to instruction through collaboration between students with disabilities, faculty, and Disability Services. Should you have a disability that requires reasonable accommodations*, you may access information online at: <http://www.reissdavis.org/disability>

Reasonable accommodations do **not include fundamental alterations of academic standards, attendance waivers, or retroactive modifications.*

Reiss-Davis Anna Freud Research Library

The on-campus Reiss-Davis Anna Freud Research Library is available to all students enrolled in the Reiss-Davis Graduate Center. The collection includes a special concentration of psychoanalytic literature acclaimed to be one of the best collections west of Menninger's, with approximately 16,000 monographs, 200 archived and various active journal subscriptions all on the field of psychology with an emphasis on child development and psychoanalytic work. In addition, access is also granted to active students and faculty to the Psychoanalytic Electronic Publishing (PEP) Archive, an actively growing subscription database of psychoanalytic books and journals.

The librarian is available to assist with technology use (accessing materials, creating content), search strategies, or with other technology or research questions in person or via email via rdlibrarian@vistadelmar.org. You may make an appointment to visit the library or visit it during scheduled hours.

Attendance Policy

Students are expected to attend in person all class sessions. Absences from class will be recorded and carefully tracked to ensure that each student completes the credit hours necessary to receive a grade of Credit for each course. Students may miss up to one day of each class during the quarter (one Friday, one Saturday, and one Sunday). If absences and tardiness exceed more than one day of each class or more than 75% of the total class attendance time for the quarter, students will be required to take an Independent Study with the appropriate faculty or retake the class at additional expense to the student. The student has the responsibility to obtain the class material missed from classmates or the instructor and to make up all missed work to the satisfaction of the instructor. The student must contact the instructor by phone or email in advance to give notice for any absence not due to extreme emergency. A call to the Reiss-Davis Graduate Center office is not considered notice.

Academic Probation

In the degree program, a student who has received a grade of Non-Credit and has been unable to complete the course with a grade of Credit given additional time as described above under Standards for Student Achievement, will be provided with adequate warning and may be placed on academic probation by the Academic Dean. This will be directly communicated to the student in writing by a letter from the Director of Academic Affairs or Registrar.

Academic Disqualification

If a student, despite having been placed on Academic Probation and having been provided with an individual plan, is unable to complete the classwork to the satisfaction of the faculty member within the agreed-upon period of time, the student may be academically disqualified from the program. This will be directly communicated to the student in a meeting, as well as in writing by a letter sent via Certified Mail. The student may make an appeal in writing directly to the Academic Dean, who may convene an ad hoc committee to consider the matter. The decision of this committee is final and will be communicated in writing to the student.

Leave of Absence Policy and Procedure

A student who finds it necessary to interrupt studies at RDGC may submit a written request for a Leave of Absence upon completion of one quarter of study. Continuous registration is required to remain an active student unless a Leave of Absence form is submitted by the student and approved by the Academic Dean. A Leave of Absence may be for a minimum of one quarter or a maximum of one year during coursework study. Due to the sequential structure of course requirements, students in their first year of the PsyD program in Clinical Child Psychology who elect to take a Leave of Absence must remain on leave for one full year.

Students may also take a Leave of Absence for up to one year before beginning the dissertation phase of their program. Taking a Leave of Absence does not extend the program time limits of eight years for students in the doctoral program. Reasons for requiring a leave often include bereavement, illness, care-giving, maternity, paternity, and call to active military duty. Withdrawing from all courses during a quarter does not in itself constitute a Leave of Absence. Students requesting a Leave of Absence must submit a completed Leave of Absence Form to the Registrar's Office. All requests must be submitted in advance of the anticipated leave.

The Director of Academic Affairs will send written verification of a Leave of Absence request to the student. For students who take a Leave of Absence prior to the start of the quarter, enrollment ends on the last day of the preceding quarter. A separate fee will be assessed for the Leave of Absence. Students who do not attend class and have not filed for a Leave of Absence will be placed on inactive status and are subject to administrative withdrawal from the institution. Students who have been withdrawn must apply for readmission through the Admissions Office in order to re-enter the program. If they are readmitted, students will be subject to the degree requirements and handbook policies, including tuition and fees, in effect at the time of their readmission.

If a student needs to take a Leave of Absence after the quarter has begun, the date on which the Registrar's Office receives the Leave of Absence form constitutes the effective date of the leave. This date will be used to calculate any pro-rata refund of tuition and/or fees based upon the Refundable Tuition Policy. The last date of attendance will be the date the Registrar receives the signed Leave of Absence form.

While on a Leave of Absence, the following factors may apply:

- The sequential nature of the curriculum will be disrupted which may cause challenges in the re-entry phase.
- When available, financial aid recipients may be required to begin repayment of student loans during the leave (depending on the length of the leave).
- When available, the Visa status of international students may be affected.
- Students may engage in approved tutorial/independent study work with an instructor.

To resume enrollment following an approved Leave of Absence, students must submit a Request for Re-Enrollment form to the Registrar's Office at least six (6) weeks prior to the intended quarter of re-enrollment.

