

**The Reiss-Davis Graduate Center  
For Child Development and Psychotherapy  
of Vista Del Mar**

**C O U R S E  
C A T A L O G**

Academic Year  
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## Table of Contents

<b>Institutional Purpose, Mission, and Objectives.....</b>	<b>1</b>
Purpose.....	1
Mission.....	1
Objectives.....	1
<b>Location and Amenities .....</b>	<b>3</b>
Location of Classrooms.....	3
Facilities.....	3
Administrative Office.....	3
Reiss-Davis Research Library.....	3
<b>Degree Program and Curriculum.....</b>	<b>3</b>
Weekend Program.....	4
<b>Doctor Of Psychology in Clinical Child Psychology (PSY.D.) .....</b>	<b>5</b>
General Description and Program Objective.....	5
Method of instruction.....	5
Graduation Requirements.....	5
Classes.....	6
<b>Admission and Registration .....</b>	<b>11</b>
Policy on Incoming Class Size .....	11
Admission Policy.....	11
Application and Enrollment Procedures.....	12
<b>Transfer of Credits and Prior Experiential Learning.....</b>	<b>12</b>
Prior Experiential Learning.....	12
Transfer Credit Policy.....	12
Financial Assistance.....	13
Transferability of Credits earned at the Reiss-Davis Graduate Center.....	13
Registration.....	15
<b>Academic Policies.....</b>	<b>16</b>
Grading.....	16
Standards for Student Achievement.....	16
Academic Probation .....	16
Dismissal.....	16
Graduation Deadline.....	17
Student Records.....	17
Transcripts.....	17
Attendance.....	17
Leave of Absence.....	17
Withdrawal .....	18
Dropout.....	18
Language of Instruction.....	18
International Students.....	18
<b>Student Life.....</b>	<b>19</b>
Academic Freedom .....	19
Nondiscrimination and Equal Opportunity Statement.....	20
Academic Counseling.....	20
Distance Learning.....	20
Housing.....	20
Placement/Employment .....	20
Libraries.....	21
Student Interaction.....	21
Student Conduct.....	21

<b>Misconduct and Harassment.....</b>	<b>21</b>
<b>Definition.....</b>	<b>22</b>
Harassment.....	22
Sexual Harassment.....	22
Violence on Campus.....	23
Student Complaint Procedure.....	23
Honesty and Plagiarism .....	23
Transferability of Credits and Credentials.....	23
Statement of Nondiscrimination.....	23
Bankruptcy.....	24
<b>Current Schedule of Student Charges.....</b>	<b>25</b>
Tuition, Fees and Costs.....	25
Schedule of Payments.....	25
<b>Cancellation and Refund Policy.....</b>	<b>26</b>
Refund during Cancellation Period.....	26
Student's Right to Cancel.....	26
Withdrawal from the Program.....	26
<b>Student Tuition Recovery Fund (STRF) .....</b>	<b>28</b>
<b>Administration, Faculty, and Staff.....</b>	<b>30</b>
Note to all Prospective Students.....	34

# **The Reiss-Davis 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." Suttentfield (2001)

Things have only gotten worse as we are entering into the second decade of the 21<sup>st</sup> 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 Reiss-Davis Graduate Center for Child Development and Psychotherapy's programs is to educate students to become knowledgeable, competent, well informed, culturally sensitive, and ethically responsible 21<sup>st</sup> 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 Reiss-Davis 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 Reiss-Davis Graduate Center student is expected to attain mastery of a body of theoretical, historical, and practical knowledge appropriate to their higher degree. This mastery is demonstrated through measurable student learning outcomes specified in the syllabus of each course of each program.

