



PALO ALTO
UNIVERSITY
VIEWBOOK



ABOUT PALO ALTO UNIVERSITY

Founded in 1975, the Pacific Graduate School of Psychology reincorporated to Palo Alto University in 2009. A private, non-profit, fully accredited higher education institution that combines the advantages of a professional school with a traditional university, Palo Alto University provides undergraduate and graduate students small class sizes with renowned faculty and impressive clinical training resources through the university's cooperative relationships with Stanford University, University of San Francisco, and Palo Alto Veterans Health Administration.

THE PAU SETTING

Located on the San Francisco Bay Area Peninsula – 35 miles south of San Francisco and 25 miles north of San Jose, Palo Alto University is nestled in the foothills of Palo Alto just minutes away from Stanford University and downtown Palo Alto.

SAN FRANCISCO GOLDEN GATE BRIDGE

The area is home to Nobel Prize winners, Silicon Valley CEO's, venture-capital firms, HP, Facebook and one of the most renowned universities and medical centers in the world at Stanford University. The city of Palo Alto combines small-town charm with sophisticated elegance. Tree-lined streets and historic buildings reflect the California heritage, while a vibrant downtown core anchors its business and residential areas. This dynamic mix of tradition and innovation makes Palo Alto an extraordinary place for your academic endeavors.



THE PALO ALTO UNIVERSITY CAMPUS

enjoys a serene setting overlooking the hills of Palo Alto and Portola Valley, with easy access to all that Silicon Valley and the richness that the San Francisco Bay Area has to offer.





I am very thankful for my experience at PGSP, now PAU, because it prepared me very well for the many roles I have enjoyed throughout my career as a psychologist. The professors were always highly dedicated to their craft, and the administration and staff worked hard and were always supportive of the needs of students. PAU provided for me a tremendous experience of growth and learning, and I feel great pride to be associated with such a fine institution of higher learning.

—Yvette Taurez, Ph.D., Class of 2003



ABOUT
PAU

PAU programs are characterized by innovative and creative collaborations with a rich variety of institutions in the San Francisco Bay Area and the world. PAU combines the emphasis on scientific research characterizing the best professional programs to produce graduates and clinicians whose professional activities are grounded in science and the highest professional standards. PAU offers a select but diverse range of undergraduate, masters, Psy.D. and Ph.D. programs, emphasizing the integral role of psychology and the social sciences in a wide variety of academic and applied disciplines. The scientific and professional rigor and the broad range of degrees offered, make PAU uniquely suited to train students at all levels who aspire to improve the human condition.

MISSION

Palo Alto University is a diverse and dynamic community dedicated to education with an emphasis in the behavioral and social sciences, to promoting future innovators and leaders for the benefit of society; to generating knowledge through research and scholarship of the highest level; and to providing services to the community informed by science and scholarship.

VALUES

- Excellence and distinction in all aspects of our programs and operations
- Imagination and experimentation in current and future efforts in pursuit of science and pedagogy
- Accountability to our profession, community and students to provide outstanding programs,
- A strong, committed relationship to internal, local, national, and international partners creative collaborations with other institutions
- Creative collaborations with other institutions

VISION

Using Psychological insights, scientific rigor, and our own humanity to improve lives around the globe, Palo Alto University will establish its leadership by achieving the highest standards of excellence.

BY THE NUMBERS



927

Graduate Students enrolled

159

Undergraduate Students enrolled

39%

Diversity Enrollment Institution-wide

58

Countries represented by the PAU student body Institution-wide

17:1

Student Faculty Ratio Institution-wide

90%

Retention Rate Institution-wide

98%

2016 match percentage of PAU doctoral students for pre-doctoral internships (APA, APPIC, and CAPIC)

77%

of PAU doctoral students who passed the California State Licensing exam for psychologists since 2008

76%

Average California Statewide percentage of students who passed the California State Licensing exam for psychologists since 2008

100

More than 100 full and part-time faculty representing the foundational facets of psychology and specialized clinical interests

19th

Overall ranking of PAU Faculty for research productivity in a study of 166 APA-accredited clinical psychology Ph.D. programs by Stewart, Roberts & Roy (2007)

80,000

Over 80,000 hours per year of in-kind clinical services through internships and practicum placements, including collaborations with the VA healthcare system, national center for PTSD, and the El Camino Hospital

DEGREE PROGRAMS



DOCTORAL DEGREE PROGRAMS

- Ph.D. Clinical Psychology
- PGSP-Stanford Psy.D. Consortium

MASTER'S DEGREE PROGRAMS

- M.S. Psychology (Ph.D. Prep)
- M.A. Counseling (MFT/LPCC)

BACHELOR'S DEGREE PROGRAMS

- B.S. Business Psychology
- B.S. Psychology and Social Action

PH.D. PROGRAM IN CLINICAL PSYCHOLOGY

An integration of research and practice, our APA Accredited Ph.D. program in clinical psychology aims to train both outstanding clinicians and researchers. Adhering to a practitioner-scientist model, clinical practice is a primary focus for most of our graduates.

PROGRAM DIRECTOR SPOTLIGHT:

**ROWENA
GOMEZ, PH.D.**



Dr. Rowena Gomez's research and clinical background is in aging and neuropsychology. She has also applied these areas to the study of affective disorders, in particular psychotic major depression. She is also interested in the diagnosis and treatment of dementia, and older adults' ability to cope with age-related changes.

Dr. Gomez completed her undergraduate work at University of California at Berkeley, majoring in psychology and social welfare. Her research there focused on PET studies of depression and dementia. Her graduate training was at Washington University at St. Louis in the tracks of Aging and Neuropsychology. She then went to Palo Alto Veteran's Health Care System for her clinical neuropsychology internship. In 2002, she became a postdoctoral fellow at Stanford University's Department of Psychiatry and Behavioral Sciences. There she applied her background of aging and neuropsychology to depressive disorders. In 2004, she received a Young Investigator Award Grant by the National Alliance of Research for Schizophrenia and Depression to examine the cognitive, hormonal, and (brain) structural differences in Psychotic Major Depression versus Nonpsychotic Major Depression.

