

Graduate Center for Child Development and Psychotherapy
A Program of The Reiss-Davis Child Study Center
Vista Del Mar Child and Family Services

CATALOG

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Graduate Center for Child Development and Psychotherapy Institutional Mission, Purpose and Objectives

Purpose

Since the turn of this century, our country has been facing a major crisis in mental health services for children and adolescents. An unprecedented 2001 report from the then surgeon general's office, the National Action Agenda for Children's Mental Health, indicated that, "1 in 10 children and adolescents in the United States suffers from some form of mental illness severe enough to cause some level of impairment, Yet in any given year, it is estimated that less than 1 in 5 of these children receives needed treatment. The long-term consequences of untreated childhood disorders are costly, in both human and fiscal terms."

In that report, Dr. David Satcher, the then Surgeon General, noted: "The burden of suffering by children with mental health needs and their families has created a health crisis in this country. Growing numbers of children are suffering needlessly because their emotional, behavioral, and developmental needs are not being met by the very institutions and systems that were created to take care of them." The Surgeon General and his committee's last, but possibly one of the most important "action steps" for remediating the mental health crisis was stated as: "Finally, we need to train health care providers in scientifically-proven, state-of-the-art approaches of assessment, treatment, and prevention." Dr. Satcher concludes the report by noting, "The agenda in this report presents an unparalleled opportunity to make a difference in the quality of life for all of America's children."

Things have only gotten worse as we are entering into the second decade of the 21st century. Recent estimates of mental health problems affecting young people in our country indicate that 1 in 5 children now have a diagnosable mental disorder and that 75-80% of these children and youth in need of mental health services do not directly receive those needed interventions, as the necessity for trained mental health practitioners increases proportionately.

Mission

The mission of the Graduate Center for Child Development and Psychotherapy's programs is to educate students to become knowledgeable, competent, well informed, culturally sensitive, and ethically responsible 21st century child and adolescent mental health professionals capable of integrating psychodynamic theory with the latest in research and clinical practice. The training and skills developed by the Graduate Center students in our program will enable them to provide early detection, treatment and consultation to emotionally troubled children and their families, so that our graduates will not only foster the growth and development of the field of child and adolescent mental health but will also address and begin to meet the ever-growing need for mental health and educational services to young people and their families in our Los Angeles community and beyond.

Objectives

Each Graduate Center student is expected to attain mastery of a body of theoretical, historical, and practical knowledge appropriate to their degree or certificate objective. This mastery is demonstrated through measurable student learning outcomes specified in the syllabus of each course of each program.

In the Graduate Center's degree programs, students are not only expected to master the content of specific courses, but also to develop critical and analytical learning abilities that,

together with educational values, contribute to lifelong learning. Students learn how to meet the diagnostic and therapeutic needs of the myriad of young people already in crisis. Students also learn to do psychological research and are encouraged to explore evidenced-based projects and studies to further the field of psychodynamic developmental work with children and adolescents. Finally, students have the opportunity to learn the psychological diagnostic testing assessment of children and adolescents to help establish what each young person needs for an appropriate mental, emotional, and educational plan of intervention.

To operationalize its mission, the Graduate Center offers the following degree programs in Clinical Child Psychology

- ❖ Doctor of Psychology (PsyD) Program in Clinical Child Psychology – Weekend Program
- ❖ Master of Arts (MA) in Clinical Child Psychology
- ❖ Doctor of Psychology (PsyD) in Clinical Child Psychology – Traditional Program
- ❖ Doctor of Philosophy (PhD) in Clinical Child Psychology– Traditional Program
- ❖ One-year certificate program: Psychodynamic Insights and Understandings: Childhood, Adolescence and Family.

Facilities

The Graduate Center for Child Development and Psychotherapy is located on the campus of Vista Del Mar Child and Family Services, 3200 Motor Avenue, Los Angeles, CA 90034.

Phone: (310) 836-1223 X339; Fax: (310) 838-2791;
e-mail: GraduateCenter@VistaDelMar.org

Location of Classrooms

Graduate Center classes are held on the campus of Vista Del Mar Child and Family Services, 3200 Motor Avenue, Los Angeles, CA 90034.

Facilities

Graduate Center classrooms contain internet access for the instructors' class presentations when needed, teleconferencing equipment, whiteboard/chalkboard, individual media device projection, PowerPoint projector, screen, monitor for DVD and video viewing. There is no Wi-Fi available at Vista Del Mar. For the traditional doctoral program only, therapy offices are available in the Reiss-Davis Child Study Center Clinic. Kitchen with refrigerator and microwave, and bathroom facilities conveniently located. The Computer Room in the Reiss-Davis Child Study Center with Internet Access is available to the students.

Administrative Office

The Administrative Office is located in the Reiss-Davis Child Study Center, Vista Del Mar Child and Family Services, 3200 Motor Avenue, Los Angeles, CA 90034. All records are maintained there.

Reiss-Davis Research Library

The Reiss-Davis Research Library is located on campus near the Reiss-Davis Child Study Center. Its holdings and facilities are available to all students enrolled in the Graduate Center.

Degree Programs and Curricula

Students at the 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; neuropsychobiology; psychological and neuropsychological testing; evaluation and diagnosis of children and adolescents; a wide array of clinical concepts; research; statistics; and psychological writing.

Weekend Program

The Graduate Center for Child Development and Psychotherapy offers a three year, one-weekend per month doctoral-level degree program: the Psy.D. in Clinical Child Psychology. The Psy.D. weekend program requires applicants to be licensed or license-eligible (LMFT, LCSW, LEP, LPCC).

Traditional Program

The Graduate Center for Child Development and Psychotherapy offers two doctoral-level degrees in its Traditional Program: the Psy.D. in Clinical Child Psychology and the Ph.D. in Clinical Child Psychology. Application requirements are the same for both degree programs.

While the doctoral programs have common elements, there are important differences. The Psy.D. degree is a three+ year degree program intended to enhance the skills of students to function primarily as hands-on practitioners of clinical child psychology, including diagnostics and psychotherapy. Psy.D. students receive instruction in the basics of statistics and research methodology although they are not trained to go further in independent research. The curriculum is outlined on pages 23 to 27 in this catalog.

The Ph.D. degree is a four+ year program designed not only to prepare students to function as hands-on practitioners of clinical child psychology, including diagnostics and psychotherapy, but also to prepare them to produce original research in the field of child psychology. In addition to the curriculum outlined on pages 22 to 28 in this catalog, Ph.D. students will receive individualized instruction in advanced statistics, research methodology and design, and dissertation planning and writing from a Dissertation Advisor.

In the Traditional Program, upon successful completion of the second year of the core program, students may begin the required Clinical Practicum at the Reiss-Davis Child Study Center. In the course of the Practicum, students carry out longer-term treatment of children and adolescents under weekly, one-to-one individual supervision as well as weekly group supervision by faculty members who meet the criteria to serve as clinical supervisors. In order to complete the Clinical Practicum, each student must complete a minimum of 450 clinical hours with children and adolescents and their parents, and a minimum of 150 supervision hours. Students in weekend PsyD are already licensed in their clinical disciplines and thus have the required hours of clinical experience prior to applying to the Graduate Center.

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

General Description and Program Objective

The Doctor of Psychology in Clinical Child Psychology (Psy.D.) degree may be earned by students who complete assigned coursework and demonstrate mastery of the theoretical aspects of clinical child psychology as well as capabilities in utilizing clinical research and the hands-on 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 complete a Psy.D. Dissertation.

Method of Instruction

Instructional methods include didactic seminars and courses which provide support in developing the Psy.D. Dissertation, which is completed under the guidance of a Dissertation Committee approved by the Chief Academic Officer (Dean).

In special circumstances, the 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.

Graduation Requirements

A minimum of 100 quarter units are required for graduation in the Psy.D. Weekend Program. Units are earned as follows: 90 quarter units for didactic seminars; 3 quarter units for completion of each Psy.D. Dissertation Class in which the student enrolls in the 4th year and beyond; 10 quarter units for successful completion of the PsyD Dissertation.

Students must pass every course with a grade of Credit.

WEEKEND PROGRAM

Doctor of Psychology in Clinical Child Psychology (Psy.D.)

First Year Classes

Psychodynamic Theory-I

Class # PSY 601 14 5-hr Sessions 4.9 Units

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

Psychodynamic Theory-II

Class # PSY 603 7 5-hr Sessions 3.9 Units

The expansion of psychodynamic theory into the 20th and 21st century, including ego psychology, object relations theory, self psychology and relational psychology.

Infancy to Latency Development

Class # PSY 605 9 9-hr Sessions 3.6 Units

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

Infancy to Latency Psychopathology

Class # PSY 607 9 9-hr Sessions 3.6 Units

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

Preadolescent to Adolescent Development and Psychopathology

Class # PSY 609

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 DSM-IV and the emerging DSM-V.

Neurobiology and Affect Regulation

Class # PSY 611

Neurobiology and Affect Regulation:

In this course we will study Brain anatomy and function. We will focus on the right brain and limbic system in order to understand the mind-brain-body connections that are the underpinnings of our emotional selves. We will focus on understanding memory systems, the limbic and autonomic nervous systems and affect regulation as a basis for psychotherapy.

Psychodynamic Understanding of Attachment

Class # PSY 613

In this course we will study Bowlby's original attachment theory, including separation and loss. We will consider Ainsworth and Main and attachment research as well as ways of measuring attachment categories. We will then integrate the neurobiology and affect regulation theory into a conception of Modern Attachment Theory as written about by Schore and Schore.

Psychodynamic Psychotherapy

Class # PSY 615 4 9-hr Sessions 3.9 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.

Second Year Classes

Psychodynamic Theory II (continued)

Class # PSY 601 2 5-hour Sessions 10 Units
(see above)

EBP and Other Validated Treatments

Class # PSY 617 4 5-hour Sessions 2.2 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.

Evaluating Psychodynamic Effectiveness

Class # PSY 619 6 5-hour Sessions 3.3 Units

This course builds on the knowledge of psychodynamic principles, psychodynamic play therapy and psychodynamic psychotherapy while integrating knowledge of evidence based psychotherapies (EBP) 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.

Psychotherapy with Adolescents

Class # PSY 621 4 9-hour Sessions 3.9 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.

Integration of Psychoanalytic Therapy

Class # PSY 623 4 9-hour Sessions 3.9 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 the therapeutic work with young people.

Parent Work

Class # PSY 625 4 9-hour Sessions 3.9 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.

Play Therapy and Child Psychotherapy

Class # PSY 627 4 9-hour Sessions 3.9 Units

This course presents the fundamentals of the child psychotherapy process, integrating the basic skills necessary to deal with the challenges children 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.

Methodology and Design

Class # PSY 629 4 9-hour Sessions 3.9 Units

This course focuses on the use of research for clinical practice with an emphasis on hypothesis testing, and both descriptive statistics. Also included is an overview of the following: hypothesis development, experimental design options, internal and external validity of alternative designs, sample selection, control group strategies, criteria and criterion measures, power calculations, data analysis and interpretation.

Statistical Analysis

Class # PSY 631 4 9-hour Sessions 3.9 Units

This course offers an introduction to statistics and is designed students to be competent in measurements used for research in clinical practice. The course presents various statistical design models for the treatment of research data, with a focus on the analysis of variance, single-factor experiments, factorial designs, and mixed designs. Also covered in this class are: factor analysis; multiple regression, analysis of covariance, multivariate analysis of variance and related techniques and other statistical concepts and techniques required for psychological investigation. The course will also explore the measures of central tendency, statistical inference, simple and complex analysis of variance methods, multiple comparison and factorial designs.

Third Year Classes

Psychological Assessment I

Class # PSY 633 4 5-hour Sessions 2.2 Units

This course focuses on the 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.

Psychological Assessment II

Class # PSY 635 4 5-hour Sessions 2.2 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.

Psychological Assessment III

Class # PSY 637 4 5-hour Sessions 2.2 Units

This course will focus on the integration of projective and personality test results with cognitive testing and other test findings such as academic and attentional testing as well as clinical judgment in writing and communicating test findings to clients and professionals.

Working with Children of Divorce

Class # PSY 639 4 9-hour Sessions 3.9 Units

This course provides a comprehensive coverage of legal, ethical and clinical considerations and guidelines for working with divorcing and/or never married populations with children. Clinical tools to help children and families, while following appropriate ethical guidelines, beginning with the first call to the therapist requesting treatment for the child will be explored, along with parent case, case management tools and special methods of working with parents and children in high conflict and how to detect and avoid traps and pitfalls when parents attempt to get the therapist involved in court action. Questions of confidentiality and writing reports and declarations to the court will also be explored

Dream Work

Class # PSY 641 4 9-hour Sessions 3.9 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.