In the Reiss-Davis Graduate Center's higher degree program, 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 Reiss-Davis Graduate Center offers the following Psy.D. degree program in Clinical Child Psychology:

- ❖ Doctor of Psychology (PsyD) Program in Clinical Child Psychology – Weekend Program



Lunch break in the Reiss-Davis Sculpture Garden

## **Locations and Amenities**

The Reiss-Davis 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) 204-1666 X339; Fax: (310) 838-2791;  
e-mail: GraduateCenter@VistaDelMar.org

### **Location of Classrooms**

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

### **Facilities**

The Reiss-Davis Graduate Center classrooms contain internet access for the instructors' class presentations when needed, teleconferencing equipment, whiteboard/chalkboard, individual media device projection, PowerPoint projector, screen, monitor for DVD and video viewing. Kitchen with refrigerator and microwave, and bathroom facilities are 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 Reiss-Davis Graduate Center.

## **Degree Program and Curriculum**

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

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

## **Weekend Program**

The Reiss-Davis Graduate Center for Child Development and Psychotherapy offers a three years of course work, one-weekend per month doctoral-level degree program leading to the development and successful completion of a dissertation towards the Psy.D. in Clinical Child Psychology. The Psy.D. weekend program requires applicants to be licensed or license-eligible (LMFT, LCSW, LEP, LPCC).

Students in the Weekend PsyD Program are already licensed in their clinical disciplines and thus have the required hours of clinical experience prior to applying to the Reiss-Davis Graduate Center.

# Doctor of Psychology in Clinical Child Psychology (PsyD)

## 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 each student's own Dissertation Committee approved by the Chief Academic Officer (Dean).

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

## 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 after the 3rd year seminar and course work; 10 quarter units for successful completion of the PsyD Dissertation.

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



Reiss-Davis Graduation



# Classes

## First Year Classes

### **Psychodynamic Theory-I**

Class # PSY 601 6 5-hr Sessions 3 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 6 5-hr Sessions 3 Units

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

### **Infancy to Latency Development**

Class # PSY 605 4 9-hr Sessions 4 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 4 9-hr Sessions 4 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 4 9-hr Sessions 4 Units

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

### **Neurobiology and Affect Regulation**

Class # PSY 611 4 9-hr Sessions 4 Units

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 4 9-hr Sessions 4 Units

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 4 Units

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

## **Second Year Classes**

### **Evidence Based Psychotherapy and Other Validated Treatments**

Class # PSY 617 6 5-hour Sessions 3 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 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 4 Units

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

### **Integration of Psychoanalytic Therapy**

Class # PSY 623 4 9-hour Sessions 4 Units

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

### **Parent Work**

Class # PSY 625 4 9-hour Sessions 4 Units

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

### **Play Therapy and Child Psychotherapy**

Class # PSY 627 4 9-hour Sessions 4 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.

### **Introduction to Research and Statistics**

Class # PSY 630 4 9-hour Sessions 4 Units

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

### **Winnicott Practicum/Seminar**

Class # PSY 632 4 9-hour Sessions 4 Units

This course will introduce the insights of Donald Winnicott as they relate to child development and psychotherapy. We will read seminal papers and correlate materials to case presentations during each session. Students are asked to read each article with the goal of stimulating personal clinical and personal experiences which can be folded into our seminar discussions.

## **Third Year Classes**

### **Psychological Assessment I**

Class # PSY 633 4 5-hour Sessions 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 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 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 4 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 4 Units

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

## **Clinical Supervision and Consultation**

Class # PSY 643 4 9-hour Sessions 4 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 ...4 Units

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

By the end of this course the student should be able to present and discuss the proposal.

## **Dissertation Development II**

Class # PSY 649 4 9-hour Sessions ..4 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 ...4 Units

In this course the student will learn how to refine the results section of the proposed study and how to write the discussion section of the study, which should include the implications of the study for the advancement of the practice of the field of clinical child psychology, along with implications for further study.

*By the end of this course the student should have produced a final draft of the results, discussion, summary, and value section of the dissertation in order to be ready for final approval by his or her committee and the IRB in preparation for the final oral defense.*

## **Beyond the Third Year**

### **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.



## Admissions and Registration

### Policy on Minimum Incoming Class Size

It is the policy of the Reiss-Davis Graduate Center that each incoming class of students beginning a degree program must have a minimum of ten new students. If there are less than ten students admitted and registered prior to the first scheduled class, the Reiss-Davis Graduate Center reserves the right to cancel the incoming class. Any and all funds paid by entering students will be fully refunded.