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

OVERVIEW

Practitioner-Scientist Model

- Rich opportunities in clinical training and scholarly research educate well-rounded clinical psychologists who can excel as both clinicians and researchers
- Training emphasizes science mindedness and appreciation of the role of psychology in alleviating suffering in the world
- Integration of science and practice through rigorous evidence-based curriculum and outstanding faculty mentorship

BALANCE

- Balanced curriculum provides requisite knowledge, skills, and awareness to practice as a clinical psychologist and consume and generate scholarship
- This balance facilitates a breadth of career options; Hospital settings, private practice, schools, academia, and administration
- Practica and research opportunities reinforce the balance of science and practice that is right for each specific student

OPPORTUNITY

- A diverse and well-published faculty with whom to collaborate and conduct research
- Community services to link education to career as a professional
- Formalized and well-established relationships with premier institutions such as Stanford University and the Palo Alto VA.
- Clinical training opportunities from hundreds of practicum sites through the Bay Area

INTERNSHIP

- Tailoring elective coursework, research experiences, and clinical training environments to specific students' goals for internship
- Providing appropriate opportunities and experiences for students to be competitive and obtain high quality pre-doctoral internships
- A high percentage of students consistently place in internship each year (in 2016, 97% of students placed)



AREA OF EMPHASIS

All students in the Ph.D. program study the core curriculum, which provides intensive but broad-based training in five areas: basic theoretical concepts in psychology, psychological evaluation and assessment, psychotherapy theory and process, research and clinical foundations, and field experience. In addition to this foundation, students may choose to pursue one of our many formalized specialty areas by their choice of elective coursework, the many research opportunities, and the clinical training experiences

that fit the environment and/or populations that interest our students most. The Ph.D. program is designed with the flexibility to help our students discover their particular interests without getting locked into a specialty too early. Instead, we encourage our students to refine their interests by building on the experience and knowledge accumulated throughout the program. By combining coursework, mentorship and supervised clinical training environments, PAU graduates are well prepared to work in the area that fits their interests best.

FORMAL AREAS OF EMPHASIS AVAILABLE:

- Child & Family Psychology
- Diversity and Community Mental Health
- Forensic Psychology
- LGBTQ Psychology
- Meditation & Psychology
- Neuropsychology
- Trauma Psychology

FIVE YEAR CURRICULUM

FIRST YEAR

All first year students take the didactic coursework that lays the foundation both in psychological theory and in practical applications. Courses include psychological sciences (e.g. Biological Bases of Behavior), research methods/statistics, psychopathology, development and neuropsychology.

SECOND YEAR

Second year students move into research groups, take the assessment sequence, begin their supervised clinical experience at PAU's Gronowski Center, and engage in a variety of theoretical and therapy-focused courses.

THIRD YEAR

Third year students continue to work in research groups, generally moving toward the development of a line of inquiry that will lead to the dissertation. Students will also include a third year practicum experience continuing the development of therapeutic approaches.

FOURTH YEAR

The fourth year of the curriculum is reserved for completing the dissertation. In addition, most students complete an additional year of practicum, and will identify and apply for internship sites, under the guidance of the Director of Clinical Training.

FIFTH YEAR

During the fifth year, the Ph.D student completes an approved 2000 hour internship. The psychology internship is an organized training program that, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. Typically, the internship takes place in a multidisciplinary setting offering a wide range of services and training experiences.

RESEARCH & CLINICAL TRAINING

Integral to the Ph.D. curriculum are the research opportunities available at PAU. As we believe in the idea that well informed research leads to well informed practice, all Ph.D. students are required to participate in small faculty-led research groups during their second and third years of the program. The research groups serve to engage students in ongoing research projects, facilitate development of mentoring relationships, and also assist students in planning their dissertations. Through this process students are provided with the necessary experience to become contributing members in the field of scientific psychology, and to critically evaluate research in order to integrate this into sound clinical practice. Below is a sample of ongoing research projects available at PAU.

Aging, Neuropsychology, and Depression - Rowena Gomez, Ph.D.
Behavioral Research and Assessment in Neuropsychology – Rayna Hirst, Ph.D.
CBT with Anxious Youth – Robert Friedberg, Ph.D.
Children and Adolescents Psychotherapy and Technology – Eduardo Bunge, Ph.D.
Choice-making and Computer Technology for Unipolar Depression (CACTUS) Lab – Yan Leykin, Ph.D.
Clinical Crises and Emergencies: Emergency and Disaster Psychology; the Psychology of Courage – Bruce Bongar, Ph.D.
Clinical Neuropsychology and Psychological Assessment – James Moses, Ph.D.
Child Psychopathology and Treatment – Robert Russell, Ph.D.
College Student Substance Abuse – Amie Haas, Ph.D.
Cultural Transitions – Sita Patel, Ph.D.
Depression, Technology, and Latino Health – Alinne Barrera, Ph.D.
Emotion, Cognition and Neuropsychology Lab – Stacie Warren, Ph.D.
Empowerment and Violence Prevention, Mood Disorders and Neuropsychology – Jennifer Keller, Ph.D.
Early Intervention Clinic – Matthew Cordova, Ph.D. & Josef Ruzek, Ph.D.
Ethnic Minority Mental Health – Joyce Chu, Ph.D.
Ethnic Youth Resilience – Alvin Thomas, Ph.D.
Forensic – Christopher Weaver, Ph.D.
Interpersonal Relationships and Applied Methodologies – Robert Wickham, Ph.D.
i4Health – Institute for International Internet Interventions for Health – Ricardo Munoz, Ph.D.
Juvenile Forensic Research Group – Amanda Fanniff, Ph.D.
Lesbian, Gay, Bisexual and Transgender Research Group – Kimberly Balsam, Ph.D.
Meditation and Psychotherapy – Lynn Waelde, Ph.D.
Multicultural Suicide Research Center – Bruce Bongar, Ph.D., Joyce Chu, Ph.D., & Peter Goldblum, Ph.D., MPH
Personality and Social Norms – Janice Habarth, Ph.D.
Psychology & Law - Wendy Packman, Ph.D.
Research in Neurobiological Correlates and Cognitive Processes in Psychiatric Conditions – Tilman Schulte, Ph.D.
Risk and Resilience Lab – Lisa Brown, Ph.D.
Trauma, Dissociation and PTSD – Lynn Waelde, Ph.D.