Clinical Supervision and Consultation

Class # PSY 643 4 9-hour Sessions 3.9 Units

This course will focus on an examination of the role of the supervisor and supervisee in clinical supervision and consultation. Major issues and challenges inherent in the supervisory process as well as ethical and legal responsibilities and challenges will also be explored. Additionally, supervision contracts, notes and problem areas to avoid for an effective supervision experience will be explored.

Dissertation Development I, II and III

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

Dissertation Development I

Class # PSY 645

4 9-hour Sessions 3.9 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.

Dissertation Development II

Class # PSY 649 4 9-hour Sessions 3.9 Units

In this course the student will begin to write a comprehensive review of the literature on their proposed topic. During the course the student will learn different methods to consider for the dissertation study, and how to write the 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.

Dissertation Development III

Class # PSY 651 4 9-hour Sessions 3.9 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.

Fourth Year and Beyond

Dissertation Completion Class

Class # PSY 901 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 Class # 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.

Traditional Program Doctor of Philosophy in Clinical Child Psychology (Ph.D.)

General Description and Program Objective

The Doctor of Philosophy in Clinical Child Psychology (Ph.D.) degree may be earned by students who complete assigned coursework and demonstrate mastery of the theoretical aspects of clinical child psychology as well as advanced capabilities in research methodology and clinical practice. The objective of this research-oriented program is to prepare students for advanced scholarship and systematic inquiry in the field of clinical child psychology leading toward original research. Students are expected to learn the fundamentals of statistics and research methodology, complete a doctoral dissertation, and treat children under the supervision of faculty members. The core curriculum of the degree program lasts a minimum of four academic years and contains a minimum of 81 quarter units of coursework (54 seminars). However, students are advised that the time required to complete the Practicum and the Ph.D. dissertation will vary according to the individual student progress.

Method of Instruction

Instructional methods include didactic seminars, individual weekly supervision of each of the required child training psychotherapy cases, and planning for a doctoral dissertation that is completed under the guidance of a Doctoral Dissertation Committee.

In special circumstances, the 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.

- ❖ **Advanced Research, Methodology and Design.** Because the PhD degree requires independent experimental research, in addition to all the other psychology courses and preparation to become a practitioner in the field of child psychology, the PhD Candidate is required to spend more intensive time in independent study with a dissertation advisor for advanced research, statistics and dissertation work. The fourth year of coursework is devoted entirely to Advanced Research, Statistics, Methodology and Dissertation preparation at the advanced level to help the student carry on a significant research project that will make a unique contribution to the field. For each 16 hours of enrollment in this class, the student will receive 1.5 quarter units. This will continue until the student's Dissertation has been completed and approved by the Dissertation Committee.
- ❖ **Supervised Clinical Practicum.** Graduate Center Students are required to complete an intensive Clinical Practicum experience in the Reiss-Davis Child Study Center Clinic. Students will see children and adolescents in ongoing psychodynamically-oriented treatment, as well as meeting with and providing input to their parents/caretakers. Weekly Individual Supervision will be provided by licensed psychologists who are staff members of the Clinic as well as members of the faculty of the Graduate Center. In addition, students will meet weekly in an ongoing Group Supervision Seminar directed by a member of the Graduate Center Faculty who is a licensed psychologist and extremely experienced in providing supervision. Students will be required to provide a minimum of 450 hours of patient contact and participate in a minimum of 150 hours of supervision in order to complete the Practicum.

Contiguous with the beginning of the Clinical Practicum and continuing on an ongoing basis until the student has met the requirements of the Practicum and ceases to see clients in the Clinic, the student must maintain enrollment in the Supervision Seminar which meets weekly and provides group supervision under the direction of a member of the Faculty who is a licensed psychologist and a senior supervisor.

Students will earn quarter units in the Supervised Clinical Practicum as follows: 1.5 quarter units for each 30 hours of Individual Supervision; 1.5 quarter units for each 45 hours of clinical work with clients; 1.5 quarter units for each Supervision Seminar (16 classroom hours).

Graduation Requirements for the Ph.D. Degree

A minimum of 117 quarter units are required for graduation in the Ph.D. program. Units are earned as follows: 81 quarter units for didactic seminars years one through four; as described above 1.5 quarter units for each 16 hours of individual instruction in Advanced Research, Statistics, Methodology and Dissertation preparation Dissertation Writing with the Dissertation Advisor; 1.5 quarter units for each Supervision Seminar; 1.5 quarter units per 45 hours of clinical work with clients; 1.5 quarter units per 30 hours of Individual Supervision; 15 quarter units for completion of the Ph.D. Dissertation

Ph.D. Students will remain continuously enrolled in the ongoing Group Supervision Seminar as well as in ongoing Individual Supervision until they have met the requirements of the Practicum.

Ph.D. Students will remain continuously enrolled in ongoing Independent Study in Advanced Research, Statistics, Methodology with the Dissertation Advisor until the dissertation is completed.

Students must pass every seminar with a grade of Credit.

Traditional Program Doctor of Philosophy in Clinical Child Psychology (Ph.D.)

First Year Classes

Psychoanalytic Theory-I

Class # PT-501 8 2-hr Sessions 1.5 Units

This course will present the theories and concepts of Sigmund Freud that lay the foundation for all later psychoanalytic thinking. Classes will involve lecture and open discussion. The purpose is to create a way of thinking about the mind in depth, and its treatment, that will serve the student in thinking about all later theories.

Psychoanalytic Theory-II

Class # PT-502 8 2-hr Sessions 1.5 Units

This course will continue to present the theories and concepts of Sigmund Freud that lay the foundation for all later psychoanalytic thinking.

Psychoanalytic Theory-III

Class # PT-503 8 2-hr Sessions 1.5 Units

This course will present the theories and concepts of Melanie Klein and her development of the field of object-relations.

Psychoanalytic Theory-IV

Class # PT-5048 2-hr Sessions 1.5 Units

This course will present the development and expansion of the theories and concepts of Melanie Klein by her three great followers: Wilfrid Bion, Hanna Segal and Herbert Rosenfield.

Normal Development-I

Class # ND-501 8 2-hr Sessions 1.5 Units

This course provides theoretical and scientific information regarding normal development processes from conception through age six months. Treatment modalities for use with caregivers and infants will be discussed with an emphasis on the integration of theoretical information with practical clinical applications.

Normal Development-II

Class # ND-502 8 2-hr Sessions 1.5 Units

This course provides theoretical and scientific information regarding normal development processes from six months through thirty-six months of age. Assessment and treatment modalities for use with caregivers and infants/toddlers will be discussed with an emphasis on the integration of theoretical information with practical clinical applications.

Normal Development-III

Class # ND-503 8 2-hr Sessions 1.5 Units

The development of language, motor skills, social skills, pre-oedipal and oedipal from 36 months to 6 years.

The development of language, motor skills and social skills. Concepts studied include developmental lines, libidinal phases, representational theory, self theory, phallic-urethral phase and the oedipal development of the male and female, leading to the consolidation of the superego.

Normal Development-IV

Class # ND-504 8 2-hr Sessions 1.5 Units

Study of the intrapsychic processes and structures that define the latency period of childhood (6 to 11 years). The tasks and characteristics of latency will be viewed from a developmental and psychodynamic perspective.

Theory, Practice, and Technique of Listening and Observing in Clinical and Educational Settings

Class # CC-504 8 2-hr Sessions 1.5 Units

This course will focus on the rationale for and techniques involved in listening to and observing children and adolescents in various settings with an emphasis on clinical settings, where most assessments and interventions take place. Skills will be delineated as a foundation for the development of clinical interviewing and therapeutic skills.

The Psychotherapeutic Process: Beginning Phase of Treatment

Class # CC-5018 2-hr Sessions 1.5 Units

The psychotherapeutic process: a review of diagnostic entities most frequently found in work with children; beginning phase of treatment; techniques for psychotherapy with children; and therapy with youngsters with varying diagnoses.

Play Therapy

Class # CC-502 8 2-hr Sessions 1.5 Units

This seminar is designed to introduce the student to play therapy from different theoretical perspectives, with a particular focus on psychodynamic orientation to child psychotherapy. Students are encouraged to bring to the classroom discussion their experience with children and play.

Ethical and Legal Foundations of Psychotherapy

Class # CC-503 8 2-hr Sessions 1.5 Units

A review of current ethical principles and standards of practice for psychotherapists including state and federal laws governing the practice of psychotherapy in California, and professional issues that affect practicing therapists.

Developmental Disturbances and Psychopathology-I

Class # DD-504 8 2-hr Sessions 1.5 Units

Theoretical, scientific and diagnostic information regarding abnormal processes from prenatal development through infancy. Discussion of assessment and treatment modalities for use with caregivers and infants/toddlers.

Academic Psychological Writing

Class # PW-501 8 2-hr Sessions 1.5 Units

An introduction to and strengthening of the students' academic psychological writing skills in the following areas: mastery and application of core areas of APA style; capacity to distinguish academic writing from nonacademic writing; and capacity to integrate ideas in written form.

Psychological Testing-I: Cognitive Testing

Class # PS-502 8 2-hr Sessions 1.5 Units

A basic introduction to assessment and the cognitive assessment of children. An overview of the terminology, context and issues in cognitive assessment in children and adolescents.

Psychological Testing-II: Rorschach

Class # PS-603 8 2-hr Sessions 1.5 Units

A basic introduction to projective testing and the Rorschach. A brief overview of the development and history of projective testing. Basic issues about the Rorschach, Rorschach administration, Rorschach scoring, and beginning interpretation of the Rorschach.

Second Year Classes

Psychoanalytic Theory-V

Class # PT-601 8 2-hr Sessions 1.5 Units

This course will present the theories and concepts of the independent school of object-relations, featuring Fairbairn, Winnicott and Tustin's work on autism.

Psychoanalytic Theory-VI

Class # PT-602 8 2-hr Sessions 1.5 Units

This course will present the theories and concepts of the American school of psychoanalysis, beginning with Kohut's revolt against Anna Freud's Ego-psychology with his Self-psychology, morphing into intersubjectivity and the Relational school.

Normal Development-V

Class # ND-505 8 2-hr Sessions 1.5 Units

Normal adolescent development (12 to 20 years).

This course will familiarize the students with the adolescent stage of development as viewed from neurobiological, psychosocial and psychodynamic perspectives.

Developmental Disturbances and Psychopathology-II

Class # DD-601 8 2-hr Sessions 1.5 Units

Theoretical, scientific and diagnostic information regarding abnormal processes eighteen to thirty-six months of age. Discussion of assessment and treatment modalities for use with caregivers and infants/toddlers.

Developmental Disturbances and Psychopathology-III

Class # DD-602 8 2-hr Sessions 1.5 Units

Disorders of childhood 36 months to 6 years.

This class will provide theoretical, scientific and diagnostic information regarding maladaptive development processes from three through five years of age, discuss assessment and treatment modalities for use with caregivers and preschoolers, and integrate theoretical information with practical clinical applications.

Developmental Disturbances and Psychopathology-IV

Class # DD-603 8 2-hr Sessions 1.5 Units

This course will focus on the purpose and structure of the latency period (6-11 years) and its developmental challenges. Disturbances that may arise in early, middle and late latency will be discussed and illustrated with case studies.

Developmental Disturbances and Psychopathology-V

Class # DD-604 8 2-hr Sessions 1.5 Units

This course will present an overview of problem issues which emerge in adolescence, their etiology, and their impact on development. Students will be familiarized with treatment considerations and approaches to adolescent psychopathology.

Observing Infants and Mothers-I: A Practicum Series in Early Childhood Development for Clinical Child Psychology Students

Class # IO-501 8 2-hr Sessions 1.5 Units

Direct observation of parent(s) and infant. This seminar meets for four consecutive quarters. Each student observes an infant and mother in the family home for one hour per week over an academic year. Students will develop a capacity to observe and record findings without impinging on the mother-infant unit; to make inferences about the infants' and mothers' mental lives, and to trace the early roots of psychopathological trends.

Observing Infants and Mothers-II: A Practicum Series in Early Childhood Development for Clinical Child Psychology Students

Class # IO-502 8 2-hr Sessions 1.5 Units

Continuation of IO-501

Observing Infants and Mothers-III: A Practicum Series in Early Childhood Development for Clinical Child Psychology Students

Class # IO-503 8 2-hr Sessions 1.5 Units

Continuation of IO-502

Observing Infants and Mothers-IV: A Practicum Series in Early Childhood Development for Clinical Child Psychology Students

Class # IO-503 8 2-hr Sessions 1.5 Units

Continuation of IO-503

Introduction to Research and Statistics-I and II

Class # RS-603/60416 2-hr Sessions 3 Units

This two quarter course will provide an introduction to research and statistics. Teaching methods include readings, lectures, student presentations, and class discussion. A foundation is provided for interpretation of research results relevant to clinical practice; and critical thinking about students' own clinical work and doctoral projects.