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

### Admission Policy

The admissions criteria for the Weekend Doctor of Psychology in Clinical Child Psychology 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 Reiss-Davis Graduate Center office to receive an official certified transcript from each college or university attended, showing every graduate unit attempted. Applicants may arrange for transcripts to be mailed directly from these schools to the Reiss-Davis Graduate Center, enclose them with their application or mail them in separately as long as they are in sealed envelopes. If the transcript does not indicate the degree awarded, proof of that degree must also be provided.
3. **Letters of Recommendation.** Applicants are required to have two letters of recommendation submitted to the Reiss-Davis Graduate Center. Recommenders should be familiar with the applicant's recent academic, clinical and/or other professional abilities and accomplishments. Applicants are to follow the instructions specified on the Recommendation Form included in the application packet and provide copies of that Form to recommenders. 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 Reiss-Davis 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.

## **Application and Enrollment Procedures**

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

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

## **Transfer of Credits and Prior Experiential Learning**

### **Prior Experiential Learning**

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

### **Transfer Credit Policy**

As part of its admissions process, it is the policy of the Reiss-Davis Graduate Center that the Reiss-Davis 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 Reiss-Davis Graduate Center wants to apply to transfer credits as part of the application process they must submit an official transcript or transcripts stating the course(s) completed and grade(s) received. There is no cost to the student for this process. Transfer credits will not be accepted after the first 3 months of enrollment.

The Reiss-Davis 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 Reiss-Davis 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 Reiss-Davis Graduate Center may apply to have those units transferred in if they meet the same criteria as other transfer units. For doctoral degree students, the maximum amount of transfer credit from another approved or accredited institution shall be 10 quarter units.

The Reiss-Davis 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 Reiss-Davis Graduate Center to impose redundant programs or requirements on any student.

#### b. The Process of 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 Reiss-Davis 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 Reiss-Davis Graduate Center for Child Development and Psychotherapy does not offer student loans. A student enrolled in an unaccredited institution is not eligible for federal financial aid programs. The Reiss-Davis Graduate Center does NOT participate in federal and state financial aid programs, and does NOT offer consumer information that is required to be disclosed to the student pursuant to the applicable federal and state financial aid programs – 94909(a)(10) for Title IV schools.

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

### ***NOTICE CONCERNING TRANSFERABILITY OF CREDITS EARNED AT THE REISS-DAVIS GRADUATE CENTER FOR CHILD DEVELOPMENT AND PSYCHOTHERAPY***

The transferability of credits earned at the Reiss-Davis 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 you earn in any program of the Reiss-Davis 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 earned at the Reiss-Davis 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 Reiss-Davis Graduate Center will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Reiss-Davis Graduate Center for Child Development and Psychotherapy to determine if your credits will transfer.

## Registration

All degree students must register with the Chief Academic Officer (Dean) or the registrar of the Reiss-Davis Graduate Center, either in person or by mail, for each quarter or trimester as applicable to the program in which they are enrolled. Because students in the Reiss-Davis Graduate Center programs are part of a cohort with whom they progress through the didactic part of the program, and because the curricula are sequential, registration will consist of enrollment in all classes appropriate for the student's standing in the program.

Failure to complete the registration may result in dismissal from the program. Refunds are made in accordance with the refund policy published in this Catalog.



Drs. Allen and Judy Schore in a Weekend Program seminar

## **Academic Policies**

### **Grading**

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. An appeal may be made to the Grievance Committee.

### **Standards for Student Achievement**

Evaluation and Assessment of Academic Progress and Performance: The Reiss-Davis Graduate Center continuously assesses the skills of its students. At the conclusion of each seminar, the instructor submits a thorough written evaluation of each student as described above under "Grading." The student's grasp of the theoretical material and his/her 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)

### **Academic Probation**

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

### **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 academically withdrawn 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.