High quality Clinical Training depends on closely supervised practicum experience in a variety of settings. Practicum placements at PAU sponsored clinics and in the community begin in the second year of the Ph.D. program and provide valuable, direct, and professional experience for our students. Students are first closely supervised by our faculty in PAU's Gronowski Center (<http://www.gronowskicenter.org>), followed by up to two additional years of community practicum environments, and with placements managed by our practicum coordinator and the Office of Professional Advising and Development. PAU students have over 200 community practicum sites in a wide variety of populations and environments to choose from, with a sampling of these sites below:

- Asian Americans for Community Involvement
- Barbara Aarons Pavilion – Santa Clara Valley Medical Center
- Behavioral Neuroendocrinology (Stanford University School of Medicine) Children's Health Council
- Children's Hospital Autism Intervention (at Children's Hospital & Research Center Oakland)
- City of Fremont Youth and Family Services
- Correctional Health Services, San Mateo County (Maguire Correctional Facility) Depression Research Clinic, Stanford University
- Edgewood Community Center for Children and Families
- El Dorado County, CA Mental Health Department
- Goodwill of the Silicon Valley
- Institute of Aging
- San Francisco Jail Psychiatric Services
- Kaiser Hospital/the Permanente Medical Group, Redwood City
- La Familia
- Laguna Honda Hospital and Rehabilitation Center
- Memory and Aging Center & Epilepsy Center, UCSF
- Notre Dame de Namur University, Counseling Services
- St. Mary's Medical Center Project School Care
- San Mateo County Mental Health Services Division, Juvenile Probation Mental Health Unit
- Santa Clara University Counseling Center
- Stanford / VA Aging Clinical Research Center (ACRC)
- Stanford University Medical Center – Acute Psychiatry (H2/G2)
- UC Davis, Counseling and Psychological Services
- UCSF / AIDS Health Project
- VA Menlo Park – National Center for PTSD
- VA Palo Alto – Comprehensive Rehabilitation Unit (CRC) / TBI Inpatient Rehab Unit
- VA Palo Alto – Geriatric Neuropsychology and Neuro-Imaging
- VA Palo Alto – Neuropsychological Assessment Unit
- VA Palo Alto – Psychiatric Intensive Care Unit
- VA Palo Alto – Spinal Cord Injury
- VA Palo Alto – Women's Mental Health Center
- VA Palo Alto – Women's Trauma Recovery Program, National Center for PTSD
- VA Palo Alto – MPD Nursing Home Care Unit
- VA San Francisco – VA Medical Center
- VA San Francisco – Geriatrics / Extended Care (VA Medical Center) VA San Francisco – Substance Use PTSD Team

THE PH.D. PROGRAM CORE FACULTY

Lifetime Achievement awards, Past APA and current division Presidents, Presidential citation for achievement from the APA, and Early Career Awards from APA are just some of the accomplishments represented by the Ph.D. program faculty at Palo Alto University. Comprised of talented and distinguished psychologists with a wide range of clinical and research specialties, the faculty members as a whole support evidence-based approaches to practice and are actively involved in clinical research. With a low student-to-faculty ratio, PAU's faculty can provide the personalized attention necessary to become teachers, mentors, and clinicians.



Kimberly Balsam, Ph.D., MPH, Full Professor, Co-Director of CLEAR, Co-Director LGBTQ Program

• Areas of Emphasis: LGBT Psychology, women and gender, same-sex and heterosexual couples, trauma, CBT

Alinne Barrera, Ph.D. Associate Professor, Associate Director of Clinical Training, Ph.D. Program

• Areas of Emphasis: Working with immigrant Spanish-speaking individuals with mood disorders. Designing and testing depression programs for underserved populations.

Bruce Bongar, Ph.D. ABPP, FAPM, Professor

• Area of Emphasis: Suicide and Self Destructive Behaviors, Clinical and Legal Standards of Care, Emergency and Disaster Psychology, and the Psychology of Suicide Terrorism.

Grace Chen, Ph.D. Associate Professor, Ph.D. Practicum Coordinator

• Area of Emphasis: Professional development and issues, training, psychotherapy, social advocacy

Joyce Chu, Ph.D., Associate Professor

• Areas of Emphasis: Geriatrics, ethnic minority populations, and diversity

Luli Emmons, Ph.D., Professor, Director of Office of Professional Advising and Development

• Areas of Emphasis: Professional development and Training

Amanda Fanniff, Ph.D. Associate Professor

• Areas of Emphasis: Developmental considerations in the assessment and treatment of juvenile offenders

Robert Friedberg, Ph.D., ABPP, Associate Professor, Director Center for Study and Treatment of Anxious Youth

• Areas of Emphasis: Cognitive behavioral therapy with children, adolescents, and families experiencing anxiety, stress, and performance issues

Peter Goldblum, Ph.D., MPH, Professor, Director of CLEAR, Director of LGBTQ Program

• Areas of Emphasis: Lesbian, Gay, Bisexual and Transgender, Psychotherapy, Bullying, Suicide, HIV and Work

Rowena Gomez, Ph.D. Professor and Director of Clinical Training, Ph.D. Program

• Area of Emphasis: Aging, Neuropsychology, and Depression

Amie Haas, Ph.D., Associate Professor

• Area of Emphasis: Substance abuse in college populations

Janice Habarth, Ph.D., Assistant Professor

• Areas of Emphasis: Personality and normative attitudes, health psychology and psychology of gender and sexual orientations

Rayna Hirst, Ph.D., Assistant Professor, Director of Neuropsychology Program

• Areas of Emphasis: Clinical neuropsychology, validity in assessment

Yan Leykin, Ph.D., Associate Professor

• Areas of Emphasis: Judgement and decision-making of psychiatric populations, with a special focus on depression; cognitive behavioral interventions; internet interventions and technology-based resources for depression and other health conditions

Sandy Macias, Ph.D., Gronowski Clinic Director, Associate Professor

• Areas of Emphasis: Couples and Children

Ricardo Munoz, Ph.D., Distinguished Professor of Clinical Psychology, Founder of i4Health Program

• Areas of Emphasis: Prevention and treatment of depression; smoking cessation; evidence-based internet interventions for health and wellness; digital self-help; reducing health disparities worldwide

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

• Areas of Emphasis: Pediatric Psychology and Psychology Law

Sita Patel, Ph.D., Assistant Professor

• Areas of Emphasis: Immigrant Mental Health

Robert Russell, Ph.D., Professor

• Areas of Emphasis: Developmental Psychology, child and adolescent communication disorders

Tilman Schulte, Ph.D., Associate Professor

• Areas of Emphasis: Cognition and Behavior, Neuroscience, Clinical Psychology

Alvin Thomas, Ph.D., Associate Professor, Co-Director of Center for Excellence in Diversity

• Areas of Emphasis: Risk and protective factors for African American youth, Paternal parenting, Father involvement in children's therapy

Teceta Tormala, Ph.D., Assistant Professor, Co-Director of Clinical Training Ph.D. Program

• Areas of Emphasis: Prejudice, racial and ethnic identity process among Black immigrants

Lynn Waelde, Ph.D., Professor

• Areas of Emphasis: Meditation & Psychotherapy, Trauma, Dissociation & PTSD.

Christopher Weaver, Ph.D., Associate Professor & Director of Forensic Psychology

• Areas of Emphasis: Forensic Psychology, Assessment of malingered PTSD, contributions of PTSD to criminal offending, and psychopathy/PTSD co-occurrence

Robert Wickham, Ph.D., Assistant Professor

• Areas of Emphasis: role of authenticity and attachment style in close relationship functioning; schematic knowledge structures and uncertainty reduction; applied research methods and statistical modeling

THE GRONOWSKI CENTER

A COMMUNITY CLINIC FOR PSYCHOLOGICAL SERVICES

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

The clinic offers services on a sliding scale basis as a part of its community mission. Services are provided by doctoral level psychology students under the supervision of licensed psychologists.