Students are encouraged to discuss their plans with the Academic Dean or Director of Academic Affairs representative before taking a Leave of Absence.

Grievance Policy and Procedure

Our grievance policy and procedure provides students with a method for addressing any concerns that may arise regarding RDGC's academic or administrative policies that pertain to students. The procedure provides a thorough review of the student's complaint and affords due process rights to dispute participants with the intent of arriving at a mutual agreement.

Definitions:

A **student complaint** is an allegation by a student that there has been an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of the Reiss-Davis Graduate Center pertaining to students.

A student complaint may involve a faculty or staff member(s) and/or the Dean and/or Provost or it may be related to an academic or administrative process.

A **grievance** is made when complaints have not been resolved and the student alleges that there has been an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of the Reiss-Davis Graduate Center. A formal

written grievance is made by a student to a designated academic officer (Academic Dean or Provost) in which specific remedies may be requested.

The **parties to a grievance** are the student(s) filing the grievance and the person(s) against whom the grievance is filed.

Informal Procedure for Resolving Academic and Administrative Complaints

Students are encouraged to discuss complaints with the person(s) who is (are) directly involved in the complaint in an effort to come to a satisfactory, informal resolution.

If these informal direct discussions are not successful, the student may pursue a further informal avenue. If the matter is an academic complaint, the student may contact the Academic Dean or Provost. If the matter is an administrative complaint, the student may contact the Administrative Coordinator.

Formal Procedure for Resolving Grievances – Academic

A grievance is initiated by completing and filing a Student Complaint and Grievance Form available on the program's website or by writing a letter that includes a detailed description of the grievance, the parties involved, the attempts to resolve the grievance informally, and the remedies sought. A formal grievance must be submitted to the Academic Dean, in writing on the Student Complaint and Grievance Form (available on the RDCG website). The grievance needs to state the nature and time of the offending action(s) and the person(s) involved in the action or failure to act. If the grievance involves the Academic Dean, the grievance must be addressed to the Provost. If the matter involves the Provost, the grievance must be brought to the attention of the Special Hearing Committee of the RDGC Board.

The person receiving the formal written grievance will review it and within 30 days gather information from the grievance parties, keeping a record and/or summary of this information. He or she will recommend a solution to the grievance based on mutual agreement. If a mutual agreement cannot be reached, a resolution will be determined and the grievant will be notified of the resolution in writing. Copies of all records will be sent to and maintained by the Academic Affairs Office.

Formal Procedure for Resolving Grievances – Administrative

A grievance involving non-academic matters must be addressed to the Director of Academic Affairs. It should be submitted in writing on the Student Complaint and Grievance Form. The Director of Academic Affairs will review the grievance and investigate the complaint within 30 days. The Director of Academic Affairs will gather information from the parties to the grievance and keep a record and/or summary of this information. After review, the Director of Academic Affairs will recommend a solution arrived at by mutual agreement. If mutual agreement cannot be reached, a resolution will be determined and the grievant will be notified of the resolution in writing. Copies of all records will be sent to and maintained by the Administration Office.

Appeal Process

For both academic and administrative grievances, if the parties accept the resolution, the grievance is considered to be settled. If the resolution is not acceptable, then the grievant(s) may appeal the resolution in writing within 15 days of the date the resolution is mailed to the

grievant(s). If the appeal is not submitted within the prescribed time limit, the entire process terminates.

If the grievant(s) elects to appeal academic and administrative appeals, they are submitted to the Provost, along with the written record from the previous steps. If the Provost is the object of the grievance, the grievance will be referred to a Special Hearing Committee of the RDGC Board.

Within 30 days of appeal to either party, the Board will convene a Special Hearing Committee to further investigate the grievance. The Committee may include any of the following members, depending upon the circumstances: Core Faculty members, Director of Administrative Affairs, Ethics Committee members, or others. The Committee will make recommendations as described below within 45 days after being convened.

The Committee will recommend steps to the parties that will provide an amicable and mutually acceptable solution. If the parties cannot agree on a solution, the Committee will declare a resolution in writing. Grievant(s) who do not accept the decision of the Committee must file a written appeal to the Provost within 15 days of the date the Committee's resolution is mailed to the grievant(s).

The Provost will accept, reject, or revise the Committee's decision and communicate it to the grievant(s). This decision will be based on the record and the Board will not reopen the matter for additional evidence or argument. The action of the Provost will be final.

Placement/Employment

The Reiss-Davis Graduate Center does not provide placement services for its students or graduates. While the Reiss-Davis Graduate Center does not represent that its course of study leads to employment in a particular field, historically many of our graduates have successfully continued in or advanced in careers in child and adolescent mental health.

Distance Learning

The Reiss-Davis Graduate Center does not offer distance education. In the event that a student is unable to physically attend classes on campus due to medical conditions and does not want to take a Leave of Absence, the student may request special accommodations in writing from the Academic Dean. The Provost will make the final decision about granting specific special accommodations with consideration of current ADA requirements.