## **Graduation Deadline**

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 beyond the 3rd year; 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 his/her candidacy and be terminated from the program. Notice will be made by certified mail of such termination. On rare occasions, students may petition for an eighth year in which to complete the dissertation.

Students must pass every course with a grade of Credit.

## **Student Records**

By the Reiss-Davis Graduate Center policy, student records are maintained for a minimum of seven years from the date the student graduates, withdraws or is dropped from the program. All student transcripts are maintained at the Administrative Office for a period of fifty years. In practice, student records are maintained on a permanent basis.

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

The Reiss-Davis Graduate Center maintains for each Psy.D. student granted a degree in its educational program, permanent record of the following: The degree granted and the date granted; the courses and units on the basis of which that degree was granted; and the grades earned by the student in each of those courses.

## **Transcripts**

Certified copies of student transcripts may be ordered from the Administrative Office for \$10.00.

## **Attendance**

Students are expected to attend all class sessions. Tardiness and absences from class will be recorded. The students may miss one weekend of classes. If more than that, the students will be required to take an independent study with the appropriate faculty. 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 in advance to give notice for any absence not due to extreme emergency. A call to the Reiss-Davis Graduate Center office is not considered notice.

## **Leave of Absence**

Due to the sequential nature of the Reiss-Davis Graduate Center's curriculum, 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.

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**

A student may withdraw at any point in the program by notifying the Reiss-Davis 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**

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 Reiss-Davis Graduate Center programs.

English language remediation services are not provided.

## **International Students**

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



Annual 2013 Conference honoring  
Dr. Bessel van der Kolk



# Student Life

## Academic Freedom

The Reiss-Davis Graduate Center is committed to providing resources such as facilities, policies and procedures, curriculum, faculty, and administrative staff to facilitate the free exchange of ideas. Our goal is to create an academic environment that fosters the enthusiastic and widespread participation of all members of the Reiss-Davis Graduate Center learning community.

It may become necessary, on occasion, to limit the activities of an individual or a group in order to implement the mission of the Center. When this occurs, the following measures will be taken to safeguard academic freedom: (a) the Center will demonstrate that the limitation is reasonable for the realization of its consensually agreed upon aims, and (b) the Center will provide a forum for open discussion in which faculty freely express their views and provide recommendations concerning any plans that limit teaching or research activities.

At times, the Center must balance the rights of individuals in relation to institutional goals.

Examples of specific areas safeguarded by academic freedom are as follows:

- The creation and revision of program curricula will include the participation and review of faculty members. Such participation will take place within the Curriculum Review Committee, and meetings with the Dean and the Provost.
- Although faculty are obliged to offer courses that are an integral part of their program's curriculum and achieve goals stated in course objectives, they will be afforded freedom to use their own professional expertise and judgment in carrying out the goals of the course. Though certain material and viewpoints may need to be presented in courses for the sake of completeness, faculty have the freedom to express diverse perspectives in their teaching and scholarly activities.
- Core Faculty, in consultation with the Dean and the Provost, may discuss how their time is to be divided among such pursuits as academic research, teaching, student advisement, community and institutional service, and various forms of personal and professional expression. The needs of the Center as determined by the Provost, and if necessary, the Board of Trustees, in consultation with the Dean, determines the final outcome of such discussions regarding individual faculty pursuits. Although the Center needs faculty to perform certain administrative duties and may ask them to adjust their time allocation to meet these needs, the Center strongly encourages faculty to pursue their own research interests.

Procedures for review of faculty evaluation, promotion, and hiring are reviewed as needed by the Provost and the Board of Trustees. Although increases or decreases in staff may be necessary at various times, and although faculty may be asked to increase or decrease their teaching loads, no faculty member shall be dismissed or removed from his or her position solely on the basis of his or her ideas, beliefs, or political views.