The Gronowski Center supported the following ongoing research projects:

- Larry Beutler, Ph.D. (PAU Faculty): Enhancing psychotherapy training with the use of STS/Inner life feedback in supervision.
- Lea Williams, Ph.D. (Stanford faculty): Neural dimensions of threat reactivity and regulation for understanding anxiety (RAD: Research on anxiety and depression)

The Gronowski Center offers a number of clinical forums for students such as:

- Compassion-Focused Therapy
- Mindfulness-Based Cognitive Therapy
- Transgender & Gender Nonconforming Clients
- Parent-Child Interaction Therapy



LA CLINICA LATINA

The Gronowski Center now offers psychological services in Spanish! The clinic is dedicated to providing mental health services to the Latino Community. We offer psychotherapy for adults, couples, adolescents, children, and families.

In June 2014, The Gronowski Center established a Latino specialty clinic to provide Spanish-language services for the Latino/a community. Student therapists are trained to conduct both individual and group psychotherapy and assessment in Spanish using evidence-based, culturally-appropriate interventions under supervision of a licensed psychologist. These students receive specialized training through individual and group supervision with bilingual and bicultural supervisors. In addition, all Gronowski practicum students and supervisors will have enhanced opportunities to attend didactic trainings on topics relevant to Latino culture and the use of evidence-based Spanish-language treatment and prevention manuals. Finally, La Clinica Latina plans to deepen its contacts with the Spanish-speaking community and agencies serving Latinos to increase the number of Spanish-speaking clients seen at the Gronowski Center, allowing for additional recruitment and training of students in Spanish-language services. PAU and the Gronowski Center are very pleased that the Clinic is starting to grow as the word gets out to the community.



La Clinica Latina is run by Dr. Elisabet Revilla, who came to Palo Alto University in June of 2014. Dr. Revilla is a licensed clinical psychologist, specializing in multicultural and community psychology, with an emphasis in Latino immigrants. She graduated with a psychology degree in her country of origin, Argentina. Dr. Revilla's research interests and clinical expertise are on clinical supervision and training, acculturation, immigration/acculturation context. PAU is very pleased to have Dr. Revilla at the Gronowski Center, and is proud of the work she is doing to provide mental health services to the Latino community.

PGSP- STANFORD PSY.D. CONSORTIUM

Founded in 2002, our APA accredited Psy.D. program draws from the resources of both Palo Alto University and Stanford University's department of Psychiatry and Behavioral Sciences. PAU's practitioner-scholar model aims to produce students and graduates who are critically reflective, informed consumers of psychology and associated clinical sciences.

PROGRAM OVERVIEW

The PGSP-Stanford Psy.D. Consortium's academic program is taught by an outstanding faculty drawn from Palo Alto University and the Stanford University School of Medicine, Department of Psychiatry and Behavioral Sciences. The curriculum emphasizes three years of core course work that prepares the student in empirically supported psychological interventions, psychological assessment, ethics, the impact of diversity and culture, psychopathology, and evaluating research, along with a solid foundation of coursework in psychological science.

The PGSP-Stanford Psy.D. Consortium training program is a full-time, five-year training program: three years of academic course work, one year for the clinical dissertation project, and one year for a full-time predoctoral internship. The nine-month academic year runs on a quarter system, with elective classes, professional seminars and practicum activities offered during summer quarter. The program integrates academic course work,

supervised clinical training, and research experience at every stage of the student's progress. The goal of the Psy.D. Consortium training model is to prepare students for a career as a clinical psychologist. As a practitioner-scholar program, intended for individuals seeking careers devoted primarily to the direct delivery of clinical psychological services, the program emphasizes evidence-based practice and seeks to graduate competent consumers of science.

TRAINING MODEL

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

ABOUT STANFORD

Stanford University Department of Psychiatry and Behavioral Sciences is the home of the largest clinic at the Stanford University Medical Center. The mission of the Stanford clinics involves the care of a wide variety of patients with diagnoses that span the spectrum from mood and anxiety disorders, to personality disorders, as well as bipolar disorder and schizophrenia. The majority of faculty who teach clinical courses also provide direct clinical care. Thus, instructors bring a fresh and vital perspective to their teaching.

In addition, the Department of Psychiatry is well-positioned to help students develop an integrated biopsychosocial understanding of mental illness. The Psy.D. Consortium faculty includes many internationally renowned experts in psychopharmacology and the neurobiology of psychiatric disorders. Stanford's resources in psychosocial treatment, the Psy.D. Consortium is able to provide a broad and unique perspective on the nature of psychiatric and behavioral disorders.

PROGRAM DIRECTOR SPOTLIGHT:

**KIMBERLY
HILL, PH.D.**



Dr. Hill received her Ph.D. in Clinical Psychology from Ohio University. After completing her predoctoral internship at the Veterans Affairs Palo Alto Health Care System, she held a research coordinator position at the National Center for Post Traumatic Stress Disorder. She then completed her postdoctoral fellowship in the Psychiatry Department at the Stanford University School of Medicine where she currently serves as a Clinical Associate Professor. Dr. Hill has published articles and made presentations related to pain management, serious mental illness including Post Traumatic Stress Disorder, and sexual dysfunction.

Currently, Dr. Hill's time is divided across clinical, research, administrative, and teaching domains. In addition to her clinical work in the Psychosocial Treatment clinic at Stanford, she maintains a private practice in Palo Alto. Her current research interests include psychology training, chronic pain, insomnia/depression, social anxiety, and post-traumatic stress disorder. The remainder of her time is committed to Psychology Training. On a national level, she serves as the Chair of the Postdoctoral Membership Committee for APPIC as well as a committee member of the Postdoctoral Training Task Force. As the Director of Clinical Training for the Psy.D. Consortium, she directs all aspects of program development including curricula design, comprehensive exam development, dissertation requirements, diversity recruitment policy, APA self-study preparation, as well as student and faculty recruitment/selection. In addition, she teaches courses, provides clinical supervision, and offers professional development supervision/mentoring to students.