RS-603 focuses on descriptive statistics, protection of human subjects, and process research of psychotherapy.

RS-604 focuses on inferential statistics, outcome research of psychotherapy, and context and psychotherapy practice.

Developmental Neurobiology

Class # DN-601 Part 1 8 2-hr Sessions 1.5 Units

Class # DN-602 Part 2 8 2-hr Sessions 1.5 Units

This course gives an overview of the nonlinear brain and the developmental importance of considering the brain/mind/body as a single, coordinated system. This interdisciplinary look at early affective development emphasizes psychoneurobiological findings regarding how and why early events profoundly affect the development of the self and its relational capabilities. Current findings in infant research and neurobiology posit that the infant's affective interactions with the early human social environment directly and indelibly influence the postnatal maturation of brain structures that will regulate all future socioemotional functioning.

Building Blocks to a Dissertation Proposal I-Introduction

PD-701

First of a three-course series designed to provide students with foundational skills to conceptualize and write the elements of a dissertation proposal. By the end of the course, students will submit a draft of an Introduction to a dissertation proposal that covers necessary aspects of the study in a coherent and clear form, including a References section that matches the citations in the text. The draft is to be in APA format and style.

Third Year Classes

Psychological Testing-III: Other Objective and Projective Testing

Class # PS-604 8 2-hr Sessions 1.5 Units

A basic introduction to the psychological assessment of children and an overview of the theory and issues in the use of projectives in the assessment in children. The specific projectives covered will be the Thematic Apperception test (TAT), CAT, Roberts-2, Sentence Completion, some drawing tests (KFD, DAP, HTP)

Neuropsychological Testing

Class # PS-701 8 2-hr Sessions 1.5 Units

A basic introduction to the neuropsychological assessment of children and an overview of the theory and issues in the use of neuropsychological measures in the assessment in children.

Parenting/Parent Work

Class #CC-703 8 2-hr Sessions 1.5 Units

This class will explore those aspects of human parental development which affect parenting behavior and develop students' appreciation of the dynamic relationship between parents and their children.

Sleep, Dreams and Nightmares of Children

CC-7022 8 2-hr Sessions 1.5 Units

Sleep, dreams and the unconscious from a psychoanalytic point of view. Understanding dreams of children and approaching them psychotherapeutically.

Gender Identity

CC-704 8 2-hr Sessions 1.5 Units

Pertinent psychoanalytic literature concerned with the social, cultural and biological theories on female/male psychology with an emphasis on sex and gender. Review of evolution and changes that have taken place in the formation of these theories.

Divorce: Its impact on Parenting and the Development of Children and Adolescents

CC-7034

This course explores the nature of divorce; the tasks of divorce for parent and child; clinical work with divorcing/divorced children and families; and the scientific basis for custody decisions.

Relational Psychology-I

Class # CC-705 8 2-hr Sessions 1.5 Units

In this class, the students will develop a basic understanding of contemporary relational theory and psychotherapy.

Relational Psychology-II

Class # CC-706 8 2-hr Sessions 1.5 Units

In this class the students will continue to develop knowledge about the theory and practice of relational psychology.

Psychotherapy of the Physically and Psychosomatically Ill Child

CC-7033

The psychological, physical and developmental impact of chronic illness on children.

Trauma

CC-601

In this course examines the nature of trauma, the neurobiology and causes of trauma and explore the current interventions to be used in its treatment.

Working with Traumatized Young People: A Multicultural Perspective

CC-7035

This course examines the nature of “applied psychology,” the mental health needs of children in underresourced environments, the impact of stressful circumstances on children and adolescents, varying approaches to the mental health care of severely stressed and traumatized children, and the impact of external events on the “inner world.”

Building Blocks to a Dissertation Proposal II – Literature Review

PD-702

This course is designed to introduce students to the steps involved in researching, conceptualizing, and writing a literature review. By the end of the course, students will submit a preliminary draft of a literature review that is built on the steps learned during the course.

Building Blocks to a Dissertation Proposal III-An Integrative Writing Course: Methodology and Report Writing

PD-703

This course focuses on methodology and pulling the elements of the dissertation proposal together. By the end of the course the students will be required to submit a draft of a dissertation proposal that pulls together the elements developed throughout the three-course series. Students will also write case reports.

Fourth Year until Graduation

Individualized Instruction-Experimental Dissertation

ED-8001 Individualized Instruction Dissertation Planning and Writing

ED-8002 Individualized Instruction Advanced Statistics

ED-8003 Individualized Instruction-Advanced Research Methodology

Beginning in the third quarter of the third year and continuing in the fourth year and until completion of the Ph.D. Dissertation, the Ph.D. student is assigned a Dissertation Advisor for ongoing weekly meetings. These courses will be given concurrently according to the Instructor’s assessment of the student’s progress.

The student will receive individualized instruction in

- Techniques of experimental research, including formulation of the research proposal, implementing the design, and carrying out the necessary research preparatory to and contiguous with the writing of the experimental dissertation
- Techniques of Advanced Statistics
- Techniques of Advanced Research Design and Methodology

Clinical Supervision

Ph.D. Students will remain continuously enrolled in the ongoing Group Supervision Seminar as well as in ongoing Individual Supervision until they have met the requirements of the Clinical Practicum of a minimum of 450 hours of patient contact and 150 hours of supervision and have completed their clinical work with clients in the Reiss-Davis Child Study Center.

Students must pass every seminar with a grade of Credit.

Doctor of Psychology in Clinical Child Psychology

General Description and Program Objective

The Doctor of Psychology in Clinical Child Psychology (Psy.D.) degree may be earned by students who complete assigned coursework and demonstrate mastery of the theoretical aspects of clinical child psychology as well as capabilities in utilizing clinical research and the hands-on 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. The program includes training in research methodology and systematic inquiry. Students are expected to learn the basics of statistics and research methodology, complete a Psy.D. Dissertation, and complete a Practicum in the Reiss-Davis Child Study Center in which they treat children and adolescents under the supervision of members of the faculty. The core curriculum of the degree program lasts a minimum of three academic years and contains a minimum of 72 quarter units of coursework (48 seminars). However, students are advised that additional time will be required to complete the Clinical Practicum and the Psy.D. Dissertation which will vary according to the individual student's progress.

Method of Instruction

Instructional methods include didactic seminars, ongoing weekly individual and group supervision during the Practicum, and in planning for a Psy.D. Dissertation, which is completed under the guidance of a Dissertation Committee approved by the Chief Academic Officer (Dean).

In special circumstances, the 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.

- ❖ Following completion of the third year of seminars, students will remain enrolled in the ongoing **Doctoral Dissertation Group** which provides instruction and support for the student during the writing of the Psy.D. Doctoral Dissertation. Each student will also work with his or her Dissertation Committee, which must be approved by the Dean. Students will maintain enrollment in the Dissertation Group until the Dissertation is finalized and the Dissertation Committee has approved the Dissertation. The student will earn 1.5 quarter units for each of these 16 Clock Hour seminars.
- ❖ **Supervised Clinical Practicum.** Graduate Center Students are required to complete an intensive Clinical Practicum experience in the Reiss-Davis Child Study Center Clinic. Students will see children and adolescents in ongoing psychodynamically-oriented treatment, as well as meeting with and providing input to their parents/caretakers. Weekly Individual Supervision will be provided by licensed psychologists who are staff members of the Clinic as well as members of the faculty of the Graduate Center. In addition, students will meet weekly in an ongoing Group Supervision Seminar directed by a member of the Graduate Center Faculty who is a licensed psychologist and extremely experienced in providing supervision. Students will be required to provide a minimum of 450 hours of patient contact and participate in a minimum of 150 hours of supervision in order to complete the Practicum.

Contiguous with the beginning of the Clinical Practicum and continuing on an ongoing basis until the student has met the requirements of the Practicum and ceases to see clients in the Clinic, the student must maintain enrollment in the Supervision Seminar

which meets weekly and provides group supervision under the direction of a member of the Faculty who is a licensed psychologist and a senior supervisor.

Students will earn quarter units in the Supervised Clinical Practicum as follows: 1.5 quarter units for each 30 hours of Individual Supervision; 1.5 quarter units for each 45 hours of clinical work with clients; 1.5 quarter units for each Supervision Seminar (16 classroom hours).

Graduation Requirements

A minimum of 102.5 quarter units are required for graduation in the Psy.D. program. Units are earned as follows: 72 quarter units for didactic seminars years one through three; 1.5 quarter units for each Dissertation Group seminar following completion of the third year of classes; 1.5 quarter units for each Supervision Seminar; 1.5 quarter units per 45 hours of clinical work with clients; 1.5 quarter units per 30 hours of Individual Supervision; and 10 quarter units for completion of the Psy.D. Dissertation.

Students must pass every seminar with a grade of Credit.

Traditional Program Doctor of Psychology in Clinical Child Psychology (Psy.D.)

First Year Classes

Psychoanalytic Theory-I

Class # PT-501 8 2-hr Sessions 1.5 Units

This course will present the theories and concepts of Sigmund Freud that lay the foundation for all later psychoanalytic thinking. Classes will involve lecture and open discussion. The purpose is to create a way of thinking about the mind in depth, and its treatment, that will serve the student in thinking about all later theories.

Psychoanalytic Theory-II

Class # PT-502 8 2-hr Sessions 1.5 Units

This course will continue to present the theories and concepts of Sigmund Freud that lay the foundation for all later psychoanalytic thinking.

Psychoanalytic Theory-III

Class # PT-503 8 2-hr Sessions 1.5 Units

This course will present the theories and concepts of Melanie Klein and her development of the field of object-relations.

Psychoanalytic Theory-IV

Class # PT-5048 2-hr Sessions 1.5 Units

This course will present the development and expansion of the theories and concepts of Melanie Klein by her three great followers: Wilfrid Bion, Hanna Segal and Herbert Rosenfield.

Normal Development-I

Class # ND-501 8 2-hr Sessions 1.5 Units

This course provides theoretical and scientific information regarding normal development processes from conception through age six months. Treatment modalities for use with caregivers and infants will be discussed with an emphasis on the integration of theoretical information with practical clinical applications.

Normal Development-II

Class # ND-502 8 2-hr Sessions 1.5 Units

This course provides theoretical and scientific information regarding normal development processes from six months through thirty-six months of age. Assessment and treatment modalities for use with caregivers and infants/toddlers will be discussed with an emphasis on the integration of theoretical information with practical clinical applications.

Normal Development-III

Class # ND-503 8 2-hr Sessions 1.5 Units

The development of language, motor skills, social skills, pre-oedipal and oedipal from 36 months to 6 years.

The development of language, motor skills and social skills. Concepts studied include developmental lines, libidinal phases, representational theory, self theory, phallic-urethral phase and the oedipal development of the male and female, leading to the consolidation of the superego.

Normal Development-IV

Class # ND-504 8 2-hr Sessions 1.5 Units

Study of the intrapsychic processes and structures that define the latency period of childhood (6 to 11 years). The tasks and characteristics of latency will be viewed from a developmental and psychodynamic perspective.

Theory, Practice, and Technique of Listening and Observing in Clinical and Educational Settings

Class # CC-504 8 2-hr Sessions 1.5 Units

This course will focus on the rationale for and techniques involved in listening to and observing children and adolescents in various settings with an emphasis on clinical settings, where most assessments and interventions take place. Skills will be delineated as a foundation for the development of clinical interviewing and therapeutic skills.

The Psychotherapeutic Process: Beginning Phase of Treatment

Class # CC-5018 2-hr Sessions 1.5 Units

The psychotherapeutic process: a review of diagnostic entities most frequently found in work with children; beginning phase of treatment; techniques for psychotherapy with children; and therapy with youngsters with varying diagnoses.

Play Therapy

Class # CC-502 8 2-hr Sessions 1.5 Units

This seminar is designed to introduce the student to play therapy from different theoretical perspectives, with a particular focus on psychodynamic orientation to child psychotherapy. Students are encouraged to bring to the classroom discussion their experience with children and play.

Ethical and Legal Foundations of Psychotherapy

Class # CC-503 8 2-hr Sessions 1.5 Units

A review of current ethical principles and standards of practice for psychotherapists including state and federal laws governing the practice of psychotherapy in California, and professional issues that affect practicing therapists.

Developmental Disturbances and Psychopathology-I

Class # DD-504 8 2-hr Sessions 1.5 Units

Theoretical, scientific and diagnostic information regarding abnormal processes from prenatal development through infancy. Discussion of assessment and treatment modalities for use with caregivers and infants/toddlers.

Academic Psychological Writing

Class # PW-501 8 2-hr Sessions 1.5 Units

An introduction to and strengthening of the students' academic psychological writing skills in the following areas: mastery and application of core areas of APA style; capacity to distinguish academic writing from nonacademic writing; and capacity to integrate ideas in written form.

