



Reiss-Davis Graduate School
2022-2023 Catalog and Student Handbook
August 1, 2022 - July 31, 2023

Vista Del Mar Child and Family Services
3200 Motor Avenue
Los Angeles, CA 90034
www.reissdavis.edu



Reiss-Davis Graduate School

2022 – 2023 Catalog and Student Handbook

**Reiss-Davis Graduate School
3200 Motor Avenue
Los Angeles, CA 90034**

Message from the Interim Executive Director

Dear Student,

On behalf of the Board of Directors, the faculty and staff, and your fellow graduate students, I am delighted to welcome you to the Reiss-Davis Graduate School. We are so very pleased that you have chosen to advance your professional career with us and are looking forward to creating an environment together with you in which you and others will be inspired to learn and thrive.

Throughout your journey in our doctoral program, you will obtain a solid theoretical knowledge foundation, develop scholarly research aptitudes, expand your clinical skills in understanding and effectively treating mental health concerns in children, and grow your professional identity with cultural awareness and humility by embracing Reiss-Davis Graduate School's institutional values of compassion, excellence, integrity, and inclusion. Your curriculum is uniquely grounded in our PNT-model that integrates the latest advances from psychodynamic, neurobiological, and trauma-informed perspectives to effectively address mental health concerns of infants, children, adolescents, and their families.

Standing on the rich history of the Reiss-Davis Child Study Center, Reiss-Davis Graduate School is proud of the years of accomplishments and academic experience that allow us to offer you this unique program. As adult learners and professionals from varied backgrounds, you will benefit from the small class sizes that facilitate seminar learning and interaction with your peers and our diverse faculty. As Reiss-Davis Graduate School follows the practitioner-scholar model, your instructors are experienced clinicians with expertise in the treatment of children, adolescents, and adults. By fostering a spirit of curiosity, reflection, and collaboration, we support you in your desire to learn new skills, make new discoveries, and contribute to your communities and beyond.

As you navigate through the doctoral program, this Catalog and Student Handbook provides you with resources and informs you about our course offerings, policies, procedures, and much more. For any additional questions, please reach out to us as we are here to support you.

We look forward to accompanying you in your pursuit of your doctoral degree and towards our shared goal to better serve the needs of children and adolescents.

With all best wishes,

Stuart J Sigman, PhD

Stuart J. Sigman, PhD

Interim Executive Director

The Reiss-Davis Graduate School

Message from the Interim Executive Director.....	3
Introduction	8
About Reiss-Davis Graduate School.....	10
Our Mission.....	10
Our Purpose	10
Our Vision.....	10
Our Values.....	10
Our Guiding Principles	11
Our Heritage.....	12
Facilities	13
General Information	14
WSCUC Accreditation.....	14
State Approval.....	14
Academic Freedom	14
PsyD Degree Program	15
PsyD Degree Program	15
Program Format.....	15
Program Time Limit.....	15
Distance Learning.....	15
Language of Instruction	15
English Language Proficiency	15
English Language Proficiency Exam Waiver	16
English Proficiency Test Minimum Required Graduate Score	16
Graduation Requirements	16
Psychology Licensure Preparation	17
Admissions Policy and Procedure	19
Admission Requirements	19
Application Procedures.....	19
Enrollment Procedures	20
Scholarship Procedures.....	20
Reiss-Davis Graduate School Scholarships Acceptance:.....	21

Transfer Credit Policy and Procedure	21
Transferability of Credits Earned at the Reiss-Davis Graduate School	22
Experiential Learning	22
Nondiscrimination and Equal Opportunity Statement	22
International Students	22
Library and Technology.....	23
Anna Freud Library at Reiss-Davis.....	23
Computer Use	23
Electronic Communication.....	23
Populi	23
Technology Help	24
Website	24
Curriculum.....	25
Program Learning Outcomes (PLOs)	25
Defining the Psychodynamic, Neurobiological, and Trauma-informed (PNT) Perspectives.....	26
Psychodynamic Perspective.....	26
Neurobiological Perspective	26
Trauma-informed Perspective	27
Academic Year 2022-2023	28
Cohort J PLO Curriculum Grid	29
Coursework.....	30
Coursework.....	30
Year One Courses.....	30
Year Two Courses.....	32
Year Three Courses	35
Year Four Courses	38
Year Five Courses and Beyond - Dissertation Extension.....	39
Academic Policies and Procedures	40
Academic Honesty and Plagiarism Policy	40
Academic Probation and Disqualification Policy	40
Attendance Policy	40
Confidentiality Requirement.....	41