CURRICULUM & CLINICAL TRAINING



The PGSP-Stanford Psy.D. Consortium training program is a full-time, five-year training program, structured as follows:

- **Years 1-3:** academic course work and practicum opportunities (Clinical practicum experiences typically begin in the summer of year 1 or fall of year 2. Structured dissertation project work begins in the fall of year 3.) Please see our website for a detailed outline of the courses we offer.
- **Year 4:** dissertation project completion, internship application process and clinical practicum
- **Year 5:** completion of a full-time, 2000-hour pre-doctoral internship

Students who complete all program requirements will be awarded the M.S. and Psy.D. degrees by the Pacific Graduate School of Psychology at Palo Alto University, indicating that the student has completed all requirements of the PGSP-Stanford Psy.D. Consortium.

The Consortium uses a cohort model: each cohort of students enroll together in the same prescribed program of didactic coursework over most of the first three years of the program, with the exception of elective opportunities in the third year (loosely divided by interest in child and adult psychology).

CLINICAL TRAINING

Students are introduced to practica in their first year, and are required to successfully complete two full years of practicum in a community setting in their second and third years and may elect to complete a fourth year, for additional clinical experience. During the practicum sequence, students are introduced to supervision, consultation, and clinical organizational management. The PGSP-Stanford Psy.D. Consortium seeks to provide extensive supervised practicum experience (i.e. approximately 2000 hours prior to internship) in diverse settings. Practicum placements give students the opportunity to apply, integrate, and expand skills learned didactically.

The PGSP-Stanford Psy.D. Consortium is primarily generalist in approach and students have the opportunity to work in settings that provide care to adults, adolescents, children and families. For example, PAU has forged a relationship with Stanford University's Children's Health Council and students will receive advanced experience working with children and families receive videotaped supervision in this setting. Other community sites allow our students the opportunity to work extensively with LGBT populations (UCSF AIDS Health Project), Multicultural populations (Richmond Area Multi Service Agency), adolescents and young adults (San Jose Job Corps, San Jose State University Counseling Center), individuals with serious mental health issues (Valley Medical Hospital Inpatient, Stanford Hospital Inpatient, Santa Clara Bi-Polar Project) and with a variety of community individuals, couples, and families (Youth and Family Enrichment Services, Community Counseling and Education Agency).

Our community-based practicum sites give students exposure to a range of theoretical orientations, including CBT, DBT, brief dynamic, family systems, and a more eclectic, multi-systemic approach. We also have the opportunity to utilize the PGSP Gronowski Clinic as an excellent training site for students. In addition, we place many students in the Palo Alto VA Health Care System (VAPAHCS). Presently, our students are training in the Anxiety Disorders Clinic and other mental health clinics, such as the San Jose Outpatient VA Clinic and the Monterey VA Outpatient Clinic. The training model involves intensive and discussion with a senior psychologist. Thus, each student placed at a VA site is observed so that the supervisory feedback closely fits his/her development level.

PGSP-STANFORD PSY.D. CONSORTIUM FACULTY

The Consortium faculty includes a number of distinguished PGSP at Palo Alto University faculty members and Stanford University School of Medicine, Department of Psychiatry faculty members offering a wide range of research, and thus provide the knowledge, enthusiasm, and insights of those actively working in the field of psychology. Every faculty member is selected to model excellence in their specific professional endeavors; they teach and supervise based on their own extensive clinical and academic experience.



CORE PROGRAM FACULTY

Bruce Arnow, Ph.D., Member, PGSP-Stanford Psy.D. Consortium Oversight Committee; Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

- Interests: Treatment outcomes for major depression; epidemiology of chronic pain and depression; relationships between child maltreatment and adult sequelae; relationship between brain activation and sexual response in men and women

Christine Blasey, Ph.D., Professor, Palo Alto University

- Interests: Statistics

Lian Bloch, Ph.D., Assistant Professor, Palo Alto University

- Interests: Emotion, emotion regulation, impact of emotion and communication on couple relationships and health

Victoria Cosgrove, Ph.D., Instructor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

Cheryl Gore-Felton, Ph.D., Professor and Associate Chairman, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

- Interests: Trauma, Behavioral Medicine

Nancy A. Haug, Ph.D., Assistant Director, The Gronowski Center; Associate Professor, Palo Alto University

- Interests: Addiction, smoking cessation, substance abuse treatment; behavioral medicine; health behavior change; eating disorders, nutrition and body image; women's health.

Kimberly Hill, Ph.D., Co-Director of Clinical Training, PGSP-Stanford Psy.D. Consortium; Clinical Associate Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

- Interests: Psychology Training, Social Anxiety, PTSD, Behavioral Medicine, Media Psychology

Robert Holaway, Ph.D. Co-Associate Director of Clinical Training, PGSP-Stanford Psy.D. Consortium; Assistant Professor, Palo Alto University

- Interests: Psychology Practicum Training, Anxiety Disorders

Jamie Kent, Ph.D. Assistant Professor, Palo Alto University; Co-Practicum Coordinator, PGSP-Stanford Psy.D. Consortium

- Interests: Women's mental health, psychological assessment, psychology practicum training

Cheryl Koopman, Ph.D., Professor (Research), Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

- Interests: Behavioral Medicine, Breast Cancer, Lyme Disease

Sandy Macias, Ph.D., Director, The Gronowski Center; Assistant Professor, Palo Alto University

- Interests: Couples and Children

Jennifer Phillips, Ph.D., Clinical Associate Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

- Interests: Autism Spectrum Disorders, Assessment of young children, Developmental Disabilities

Allison Thompson, Ph.D., Co-Associate Director of Clinical Training, PGSP-Stanford Psy.D. Consortium; Clinical Assistant Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

- Interests: PTSD, Treatment of underserved populations, health psychology, evidence-based treatment

Sanno Zack, Ph.D., Adjunct Clinical Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

- Interests: Emotion regulation, psychology, Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT), personality development, mindfulness, adolescents, trauma

ASSOCIATED PROGRAM FACULTY

Kate Corcoran, Ph.D., Clinical Faculty, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

- Interests: Cognitive Behavior Therapy, Mindfulness-Based Therapies, Mood and Anxiety Disorders

Grace Gengoux, Ph.D., BCBA-D, Clinical Assistant Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

- Interests: Lifespan Development, Behavioral Treatments, Autism and Developmental Disabilities

Athena Robinson, Ph.D., Clinical Assistant Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

Debra Safer, M.D., Assistant Professor of Psychiatry, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

- Interests: The Use of Dialectical Behavior Therapy to Treat Bulimia Nervosa and Binge Eating Disorders

Teceta Tormala, Ph.D., Assistant Professor, Palo Alto University

- Interests: Negotiation of social identity across contexts; intersectionality of social identities; stereotyping, prejudice, and intergroup processes; racial and ethnic identity processes among Black immigrants

Sharon Williams, Ph.D., Associate Professor, Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine

- Interests: Medically compromised children, cognitive deficits in children undergoing medical procedures

M.S. IN PSYCHOLOGY

GLOBAL • ONLINE

The M.S. in Psychology curriculum is a two-year part time program that is equivalent to the first year curriculum of PAU's Ph.D. program. This makes a great option for students who would like to enroll into our Ph.D. program but may not yet be ready to move to the Palo Alto area.