Housing

The Reiss-Davis Graduate Center does not maintain any dormitory facilities, and is not responsible to find or assist a student in finding housing. However, the typical availability and cost of housing located reasonably near our institution in (prices are as of Dec/2017) is as such:

- A 1-bedroom apartment averages \$1,549 per month
- For local hotels in nearby Culver City, the daily rate is \$160 for Travelodge and Doubletree and \$119 for Extended Stay America LAX

Reiss-Davis Graduate Center
Schedule of Student Charges: Cohort E-2017
Tuition and Fees are reviewed annually and may be adjusted

Application Fee	60.00	Not refundable
Registration Fee due at time of acceptance	300.00	Not refundable
Student Tuition Recovery Fund Fee (per year)	0.00	Not refundable
Tuition 2017 (Year 1 of Program)	17,600.00	Refund pro-rated
Tuition years 1 through 3**	55,486.00	Refund pro-rated
Dissertation Advisement Fee (\$25/half hour) estimated**	1,000.00	Not refundable
PsyD Dissertation Seminar - ongoing enrollment required if dissertation not completed at end of 3 rd year**	1,290.00	Refund pro-rated
Graduation Processing and Diploma Fee	250.00	Not refundable

***Estimated Total Cost: \$58,894.00**

TOTAL CHARGES DUE UPON ENROLLMENT

Registration Fee	\$300.00
STRF Fee to be paid at time of first payment of tuition	\$0.00
Total	\$300.00

- Non-refundable application fee (\$60).
- Non-refundable registration fee (\$300) due at time of acceptance.
- Tuition deposit due at time of acceptance to reserve a place in the program (\$500) to be applied toward tuition.
- First Year Tuition \$17,600.00 (Cost per unit: \$586). Tuition is billed on a monthly basis (\$1467 per month). Tuition Fees are periodically adjusted.
- Student Tuition Recovery Fund Fee. This fee is mandated by the State of California and collected from the student. A student is not required to pay this fee if his/her tuition is funded by a third-party payer such as an employer or if a student is not a California resident. At the current period, the State of California is not collecting the STRF Fund Fee from students.
- When you start working on your dissertation, there is a dissertation advisement fee for work with your dissertation chair and readers currently set at annual costs of \$1600 annually. The number of hours required is individually determined based on your progress through the dissertation writing process.
- A continuous enrollment fee will be applied beginning year 4 of student enrollment, after the 3 years of coursework, and charged on an annual basis until the student graduates from the program. The fee for the 2017 school year will be \$3,000.
- A Dissertation Completion Class, which may be mandatory, will be available to students beginning in year 4 of their enrollment. In addition, if you have not finished your dissertation by the end of year 3, you must enroll in a dissertation seminar after completion of the didactic program (\$400 per quarter billed every 4 months).

- Graduation processing and diploma fee (\$250) due at time of graduation.
- Transcript fee (\$10) (you will receive one certified copy of your transcript at graduation).
- Late tuition payment fee (10 days late) (\$100).
- *Estimated* textbook expense \$2,000.

Schedule of Payments

For year one of the Reiss-Davis Graduate Center Weekend Psy.D. program, the student will be billed as directed by the student payment plan option (monthly-\$1,466.67, quarterly-\$4,400, bi-annually-\$8,800, and annually, \$17,600). In no instance will the student be billed before the student has signed an enrollment agreement which discloses the date of the first class session. A late fee of \$100 may be billed for payments more than 10 days late. Payments are due the first of the month. Special payment schedules may be established on an individual basis which have a minimal processing fee. Students should contact the Graduate Center Finance office to discuss such arrangements. Degrees and diplomas cannot be issued until all financial obligations to the Graduate Center are met.

Dissertation Advisement Fee

Annual dissertation advisement fee is \$1600 for work with Dissertation Chair, Faculty Reader and Outside reader. The number of hours required is individually determined based on the student's progress through the dissertation writing process.

If additional time is required at the end of the third year to complete the dissertation, enrollment in a dissertation seminar is required, for which tuition will be billed at \$400 per 4 months.

Please note that there are no charges for equipment, housing, transportation, or shop fees, as the Graduate Center does not provide these services. The student will need to purchase some books during the program (estimated at \$2,000). Beyond those provided on this schedule, there are no other expenses. All fees are mandatory for applicable students.

Estimated Costs

*Estimated total cost of \$58,894 is based on

- Application fee (\$60)
- Registration (\$300)
- STRF Fee (\$0)
- Tuition for years 1-3 (\$55,484)
- Enrollment in three Dissertation Completion Seminars (\$1200)
- One annual dissertation advisement fee (\$1600)
- Graduation costs (\$250)

Students are advised that the time required to complete the Psy.D. Dissertation will vary based on individual progress. As stated above, Tuition and Fees are reviewed annually and may be adjusted.

**Tuition Payment Plans are available with a small finance fee based on monthly, quarterly, semi-annual or annual payments.