Credit Hour Policy	41
Grade Point Average	42
Grading System	43
Grievance Policy and Procedures.....	43
Independent Study Policy and Procedure	45
Leave of Absence Policy and Procedure	45
Name Change Policy	46
Preferred First Name	46
Use of Legal or Preferred First Name.....	47
Satisfactory Academic Policy (SAP).....	47
SAP Terms and Definitions.....	48
Withdrawal Policies	51
Student Accounts.....	53
Tuition and Fees Payments.....	53
Current Schedule of Student Charges: Cohort J – 2022 - 2023	53
Student Tuition Recovery Fund (STRF)	54
Schedule of Payments.....	55
Dissertation Committee Fee	55
Financial Assistance	55
Cancellation and Refund Policy.....	56
Federal Financial Aid - Title IV Funds (R2T4).....	58
Post Withdrawal Disbursement.....	58
Determining Earned Aid.....	58
Order of Aid to be Returned	59
Notification to Student	59
Unofficial withdrawals	59
Policy on Carrying Balances	60
Campus Safety and Security Polices – Campus Safety Notification and Emergency Response Procedures	60
Immediate Notification of Campus Emergencies Procedures	60
Content of Emergency Notices	60
Dissemination of the Emergency Notices.....	60
Student Life	62

School Diversity Statement.....	62
Psychoanalysis and Diversity	62
RDGS and Diversity	62
Housing	63
Placement/Employment	63
Student Behavior Expectations.....	63
Ethical Code of Conduct.....	63
Misconduct and Harassment Policy.....	64
Violence on Campus.....	65
Reviewing Conduct Issues.....	65
Student Records.....	66
Accommodations	69
Americans with Disabilities Act – As Amended (ADAAA) Policy	69
Disability Services.....	69
Accommodations Process.....	69
Temporary/Sudden Onset Need for Accommodations	70
Process for Disability Accommodations.....	70
Non-Disability Related Accommodations	70
Leadership, Staff, Faculty	72
Note to Prospective Students.....	79
Bankruptcy	79

For decades, the United States has been facing a major crisis in mental health services for children and adolescents. Mental disorders among children are described as “serious deviations from expected cognitive, social, and emotional development” (U.S. Department of Health and Human Services et al., 1999, p. 123) and present an alarming public health concern because of the impact on children, families, and communities at large, with an estimated total annual cost of \$247 billion.

On May 16, 2013, the Centers for Disease Control (CDC) released for the first time a report that described the tracking of mental disorders in U.S. children. Significant numbers of children of all ages, genders, ethnic and racial backgrounds, and regions of the United States are affected by conditions of mental health. 13% to 20% of children living in the United States experience a mental disorder in a given year. During the years between 1994 and 2011, the data indicates increasing prevalence of mental health disorders in minors. Suicide, which tends to result from the interaction of mental disorders and environmental factors, has been the second leading cause of death among children aged 12 to 17 years in 2010 (Perou et al., 2013).

While some mental disorders are diagnosed in early childhood, many mental disorders in children and adolescents go undiagnosed resulting in detrimental effects for them, their families, and the community.

According to a 2010 study published by the *Journal of The American Academy of Child and Adolescent Psychiatry*: “Approximately one in every four to five youth in the U.S. meets criteria for a mental disorder with severe impairment across their lifetime. The likelihood that common mental disorders in adults first emerge in childhood and adolescence highlights the need for a transition from the common focus on treatment of U.S. youth to that of prevention and early intervention.” (Merikangas et al., 2010, p. 2)

The mental health of children and adolescents is important to their overall health. Without early diagnosis and treatment, children with mental health disorders are likely to experience problems in their family life, in their educational trajectory, and in their social life with peers that can lead to chronic health conditions that may continue into their adulthood and over their lifespan.

Reiss-Davis Graduate School recognizes the ever-growing need for highly qualified mental health professionals and is dedicated to the education and training of clinicians to equip them with an expertise in psychodynamic child psychology and psychotherapy.