PROGRAM DIRECTOR SPOTLIGHT:

OLGA ROSITO, PH.D.



" Dr. Rosito received her Bachelor of Arts in Behavioral Science and Psychology from San Jose State University and went on to complete her Ph.D. in Clinical Psychology at Palo Alto University. Dr. Rosito conducted research on the impact of bereavement in family caregivers of patients with Alzheimer's disease. She completed her pre-doctoral internship at the VA Sepulveda Ambulatory Care Center in Los Angeles, providing a wide range of services to veterans with PTSD and other mood disorders. Dr. Rosito has received specialized training in treating sleep disorders and utilizing mindfulness based approaches in treatment of trauma. Dr. Rosito completed her postdoctoral training at the chemical dependency clinic at Kaiser Permanente in South San Francisco.

Dr. Rosito is an adjunct professor for the Master of Science in Psychology program at Palo Alto University teaching a course in cognitive bases of behavior. She specializes in the treatment of trauma and mood disorders using Acceptance Commitment Therapy (ACT) and mindfulness based interventions (MBSR). "

OVERVIEW

There are a number of reasons students are interested in With a M.S. Psychology degree from Palo Alto University, graduating students have three options: (1) An opportunity to gain acceptance to Palo Alto University's residential Ph.D. program, (2) Preparation for application to other Ph.D. programs, and (3) A terminal master's degree applying psychology in publishing and technology, assisting in psychological research or teaching at the community college level.

The program is in its fifteenth year and has enrolled students from all continents of the world. It is truly an anytime, anywhere program, designed for students who are working part-time or full-time, as the online coursework can be completed during evenings and weekends. The program also includes a one-week on-campus summer residency at the end of the first year.

HOW IS IT DONE?

The program uses a number of techniques to accomplish its educational goals. We have partnered with an educational technology company (Pearson) and they host the course materials online in a distance learning website called eCollege. Many of the courses use PowerPoint slides accompanied by lecture notes. A number of classes have an audio track so you can listen to the instructor as well. Readings for the classes are from texts or articles that are available on the course website in Adobe Acrobat format. Many classes also use threaded discussion groups to provide a way for students to discuss course materials with each other. Finally, chat rooms or conference calls are used to provide a forum for students to ask questions of the professor or TA at the community college level.

WHEN DOES IT HAPPEN?

Students start once a year, in September. Students cannot enter the program until the following September once classes have started.

The only synchronous parts of the courses are the chat rooms, webinar discussions, or phone conferences. For those classes that use chat rooms, the individual instructors will schedule chat times that work for their classes. Scheduling chat times can be complicated when students come from around the world. Chat times will generally occur sometime between 4 P.M. and 9 P.M. Mondays through Fridays. These times are all local times for San Francisco. Every reasonable effort will be made to schedule them at times that allow everyone to attend. If that is not possible, alternative arrangements will be made.

WHY DO THIS?

There are a number of reasons students are interested in this program. The most obvious one is the tremendous residential cost savings of completing 46 units online. If you are able to do well in the M.S. Psychology program, you will have the opportunity to apply, and if admitted, transfer all 46 units into the Ph.D. on campus. That means you will be well on your way to the Ph.D., knowing that you can master the course material and having saved yourself the costs and uncertainty of moving to Palo Alto before starting any classes.

Teaching psychology in a community college is also a possibility. We have a number of graduates who have gone on to do this. A master's in psychology can be used to assist in psychological research, textbook publishing, or high tech and Internet publishing.

Beyond the direct and obvious career options, achieving a master's degree in psychology will provide the skills to succeed in a diverse variety of fields. Places where graduate-level psychology skills are valued also include social causes, advocacy organizations, non-profits and the business world.

M.A. IN COUNSELING

CALIFORNIA • EVENING • RESIDENTIAL

Emphases in Marriage, Family, and Child Counseling or Clinical Mental Health Counseling. Three Campus Locations: Palo Alto, San Mateo, or Monterey Bay

PROGRAM DIRECTOR SPOTLIGHT:
WILLIAM SNOW, PH.D.



Dr. William Snow received his B.A and Ph.D. from the University of Washington. Prior to joining Palo Alto, Dr. William Snow served at Bethany University for over 25 years where he was Professor of Psychology, Director of Institutional Research, Vice President for Academics and Chair of the Department of Psychology.

Dr. Snow is also a Colonel in the Army National Guard Medical Department and Commander of the California Medical Command where he supervises the physical and behavioral health assessment and health promotion of over 16,000 individuals.



I came to Palo Alto University for my master's degree because I anticipated that the program would provide me with both strong counseling skills and clinical training, as well as a high level of academic rigor grounded in research.

I certainly found both to be true. I came out of the M.A. in Counseling Psychology program feeling very well-prepared to apply my skills in counseling in a variety of settings, and to use my training to evaluate situations from a research-minded perspective.

—DEANNA BERGER, M.A., ASSISTANT DIRECTOR OF ADMISSIONS CLASS OF 2012

OVERVIEW

The on-campus format of the M.A. counseling program prepares students to serve their communities as Marriage and Family Therapists or Licensed Professional Clinical Counselors in the state of California. The program is partially on-campus, partially online with live videoconference classes, and is designed to accommodate students' schedules with evening classes. Classes are offered at our Palo Alto, San Mateo, and Monterey Bay campus locations.

PROGRAM GOALS

Our professors draw from their academic backgrounds and professional experiences to provide students with the training they will need to be successful and practice professionally. Students learn through lecture, discussion, and evidenced-based learning material, then put their new knowledge to work in their practica, all guided by their professors. The program also has a unique multicultural focus with an emphasis on culture, social justice and families. Instructors equip students to serve individuals from different backgrounds and with widely different needs.

The M.A. in Counseling program also involves innovative and creative collaborations with a rich variety of institutions in the San Francisco Bay Area and the Monterey Bay Area.

CAREER

The MA in Counseling with emphasis in Marital and Family Therapy or in Professional Clinical Counseling is an accredited program approved by the California Board of Behavioral Science Examiners. It is designed to meet the Marriage and Family license requirements of the Board of Behavioral Science in the State of California (Section 4980.36 or 4980.37). It is also designed to meet the Professional Clinical Counselor license requirements of the Board of Behavioral Science in the State of California (Business and Professions Code §4980.36).