Student Tuition Recovery Fund (STRF)

California law requires that upon enrollment, a fee be assessed in relation to the cost of tuition (California Education Code 94944). These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California Legislature to reimburse students who might otherwise experience a financial loss as a result of untimely school closure. Institutional participation is mandatory.

Effective January 1, 2010, California Education Code Section 94945 requires the educational institution to collect a fee from every new student to be remitted into the California Student Tuition Recovery Fund (STRF), which is administered by the Bureau for Private Postsecondary Education of the State of California. The amount of the fee in the past has been \$0.50 per \$1,000 of tuition paid rounded to the nearest \$1,000. However, based on state feedback, no STRF fee will be collected as of January, 2015.

If it is to be imposed, the assessment is to be collected from each student at the time the educational institution collects the first payment from or on behalf of the student at or after enrollment. The assessment is collected for the entire period of enrollment, regardless of whether the student pays the institutional charges in increments.

(a) A qualifying institution shall include the following statement on both its enrollment agreement for an educational program and its current schedule of student charges:

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of 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 payer such as an employer, government program or other payer unless you have a 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 no separate agreement to repay the third party.

(b) In addition to the statement described under subdivision (a) of this section, a qualifying institution shall include the following statement on its current schedule of student charges:

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs 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 or are enrolled in a residency program, 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 costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, Education Code.

Financial Assistance

The Reiss-Davis Graduate Center does not offer student loans. A student enrolled in an institution that is not accredited by the WASC Senior College and University Commission is not eligible for federal financial aid programs. The Reiss-Davis Graduate Center does NOT participate in federal and state financial aid programs and does NOT offer consumer information that is required to be disclosed to the student pursuant to the applicable federal and state financial aid programs – 94909(a)(10) for Title IV schools.

If you obtain a loan to pay for the program, you are responsible for repaying the full loan amount plus any interest, less the amount of any refund. If you have received federal student financial aid funds, you are entitled to a refund of the monies not paid from federal student financial aid program funds.

NOTICE TO PROSPECTIVE DEGREE PROGRAM STUDENTS

Representation of Accuracy and Reservation of Rights

As of the date of publication, the contents of this handbook are an actual reflection of the current program, policies, rules, and regulations of the Reiss-Davis Graduate Center. The various laws and regulations governing education in California change from time to time. Experience and changing conditions at the Reiss-Davis Graduate Center also may dictate curriculum changes from time to time. Consequently, the Reiss-Davis Graduate Center reserves the right to make such changes as it deems necessary to maintain a sound educational program and to ensure compliance with current laws and regulations.

The Reiss-Davis Graduate Center is a private, nonprofit educational institution of higher learning. It is approved to operate by the Bureau for Private Postsecondary Education of the State of California, 94909(a)(2). Approval to operate means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009 (Ed. Code).

- (A) Any questions a student may have regarding this handbook that have not been satisfactorily answered by the institution may be directed to:

Bureau for Private Postsecondary Education

Physical address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
Mailing Address: P.O. Box 980818, West Sacramento, CA 95798-0818
Phone: (916) 431-6959
Toll Free: (888) 370-7589
Main Fax: (916) 263-1897
Licensing Fax: (916) 263-1894
Enforcement/STRF/Closed Schools Fax: (916) 263-1896
Web site: www.bppe.ca.gov
E-mail: bppe@dca.ca.gov

Our e-mail address is GraduateCenter@VistaDelMar.org.

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

Prospective students should be aware that as graduates of an unaccredited school of psychology you may face restrictions that could include difficulty in obtaining licensing in a state outside of California and difficulty in obtaining a teaching job or appointment at an

accredited college or university. It may also be difficult to work as a psychologist for some federal government or other public agencies, or to be appointed to the medical staff of a hospital. Some major managed care organizations, insurance companies, or preferred provider organizations may not reimburse individuals whose degrees are from unaccredited schools. Graduates of unaccredited schools may also face limitations in their abilities to be listed in the "National Register of Health Service Providers" or to hold memberships in other organizations of psychologists. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.

Bankruptcy

The Reiss-Davis Graduate Center is not operating as a debtor in possession, has never filed for bankruptcy petition, and has never had a petition of bankruptcy filed against it under Federal law.

Accreditation Status

WASC Accreditation: The Reiss-Davis Graduate Center is pleased to announce that WASC has granted us eligibility status and set October 14-16, 2017 as our first site visit for initial accreditation. Prior to this visit the Center's administration, staff, faculty, and students will be devoted to completing a comprehensive Self-Study detailing the Center's alignment with the Standards and Criteria for Review established by the WASC Commission. If you have any questions regarding this process, please feel free to contact Dr. Allen Bishop, WASC Accreditation Liaison Officer of the Reiss-Davis Graduate Center at (310) 204-1666 ext. 300.

All approved psychology schools that offer PsyD and PhD degrees in California are affected by the following new regulations:

Notice to Prospective Degree Program Students: This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017 and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree program automatically suspended.

The known limitations of current unaccredited degree program are as follows: 1) A degree program that is unaccredited is not recognized for some employment positions, but not limited to, positions with the State of California; and 2) The student enrolled in an unaccredited program is not eligible for financial aid programs.