Psychological Testing-I: Cognitive Testing

Class # PS-502 8 2-hr Sessions 1.5 Units

A basic introduction to assessment and the cognitive assessment of children. An overview of the terminology, context and issues in cognitive assessment in children and adolescents.

Psychological Testing-II: Rorschach

Class # PS-603 8 2-hr Sessions 1.5 Units

A basic introduction to projective testing and the Rorschach. A brief overview of the development and history of projective testing. Basic issues about the Rorschach, Rorschach administration, Rorschach scoring, and beginning interpretation of the Rorschach.

Second Year Classes

Psychoanalytic Theory-V

Class # PT-601 8 2-hr Sessions 1.5 Units

This course will present the theories and concepts of the independent school of object-relations, featuring Fairbairn, Winnicott and Tustin's work on autism.

Psychoanalytic Theory-VI

Class # PT-602 8 2-hr Sessions 1.5 Units

This course will present the theories and concepts of the American school of psychoanalysis, beginning with Kohut's revolt against Anna Freud's Ego-psychology with his Self-psychology, morphing into intersubjectivity and the Relational school.

Normal Development-V

Class # ND-505 8 2-hr Sessions 1.5 Units

Normal adolescent development (12 to 20 years).

This course will familiarize the students with the adolescent stage of development as viewed from neurobiological, psychosocial and psychodynamic perspectives.

Developmental Disturbances and Psychopathology-II

Class # DD-601 8 2-hr Sessions 1.5 Units

Theoretical, scientific and diagnostic information regarding abnormal processes eighteen to thirty-six months of age. Discussion of assessment and treatment modalities for use with caregivers and infants/toddlers.

Developmental Disturbances and Psychopathology-III

Class # DD-602 8 2-hr Sessions 1.5 Units

Disorders of childhood 36 months to 6 years.

This class will provide theoretical, scientific and diagnostic information regarding maladaptive development processes from three through five years of age, discuss assessment and treatment modalities for use with caregivers and preschoolers, and integrate theoretical information with practical clinical applications.

Developmental Disturbances and Psychopathology-IV

Class # DD-603 8 2-hr Sessions 1.5 Units

This course will focus on the purpose and structure of the latency period (6-11 years) and its developmental challenges. Disturbances that may arise in early, middle and late latency will be discussed and illustrated with case studies.

Developmental Disturbances and Psychopathology-V

Class # DD-604 8 2-hr Sessions 1.5 Units

This course will present an overview of problem issues which emerge in adolescence, their etiology, and their impact on development. Students will be familiarized with treatment considerations and approaches to adolescent psychopathology.

Observing Infants and Mothers-I: A Practicum Series in Early Childhood Development for Clinical Child Psychology Students

Class # IO-501 8 2-hr Sessions 1.5 Units

Direct observation of parent(s) and infant. This seminar meets for four consecutive quarters. Each student observes an infant and mother in the family home for one hour per week over an academic year. Students will develop a capacity to observe and record findings without impinging on the mother-infant unit; to make inferences about the infants' and mothers' mental lives, and to trace the early roots of psychopathological trends.

Observing Infants and Mothers-II: A Practicum Series in Early Childhood Development for Clinical Child Psychology Students

Class # IO-502 8 2-hr Sessions 1.5 Units

Continuation of IO-501

Observing Infants and Mothers-III: A Practicum Series in Early Childhood Development for Clinical Child Psychology Students

Class # IO-504 8 2-hr Sessions 1.5 Units

Continuation of IO-502

Observing Infants and Mothers-IV: A Practicum Series in Early Childhood Development for Clinical Child Psychology Students

Class # IO-504 8 2-hr Sessions 1.5 Units

Continuation of IO-503

Introduction to Research and Statistics-I and II

Class # RS-603/604 16 2-hr Sessions 3 Units

This two quarter course will provide an introduction to research and statistics. Teaching methods include readings, lectures, student presentations, and class discussion. A foundation is provided for interpretation of research results relevant to clinical practice; and critical thinking about students' own clinical work and doctoral projects.

RS-603 focuses on descriptive statistics, protection of human subjects, and process research of psychotherapy.

RS-604 focuses on inferential statistics, outcome research of psychotherapy, and context and psychotherapy practice.

Developmental Neurobiology

Class # DN-601 Part 1 8 2-hr Sessions 1.5 Units

Class # DN-602 Part 2 8 2-hr Sessions 1.5 Units

This course gives an overview of the nonlinear brain and the developmental importance of considering the brain/mind/body as a single, coordinated system. This interdisciplinary look at early affective development emphasizes psychoneurobiological findings regarding how and why early events profoundly affect the development of the self and its relational capabilities. Current findings in infant research and neurobiology posit that the infant's affective interactions with the early human social environment directly and indelibly influence the postnatal maturation of brain structures that will regulate all future socio emotional functioning.

Building Blocks to a Dissertation Proposal I-Introduction

TD-701

First of a three-course series designed to provide students with foundational skills to conceptualize and write the elements of a dissertation proposal. By the end of the course, students will submit a draft of an Introduction to a dissertation proposal that covers necessary aspects of the study in a coherent and clear form, including a References section that matches the citations in the text. The draft is to be in APA format and style.

Third Year Classes

Psychological Testing-III: Other Objective and Projective Testing

Class # PS-604 8 2-hr Sessions 1.5 Units

A basic introduction to the psychological assessment of children and an overview of the theory and issues in the use of projectives in the assessment in children. The specific projectives covered will be the Thematic Apperception test (TAT), CAT, Roberts-2, Sentence Completion, some drawing tests (KFD, DAP, HTP)

Neuropsychological Testing

Class # PS-701 8 2-hr Sessions 1.5 Units

A basic introduction to the neuropsychological assessment of children and an overview of the theory and issues in the use of neuropsychological measures in the assessment in children.

Parenting/Parent Work

Class #CC-703 8 2-hr Sessions 1.5 Units

This class will explore those aspects of human parental development which affect parenting behavior and develop students' appreciation of the dynamic relationship between parents and their children.

Sleep, Dreams and Nightmares of Children

CC-7022 8 2-hr Sessions 1.5 Units

Sleep, dreams and the unconscious from a psychoanalytic point of view. Understanding dreams of children and approaching them psychotherapeutically.

Gender Identity

CC-704 8 2-hr Sessions 1.5 Units

Pertinent psychoanalytic literature concerned with the social, cultural and biological theories on female/male psychology with an emphasis on sex and gender. Review of evolution and changes that have taken place in the formation of these theories.

Divorce: Its impact on Parenting and the Development of Children and Adolescents

CC-7034

This course explores the nature of divorce; the tasks of divorce for parent and child; clinical work with divorcing/divorced children and families; and the scientific basis for custody decisions.

Relational Psychology-I

Class # CC-705 8 2-hr Sessions 1.5 Units

In this class, the students will develop a basic understanding of contemporary relational theory and psychotherapy.

Relational Psychology-II

Class # CC-706 8 2-hr Sessions 1.5 Units

In this class the students will continue to develop knowledge about the theory and practice of relational psychology.

Psychotherapy of the Physically and Psychosomatically Ill Child

CC-7033

The psychological, physical and developmental impact of chronic illness on children.

Trauma

CC-601

In this course examines the nature of trauma, the neurobiology and causes of trauma and explore the current interventions to be used in its treatment.

Working with Traumatized Young People: A Multicultural Perspective

CC-7035

This course examines the nature of “applied psychology,” the mental health needs of children in underresourced environments, the impact of stressful circumstances on children and adolescents, varying approaches to the mental health care of severely stressed and traumatized children, and the impact of external events on the “inner world.”

Building Blocks to a Dissertation Proposal II – Literature Review

TD-702

This course is designed to introduce students to the steps involved in researching, conceptualizing, and writing a literature review. By the end of the course, students will submit a preliminary draft of a literature review that is built on the steps learned during the course.

Building Blocks to a Dissertation Proposal III-An Integrative Writing Course: Methodology and Report Writing

TD-703

This course focuses on methodology and pulling the elements of the dissertation proposal together. By the end of the course the students will be required to submit a draft of a dissertation proposal that pulls together the elements developed throughout the three-course series.

Students will also write case reports.

Building Blocks to a Dissertation Proposal III-An Integrative Writing Course: Methodology and Report Writing

PD-703

This course focuses on methodology and pulling the elements of the dissertation proposal together. By the end of the course the students will be required to submit a draft of a dissertation proposal that pulls together the elements developed throughout the three-course series. Students will also write case reports.

Doctoral Dissertation Group

PD-8001, 8002, 8003

This ongoing course will provide a forum for students to receive feedback and support in the process of progressing with their doctoral project. Students must remain enrolled in the Doctoral Dissertation Group until their dissertation is completed.

Fourth Year

As described above, Psy.D. Students will remain continuously enrolled in the ongoing Doctoral Dissertation Group until their Dissertation has been completed and approved by their Dissertation Committee.

Psy.D. Students will remain continuously enrolled in the ongoing Group Supervision Seminar as well as in ongoing Individual Supervision until they have met the requirements of the Clinical Practicum of a minimum of 450 hours of patient contact and 150 hours of supervision and have completed their clinical work with clients in the Reiss-Davis Child Study Center.

Students must pass every seminar with a grade of Credit.

Master of Arts In Clinical Child Psychology

General Description and Program Objective

The Master of Arts in Clinical Child Psychology (M.A.) Degree may be earned by students in either the Psy.D. or Ph.D. program who demonstrate basic understanding of the theoretical and clinical issues in child development and child psychology from the psychoanalytic perspective via a written examination. This written examination may be given following successful completion of 9 quarters of didactic seminars and may include material from all those courses. Students must pass every seminar with a grade of Credit.

The Graduate Center does not admit students into the Master of Arts Program who have not been granted entrance into one of the two doctoral programs.

Method of Instruction

The instructional method for the Master of Arts Degree in Clinical Child Psychology consists exclusively of enrollment in the seminars listed below in "Required Courses" :

Graduation Requirements

At least 43.5 quarter units are required for the Master of Arts degree. The student is enrolled in either the Psy.D. or the Ph.D. program and thus is already enrolled in all these classes, which must be successfully completed with a grade of Credit in order to ask to sit for the written Master's examination. The examination may cover material from any of the courses listed below. On successful completion of required course work with a grade of "Credit" and passage of the comprehensive examination, the degree of Master of Arts in Clinical Child Psychology will be granted.

First Year Classes

Psychoanalytic Theory-I

Class # PT-501 8 2-hr Sessions 1.5 Units

This course will present the theories and concepts of Sigmund Freud that lay the foundation for all later psychoanalytic thinking. Classes will involve lecture and open discussion. The purpose is to create a way of thinking about the mind in depth, and its treatment, that will serve the student in thinking about all later theories.

Psychoanalytic Theory-II

Class # PT-502 8 2-hr Sessions 1.5 Units

This course will continue to present the theories and concepts of Sigmund Freud that lay the foundation for all later psychoanalytic thinking.

Psychoanalytic Theory-III

Class # PT-503 8 2-hr Sessions 1.5 Units

This course will present the theories and concepts of Melanie Klein and her development of the field of object-relations.

Psychoanalytic Theory-IV

Class # PT-504 8 2-hr Sessions 1.5 Units

This course will present the development and expansion of the theories and concepts of Melanie Klein by her three great followers: Wilfrid Bion, Hanna Segal and Herbert Rosenfield.

Normal Development-I

Class # ND-501 8 2-hr Sessions 1.5 Units

This course provides theoretical and scientific information regarding normal development processes from conception through age six months. Treatment modalities for use with caregivers and infants will be discussed with an emphasis on the integration of theoretical information with practical clinical applications.

Normal Development-II

Class # ND-502 8 2-hr Sessions 1.5 Units

This course provides theoretical and scientific information regarding normal development processes from six months through thirty-six months of age. Assessment and treatment modalities for use with caregivers and infants/toddlers will be discussed with an emphasis on the integration of theoretical information with practical clinical applications.

Normal Development-III

Class # ND-503 8 2-hr Sessions 1.5 Units

The development of language, motor skills, social skills, pre-oedipal and oedipal from 36 months to 6 years.

The development of language, motor skills and social skills. Concepts studied include developmental lines, libidinal phases, representational theory, self theory, phallic-urethral phase and the oedipal development of the male and female, leading to the consolidation of the superego.

Normal Development-IV

Class # ND-504 8 2-hr Sessions 1.5 Units

Study of the intrapsychic processes and structures that define the latency period of childhood (6 to 11 years). The tasks and characteristics of latency will be viewed from a developmental and psychodynamic perspective.