## **Nondiscrimination and Equal Opportunity Statement**

The Reiss-Davis Graduate Center does not discriminate on the basis of race, color, national origin, religion, creed, gender, sexual orientation or gender identity, physical disability, citizenship status (within the limits imposed by law or Institute policy), marital status, medical condition, or age in any of its policies, procedures, or practices. This nondiscrimination policy covers treatment in institutionally approved academic programs and activities. In conformance with Institute policy, the Reiss-Davis Graduate Center is an Affirmative Action/Equal Opportunity Employer.

## **Academic Counseling**

The objective of counseling activities at the Reiss-Davis 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**

The Reiss-Davis Graduate Center does not maintain any dormitory facilities, and is not responsible to find or assist a student in finding housing. However, the typical availability and cost of housing located reasonably near our institution in (prices are as of July 2014) is as such:

- A 1-bedroom apartment averages \$1,375 per month
- For local hotels in nearby Culver City, the daily rate is \$140 for Travelodge and Doubletree and \$190 for Extended Stay America

## **Placement/Employment**

The Reiss-Davis 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 Reiss-Davis Graduate Center does not provide placement services for its students or graduates. While the Reiss-Davis 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.

## **Distance Learning**

The Reiss-Davis 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 Reiss-Davis Graduate Center, for whom the membership fee is 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. On premises are two computers with the complete office suite, internet, and on-site access to videos. WiFi is available for registered devices. The library also provides access to the PEP archive database through individual student log-in either on premises or remotely. The library also maintains a return box in the Meyer building so that you can pick up and return library materials at any time you are on campus. The librarian is available to assist with technology use (accessing materials, creating content), search strategies, or with other technology or research questions in person or via email via [rdlibrarian@vistadelmar.org](mailto:rdlibrarian@vistadelmar.org). You may make an appointment to visit the library or visit it during scheduled hours.

Less than five miles from Reiss-Davis is a premier public university, UCLA, which allows free on-campus resource access to the visiting public, including access to its extensive collection of research journal databases. The Reiss-Davis reference librarian is available to help students create targeted research agendas to make the most out of a visit to that campus, as well as instruction on how to create effective database searches to narrow or broaden database search results.

In addition, the Reiss-Davis Graduate Center students may maintain membership (currently \$50.00/year) in the Simmel-Fenichel Library, located at the New Center for Psychoanalysis, 2014 Sawtelle Blvd., Los Angeles, California 90025, (310) 478-6541, ext. 16 which gives them all in-house and borrowing privileges. Library hours are Monday-Tuesday, Thursday-Friday, 9:00 a.m. to 5:00 p.m.

## **Student Interaction**

The small seminar format of all classes in the Reiss-Davis Graduate Center provides ongoing opportunity for student-to-student interaction. In the ongoing seminars, this interaction revolves around the cases being presented by individual students under the leadership of the Instructor.

## **Student Conduct**

Each student will receive a copy of the current Code of Civility, with which they will be expected to abide. An Ad Hoc Ethics Committee constituted with selected faculty 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.

## **Misconduct and Harassment**

The Organization is committed to providing a environment that is free of harassment and discrimination. In keeping with this commitment, we maintain a strict policy prohibiting unlawful harassment, including any form of harassment on the basis of race, religious creed, color, age,



sex, sexual orientation, gender identity, national origin, religion, marital status, medical condition, disability, military service, pregnancy, perceived pregnancy, childbirth and related medical conditions, or any other classification protected by federal, state, or local laws and ordinances. This includes verbal, physical, visual, and electronic harassment.

Any person (student, faculty, or staff member) who believes he or she has been harassed should promptly report the facts of the incident or incidents and name(s) of the individual(s) involved to the Dean who will immediately inform the Provost and the two of them will initiate an investigation of the claims and ensure proper action is taken. Measures may include but are not limited to, counseling, suspension, or immediate dismissal.

All Harassment and discrimination is unacceptable on campus or in other settings.