References:

- Merikangas, K. R., He, J. P., Burstein, M., Swanson, S. A., Avenevoli, S., Cui, L., Benjet, C., Georgiades, K., & Swendsen, J. (2010). Lifetime prevalence of mental disorders in U.S. adolescents: Results from the National Comorbidity Survey Replication--Adolescent Supplement (NCS-A). *Journal of the American Academy of Child and Adolescent Psychiatry*, 49(10), 980–989.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2946114/pdf/nihms214371.pdf>
- Perou, R., Bitsko, R. H., Blumberg, S. J., Pastor, P., Ghandour, R. M., Gfroerer, J. C., Hedden, S. L., Crosby, A. E., Visser, S. N., Schieve, L. A., Parks, S. E., Hall, J. E., Brody, D., Simile, C. M., Thompson, W. W., Baio, J., Avenevoli, S., Kogan, M. D., Huang, L. N., & Centers for Disease Control and

Prevention (CDC) (2013). Mental health surveillance among children--United States, 2005-2011. *MMWR Supplements*, 62(2), 1–35.

<https://www.cdc.gov/mmwr/preview/mmwrhtml/su6202a1.htm>

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

<https://profiles.nlm.nih.gov/spotlight/nn/catalog/nlm:nlmuid-101584932X120-doc>

About Reiss-Davis Graduate School

Our Mission

To offer mental health providers a unique doctoral education integrating psychodynamic, neurobiological, and trauma-informed perspectives and prepare them with competency in theory, skills, technique, and professionalism to more effectively serve mental health needs of children, adolescents, and their families from a position of cultural humility, equity, and inclusion to make a difference in their lives.

Our Purpose

Reiss-Davis Graduate School's purpose is to prepare students, who are mental health professionals, to become sensitive child-adolescent psychotherapists who respect each child's unique psychodynamic, neurobiological, and social-relational history. The RDGS's purpose is effectuated through a developmentally based, psychodynamic, neurobiological, and trauma-informed doctoral program in psychodynamic child psychology and psychotherapy, whose curriculum includes mentoring that integrates theory and technique, applied research, and professional practice.

The outcome of carrying out RDGS's mission, purpose, vision, values and guiding principles is the preparation of culturally sensitive, professionally competent and engaged clinicians who contribute to significant and lasting change in the emotional lives of children and adolescents. In these ways, the RDGS is proud to take a leadership role in serving the complex mental health needs of today's children. Our intent is to educate mental health professionals to understand the complex dynamics of childhood and intervene when appropriate to improve the emotional lives of children. We strive to develop the knowledge and skillset of the clinician based on the needs of the child, through a psychodynamic approach.

Our Vision

The Reiss-Davis Graduate School aspires to be a leading institution offering clinicians a transformative education and doctorate degree within a psychodynamic, neurobiological, and trauma-informed context that fosters a passion for improving the lives of children and adolescents: understanding, intervening, and making a difference.

Our Values

Compassion: A commitment to act toward all in a spirit of empathy, caring, justice, and respect.

Excellence: A commitment to high expectations with accountability and creativity; to develop life-long learners who contribute to our professional mental-health community.

Inclusion: A commitment to respect the distinct abilities, talents, perspectives, and skills of all through awareness of self and others.

Integrity: A commitment to act authentically with truth, honesty, professionalism, and transparency.



Our Guiding Principles

Regarding Children and Adolescents, we proclaim that

- Every child deserves respect and understanding even before any treatment is considered.
- The unique way how a child perceives and communicates about their world and experiences must be valued and recognized.
- The child's inner life is as important as their external life.
- Children's unconscious mind as much as their conscious experience must be acknowledged.
- We appreciate and respect the importance of each child's unique neurobiology.

Regarding Working Therapeutically with Children and Adolescents, we believe:

- Children's therapeutic experiences must be tailored to their unique self and not forced into an externally prescribed model.
- the element of change in child psychotherapy is the relationship. We honor that therapeutic relationship and value it as the curative factor.
- Teaching children a way of listening is different from instructing them to listen.
- Problems arise in human development and resolve through human relationships.

Regarding Working with Parents, we posit:

- Any meaningful therapeutic change in a child's inner and outer world necessitates parent work.
- Parent work focuses on those struggles and intergenerational difficulties that significantly impact the child's inner and outer life.