LICENSURE

This degree is the first step to obtaining your this license. After graduation you will need to accumulate 104 weeks of supervision and 3,000 hours of pre- or post-masters supervised work experience. Once you accrue the required amount of experience you may take the written licensing exams for your license. While the MA in Counseling was designed to meet California counseling license requirements, it also meets the licensure requirements of many other states and foreign countries. Anyone who may potentially seek licensure in another state or country should check on those specific laws and regulations.

M.A. IN COUNSELING

GLOBAL • ONLINE

Online with weekly live videoconference classes, plus a one-week on-campus residency in Palo Alto during the program. Emphases in Marriage, Family, and Child Counseling or Clinical Mental Health Counseling.



PROGRAM DIRECTOR SPOTLIGHT:
TIMOTHY BAIMA, PH.D.



Dr. Timothy Baima received a Ph.D. in Marriage and Family Therapy from Syracuse University and a MA in Marriage and Family Therapy from Alliant International University in San Diego. Dr. Baima's clinical work has focused on providing home-based individual, couple and family therapy in economical disadvantaged communities. Dr. Baima draws upon a variety of therapeutic models to examine the intersections of loss, trauma, oppression and interpersonal relationships. He has worked with the Violence Intervention and Prevention Program in Syracuse, NY, and The Family Institute of Pinole in Pinole, CA.

OVERVIEW

No need to uproot your life to go back to school – our regionally accredited program is delivered 98 percent online, with only one week of the two-year, nine month program requiring you to visit campus. Hands-on experience through required practicum can also be completed in your own home community. Yet, the dynamics and interaction of a traditional classroom are not lost. Today's multimedia technologies enable students to still share ideas and critical thought – even if they are an opposite sides of the country, or around the world.

Marriage, Family, and Child Counseling

The M.A. Counseling with an emphasis in Marriage, Family and Child Counseling prepares students to serve their communities as California-licensed Marriage and Family Therapists (MFT). This master's in counseling degree also prepares students for California Professional Clinical Counseling (LPCC) licensure, with a scope of practice that includes counseling families and couples.

Clinical Mental Health Counseling

The M.A. Counseling program with emphasis in Clinical Mental Health Counseling prepares students to serve their communities as licensed Professional Clinical Counselors in most of the 50 U.S. states, territories and many countries. The online format option makes it possible for students across the U.S. and globally to complete master's in counseling degree requirements via distance learning and do their practicum placements locally, in their home communities.

CAREER

The M.A. in Counseling program is a global online blended program, meaning courses primarily take place online, but are supplemented with a 1-week work in your city/country of choice. In the Summer, students come to the Palo Alto campus for one week of intensive study and competency based skill training.

An advantage of online learning is that students may start the MA in Counseling program at any quarter: Fall (September), Winter (January), Spring (April), or Summer (June). Students can enroll either part-time or full-time, and the program can be completed in two years and nine months.

LICENSURE

The MA in Counseling is a WASC accredited program approved by the California Board of Behavioral Science Examiners. It is designed to meet the Professional Clinical Counselor license requirements of the Board of Behavioral Science in the State of California (Business and Professions Code §4980.36). This degree is the first step to obtaining your LPCC license. After graduation you will need to accumulate 104 weeks of supervision and 3,000 hours of post masters supervised work experience. Once you accrue the required amount of experience you may take the written licensing exams for the Professional Clinical Counselor license.

The MA in Counseling also meets the licensure requirements of many other states and foreign countries. Anyone who may potentially seek licensure in another state or country should check on those specific laws and regulations.

B.S. IN BUSINESS PSYCHOLOGY

ONLINE • ON-CAMPUS • HYBRID

The B.S. in Business Psychology is a transfer program that provides students with the foundation of a business degree complemented by courses in psychology, the science of human behavior. Variable delivery formats and schedules enable students to keep their jobs while completing their Bachelor's degree. The BP program is full-time program that students complete in two years.



FACULTY SPOTLIGHT:

JULIA CORCORAN, PSY.D.



Dr. Julia Corcoran is a Professor and Academic Advisor in the B.S. Business Psychology program. She is a licensed clinical psychologist, with a background in business administration and management information systems. She earned her B.S. in Business Administration at Cal Poly, San Luis Obispo, CA, with a concentration in management information systems and a minor psychology. She then worked in corporate retail for several years. Her business experience includes financial analysis and planning, developing user-friendly information systems, training and mentoring colleagues, and project management. Following her corporate career, she earned a Psy.D. in Clinical Psychology from the PGSP-Stanford Psy.D. Consortium in 2015. Besides teaching and advising students at PAU, Dr. Corcoran provides psychotherapy with the Pacific Anxiety Group in Menlo Park and is a Lead Coach at BetterUp, Inc., a career and performance coaching service for young professionals.

OVERVIEW

The B.S. in Business Psychology program prepares students for business careers in which knowledge of human behavior, motivation, communications, and group processes provide them with a competitive edge. The curriculum balances the study of strategic business practices with the foundations of psychology. Students learn to apply the theories of psychology to business challenges, such as employee motivation, sales, marketing, customer satisfaction, and human resources. They also learn to analyze financial, managerial and operational business problems and to develop effective, real-world solutions.

CAREER POSSIBILITIES

Business Psychology majors develop in-depth knowledge about corporate accounting and finance, human resources, management, marketing, consumer behavior and information technology. The psychology coursework helps students to understand how employees and consumers think and behave as individuals and in groups. Graduates are prepared for a wide variety of careers, including:

- Human resources
- Customer relations
- Marketing/Sales
- Project management
- Training/coaching
- Consumer research

And some alumni pursue graduate studies MBA programs and Master's in marketing, organizational development, industrial psychology or data analytics.

FLEXIBLE FORMATS

PAU's location and format options enable students to choose their preferred course delivery, from independent online study to more traditional study on campus. The following options apply to both the B.S. Business Psychology and the B.S. Psychology and Social Action program:

Online

All classes are completed online. Professors schedule live video conferences each week. Classes take place year round, including summer.

On-Campus

Classes meet during the day on the campuses of De Anza College in Cupertino, Foothill College in Los Altos, and the College of San Mateo in San Mateo. Classes meet from September to June, and students have the summer off.

Hybrid

Students complete three course each quarter. One class is taught at the De Anza College campus in Cupertino on one evening a week, and the two other courses are taught simultaneously online. Classes are taught year round, including the summer.

TRANSFERRING IN

The transfer process at PAU is the same for both the Business Psychology and the Psychology and Social Action programs. The PAU transfer requirements are the same as those for the California State University system, however transferring transfer requirements as long as one of the Social Sciences electives is General Psychology.

Step 1: Contact a PAU undergraduate admissions counselor to discuss your education and career plans and to complete the PAU admission application.

Step 2: Develop your education plan and secure your classes.