Doctor of Psychology (PsyD) Degree Program in Clinical Child Psychology

Degree Program and Curriculum

Students at the Reiss-Davis Graduate Center receive an intensive and demanding education. Didactic seminar subject matter includes the history and evolution of psychoanalytic theory; normal and abnormal development of children from gestation through late adolescence and early adulthood; neuropsychology and neurobiology; psychological and neuropsychological testing; evaluation and diagnosis of children and adolescents; a wide array of clinical concepts; research; statistics; and psychological writing.

The Reiss-Davis Graduate Center reserves the right to modify the content and sequence of the curriculum based on faculty and student considerations.

Weekend Program

The Reiss-Davis Graduate Center offers a three-year course work—one weekend per month—doctoral degree program which leads to the development and successful completion of a dissertation, culminating in the PsyD in Clinical Child Psychology. The PsyD Weekend Program requires applicants to be licensed or license-eligible (LMFT, LCSW, LEP, LPCC) upon acceptance into the program. Students in the PsyD Weekend Program that are already licensed in their clinical disciplines have the required hours of clinical experience prior to applying to the Reiss-Davis Graduate Center. License-eligible candidates must complete the number of clinical hours required for licensure in their respective disciplines.

General Description and Program Objective

The Doctor of Psychology in Clinical Child Psychology (PsyD) degree may be earned by students who complete assigned coursework, demonstrate mastery of the theoretical aspects of clinical child psychology, and develop the capability of utilizing clinical research and the effective practice of psychotherapy. The objective of the program is to help students develop a comprehensive understanding of theories and clinical issues in the field of child development and child psychotherapy from a psychodynamic perspective and apply this knowledge to their therapeutic work with children and adolescents. The program includes training in research methodology and systematic inquiry. Students are expected to learn the basics of statistics and research methodology and to complete a dissertation.

Method of Instruction

Instructional methods include didactic seminars and courses which provide support in developing the dissertation, which is completed under the guidance of each student's own Dissertation Committee approved by the Academic Dean.

In special circumstances, the Reiss-Davis Graduate Center may allow a student to register for an Independent Study class. Such consideration is made on a case-by-case basis. Requirements for class hours and documentation must be met.

Language of Instruction

All instruction is in English.

Applicants are expected to demonstrate a high level of written and spoken language skills during the application process, which will be necessary in order to succeed in all aspects of the Reiss-Davis Graduate Center program.

English language remediation services and or language-specific translation materials are not provided.

International Students

The Reiss-Davis Graduate Center is unable to provide visas or sponsorships for non-residents.

Graduation Requirements

A minimum of 100 quarter units are required for graduation in the PsyD Weekend Program. Units are earned as follows: 90 quarter units for didactic seminars; 10 quarter units for successful completion of the dissertation.

A Comprehensive Evaluation after the second year of course work must also be passed as a requirement for graduation. Students must pass every course and the Comprehensive Evaluation with a grade of Credit.

Coursework

First Year Classes:

PSY 601 Psychodynamic Theory I (2 Units)

This course will present the theories and concepts of Sigmund Freud and his contemporaries that set the foundation for all later psychodynamic thinking.

PSY 602 Psychodynamic Theory II (2 Units)

This course will continue with the theories and concepts of Sigmund Freud and his contemporaries and introduce the expansion of psychodynamic theory into the 20th and 21st centuries.

PSY 603 Psychodynamic Theory II (2 Units)

This course continues the expansion of psychodynamic theory into the 20th and 21st centuries, including ego psychology, object relations theory, self-psychology, and relational psychology.

PSY 605 Infancy to Latency Development (4 Units)

This course explores theoretical and scientific information regarding normal developmental processes, from conception through latency. Emphasis is on the exploration of this phase of the life cycle with the integration of psychodynamic and neurobiological theoretical information and practical clinical application.

PSY 607 Infancy to Latency Psychopathology (4 Units)

This course builds on the Infancy to Latency Development course by continuing a lifespan developmental perspective in exploring developmental psychopathology and by examining theoretical and empirical findings related to assessment, etiology, correlates and development, and of the major categories of child psychopathology based on DSM-V and classification systems developed for birth to five year-olds. Special emphasis will include internalizing disorders, externalizing disorders, and other correlates of behavioral problems.

PSY 609 Preadolescent to Adolescent Development and Psychopathology (4 Units)

This course presents from a neurobiological and psychodynamic perspective the normal and abnormal development of preadolescence and adolescence by examining the theoretical and empirical findings related to assessment, etiology, correlates and development, and of the major categories of child psychopathology based on the DSM-V.

PSY 611 Neurobiology and Affect Regulation (4 Units)

This course presents the study of the anatomy and function of the developing brain. Special focus is devoted to the right brain and limbic system in order to understand the mind-brain-body connections that are the underpinnings of children's and adolescent's emotional selves. Additionally, memory systems, the limbic and autonomic nervous systems, and affect regulation as a basis for psychotherapy will be explored.