Theory, Practice, and Technique of Listening and Observing in Clinical and Educational Settings

Class # CC-504 8 2-hr Sessions 1.5 Units

This course will focus on the rationale for and techniques involved in listening to and observing children and adolescents in various settings with an emphasis on clinical settings, where most assessments and interventions take place. Skills will be delineated as a foundation for the development of clinical interviewing and therapeutic skills.

The Psychotherapeutic Process: Beginning Phase of Treatment

Class # CC-5018 2-hr Sessions 1.5 Units

The psychotherapeutic process: a review of diagnostic entities most frequently found in work with children; beginning phase of treatment; techniques for psychotherapy with children; and therapy with youngsters with varying diagnoses.

Play Therapy

Class # CC-502 8 2-hr Sessions 1.5 Units

This seminar is designed to introduce the student to play therapy from different theoretical perspectives, with a particular focus on psychodynamic orientation to child psychotherapy. Students are encouraged to bring to the classroom discussion their experience with children and play.

Ethical and Legal Foundations of Psychotherapy

Class # CC-503 8 2-hr Sessions 1.5 Units

A review of current ethical principles and standards of practice for psychotherapists including state and federal laws governing the practice of psychotherapy in California, and professional issues that affect practicing therapists.

Developmental Disturbances and Psychopathology-I

Class # DD-504 8 2-hr Sessions 1.5 Units

Theoretical, scientific and diagnostic information regarding abnormal processes from prenatal development through infancy. Discussion of assessment and treatment modalities for use with caregivers and infants/toddlers.

Academic Psychological Writing

Class # PW-501 8 2-hr Sessions 1.5 Units

An introduction to and strengthening of the students' academic psychological writing skills in the following areas: mastery and application of core areas of APA style; capacity to distinguish academic writing from nonacademic writing; and capacity to integrate ideas in written form.

Psychological Testing-I: Cognitive Testing

Class # PS-502 8 2-hr Sessions 1.5 Units

A basic introduction to assessment and the cognitive assessment of children. An overview of the terminology, context and issues in cognitive assessment in children and adolescents.

Psychological Testing-II: Rorschach

Class # PS-603 8 2-hr Sessions 1.5 Units

A basic introduction to projective testing and the Rorschach. A brief overview of the development and history of projective testing. Basic issues about the Rorschach, Rorschach administration, Rorschach scoring, and beginning interpretation of the Rorschach.

Third Year Classes

Psychoanalytic Theory-V

Class # PT-601 8 2-hr Sessions 1.5 Units

This course will present the theories and concepts of the independent school of object-relations, featuring Fairbairn, Winnicott and Tustin's work on autism.

Psychoanalytic Theory-VI

Class # PT-602 8 2-hr Sessions 1.5 Units

This course will present the theories and concepts of the American school of psychoanalysis, beginning with Kohut's revolt against Anna Freud's Ego-psychology with his Self-psychology, morphing into intersubjectivity and the Relational school.

Normal Development-V

Class # ND-505 8 2-hr Sessions 1.5 Units

Normal adolescent development (12 to 20 years).

This course will familiarize the students with the adolescent stage of development as viewed from neurobiological, psychosocial and psychodynamic perspectives.

Developmental Disturbances and Psychopathology-II

Class # DD-505 8 2-hr Sessions 1.5 Units

Theoretical, scientific and diagnostic information regarding abnormal processes eighteen to thirty-six months of age. Discussion of assessment and treatment modalities for use with caregivers and infants/toddlers.

Developmental Disturbances and Psychopathology-III

Class # DD-506 8 2-hr Sessions 1.5 Units

Disorders of childhood 36 months to 6 years.

This class will provide theoretical, scientific and diagnostic information regarding maladaptive development processes from three through five years of age, discuss assessment and treatment modalities for use with caregivers and preschoolers, and integrate theoretical information with practical clinical applications.

Developmental Disturbances and Psychopathology-IV

Class # DD-507 8 2-hr Sessions 1.5 Units

This course will focus on the purpose and structure of the latency period (6-11 years) and its developmental challenges. Disturbances that may arise in early, middle and late latency will be discussed and illustrated with case studies.

Developmental Disturbances and Psychopathology-V

Class # DD-604 8 2-hr Sessions 1.5 Units

This course will present an overview of problem issues which emerge in adolescence, their etiology, and their impact on development. Students will be familiarized with treatment considerations and approaches to adolescent psychopathology.

Observing Infants and Mothers-I: A Practicum Series in Early Childhood Development for Clinical Child Psychology Students

Class # IO-501 8 2-hr Sessions 1.5 Units

Direct observation of parent(s) and infant. This seminar meets for four consecutive quarters. Each student observes an infant and mother in the family home for one hour per week over an academic year. Students will develop a capacity to observe and record findings without impinging

on the mother-infant unit; to make inferences about the infants' and mothers' mental lives, and to trace the early roots of psychopathological trends.

Observing Infants and Mothers-II: A Practicum Series in Early Childhood Development for Clinical Child Psychology Students

Class # IO-502 8 2-hr Sessions 1.5 Units
Continuation of IO-501

Observing Infants and Mothers-III: A Practicum Series in Early Childhood Development for Clinical Child Psychology Students

Class # IO-503 8 2-hr Sessions 1.5 Units
Continuation of IO-502

Observing Infants and Mothers-IV: A Practicum Series in Early Childhood Development for Clinical Child Psychology Students

Class # IO-504 8 2-hr Sessions 1.5 Units
Continuation of IO-503

Developmental Neurobiology

Class # DN-601 Part 1 8 2-hr Sessions 1.5 Units
Class # DN-602 Part 2 8 2-hr Sessions 1.5 Units

This course gives an overview of the nonlinear brain and the developmental importance of considering the brain/mind/body as a single, coordinated system. This interdisciplinary look at early affective development emphasizes psychoneurobiological findings regarding how and why early events profoundly affect the development of the self and its relational capabilities. Current findings in infant research and neurobiology posit that the infant's affective interactions with the early human social environment directly and indelibly influence the postnatal maturation of brain structures that will regulate all future socioemotional functioning.

Psychodynamic Certificate Program and Curriculum

General Description and Program Objective

The Psychodynamic Certificate Program is a one-year program whose full title is “**Psychodynamic Insights and Understandings: Childhood, Adolescence and Family.**” The objective of the program is to introduce the students to a psychodynamic basis for understanding normal and abnormal child development and children's behaviors in relationship to others in their environment. This program is intended for lettered professionals who may work with children, adolescents, and families in a variety of settings. The program consists of six semester units or 90 clock hours.

Method of Instruction

The instructional method for the Psychodynamic Certificate Program consists exclusively of didactic seminars, which each last ten weeks and which are described in the “Required Courses” section.

Graduation Requirements

The successful completion of a total of six semester units with a grade of “Credit” is required for graduation with a Certificate of Completion. Each semester unit represents 15 hours of classroom work.

Required Classes

<u>Development-I: Gestation to Oedipal Semester Unit</u> <u>Normal/Abnormal/Psychopathology</u> An introduction into the beginnings of pregnancy, fetal stirrings, birth, the early months to the Oedipal period (36 months).	Class I-A	10 1½ hr Sessions 1
<u>Development-II: Oedipal and Latency Semester Unit</u> <u>Normal/Abnormal/Psychopathology</u> Salient aspects of normal development and developmental disturbances in the Oedipal and latency stages of childhood.	Class I-B	10 1½ hr Sessions 1
<u>Development-III: Pubescence and Adolescence Semester Unit</u> <u>Normal/Abnormal/Psychopathology</u> Normal development and developmental disorders in the period of mid and late adolescence and early adulthood.	Class I-C	10 1½ hr Sessions 1
<u>Basic Concepts of Psychoanalytic Psychotherapy Semester Unit</u> Basic definitions and concepts of psychoanalytic psychotherapy reading literature which illuminates these ideas and discussing clinical vignettes.	Class II-A	5 1½ hr Sessions ½

<u>The Psychotherapeutic Process</u> Semester Unit Diagnosis of children and adolescents, beginning treatment, technique and therapy.	Class II-B	5 1½ hr Sessions ½
<u>Theories of Play</u> Semester Unit Social values of play, play and acting out, play with art, games, stories, television, computers, video games, etc.	Class II-C	3 1½ hr Sessions 1/3
<u>Parenting</u> Semester Unit Psychodynamic aspects of family relationships, internalization and psychological development, integrative and disruptive factors, sex roles and marriage.	Class II-D	3 1½ hr Sessions 1/3
<u>Family Therapy</u> Semester Unit Basics of psychodynamic family therapy and its use in the evaluation and treatment of children and adolescents.	Class II-E	2 1½ hr Sessions 1/5
<u>School Consultation</u> Semester Unit The role of the psychotherapist in the school setting.	Class II-F	2 1½ hr Sessions 1/5
<u>Divorce: Clinical and Legal Perspectives</u> Semester Unit Marriage, divorce, child custody, post-divorce adjustment. Effects on children and teens. Treatment issues.	Class II-G	3 1½ hr Sessions 1/3
<u>Children and Trauma</u> Semester Unit The effects on children of trauma. Treatment challenges.	Class II-H	2 1½ hr Sessions 1/5
<u>Urban Violence and Homelessness</u> Semester Unit The effects on children of violence and homelessness. Treatment challenges	Class II-I	2 1½ hr Sessions 1/5
<u>Ethics</u> Sessions 1/5 Unit Codes of ethics of professional organizations; confidentiality and reporting requirements; expert witness testimony; malpractice prevention; child abuse, incest and sexual abuse.	Class II-J	2 1-1/2 hr
<u>Termination</u> 1/10 Unit Termination as a distinct phase in psychodynamically-oriented psychotherapeutic treatment.	Class II-K	1 1-1/2 hr Session

Admissions and Registration

Policy on Minimum Incoming Class Size

It is the policy of the Graduate Center that each incoming class of students beginning a degree program or a certificate program must have a minimum of seven new students. If there are less than seven students admitted and registered prior to the first scheduled class, the incoming class will be canceled and any and all funds paid by entering students will be fully refunded.

It is the policy of the Graduate Center to continue to provide all necessary classes and instruction to continuing students through graduation. The circumstance of the Graduate Center not having an incoming class will in no way affect continuing students.

Admission Policy for the Weekend Psy.D. Degree Program

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

1. **Licensure or Licensure-Readiness.** To apply for admission, applicants must hold 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). MFT Interns (IMF); Associate Clinical Social Workers (ASW); and Professional Clinical Counselor Interns (PCCI) are also eligible for application if they are currently engaged in meeting the requirements of clinical supervision for the license in that area and will be licensed within three years of application. Licensed Clinical Psychologists are also eligible to apply.
2. **Official Transcript.** Applicants will arrange for the 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 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.
3. **Letters of Recommendation.** Applicants are required to have two letters of recommendation submitted to the 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. A third letter of recommendation may be requested at the discretion of the Dean.
4. **Personal Interview.** A personal interview will be conducted. A second interview may be held upon request of the applicant or the Admissions Committee. Interviews will be conducted by members of the Faculty or Administration. A biographical statement and other narrative material written by the applicant may be requested by the Graduate Center.
5. **Completed Application Form and Fee.** Applicants will complete and submit the Application form, accompanied by a non-refundable application fee (\$60).
6. **Personal Psychotherapy Experience.** Personal psychotherapy experiences are encouraged.

Admission Policy for the Traditional Degree Programs

The admissions criteria for the Traditional Doctor of Psychology in Clinical Child Psychology and the Traditional Doctor of Philosophy in Clinical Child Psychology programs are:

1. **Graduate Degree.** Applicants should hold a Master's or Doctoral degree in a child care related field from a school accredited by an agency recognized by the United States Department of Education or approved by the Bureau for Private Postsecondary and Vocational Education. Applicants who have a Bachelor's degree and experience equivalent to, but without the Master's degree, may be considered on an individual basis.
2. **Official Transcript.** Applicants will arrange for the Graduate Center office to receive an official certified transcript from each college or university attended, showing every graduate and undergraduate unit attempted. Applicants may arrange for transcripts to be mailed directly from these schools to the 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.
3. **Supervised Experience with Children.** Applicants should have had a minimum of two years supervised experience with children after the graduate degree. This will be evaluated on a case-by-case basis by the Dean. Exceptions to this requirement may be considered on an individual basis.
4. **Letters of Recommendation.** Applicants are required to have two letters of recommendation submitted to the 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. A third letter of recommendation may be requested at the discretion of the Dean.
5. **Personal Interviews.** A minimum of two personal interviews will be conducted. A third interview may be held upon request of the applicant or the Admissions Committee. Interviews will be conducted by members of the Faculty or Administration. A biographical statement and other narrative material written by the applicant may be requested by the Graduate Center.
6. **Completed Application Form and Fee.** Applicants will complete and submit the Application form, accompanied by a non-refundable application fee (\$60).
7. **Personal Psychotherapy Experience.** Personal psychotherapy experiences are encouraged.