## Definitions

### Harassment

Harassment as defined in this policy is unwelcome verbal, visual, or physical conduct creating an intimidating, offensive, or hostile environment that interferes with performance. Harassment can be verbal, (including slurs, jokes, insults, epithets, gestures or teasing), graphic (including offensive posters, symbols, cartoons, drawings, computer displays, or e-mails), or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows hostility or aversion towards an individual because of any protected characteristics. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, people are expected to behave at all times in a professional and respectful manner.

### Sexual Harassment

Sexual harassment by any member of the campus community (student, faculty, or staff) shall be defined as unwelcome conduct based on a person's sex, which interferes with the person's ability to learn, instruct or do his or her job. Sexual Harassment may include, but is not limited to verbal harassment (such as offensive sexual flirtations, advances, propositions, comments, jokes, verbal abuse of sexual nature or based on gender), Physical harassment (such as unwelcome physical contact or touching of sexual nature), Visual harassment (such as sexually suggestive pictures or objects put on display or making sexual gestures), sexual advances/favors, and gender based hostility. The various forms of sexual harassment listed above are merely examples of conduct that violates the Reiss-Davis Graduate Center's policies and is not exhaustive.



Faculty Meeting

## **Violence on Campus**

Reiss-Davis Graduate Center is committed to providing a safe, violence-free environment. In this regard, Reiss-Davis Graduate Center strictly prohibits any person on campus from behaving in a violent or threatening manner. Moreover, as part of this policy, Reiss-Davis Graduate Center seeks to prevent campus violence before it begins and reserves the right to deal with behavior that suggests a propensity toward violence even prior to any violent behavior occurring.

## **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. If a satisfactory outcome is not forthcoming, the student will be instructed in how to prepare a formal grievance to submit to the Provost, and the decisions of the Provost are final.

## **Honesty and Plagiarism**

The Reiss-Davis Graduate Center is committed to the highest standards of academic honesty. It is expected that students will complete all course assignments, exams, research projects, theses and dissertations with honesty and integrity. Students may not, at any time, misrepresent the authorship of work submitted in their name. Plagiarism, fabrication of research data, and failure to complete separate written work for each course taken are examples of violations of the honesty policy. Students who use similar material for different courses must first obtain explicit permission from the instructors. Students may be required to submit electronic copies of course assignments for plagiarism.

Our clinical psychology students are expected to be familiar with and abide by the definitions of plagiarism provided by the writing and publication manuals. Psychology students will find this definition in the current edition of the Publication Manual of the American Psychological Association. Students will also find this definition in the current edition of the MLA Style Manual and Guide to Scholarly Publishing. Appropriate citation and referencing of sources as described by these manuals is the best way to avoid the possibility of plagiarism. Since the intent to deceive is not a necessary element in plagiarism, careful note taking is essential to avoid the unintentional plagiarism.

All instances of academic dishonesty must be reported to the department Dean.

If a student plagiarizes (presents others' words as his/her own), misrepresents the source of his/her work, steals, borrows and/or collaborates in a dishonest way with others in completing such work, or is fraudulent in any way, the student will receive a failing grade from the instructor or research committee member for that work. In addition, the Registrar will automatically place the student on academic probation pending a formal review by the Academic Dean. Sanctions range from academic study on plagiarism to academic withdrawal from the Reiss-Davis Graduate Center, depending upon the Academic Dean's assessment of the academic breach. Evidence of plagiarism discovered after graduation may lead to the revocation of a student's degree.

Students may appeal the Dean's decision to the Provost. All final decisions made by the Provost, in conjunction with the Dean, are final.

## Bankruptcy

The Reiss-Davis 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.