PSY 613 Psychodynamic Understanding of Attachment (4 Units)

This course will teach John Bowlby's original attachment theory, including separation and loss. Mary Ainsworth, Mary Main, and attachment research will be considered, as well as ways of measuring attachment categories. Neurobiology and affect regulation theory will be integrated into a conception of Modern Attachment Theory as written about by Allan Schore and Judith Schore.

PSY 615 Psychodynamic Psychotherapy (4 Units)

This course offers an introduction to the theory and practice of psychodynamic clinical intervention with a discussion of different phases of treatment as well as an exploration of the following psychodynamic concepts: insight, free association, transference, and countertransference, with some aspects of brief therapy and crisis intervention.

PSY 653 Clinical Case Conference I (4 units)

During this course each member of the cohort will present from process notes the work with an ongoing child and/or adolescent case. The instructor will both supervise and facilitate a group process around the issues raised in the case including transference, countertransference, and frame issues.

Second Year Classes:**PSY 617 Evidence Based Psychotherapy and Other Validated Treatments (2 Units)**

This course will present an overview of evidence based treatment programs for children and adolescents that are supported by scientific study and data. In this course students will evaluate findings of outcome research regarding therapeutic interventions as well as explore optimal interventions and the combination of interventions for major child and adolescent disorders.

PSY 619 Evaluating Psychodynamic Effectiveness (2 Units)

This course builds on the knowledge of psychodynamic principles, psychodynamic play therapy and individual, tripartite, and family psychodynamic psychotherapy while integrating knowledge of evidence-based psychotherapies to help the students begin to consider ways of evaluating their psychotherapeutic work with children and adolescents from a psychodynamic perspective. Inherent in the program is the wish for students to consider dissertation work in this important area.

PSY 621 Psychotherapy with Adolescents (4 Units)

This course explores the issues, conflicts, and resolutions inherent in the developmental phases of early, middle, and late adolescence as well as the theory and technique of treating adolescents and their families from a psychodynamic perspective. As a result of this course students should have a better understanding of the theoretical constructs of adolescent development and the application of those constructs to clinical work.

PSY 623 Integration of Psychoanalytic Therapy (4 Units)

This course offers an in-depth look at the application of psychodynamic thought, theory and technique when working with children and adolescents with an emphasis on Anna Freud, Melanie Klein, Donald Winnicott, and other major contributors to therapeutic work with young people.

PSY 625 Parent Work (4 Units)

This course emphasizes the significance of parent work in psychodynamic child and adolescent psychotherapy by teaching clinicians to help parents understand the dynamics at play in both positive and negative parent-child interactions, as well as the importance of appreciating their child's developmental level throughout the parenting process.

PSY 627 Psychodynamic Play Therapy (4 Units)

This course presents the fundamentals of the child and adolescent psychodynamic play process, integrating the basic skills necessary to deal with the challenges children and adolescents present in treatment. In this course students will learn dynamic interventions that are based on and designed for treatment of a variety of psychological disorders and problems that occur with children and adolescents.

PSY 655 Clinical Case Conference II (4 Units)

This Case Conference will focus on students sharing their patients who are presenting the greatest clinical challenges. Issues of working with the countertransference activations which threaten empathic engagement with the client will be examined in group supervisorial format.

PSY 630 Introduction to Research and Statistics (4 Units)

This course is primarily designed to provide a foundation for the students to be able to (1) interpret results of research relevant to clinical practice, and (2) think critically from an evidence perspective about their own clinical work. The central foci of this course include developing a skillset in understanding inferential statistics and becoming an educated consumer of the research literature involving clinical psychology and psychotherapy practice.

PSY 659 APA Dissertation Writing Seminar (2 Units)

In this brief introduction seminar, students will acquaint themselves with the basic APA writing style and document formatting essentials for the Research and Dissertation Development Course. The purpose of this highly interactive session is to help students successfully transition to scholarly research and writing. The activities will focus on providing a quick overview of reference and citation rules, organizational techniques, and writing strategies. By completing this course, students will understand the expectations of the Research and Dissertation Development Course and will be better equipped with presenting their research and scholarly work using APA style.

2nd Year Comprehensive Examination

A Comprehensive Evaluation after the second year of course work must be passed as a requirement for graduation. Students must pass every course and the Comprehensive Evaluation with a grade of Credit.

Third Year Classes:

PSY 633 Psychological Assessment I (2 Units)

This course focuses on introducing students to the cognitive and intellectual assessment of children and adolescents. In this course, students will gain proficiency in the administration, scoring, and interpretation of major individually administered cognitive tests, focusing primarily on the Wechsler Intelligence Scales at each appropriate developmental level. The course will also emphasize interpretation of intelligence test scores in the contexts of clinical behavioral observations, historical data, as well as multicultural and developmental issues.