Application Procedures for Degree Programs

The potential applicant must receive a copy of this catalog before an application is accepted by the Graduate Center. The completed application, application fee of \$60, official transcripts, proof of degrees and letters of recommendation must be received in the Graduate Center before the admissions interviews are conducted. Application deadlines are at the discretion of the Dean.

Enrollment Procedures

The successful applicant will receive a letter of acceptance and an **Enrollment Agreement** to review and sign. Receipt in the office of the Graduate Center of the signed acceptance letter, the signed Enrollment Agreement and a \$500 deposit constitutes enrollment in the program.

Admission Policy for the Certificate Program

The admissions criteria for the Certificate Program are:

1. **Bachelor's Degree.** Applicants for the Certificate Program should hold at least a Bachelor's Degree from a school accredited by an agency recognized by the United States Department of Education or approved by the Bureau for Private Postsecondary and Vocational Education.
2. **Official Transcript.** Applicants who have completed graduate work in a child-related field will arrange for an official certified transcript from each college or university attended, showing every undergraduate and graduate unit attempted, to be mailed directly from these schools to the Graduate Center. Applicants holding a bachelor's degree who have not completed a graduate degree will arrange for an official certified transcript from each college or university attended, showing every postsecondary unit attempted, to be mailed directly from these schools to the Graduate Center. If the transcript does not indicate the degree awarded, proof of that degree must also be provided.
3. **Professional Activity with Children.** Applicants should be involved in professional activity in a field that encompasses work with children, adolescents and/or families. These may include but are not limited to child development, child welfare, education, psychology, psychiatry, social work, ministry, medicine, dentistry, and the law.
4. **Letters of Recommendation.** Applicants are required to have two letters of recommendation submitted directly to the Graduate Center. At least one letter of recommendation should be from an individual familiar with the applicant's work with children, adolescents, and families.
5. **Personal Interview.** A minimum of one personal interview will be conducted with a member of the Faculty or Administration. Additional interview(s) may be conducted upon request of the applicant or the Admissions Committee. A biographical statement and other narrative material written by the applicant may be requested by the Graduate Center.
6. **Completed Application Form and Fee.** Applicants will complete and submit the Application form, accompanied by a non-refundable application fee (\$50).
7. **Personal Psychotherapy Experience.** Personal psychotherapy experiences are encouraged.

Application Procedures for the Certificate Program

The potential applicant must receive a copy of this catalog before an application is accepted by the Graduate Center. The application, application fee, official transcripts, proof of degrees and letters of recommendation must be received in the Graduate Center before the admissions interviews are conducted. Application deadlines are at the discretion of the Dean.

Enrollment Procedures

The successful applicant will receive a letter of acceptance and an **Enrollment Agreement** to review and sign. Receipt in the office of the Graduate Center of the signed acceptance letter and the signed Enrollment Agreement and a deposit of \$550.00 for the first trimester's tuition constitutes enrollment in the program.

Policy on Transfer Of Credits and Prior Experiential Learning

Prior Experiential Learning

Due to the unique nature of the Graduate Center's programs and curriculum, its intensity, and the importance of continuity, it is the policy of the Graduate Center that no credit towards completion of the certificate or the degree programs will be granted for prior experiential learning.

Transfer Credit Policy

As part of its admissions process, it is the policy of the Graduate Center that the Graduate Center may accept transfer credits from other postsecondary institutions approved by the Bureau 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 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.

The Graduate Center, in the course of considering requests for transfer credits, may request such additional documentation so as to demonstrate the equivalency of the content of such course(s) to the corresponding Graduate Center courses. All decisions regarding the acceptance of transfer credits will be made by the Dean or the Deans designee. With the approval of the Dean or the Dean's designee, students who take courses at other institutions during their enrollment at the 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 units.

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

a. The Process for Evaluation

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. Academic credit earned more than ten years prior to admission will be reviewed as to applicability to the present course of study. The review committee reserves the right to require examinations, or other proof of competence, regardless of transfer credits listed on the student's records. It is not the policy of the Graduate Center to impose redundant programs or requirements on any student.

b. The Process Establishing Equivalency

Transfer credit may be accepted from postsecondary institutions approved by the Bureau 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 Graduate Center.

c. Administrative Position Responsible for Transfer Evaluation

The Dean is the administrator ultimately responsible for the transfer evaluation, though he or she may delegate individual evaluations to faculty members.

d. The Process for Monitoring the Transfer Evaluation

Once each year the Dean will review a random sample of transfer requests received and evaluations completed to insure that both the academic and administrative policies and standards are being met. This sample will include at least 75% of the transfer requests in each degree program.

Financial Assistance

The Graduate Center for Child Development and Psychotherapy does not offer student loans. The 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.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS EARNED AT THE GRADUATE CENTER FOR CHILD DEVELOPMENT AND PSYCHOTHERAPY

The transferability of credits earned at The Graduate Center for Child Development and Psychotherapy is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in (name of educational program) is also at the complete discretion of the institution to which you may seek to transfer. If the credits earned at the Graduate Center institution 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 Graduate Center will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Graduate Center for Child Development and Psychotherapy to determine if your credits will transfer.

Registration

All degree and certificate students must register with the Chief Academic Officer (Dean) of the Graduate Center, either in person or by mail, for each quarter (for the degree programs) and trimester (for the certificate program). Because students in the 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 may result in dismissal from the program.

Refunds are made in accordance with the refund policy published in this Catalog.

Academic Policies

Grading for the Degree Programs

At the conclusion of each seminar, the instructor submits a written evaluation of each student which takes into account the student's ability to reason and articulate thoughts and ideas. Areas covered on the evaluation may include preparation for seminar sessions, class participation, presentations made, performance on any examinations and quality of written material submitted. Students receive a grade for each seminar (Credit, Non-credit or Incomplete). All students must pass every class with a grade of Credit. A student who has received an Incomplete or a Non-Credit must make up the work to the satisfaction of the Instructor in consultation with the Chief Academic Officer (Dean), and receive a grade of Credit within the following quarter. The student may be provided with remediation and support and may be granted additional time to meet the course requirements. Every effort will be made to help the student successfully pass the class, but if he/she cannot do so within the additional period of time granted, the student will be provided with adequate warning and may be placed on academic probation by the Administration. An individual plan may be devised to assist the student. Should the student be unable to complete the work at the level deemed appropriate by the Instructor in consultation with the Dean, the student may be dropped from the program. Appeal may be made to the Grievance Committee.

Grading for the Psychodynamic Certificate Program

At the conclusion of each seminar, the instructor submits a written evaluation of each student which takes into account the student's ability to reason and articulate thoughts and ideas. Areas covered on the evaluation may include preparation for seminar sessions, class participation, presentations made, performance on any examinations and quality of written material submitted. Students receive a grade for each seminar (Credit, Non-credit or Incomplete). All students must pass every class with a grade of Credit. A student who has received an Incomplete or a Non-Credit must make up the work to the satisfaction of the Instructor in consultation with the Chief Academic Officer (Dean), and receive a grade of Credit within the following quarter. The student may be provided with remediation and support and may be granted additional time to meet the course requirements. Every effort will be made to help the student successfully pass the class, but if he/she cannot do so within the additional period of time granted, the student will be provided with adequate warning and may be placed on academic probation by the Administration. An individual plan may be devised to assist the student. Should the student be unable to complete the work at the level deemed appropriate by the Instructor in consultation with the Dean, the student may be dropped from the program. Appeal may be made to the Grievance Committee.

Standards for Student Achievement

Evaluation and Assessment of Academic Progress and Performance: The 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, in the degree programs beginning with the second year, his or her ability to make clinical application of theory and technique, are essential to satisfactory completion of each year of study. These evaluations are reviewed by the Chief Academic Officer (Dean) and the Student Progression Committee.

During the course of the clinical training in the traditional degree programs, work being done with children, adolescents, and parents may sometimes stimulate personal issues. In such instances it

is suggested that one consider the possibility of therapy to work through these issues. Psychodynamic therapy is the therapeutic modality most compatible with the program. The cost of the treatment is borne by the student.

Policy regarding Academic Probation

In both the certificate program and the degree programs, 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 Administration. This will be directly communicated to the student in a meeting as well as in writing by a letter sent via Certified Mail. The appropriate faculty in conjunction with the Administration will consult in order to provide an individual plan to support the student.

Policy regarding Dismissal

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 dismissed 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 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.

Clinical Practicum

Central to both traditional doctoral programs, students will complete a clinical Practicum at the Reiss-Davis Child Study Center where they are required to carry out longer term treatment of children under weekly, one-to-one individual supervision and group supervision by faculty members who meet the criteria to serve as clinical supervisors.

During the Practicum, students will remain continuously enrolled in the ongoing Group Supervision Seminar as well as in ongoing Individual Supervision until they have met the requirements of the Practicum of a minimum of 450 psychotherapy hours with children and adolescents, and a minimum of 150 supervision hours and are no longer working clinically with clients in the Reiss-Davis Child Study Clinic.

Personal vacations while doing clinical work should be approved by the Supervisor.

Independent Study

In response to individual circumstances, the 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. Grading for Independent Study classes will follow the protocol used in all other classes, as described above under Standards for Student Achievement.

Graduation Requirements

Weekend Doctor of Psychology Degree Program (Psy.D)

Students must complete all graduation requirements within seven calendar years and earn at least 100 quarter units. Units are earned as follows: 90 quarter units for didactic seminars years one through three; 3 quarter units for completion of each Psy.D. Dissertation Class in which the student enrolls in the 4th year and beyond; 10 quarter units for successful completion of the PsyD Dissertation. Though it is the responsibility of the student to organize his or her time in the program to finish within the seven year limit, close communication is maintained between the student and the Administration regarding the student's progress. If the student fails to complete the required work by the deadline, unfortunately the student will be deemed as having forfeited their candidacy and be terminated from the program. Notice will be made by certified mail of such termination.

Students must pass every course with a grade of Credit.

Traditional Doctor of Psychology Degree Program (Psy.D)

Students must complete all graduation requirements within ten calendar years and earn at least 117 quarter units. Though it is the responsibility of the student to organize his or her time in the program to finish within the eight year limit, close communication is maintained between the student and the Administration regarding the student's progress. If the student still fails to complete the required work by the deadline, unfortunately the student will be deemed as having forfeited their candidacy and be terminated from the program. Notice will be made by certified mail of such termination.

Under special conditions, students may submit a petition to the Dean regarding an extension of the ten year limit. This does not imply any guarantee that such an extension will be granted.

Components of the program include:

A minimum of 113.5 quarter units are required for graduation in the Ph.D. program. Units are earned as follows: 81 quarter units for didactic seminars years one through four; as described above 1.5 quarter units for each 16 hours of individual instruction in Advanced Research, Statistics, Methodology and Dissertation preparation Dissertation Writing with the Dissertation Advisor; 1.5 quarter units for each Supervision Seminar; 1.5 quarter units per 45 hours of clinical work with clients; 1.5 quarter units per 30 hours of Individual Supervision; 10 quarter units for completion of the Ph.D. Dissertation

1. Successful completion of three years of didactic seminars, worth 72 quarter units, each with a grade of "Credit."
2. Successful completion of the Clinical Practicum as described in detail on page 20.
3. Continuous enrollment in and successful completion of the Psy.D. Dissertation Seminar for each quarter beyond the third year until the Psy.D. Dissertation is accepted by the student's Dissertation Committee.
4. Successful completion of the Psy.D. Dissertation worth 10 quarter units.

Psy.D. Students will remain continuously enrolled in the ongoing Group Supervision Seminar as well as in ongoing Individual Supervision until they have met the requirements of the Practicum.

Traditional Doctor of Philosophy Degree Program (Ph.D.)

Students must complete all graduation requirements within ten calendar years and earn at least 117 quarter units. Though it is the responsibility of the student to organize his or her time in the program to finish within the eight year limit, close communication is maintained between the student and the Administration regarding the student's progress. If the student still fails to complete the required work by the deadline, unfortunately the student will be deemed as having forfeited their candidacy and be terminated from the program. Notice will be made by certified mail of such termination.

Under special conditions, students may submit a petition to the Dean regarding an extension of the ten year limit. This does not imply any guarantee that such an extension will be granted.

Components of the program include:

1. Successful completion of four years of didactic seminars, worth 81 quarter units, each with a grade of "Credit."
2. Successful completion of the Clinical Practicum as described in detail in on page 11.
3. Continuous enrollment in an ongoing Independent Study in Dissertation Writing and Development, Advanced Research, Statistics, and Methodology with a dissertation advisor until the dissertation is completed.
4. Successful completion of a Ph.D. Dissertation worth 15 quarter units.

Ph.D. Students will remain continuously enrolled in the ongoing Group Supervision Seminar as well as in ongoing Individual Supervision until they have met the requirements of the Practicum.