The Reiss Davis Sculpture Garden

## Current Schedule of Student Charges

Tuition and Fees are reviewed annually and may be adjusted

### Tuition, Fees and Costs

**\*\*Estimated Total Cost: \$51,774.00**

Application Fee	60.00	Not refundable
Registration Fee due at time of acceptance	300.00	Not refundable
Student Tuition Recovery Fund Fee (Years 1-3)	0.00	Not refundable
Tuition 2014 (Year 1 of Program)	15,090.00	Refund pro-rated
Tuition years 1 through 3**	47,560.00	Refund pro-rated
Dissertation Advisement Fee (\$25/half hour) estimated**	1,000.00	Not refundable
PsyD Dissertation Seminar - ongoing enrollment required if dissertation not completed at end of 3 <sup>rd</sup> year**	1,290.00	Refund pro-rated
Graduation Processing and Diploma Fee	250.00	Not refundable

**TOTAL CHARGES FOR INITIAL PERIOD OF ENROLLMENT:  
\$1,257.50 TUITION PER MONTH**

#### TOTAL CHARGES DUE UPON ENROLLMENT

Registration Fee	300.00
Deposit Towards Tuition	500.00
STRF Fee Year 1 to be paid at time of first payment of tuition	<u>8.00</u>

**Total      \$808.00**

### Schedule of Payments

For year one of the Weekend Psy.D. program, the student will be billed \$1,257.50 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 may be billed for payments more than 10 days late. Special payment schedules may be established on an individual basis. Students should contact the Reiss-Davis Graduate Center office to discuss such arrangements. Degrees and diplomas cannot be issued until all financial obligations to the Reiss-Davis Graduate Center are met.

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 the third year 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.

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

\*\*Estimated total cost of \$51,774.00 is based on the application, registration and STRF fees, current tuition, enrollment in 2 ongoing PsyD Dissertation Seminars, and 40 half-hour sessions of direct work with Dissertation Committee Members and graduation costs.

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

## **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, prior to the beginning of the second session.. After the end of the cancellation period, you also have the right to withdraw from the program at any time. Should a student withdraw from the program, he/or she will not be charged for future classes. However, no refund will issued for classes already paid for and attended in the program.

Cancellation may occur when the student provides a written notice of cancellation at the following address: The Reiss-Davis Graduate Center for Child Development and Psychotherapy, 3200 Motor Avenue, Los Angeles, CA90034. This can be done by mail or by hand delivery or by e-mail to the Registrar.

The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage or confirmed by email to the Registrar.

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.

#### **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 they 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 two consecutive weekend classes in the One-Weekend-Per-Month program, without notifying the school administration in advance and arranging for a mutually acceptable plan to meet requirements for classes missed.
- 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 two consecutive weekend classes in the One-Weekend-Per-Month program. 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 Reiss-Davis 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 \$0.50 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, Faculty, and Staff

### President

**Louis Josephson** Ph.D. in Clinical Social Work, New York University  
Shirl ey M. Ehrenkranz School of Social Work

### Provost

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

### Chief Academic Officer (Dean)

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

### Chief Operating Officer (Associate Dean)

**Allen Bishop** Licensed Psychologist; Ph.D. in Educational Psychology, University of  
Southern California; Certificate in Psychoanalysis, Psychoanalytic  
Center of California