Step 3: Complete all lower division courses by the end of summer quarter and have your transcripts sent to PAU.

Step 4: Enroll and start your classes in late September. Once enrolled at PAU, registration is guaranteed for all classes, and your degree will be completed in two-years.

B.S. IN PSYCHOLOGY & SOCIAL ACTION

ONLINE • ON-CAMPUS • HYBRID

The Psychology & Social Action (PSA) program provides students with a solid foundation in the major fields in psychology and with additional course work in the social sciences. They receive applied knowledge when they complete their senior internship. Graduates of the PSA program work in a wide variety of fields, where knowledge of human behavior and social, cultural, political and economic factors allow them to become educated and engaged citizens and agents of social change.



PROGRAM DIRECTOR SPOTLIGHT: PAUL J. MARCILLE, PH.D.



Dr. Paul Marcille joined the Palo Alto University administration and faculty in 2006 in order to create the PAU Bachelor's degree programs. He is a licensed clinical psychologist with over 30 years' experience in university administration and working with adolescents and adults in both inpatient and outpatient settings.

Dr. Marcille received his B.A. in Psychology from Ohio University and his Ph.D. in Clinical Psychology from the University of Health Sciences/The Chicago Medical School. He was the Director of Psychology at Potomac Hospital in Woodbridge, VA, and then moved to France, where he worked for 18 years at the American University of Paris (AUP). At AUP, Dr. Marcille became the Vice-president and Dean of Students, and supervised the health, career, psychological and student services. He was a professor and chair of the Psychology department. Dr. Marcille is the former president of the Santa Clara County Psychological Association and the president-elect of the California Psychological Association.

OVERVIEW

The B.S. in Psychology & Social Action (PSA) degree emphasizes the application of psychological principles to understanding and solving social issues. Graduates pursue careers in human services, community organizations, education, health and mental health care. It also prepares students for graduate study in counseling and psychology. The course work is designed to provide students with an overview of the field of psychology, complemented by social science courses in sociology, anthropology, politics, economics and philosophy. Students complete a required 9 month internship at a community agency, and a senior capstone course, in which they have an opportunity to apply the knowledge they have gained through their two years' of course work to a current psychological or social issue.

CAREER POSSIBILITIES

The PSA program prepares students for careers in human services, health care, mental health care, social services, and education. Psychology is the second most popular degree in the US, and graduates work in a wide variety of careers where knowledge of human behavior, communication skills, the ability to analyze data and think critically are essential. Careers in psychology and in psychological related fields are anticipated to grow by 25% in the coming decade. The majority of psychology graduates enter occupations that are not psychology related, though 25% of graduates do pursue graduate study.

UNDERGRADUATE COHORTS

PAU undergraduates pursue their degree with the same group of students, called a cohort. Students in each cohort take all of their classes together in a specific sequence. They and their instructors get to know each other well and typically form a strong network that is conducive to collaborative learning and professional networking. PAU utilizes a robust learning management system with video conference capability for building connections among cohort members, particularly those enrolled in online classes. PAU also provides undergraduates students with many resources to excel academically, beginning with an orientation to the PAU community and access to disability services, financial aid, online library resources, veteran's benefits, and many other student services. Each student is assigned to a faculty advisors, and PAU graduate students provide support in many courses as teaching assistants.

SENIOR INTERNSHIP

All students in the PSA program complete a required nine-month senior internship in a community agency. The internship provides students with practical experiences applying the things they've learned in their psychology and social science courses. The senior internship allows students to explore potential career fields and settings. Potential internship sites include community mental health centers, schools, community service agencies, nonprofit organizations, forensic sites, and inpatient settings. Students interested in conducting research have the opportunity to serve as research assistants with PAU professors and organized research groups. Interns earn academic credit toward graduation. Students already employed in a social service setting may be able to do their internship at their place of employment, with the approval of their faculty advisor.

PAU COMMUNITY

I found my educational experience at PAU to be very gratifying. The instructors are motivated and always willing to work with students of all levels. I found the administrators at PAU very attentive to addressing any problems that arose during my two wonderful years. I am grateful for the level of education that I have received and am happy to refer others to the school.

—MOLLY DUNCAN, M.A. IN
COUNSELING PSYCHOLOGY
CURRENT STUDENT

“

I'M AMAZED BY
THE VARIETY
OF CLINICAL
TRAINING
EXPERIENCES
AVAILABLE TO
PAU STUDENTS.

—STEPHANIE SHIPPEN, PSY.D.,
CLASS OF 2011

“In the heart of the San Francisco Bay Area, PAU offers world-class training, research, and practice-oriented opportunities, including alliances with Stanford University and the Palo Alto Veterans Hospital. PAU graduates consistently outperform those who choose other programs. Students now come from all over the world to study here. We hope you will consider joining them.”

—ALLEN CALVIN, PRESIDENT



There are numerous aspects of my experience at PAU that have helped me to learn, to change, and to grow as a psychologist and clinician. However, the facet of the PAU experience that most stands out to me is the faculty here. The faculty here has a broad array of interests and experiences. This means that when you develop a new interest or idea, there is a good chance that you can meet with someone who not only has a deep understanding of the literature, but may also be an expert in the field.

The relationships that I've developed with the faculty here have helped me define goals for myself and have provided me with many exciting opportunities to get involved with research, teaching assistance, and receive advanced clinical training. Overall, the mentorship at PAU is of the highest quality.

—BENJAMIN SCHNARE, CURRENT PH.D. STUDENT



My name's Michael Richards, and I started the Ph.D. program in clinical psychology at Palo Alto University in September 2012. I'm particularly interested in working with LGBT populations and intend to complete the LGBT and Diversity and Community Mental Health tracks. I'm also

now beginning work with Dr. Balsam in her lab focusing on LGBT issues in psychology. Two things stand out in my mind about PAU: the professors and my fellow students.

The professors have been invariably impressive, both in their knowledge of class subjects and the research they do. They're accessible and really care about how their students do. My classmates have also been a great resource, as students in the program tend to have supportive professional and personal relationships with one another. The program is challenging, so it's been helpful to have peers who want you to succeed.

—MICHAEL RICHARDS,
CURRENT PH.D. STUDENT

The culture at PAU is to work hard and use your strengths. People have a sense of urgency here; they are focused, so they accomplish a lot.

I get more done here than I've ever thought possible – but I still have a life. It has prepared me for a professional environment.

—LANDON BERGER, PSY.D.,
CLASS OF 2011

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

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

—PHILIP ZIMBARDO, PAU PROFESSOR



PALO ALTO UNIVERSITY

1791 Arastradero Road Palo Alto, CA 94304 • (800) 818-6136 • www.PaloAltoU.Edu