Master of Arts Degree Program (M.A.)

Students enrolled in either the Psy.D. or Ph.D. may register for the Master of Arts Degree program. Components of the program include:

At least 45 quarter units are required for the Master of Arts degree. The student is already in either the Psy.D. or the Ph.D. program and is enrolled in all these classes, which must be successfully completed with a grade of Credit in order to ask to sit for the written Master's examination. The examination may cover material from any of the courses listed below. On successful completion of required course work with a grade of "Credit" and passage of the comprehensive examination, the degree of Master of Arts in Clinical Child Psychology will be granted.

Components of the program include:

1. Successful completion of a minimum of 45 quarter units (30 didactic seminars) specified in this Catalog on page 20, each with a grade of "Credit."
2. Successful passage of a comprehensive Master Degree examination.

Psychodynamic Certificate Program

Students must complete all graduation requirements within one calendar year. Components of the program include: Successful completion of one year of didactic seminars, worth 6 semester units, each with a grade of "Credit."

Students failing to meet the one-year deadline will be deemed as having forfeited their candidacy and be terminated from the program. They will be notified by certified mail of such termination. Terminated students may appeal to the Dean.

Policies on Retention of Student Records

By Graduate Center policy, student records are maintained for a minimum of five 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 fifty years. In practice, student records are maintained on a permanent basis.

The Graduate Center maintains the name, address, e-mail address, and telephone number for each student who is enrolled in any of its educational programs.

The Graduate Center maintains for each student granted a degree or certificate in any of its educational programs, permanent record of the following: The degree or certificate granted and the date granted; the courses and units on the basis of which that degree or certificate was granted; and the grades earned by the student in each of those courses.

Transcripts

Certified copies of student transcripts may be ordered from the Administrative Office for \$5.00.

Attendance Policy

Students are expected to attend all class sessions and each scheduled Supervisory hour. Tardies and absences from class will be recorded. 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 or Supervisor in advance to give notice for any absence not due to extreme emergency. A call to the Graduate Center office is not considered notice.

Once initiated, clinical work and supervision are continuous throughout each year until the conclusion of the Clinical Practicum.

Leave Of Absence Policy

Due to the sequential nature of the Graduate Center's curriculum in both the certificate and degree programs, it will be difficult to arrange for a Leave of Absence. Students should meet with the Dean to discuss any individual situations that may arise.

For students enrolled in the one-year Certificate Program, a request for a Leave of Absence may be submitted to the Dean, who will consider such requests on an individual basis.

If a student is granted a Leave of Absence, a \$50.00 Leave of Absence Fee will be charged. There is no charge to reapply upon expiration of the Leave of Absence.

Withdrawal Policy

A student may withdraw at any point in the program by notifying the Graduate Center in writing. If a refund is due, it is calculated according to the refund policy as described in the Catalog and on the student's Enrollment Agreement.

Dropout Policy

Students are required to enroll in all seminars unless the Dean has approved the transfer of units from another postsecondary institution (see Transfer Credit Policy). Absent such approval by the Dean, there is no opportunity for dropping out of an individual class.

Language of Instruction

All instruction is in English.

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

English language remediation services are not provided.

International Students

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

Student Life

Academic Counseling

The objective of counseling activities at the Graduate Center is to maintain and encourage open communication between students and faculty about learning accomplishments and academic progress. The method used is one-on-one counseling between the student and the instructor. These sessions occur as necessary during the term. The outcome expected is that students will be aware of the faculty's continued concern and involvement in the student's progress and the student will be informed of their progress in the program. Also, any problems that the student has indicated will be dealt with, and either satisfactorily resolved or a plan of action prepared to work toward a solution. The Chief Academic Officer (Dean) will become involved in this process if a student is having significant problems.

Housing

Because of the intense nature of the Graduate Center training program, it is expected that students who enroll are already living in the area and have adequate housing. The Graduate Center does not maintain any dormitory facilities, and is not responsible to find or assist a student in finding housing.

Placement

The Graduate Center for Child Development and Psychotherapy does not represent that any of its programs lead to employment nor are any of its programs designed to prepare students for a particular vocation, trade or career field. The Graduate Center does not provide placement services for its students or graduates.

Distance Learning

The Graduate Center for Child Development and Psychotherapy does not offer distance education.

Libraries

The on-campus Reiss-Davis Research Library is available to all students enrolled in the Graduate Center, for whom the membership fee will be waived. The collection includes a special concentration of psychoanalytic literature acclaimed to be one of the best collections west of Menninger's. The library holds not only collected works but periodicals, subscriptions to leading professional journals, books, texts, reference materials and access to a variety of networked information resources through on-line access available to the students. The Keck Media Center includes an extensive audio and video collection

Students may maintain membership (currently \$45.00/year) in the Simmel-Fenichel Library, located at the New Center for Psychoanalysis, 2014 Sawtelle Blvd., Los Angeles, California 90025, (310) 478-6541, which gives them all in-house and borrowing privileges. Library hours are Monday-Friday, 9:00 a.m. to 5:00 p.m.

Student Interaction

The small seminar format of all classes in the Graduate Center provides ongoing opportunity for student-to-student interaction. In the ongoing Supervision Seminars, this interaction revolves around the cases being presented by individual students under the leadership of the Instructor. As part of the Clinical Practicum, students may be invited to participate in Case Management meetings.

Student Conduct Policy

Each student will receive a copy of the current Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association, with which they will be expected to abide. An Ad Hoc Ethics Committee may be convened for the purpose of addressing suspected ethical violations. In the event that a student who has been counseled regarding lesser ethical violations has continued to breach the requirements despite repeated recommendations or warnings, or should a student be suspected of a gross violation of the Code, upon the recommendation of an Ad Hoc Ethics Committee and of the Chief Academic Officer (Dean), a student may be dismissed from the program. The student may appeal to the Grievance Committee.

Student Complaint Procedure

Students who have a complaint or are experiencing problems are encouraged to contact the Instructor directly to attempt to resolve the complaint. In the event this contact does not resolve the complaint, the student is encouraged to make an appointment with the Chief Academic Officer (Dean) so that the complaint may be officially registered and solutions discussed. In the event a student submits his complaint in writing to the Chief Academic Officer (Dean), a written response

will be developed and forwarded to the student within ten days. Decisions of the Chief Academic Officer (Dean) are final.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT THE GRADUATE CENTER FOR CHILD DEVELOPMENT AND PSYCHOTHERAPY

The transferability of credits you earn at the Graduate Center for Child Development and Psychotherapy is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn at the Graduate Center for Child Development and Psychotherapy is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the Graduate Center for Child Development and Psychotherapy to determine if your (credits or degree, diploma or certificate) will transfer. 94909(a)(15)

Statement of Nondiscrimination

The Graduate Center for Child Development and Psychotherapy admits each student on the basis of merit. The Center does not discriminate on the basis of race, color, national or ethnic origin, ancestry, religion, gender, creed, sex, age, physical disability or handicap, marital status, sexual orientation or veteran status in the administration of its admissions policies, educational policies or any other school-administered programs.

Bankruptcy

The Graduate Center for Child Development and Psychotherapy 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.

Current Schedule of Student Charges

Tuition, Fees and Costs for the Psychodynamic Certificate Program

Estimated Total Cost: \$2,344.00

Application Fee	\$ 50.00	Not refundable
State Tuition Recovery Fund Fee (STRS)	41.00	Not refundable
Tuition for Trimesters 1, 2 and 3 @ \$550/trimester	1,650.00	Refund pro-rated
Direct purchase of books by student (estimated)	450.00	
Diploma Fee	150.00	Not refundable

Schedule of Payments

The student will be billed for each of the three trimesters of the Certificate Program 21 days prior to the first day of the trimester. 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.

The Student Tuition Recovery Fund fee is \$2.50 for every \$1,000 rounded to the nearest \$1,000. This fee of \$41.00 is due upon enrollment, is collected from the student and given to the State of California.

Special payment schedules may be established on an individual basis. Students should contact the Graduate Center office to discuss such arrangements. Degrees and diplomas cannot be issued until all financial obligations to the Graduate Center are met.

Please note that all fees except tuition are non-refundable. Except where noted, all tuition and fees are mandatory and are subject to change without prior notice.

Other Fees for the Psychodynamic Certificate Program

Leave of Absence Fees

If a student is granted a Leave of Absence, a \$50.00 Leave of Absence Fee will be charged. There is no charge to reapply upon expiration of the Leave of Absence.

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 \$450). Beyond those provided on this schedule, there are no other expenses. All fees are mandatory for applicable students.

Upon completion of all requirements and prior to graduation a Diploma Fee of \$150.00 will be billed.

Special payment schedules may be established on an individual basis. Students should contact the Graduate Center office to discuss such arrangements. Degrees and diplomas cannot be issued until all financial obligations to the Graduate Center are met.

Diplomas cannot be issued until all financial obligations to the Graduate Center are met.

Tuition, Fees and Costs for the Weekend PsyD Program

***Estimated Total Cost: \$45,177.50**

Application Fee	\$ 60.00	Not refundable
Registration Fee due at time of acceptance	250.00	Not refundable
Student Tuition Recovery Fund Fee	97.50	Not refundable
Tuition years 1 through 3	38,700.00	Refund pro-rated
Dissertation Advisement Fee (\$25/half hour) estimated	500.00	Not refundable
Ongoing enrollment in PsyD Dissertation Seminar required if dissertation not completed at end of 3 rd year (3 courses)	3,870.00	Refund pro-rated
Direct purchase of books by student (estimated)	1,500.00	
Graduation Processing and Diploma Fee	200.00	Not refundable

TOTAL CHARGES FOR INITIAL PERIOD OF ENROLLMENT \$1,2900 TUITION FOR ONE YEAR

<u>TOTAL CHARGES DUE UPON ENROLLMENT</u>	
Deposit Towards Tuition	\$500.00
STRF Fee to be paid at time of first payment of tuition	<u>97.50</u>
Total	\$597.50

Schedule of Payments

For years one through three (seminars) of the Weekend Psy.D. program, the student will be billed \$1,075 per month. 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 will be billed for payments more than 10 days late.

Dissertation advisement fee for work with dissertation chair and reader is \$25 per half hour. 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 year 3 to complete the dissertation, enrollment in a dissertation seminar is required, for which tuition will be billed at \$1,290 per 4 months. From this fee, the student will receive credit toward 3 half-hour meetings with the dissertation chair or reader for each trimester

***Students are advised that the time required to complete the Psy.D. Dissertation will vary based on individual progress.**

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 \$1,000-\$2,000). Beyond those provided on this schedule, there are no other expenses. All fees are mandatory for applicable students.

Special payment schedules may be established on an individual basis. Students should contact the Graduate Center office to discuss such arrangements. Degrees and diplomas cannot be issued until all financial obligations to the Graduate Center are met.

Degrees and diplomas cannot be issued until all financial obligations to the Graduate Center are met.

Tuition, Fees and Costs for the Traditional PsyD Program

***Estimated Total Cost: \$52,733.00**

Application Fee	\$ 60.00	Not refundable
Student Tuition Recovery Fund Fee	123.00	Not refundable
Tuition years 1 through 3 Core Program	34,200.00	Refund pro-rated
Enrollment in one Independent Study course (years 1-3)	950.00	Refund pro-rated
Ongoing enrollment in PsyD Dissertation Seminar (8 quarters)	5,700.00	Refund pro-rated
Ongoing enrollment in Supervision Seminar for duration of Practicum (12 quarters)	8,550.00	Refund pro-rated
Psy.D. Dissertation Fees	1,500.00	Not refundable
Diploma Fee	150.00	Not refundable

TOTAL CHARGES FOR INITIAL PERIOD OF ENROLLMENT \$2,850 TUITION FOR ONE QUARTER

<u>TOTAL CHARGES DUE UPON ENROLLMENT</u>		
Deposit Towards Tuition		\$500.00
STRF Fee to be paid at time of first payment of tuition		<u>123.00</u>
Total		\$623.50

Schedule of Payments

For years one through three (seminars) of the Psy.D. program, the student will be billed \$2,850.00 per quarter 21 days prior to the start of classes for the quarter. 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.

For years four until completion of the Psy.D. program, the student will be billed \$712.50 per seminar according to the seminar(s) in which he/she is enrolled. The fee for an Independent Study seminar will be billed at \$950.00 per seminar. Each seminar will meet for a total of 16 hours. The student will be billed 21 days prior to the start of the seminar(s).

In addition, Psy.D. Dissertation Fees of \$1,500.00 will be billed upon approval by the student's Doctoral Committee of the final dissertation draft.

***Students are advised that the time required to complete the Clinical Practicum and the Psy.D. Dissertation will vary based on individual progress.**

Please note that all fees except tuition are non-refundable. Except where noted, all tuition and fees are mandatory and are subject to change without prior notice.