### Administrative Coordinator and Registrar

**Lourdes Brown** B.A., Occidental College, Los Angeles

### Associate Coordinator

**Carlo Farahany** J.D., Cologne University, Germany

### Librarian

**Simran K. Khalsa** MLIS, UCLA

# Faculty

## Core Faculty

<b>Rachel Bartur</b>	Licensed Clinical Social Worker; M.S.W., University of Southern California
<b>Matthew Bennett</b>	Licensed Psychologist in Clinical Psychology; Psy.D., Georgia School of Professional Psychology
<b>Nancy Ezra</b>	Licensed Marriage Family Therapist; Ph.D. in Clinical Child Psychology, Graduate Center for Child Development and Psychotherapy
<b>Sheila B. Honig</b>	Licensed Clinical Social Worker; M.S.W., University of Washington; Ph.D. in Clinical Child Psychology, Graduate Center for Child Development and Psychotherapy
<b>Heidi Kirkman</b>	Licensed Marriage Family Therapist; M.A., Antioch University
<b>Claudia Kohner</b>	Licensed Psychologist; Ph.D. in Clinical Psychology, California School of Professional Psychology, San Diego
<b>Terry Marks-Tarlow</b>	Licensed Psychologist; Ph.D., UCLA
<b>Robert Moradi</b>	M.D., Pahlavi University, Iran
<b>Erna Osterweil</b>	Licensed Psychologist; Ph.D. in Psychology, California Graduate Institute
<b>Mark Rosenblatt</b>	Licensed Psychologist; Psy.D., California School of Professional Psychology
<b>Carol Rosenfeld</b>	Licensed Clinical Social Worker; M.S.W., University of Southern California; Ph.D. in Clinical Child Psychology, Graduate Center for Child Development and Psychotherapy
<b>Simcha Saiek</b>	Licensed Psychologist; Psy.D. in Psychology, Alliant International University
<b>Sandra Sarnoff</b>	Licensed Psychologist; Ph.D. in Psychology, California School of Professional Psychology
<b>Bella F. Schimmel</b>	M.D., University of Maryland School of Medicine; Ph.D. in Psychoanalysis, Southern California Psychoanalytic Institute
<b>Jens Schmidt</b>	Licensed Psychologist; Ph.D. in Psychology, California Graduate Institute

<b>Judith Schore</b>	Licensed Clinical Social Worker; M.S.W., University of Pittsburgh; Ph.D. in Social Work, Sanville Institute (California Institute for Clinical Social Work)
<b>Susan Spiegel</b>	Licensed Clinical Social Worker; M.S.W., California State University, San Diego; Ph.D., Sanville Institute (California Institute for Clinical Social Work)
<b>Violetta Sternberg</b>	Licensed Marriage Family Therapist; M.A in Psychology, Antioch University; Ph.D. in Psychology, University of Rome-La Sapienza
<b>Leo Weisbender</b>	Licensed Psychologist; Ph.D. in Psychology, University of Southern California

### **Adjunct Faculty**

<b>Lisa Aronson</b>	Licensed Clinical Social Worker; M.S.W., Smith College School of Social Work; Ph.D. in Clinical Child Psychology, Graduate Center for Child Development and Psychotherapy
<b>Van Dyke DeGolia</b>	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
<b>Robert E. Estes</b>	M.A., University of Southern California; Ph.D. in Psychology, University of Iowa City, Iowa
<b>Cecile Falk</b>	Licensed Psychologist; M.S., Brooklyn College of the City University of New York; Ph.D. in Psychology, California School of Professional Psychology
<b>Melissa Klaskin</b>	Licensed Clinical Social Worker; M.S.W., UCLA; Ph.D. in Clinical Child Psychology, Graduate Center for Child Development and Psychotherapy
<b>Maxine Mintzer</b>	Licensed Clinical Social Worker; M.S.W., Columbia University School of Social Work; Ph.D. in Clinical Child Psychology, Graduate Center for Child Development and Psychotherapy
<b>Patricia E. O'Brien</b>	Licensed Psychologist; Ph.D. in Psychology, University of Michigan
<b>Norman D. Tabachnick</b>	M.D., University of Illinois; Ph.D. in Psychoanalysis, Southern California Psychoanalytic Institute
<b>Leigh Tobias, Ph.D.</b>	Licensed Psychologist; Ph.D. in Psychology, California Graduate Institute

## Faculty Emeritus

<b>Richard H. Baker</b>	M.D., Louisiana State University School of Medicine; Certificate in Psychoanalysis, Los Angeles Psychoanalytic Society and Institute
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<b>Elaine Elizabeth Clough</b>	Licensed Marriage Family Therapist; M.A., Pepperdine University; Ph.D. in Clinical Child Psychology, Graduate Center for Child Development and Psychotherapy; Psy.D. in Psychoanalysis, Southern California Psychoanalytic Institute
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