Our Heritage

Dr. Oscar Reiss was a preeminent pediatrician, holding many professional positions in his field of



Dr. Reiss

pediatrics. He taught and supervised at USC, became Chief Medical Doctor at Vista Del Mar, and had a thriving practice in Beverly Hills. Throughout the 1930s and 1940s, he had a dream of developing a clinic that would offer lower-income patients the same high-quality diagnostic and therapeutic services that young people in Beverly Hills received. He envisioned creating a center that would provide advanced training from a psychodynamic perspective to professionals in psychology, psychiatry, and clinical social work professionals who devote their work to the mental health needs of children and adolescents. While Dr. Reiss

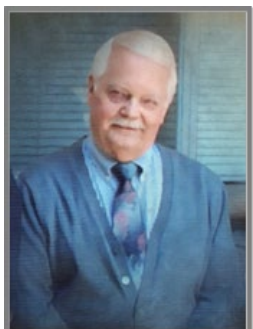
persisted in pursuing his dream and attracted many other like-minded professionals along the way, he did not come to witness his dream coming to fruition, as he died shortly before the opening of the Oscar Reiss Mental Hygiene Clinic on September 21, 1950 on Fairfax Boulevard in Los Angeles.



Dr. Davis

Dr. David Bennett Davis was determined to continue the dream of Dr. Reiss. He became the first board president of the clinic but unexpectedly died one year later. Shortly thereafter, the board of the clinic changed the name of Dr. Reiss's clinic to the Reiss-Davis Clinic. In 1963, the expanding clinic moved to 9760 West Pico Boulevard and became the internationally known and well-respected Reiss-Davis Child Study Center.

Dr. James Incorvaia led the Reiss-Davis Child Study Center for 46 years. After joining Reiss-Davis in 1972



Dr. Incorvaia

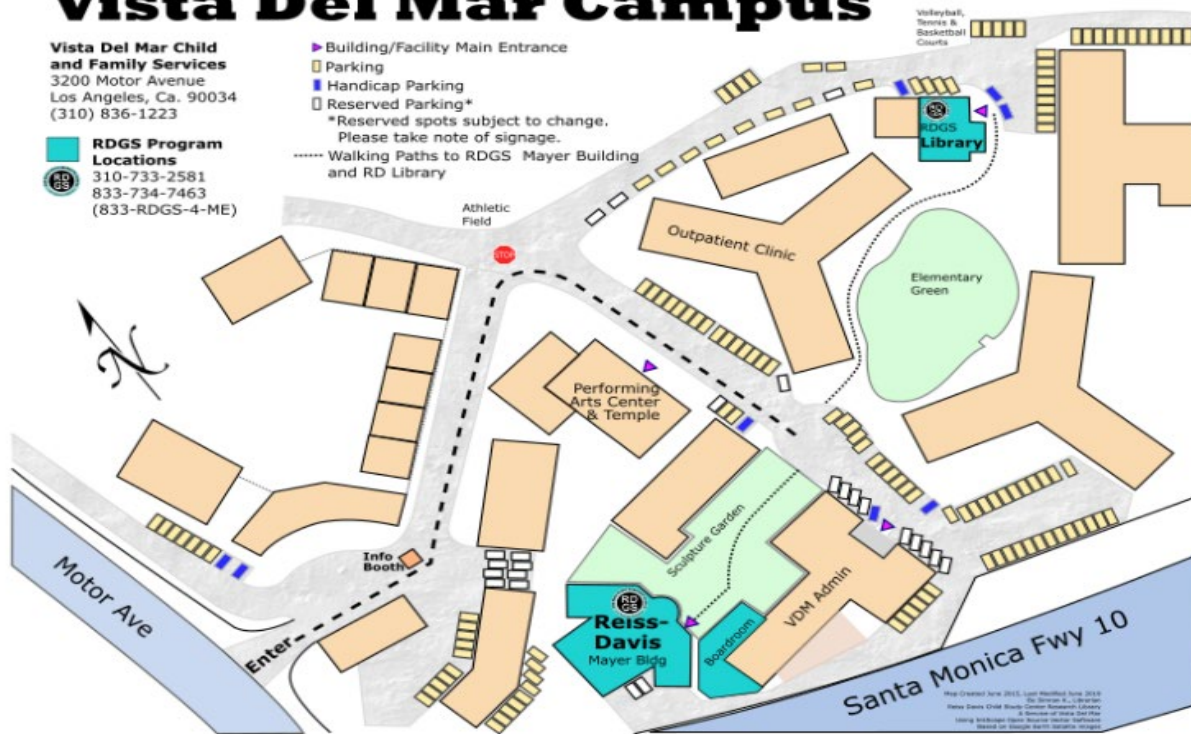
as a postdoctoral fellow, by 1975, he was promoted to the Director of the Psychology Department and Training. In 1991, he became the Director of Reiss-Davis Child Study Center and Institute. Dr. Incorvaia worked ceaselessly to promote mental health services for children. He was passionate about educating the community about the most recent and relevant developments in psychodynamic child psychotherapy and psychology. In 2007, a merger request from the Graduate Center for Child Development and Psychotherapy initiated the graduate school, whereby in 2020, Dr. Incorvaia oversaw the Reiss-Davis Graduate School become WSCUC accredited. He was well-known for his expertise in psychological assessment and founded the Psycho-Educational Diagnostic