If a student is granted a Leave of Absence, a \$100.00 Leave of Absence Fee will be charged. There is no charge to reapply upon expiration of the Leave of Absence.

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 \$1,500). Beyond those provided on this schedule, there are no other expenses. All fees are mandatory for applicable students.

Upon completion of all requirements and prior to graduation a Diploma Fee of \$150.00 will be billed.

Special payment schedules may be established on an individual basis. Students should contact the Graduate Center office to discuss such arrangements. Degrees and diplomas cannot be issued until all financial obligations to the Graduate Center are met.

Degrees and diplomas cannot be issued until all financial obligations to the Graduate Center are met.

Tuition, Fees and Costs for the Traditional PhD Program

***Estimated Total Cost: \$54,638**

Application Fee	\$ 60.00	Not refundable
Student Tuition Recovery Fund Fee for entire program	128.00	Not refundable
Tuition years 1 through 3 Core Program	34,200.00	Refund pro-rated
Enrollment in one Independent Study course (years 1-3)	950.00	Refund pro-rated
Ongoing enrollment in 8 PhD Dissertation Independent Study courses	7,600.00	Refund pro-rated
Ongoing enrollment in Supervision Seminar for duration of Practicum (12 quarters)	8,550.00	Refund pro-rated
Estimated cost of Books purchased by student	1,500.00	
Ph.D. Dissertation Fees	1,500.00	Not refundable
Diploma Fee	150.00	Not refundable

TOTAL CHARGES FOR INITIAL PERIOD OF ENROLLMENT \$2,850 TUITION FOR ONE QUARTER

TOTAL CHARGES DUE UPON ENROLLMENT	
Deposit Towards Tuition	\$500.00
STRF fee for entire program	<u>123.50</u>
Total	\$507.50

Schedule of Payments

For years one through three (seminars) of the Ph.D. program, the student will be billed \$2,850.00 per quarter 21 days prior to the start of classes for the quarter. 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.

From the commencement of the PhD Independent Study courses until completion of the Ph.D. dissertation, the student will be billed \$950.00 per seminar according to the seminar(s) in which he/she is enrolled. Each seminar will meet for a total of 16 hours. The student will be billed 21 days prior to the start of the seminar(s).

In addition, Ph.D. Dissertation Fees of \$1,500.00 will be billed upon approval by the student's Doctoral Committee of the final dissertation draft.

***Students are advised that the time required to complete the Clinical Practicum and the Ph.D. Dissertation will vary based on individual progress.**

Please note that all fees except tuition are non-refundable. Except where noted, all tuition and fees are mandatory and are subject to change without prior notice.

If a student is granted a Leave of Absence, a \$100.00 Leave of Absence Fee will be charged. There is no charge to reapply upon expiration of the Leave of Absence.

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 \$1,500). Beyond those provided on this schedule, there are no other expenses. All fees are mandatory for applicable students.

Upon completion of all requirements and prior to graduation a Diploma Fee of \$150.00 will be billed.

Special payment schedules may be established on an individual basis. Students should contact the Graduate Center office to discuss such arrangements. Degrees and diplomas cannot be issued until all financial obligations to the Graduate Center are met.

Degrees and diplomas cannot be issued until all financial obligations to the Graduate Center are met.

Students wishing to sit for the Master's Degree will also have the following fees:

Master's Degree Examination Fee	\$ 200.00	Not refundable / Not Mandatory
Master's Degree Diploma Fee	\$ 150.00	Not refundable / Not Mandatory

Cancellation and Refund Policy

Refund During Cancellation Period

STUDENT'S RIGHT TO CANCEL

A student has the right to cancel his or her agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session, or the seventh (7th) day (calendar days) after enrollment, whichever is later. 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 program.

Cancellation may occur when the student provides a written notice of cancellation at the following address: The Graduate Center for Child Development and Psychotherapy, 3200 Motor Avenue, Los Angeles, CA90034. 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

A student 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 period of attendance. The student has the right to withdraw from school at any time and receive a refund for that part of the program not taken for which the student has paid. The amount of that refund is to be "pro-rated" according to the not completed portion of the program less the cost of any equipment returned in good condition and a registration or administration fee not to exceed \$250.00. The refund is to be paid within 45 days of withdrawal.

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.
- Failure 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. 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. The refund is computed upon receipt of written notice of withdrawal from the institution. The institution's withdrawal and refund policy is consistent with the requirements of Article 13(commencing with section CEC 94919). CEC 94909(a)(8)(B). The institution shall, for all students, without penalty or obligation, refund 100 percent of the amount paid toward tuition, less application fee and deposit, not in excess of \$250.00 if notice of cancellation or withdrawal is made prior to or on the first day of instruction. All students withdrawing after completion of 60 percent or less of the course/quarter/program of instruction shall be given a pro rata refund, in compliance with Education Code Section 94312(d). Withdrawal after completion of 60 percent of the course/quarter/program may well result in no refund being tendered by the Graduate Center to the student.

Any questions, problems, or concerns with this school or its fiscal policies which have not been satisfactorily answered should be directed to the Bureau for Private Postsecondary Education, Sacramento, California, 95814.

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 is \$2.50 per \$1,000 of tuition paid rounded to the nearest \$1,000. The assessment is to be collected from each student at the time 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.

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.

Administration and Staff

Chief Academic Officer and Chief Operating Officer (Dean)

Howard E. Hansen M.D., University of Nebraska College of Medicine; Ph.D. in Psychoanalysis, Southern California Psychoanalytic Institute

Provost

James A. Incorvaia Ph.D. in Clinical Psychology, Case Western Reserve University, Cleveland, Ohio

Administrative Coordinator and Registrar

Carol Ziff B.A., University of California, Los Angeles.

Faculty

Lisa Aronson L.C.S.W.; M.S.W., Smith College School of Social Work; Ph.D., Graduate Center for Child Development and Psychotherapy

Richard H. Baker M.D., Louisiana State University School of Medicine; Certificate in Psychoanalysis, Los Angeles Psychoanalytic Society and Institute

Francine Bartfield L.C.S.W.; M.S.W., University of Southern California; Ph.D., Graduate Center for Child Development and Psychotherapy

Rachel Bartur L.C.S.W.; M.S.W., University of Southern California

Elaine Elizabeth Clough L.M.F.T.; M.A., Pepperdine University; Ph.D., Graduate Center for Child Development and Psychotherapy; Psy.D. in Psychoanalysis, Southern California Psychoanalytic Institute

Dennis Coffey Licensed Psychologist; M.A., California State University-Los Angeles; Ph.D., Graduate Center for Child Development and Psychotherapy

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

Robert E. Estes M.A., University of Southern California; Ph.D., University of Iowa City, Iowa

Nancy Ezra L.M.F.T., Ph.D., Graduate Center for Child Development and Psychotherapy

Cecile Falk Licensed Psychologist; M.S., Brooklyn College of the City University of New York; Ph.D. in Psychology, California School of Professional Psychology

Barbara J. Fine	L.M.F.T.; M.A., California Family Study Center; Ph.D., Graduate Center for Child Development and Psychotherapy
Sharon Friedman	L.M.F.T.; M.A., Azusa Pacific College; Ph.D., Graduate Center for Child Development and Psychotherapy
Michael Arthur Gales	M.D., University of Wisconsin Medical School; Certificate in Psychoanalysis, Los Angeles Psychoanalytic Society and Institute
Nancy Hall	L.C.S.W.; M.S.W., Univ. of Maryland; Ph.D., Graduate Center for Child Development and Psychotherapy
Howard E. Hansen	M.D., University of Nebraska College of Medicine; Certificate in Psychoanalysis, Southern California Psychoanalytic Institute
Sheila B. Honig	L.C.S.W.; M.S.W., University of Washington; Ph.D., Graduate Center for Child Development and Psychotherapy
Sylvia G. Jones	L.C.S.W.; M.S.W., UCLA; Ph.D., Graduate Center for Child Development and Psychotherapy
Richard Kallus	M.D., State University of New York; Ph.D. in Psychoanalysis, Southern California Psychoanalytic Institute
Melissa Klaskin	L.C.S.W.; M.S.W., UCLA; Ph.D., Graduate Center for Child Development and Psychotherapy
Claudia Kohner	Licensed Psychologist; Ph.D. in Clinical Psychology, California School of Professional Psychology, San Diego
Stanley J. Leiken	M.D., St. Louis University Medical School; Certificate in Psychoanalysis, Los Angeles Psychoanalytic Society and Institute
John F. Leonard	M.D., UCLA; Ph.D. in Psychoanalysis, Southern California Psychoanalytic Institute
Maria T. Lymberis	M.D., University of Southern California; Certificate in Psychoanalysis, Los Angeles Psychoanalytic Society and Institute
Terry Marks-Tarlow	Licensed Psychologist; Ph.D., UCLA
Maty Mazal	Licensed Psychologist; M.A., UCLA; Ph.D., Graduate Center for Child Development and Psychotherapy
Erica Meyer	Licensed Psychologist; Psy.D., California School of Professional Psychology
Maxine Mintzer	L.C.S.W.; M.S.W., Columbia University School of Social Work; Ph.D., Graduate Center for Child Development and Psychotherapy
Robert Moradi	M.D., Pahlavi University, Iran
Patricia E. O'Brien	Licensed Psychologist; Ph.D. in Psychology, University of Michigan

Erna Osterweil Institute	Licensed Psychologist; Ph.D. in Psychology, California Graduate Institute
R. James Perkins	M.D., University of Manitoba, Certificate in Psychoanalysis, Los Angeles Psychoanalytic Society and Institute
Mark Rosenblatt	Licensed Psychologist; Psy.D., California School of Professional Psychology
James P. Rosenblum	M.D., University of Pennsylvania School of Medicine; Certificate in Psychoanalysis, Los Angeles Psychoanalytic Society and Institute
Carol Rosenfeld	L.C.S.W.; M.S.W., University of Southern California; Ph.D., Graduate Center for Child Development and Psychotherapy
Simcha Saiek	Licensed Psychologist; Psy.D., Alliant International University
Sandra Sarnoff	Licensed Psychologist; Ph.D. in Psychology, California School of Professional Psychology
Bella F. Schimmel	M.D., University of Maryland School of Medicine; Ph.D. in Psychoanalysis, Southern California Psychoanalytic Institute
Jens Schmidt	Licensed Psychologist; Ph.D., California Graduate Institute
Susan Spiegel	L.C.S.W., M.S.W., California State University, San Diego; Ph.D., Sanville Institute (California Institute for Clinical Social Work),
Evelyn Tabachnick	L.C.S.W.; M.S.W., University of Southern California; Ph.D., Graduate Center for Child Development and Psychotherapy
Norman D. Tabachnick	M.D., University of Illinois; Ph.D. in Psychoanalysis, Southern California Psychoanalytic Institute
Jon Tabakin	Licensed Psychologist; Ph.D., California Graduate Institute; Psychoanalytic Certification: Psychoanalytic Center of California
Leigh Tobias, Ph.D.	Licensed Psychologist; Ph.D., California Graduate Institute
Richard H. Tuch	M.D., University of Southern California; Certificate in Psychoanalysis, Los Angeles Psychoanalytic Society and Institute
Harvey Weintraub	M.D., University of California, San Francisco; Ph.D. in Psychoanalysis, Southern California Psychoanalytic Institute
Leo Weisbender	Licensed Psychologist; Ph.D., University of Southern California

Licensure

In the State of California, those graduating from approved programs with a Doctor of Psychology in Clinical Child Psychology (Psy.D.) or a Doctor of Philosophy in Clinical Child Psychology (Ph.D.) can be eligible to sit for the psychology licensing examination, upon completion of other requirements which they will need to fulfill in other settings. For Graduate Center graduates, these include 3,000 hours of qualifying supervised professional experience required by the Department of Consumer Affairs, Board of Psychology in California; as well as additional courses which will have to be taken in other educational settings in order to prepare for and be qualified to sit for the licensing examination.

Application for licensure to the appropriate state agency is the responsibility of each student. Students who wish to acquire licensure are urged to contact the Board of Psychology, 1422 Howe Avenue, Suite 22, Sacramento, CA 95825-3200 (916) 263-2699, bopmail@dca.ca.gov for information.

While the Graduate Center for Child Development and Psychotherapy 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.

Notice

Applicants should be aware of the possibility that a class may not begin if an insufficient number of applicants are accepted for enrollment.

Beginning and Ending Dates

The information contained in this catalog applies to the academic year 2012-2113 (September 1, 2012 through December 31, 2013).

Representation of Accuracy and Reservation of Rights

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

The Graduate Center for Child Development and Psychotherapy is a private, non-profit 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).

NOTE TO ALL PROSPECTIVE STUDENTS

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

Bureau for Private Postsecondary Education

Physical address: 2535 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 Internet 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.