PSY 635 Psychological Assessment II (2 Units)

This course will explore the administration, scoring, and interpretation of projective and personality tests including the Thematic Apperception Test (TAT), the Human Figure Drawing Test, the Sentence Completion Test, and the Rorschach, with some attention given to the integration of the cognitive and emotional aspects of the personality in order to gain a more comprehensive understanding of an individual's psychological functioning. Other objective personality tests such as the MMPI-A, MACI, M-PACI, CBCL, and others will also be explored in this course, as well as the relationship of test results to other clinical information.

PSY 641 Dream Work (4 Units)

This course will cover dream interpretation from a psychodynamic perspective. Clinical implications and the implementation of dream interpretation in the psychotherapeutic process will be discussed, including the use of the therapist's unconscious process when listening to a dream and interpreting its meaning to the patient.

PSY 642 Jung Sandplay I (4 Units)

This course will give an introduction to the life, theory and concepts of Carl Jung and sandplay therapy. Main topics discussed are the individuation process, the unconscious, shadow, persona, anima/animus, archetypes, symbols, dreams, active imagination, images of the psyche, and methods used in analytical psychology. Emphasis will be given to sandplay. The history and origins of sandplay will be laid out and the use of this non-

verbal method. The main elements of sand, water, tray, and the miniature collection will be introduced as well as specific factors in the transference in sandplay. Case examples will be provided.

PSY 644 Jung Sandplay II (4 Units)

This course represents a continuation of the introductory course Jung Sandplay I and will deepen the Jungian concepts as well as explore their practical application.

Psychodynamics will be examined, and the different approaches to interpret the material, concepts of space, and transference amplified and applied to the practical work with sandplay and clients.

PSY 657 Clinical Case Conference III (2 Units)

During the final Case Conference each student will select and present the patient which most contributed to their growth and personal unfolding as a psychotherapist. The discussions will center on how the patient's dynamics, conflicts, and projections challenged the therapist to expand their capacities.

Dissertation Development I, II, and III

In this ongoing series of classes, the students will develop their dissertations. At the appropriate time, the students will put together their dissertation committees and prepare their IRB paperwork.

PSY 645 Dissertation Development I (4 Units)

In this course, the student will consider dissertation topics, select one, and review the literature in that area to refine the topic in preparation for a dissertation proposal. The student will learn to write a dissertation proposal including the introduction section or statement of the problem, review of the literature, methodology, and a proposed timeline for completion of the dissertation. The student will consider how the study will further the field of clinical child psychology. By the end of this course the student should be able to present and discuss the proposal.

PSY 649 Dissertation Development II (4 Units)

In this course, the student will begin to write a comprehensive review of the literature on his or her proposed topic. During the course the student will learn different research methods to consider for the dissertation study and how to write the research methods section of their dissertation. The student will also begin to consider how to assemble the data and research analysis of that data. By the end of this course the student should be able to write a draft of the methods section and be in process of data collection and/or analysis.

PSY 651 Dissertation Development III (4 Units)

In this course, the student will learn how to refine the results section of the proposed study and how to write the discussion section of the study, which should include the implications of the study for the advancement of the practice of the field of clinical child psychology, along with implications for further study. *By the end of this course the student should have produced a final draft of the results, discussion, summary, and value section of the dissertation in order to be ready for final approval by his or her committee and the IRB in preparation for the final oral defense.*

Beyond the Third Year:

PSY 901 Dissertation Completion Class (4 Months Recurring)

If additional time is needed for completion of the dissertation after the end of the didactic program, it will be necessary for students to enroll in \ PSY 901. During each four-month period, students will meet with their dissertation committees on an ongoing basis. Students must remain enrolled in PSY 901 on a continuous, recurring basis until completion of the dissertation.

For detailed information refer to the RDGC Student and Dissertation Handbooks.

Administration, Staff, and Faculty

Administration	
Chief Executive Officer and President, Vista Del Mar	
Nancy Tallerino	M.S.W. in Social Work University of Southern California - Los Angeles, CA
Chief Financial Officer, Vista Del Mar	
Don McLellan	MBA,
Provost	
James A. Incorvaia	Ph.D. in Clinical Psychology Case Western Reserve University - Cleveland, OH
Academic Dean/ALO	
Allen Bishop	Licensed Psychologist Ph.D. in Educational Psychology University of Southern California - Los Angeles, CA Certificate in Psychoanalysis Psychoanalytic Center of California - Los Angeles, CA
Dean of Evaluation and Planning	
Cynthia Anne Hale	Licensed Clinical Social Worker Ph.D. in Depth Psychology Pacifica Graduate Institute - Carpinteria, CA M.S.W. in Clinical Social Work University of Buffalo - Buffalo, NY
Director of Curriculum Development and Faculty Liaison	
Nancy Ezra	Ph.D. in Clinical Child Psychology Graduate Center for Child Development and Psychotherapy - Los Angeles, CA
Director of Academic Affairs and Registrar	
Lourdes Brown	B.A. in Spanish Language and Literature Occidental College - Los Angeles, CA
Assistant Coordinator	
Mila Jovicic	M.S. in Social Psychology Walden University - Minneapolis, MN
Associate Coordinator	
Carlo Farahany	Juris Doctor Cologne University - Germany