Testing Service (PEDS) program at Reiss-Davis, providing comprehensive psychological and educational testing and treatment recommendations for children and adolescents. He authored several books of psychotherapeutic guidance focused on infants, children, and adolescents. With energy and dedication, Dr. Incorvaia lived to make a difference in the lives of his patients, fellows, students, and peers.

Vista Del Mar Campus

Vista Del Mar Child and Family Services
3200 Motor Avenue
Los Angeles, Ca. 90034
(310) 836-1223

RDGS Program Locations
310-733-2581
833-734-7463
(833-RDGS-4-ME)



Facilities

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

The Reiss-Davis Graduate School classrooms have wireless internet access, an instructor laptop for class presentations, projector, and wall screen. Whiteboards, chalk boards, flip boards, a monitor for DVD and video viewing, or teleconferencing equipment can be provided as needed. Bathrooms are located in the same building on the same level as classrooms. A kitchen with refrigerator, microwave, and sink is centrally located. Computers, as well as wireless internet access, are available to students in the Reiss-Davis Anna Freud Research Library during library hours. The campus includes a sculpture garden with shade trees and picnic benches for students to use during free time.

WSCUC Accreditation

Reiss-Davis Graduate School is accredited by the WASC Senior College and University Commission (WSCUC), 1001 Marina Village Parkway, Suite 402, Alameda, CA 94501, 510.748.9001. www.wscuc.org

State Approval

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

According to BPPE, every student enrolling should consider the following:

- A. Any questions a student may have regarding this enrollment agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

Address: 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834

Mailing Address: P.O. Box 980818,
West Sacramento, CA 95798-0818

Website: www.bppe.ca.gov

Telephone: (888) 370-7589 or by fax (916) 263-1897 and fax (916) 431-6959 or
by fax (916) 263-1897

Our e-mail address is GraduateSchool@ReissDavis.edu

- B. As a prospective student, you are encouraged to review this handbook prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.
- C. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll free or by completing a complaint form, which can be obtained on the bureau's web site www.bppe.ca.gov.

Academic Freedom

The Reiss-Davis Graduate School values the academic freedom for faculty and students by adhering to the definition "academic freedom is the freedom for faculty members and students to engage in intellectual debate without fear of censorship or retaliation" (Inside Higher Education <https://www.insidehighered.com/views/2010/12/21/defining-academic-freedom>). On those rare occasions when administration concludes that activities of an individual or a group need to be mitigated, the following measures will be enacted to safeguard academic freedom: (a) the administration will demonstrate that the limitation is reasonable for the realization of its consensually agreed upon aims, and (b) the administration will provide a forum for open discussion in which faculty and students freely express their views and provide recommendations concerning any plans that limit teaching and/or research activities.

PsyD Degree Program

The Doctor of Psychology in Psychodynamic Child Psychology and Psychotherapy (PsyD) degree program is designed for professionals who are licensed or license-eligible by an appropriate state agency or board to provide mental health counseling. The degree may be earned by students who successfully complete the required coursework, demonstrate mastery of integrating theoretical, methodological and clinical concepts through the comprehensive examination, and submit and defend a dissertation.