Evaluation and Planning Administrative Assistant	
Emily Berson	M.A. in Counseling Psychology with an Emphasis in Depth Psychology Pacifica Graduate Institute - Carpinteria, CA
Director of Library and Information Services	
Simran K. Khalsa	MLIS in Library Studies University of California, Los Angeles - Los Angeles, CA

Administrative Faculty	
Nancy Ezra	Licensed Marriage Family Therapist M.A. in Educational Psychology California State University, Northridge - Northridge, CA M.A. in Marriage and Family Therapy Phillips Graduate Institute - Encino, CA Ph.D. in Clinical Child Psychology Graduate Center for Child Development and Psychotherapy - Los Angeles, CA
Agnes Regeczkey	Ph.D. in Depth Psychology Pacifica Graduate Institute - Carpinteria CA
Violetta Sternberg	Licensed Marriage Family Therapist M.A. in Psychology Antioch University - Culver City, CA Ph.D. in Psychology Sapienza University of Rome - Italy

Instructional Faculty	
Marion Anderson	Licensed Psychologist Ph.D. in Clinical Psychology Pacifica Graduate Institute - Carpinteria, CA
Matthew Bennett	Licensed Psychologist PsyD in Clinical Psychology Georgia School of Professional Psychology - Atlanta, GA
Jaclyn Deilgat	Licensed Psychologist Ph.D. in Depth Psychology Pacifica Graduate Institute - Carpinteria, CA
Leslie Fulgham	Licensed Psychologist Ph.D. in Applied Developmental Psychology Claremont Graduate University – Claremont, CA
Sheila B. Honig	Licensed Clinical Social Worker M.S.W. in Social Work University of Washington - Seattle, WA Ph.D. in Clinical Child Psychology Graduate Center for Child Development and Psychotherapy - Los Angeles, CA
Robert Moradi	Licensed Psychiatrist and Psychoanalyst M.D., Pahlavi University – Iran Jung Institute of Los Angeles, CA
Carol Rosenfeld	Licensed Clinical Social Worker M.S.W. in Social Work

	University of Southern California Los Angeles, CA Ph.D. in Clinical Child Psychology Graduate Center for Child Development and Psychotherapy - Los Angeles, CA
Jens Schmidt	Licensed Psychologist Ph.D. in Psychology California Graduate Institute - Los Angeles, CA
Judith Schore	Licensed Clinical Social Worker M.S.W. in Social Work University of Pittsburgh – Pittsburgh, PA Ph.D. in Social Work Sanville Institute (California Institute for Clinical Social Work) - Los Angeles, CA

Founding Faculty	
Van Dyke DeGolia	M.D., University of Cincinnati, College of Medicine Certificate in Psychoanalysis Los Angeles Psychoanalytic Society and Institute Certificate in Child and Adolescent Psychoanalysis New Center for Psychoanalysis
Bella F. Schimmel	M.D., University of Maryland School of Medicine Ph.D. in Psychoanalysis Southern California Psychoanalytic Institute
Richard H. Baker	M.D., Louisiana State University School of Medicine Certificate in Psychoanalysis Los Angeles Psychoanalytic Society and Institute
Francine Bartfield	Licensed Clinical Social Worker M.S.W., University of Southern California Ph.D. in Clinical Child Psychology Graduate Center for Child Development and Psychotherapy
Sharon Friedman	Licensed Marriage Family Therapist M.A., Azusa Pacific College Ph.D. in Clinical Child Psychology Graduate Center for Child Development and Psychotherapy
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Stanley J. Leiken	M.D., St. Louis University Medical School Certificate in Psychoanalysis Los Angeles Psychoanalytic Society and Institute
John F. Leonard	M.D., University of California, Los Angeles Ph.D. in Psychoanalysis Southern California Psychoanalytic Institute
R. James Perkins	M.D., University of Manitoba Certificate in Psychoanalysis Los Angeles Psychoanalytic Society and Institute
James P. Rosenblum	M.D., University of Pennsylvania School of Medicine

	Certificate in Psychoanalysis Los Angeles Psychoanalytic Society and Institute
Evelyn Tabachnick	Licensed Clinical Social Worker M.S.W., University of Southern California Ph.D. in Clinical Child Psychology Graduate Center for Child Development and Psychotherapy
Richard H. Tuch	M.D., University of Southern California Certificate in Psychoanalysis Los Angeles Psychoanalytic Society and Institute

Past Faculty	
Lisa Aronson	Licensed Clinical Social Worker M.S.W., Smith College School of Social Work Ph.D. in Clinical Child Psychology Graduate Center for Child Development and Psychotherapy - Los Angeles, CA
Rachel Bartur	Licensed Clinical Social Worker M.S.W., University of Southern California
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Erna Osterweil	Licensed Psychologist Ph.D. in Psychology California Graduate Institute
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Susan Spiegel	Licensed Clinical Social Worker M.S.W. in Social Work California State University - San Diego, CA Ph.D. in Social Work

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