Program Format

The doctoral program requires students to be enrolled full-time in coursework as part of a cohort. The program consists of three years of academic coursework followed by one year dedicated to the completion of the dissertation. The instructional portion of the program is delivered through residential weekend sessions and additional academic activity under the direction of a faculty member during each 10-week term.

Each course is defined by learning outcomes with assessments and requires the equivalent instruction and student work time as defined by a traditional course. Instruction is based on a variety of teaching models, methods, and academic assignments conducive to the needs of adult learners. A small class size provides individualized attention and allows faculty to optimally monitor and support student progress. The seminar and cohort format in all courses promotes ongoing student-instructor and student-to-student interaction. Coursework specific to the dissertation process guides students in developing and completing the dissertation.

In the third year, students select members of their Dissertation Committee, who guide them in the dissertation process. Students are academically supported towards degree completion by the RDGS's academic leadership, the staff, and a distinguished faculty of licensed professionals and leading experts in their field.

Program Time Limit

The doctoral program is designed to be completed by the end of year four. Students must complete the program within eight years of their start date.

Distance Learning

The Reiss-Davis Graduate School does not provide distance or online learning for residential sessions which take place onsite one weekend per month. Enrolled students are expected to arrange both their personal and professional schedules to be able to attend the monthly residentials.

Language of Instruction

All instruction is in English. Applicants are expected to demonstrate a high level of written and spoken language skills from the beginning of the application process and throughout the program, which will be necessary to succeed in all aspects of the Reiss-Davis Graduate School program. English language remediation services and or language-specific translation materials are not provided.

English Language Proficiency

International applicants must demonstrate proficiency in the English language. Regardless of citizenship, applicants whose native language is not English and who do not qualify for an exam waiver

are required to submit proof of English Language Proficiency before an admissions decision can be made. Language Proficiency Exam scores are only valid for two years after the test date. Official scores must be sent directly to RDGS by the respective testing agency.

English Language Proficiency Exam Waiver

An applicant must meet at least one of the exemptions listed below to obtain a waiver for proof of English Language Proficiency:

1. The candidate is a permanent resident of one of the following countries: Australia, Belize, the British Caribbean and British West Indies, Canada (except Québec), Guyana, Ireland, Liberia, New Zealand, the Philippines, the United Kingdom, or the United States.
2. The admitting degree is from an institution where the primary language of instruction and evaluation was in English. Verification of the institution is available through the International Handbook of Universities, published and edited by IAU/UNESCO. Additional information may be requested from the applicant’s university registrar’s office to verify that the instruction was conducted in English. The waiver will be reviewed and approved by the Institution. Additional information may be requested. There is no guarantee that the waiver will be approved.

A candidate will be required to submit to the Admissions office a minimally required graduate score of an official English proficiency test from the following tests accepted by the Reiss-Davis Graduate School:

English Proficiency Test Minimum Required Graduate Score

English Proficiency Test	Minimum Required Graduate Score
Test of English as a Foreign Language (TOEFL)	paper-based: 550; computer-based: 213; internet-based: 79
Michigan English Language Assessment Battery (MELAB)	82
Academic Modules of the International English Language Testing System (IELTS)	6.5 minimum band score
Pearson Test of English	53

Graduation Requirements

Students must:

- Complete a total of 104 quarter units, with 96 quarter units for coursework and 8 quarter units for the dissertation.
- Pass every course with a grade of B minus (“B-”) or better and maintain a cumulative grade point average of 3.0.
- Successfully pass a comprehensive exam.
- Submit and successfully defend a dissertation accepted by the institution.
- Comply with all policies and procedures articulated in the Catalog and Dissertation Handbook.

Psychology Licensure Preparation

The RDGS PsyD curriculum may not meet all requirements of each state for licensure in psychology.

Please note that the institution does not provide supervised professional experience. Students seeking licensure in California may be eligible to apply; however, requirements do change, and students are entirely responsible for remaining aware of current licensure regulations. **Please be informed that the state of California requires passage of the licensing requirements before a candidate represents him/herself as a psychologist to the public.** Other students may need to meet additional licensure requirements in their home states and are likewise responsible for knowing their applicable state licensure requirements.

The RDGS doctoral degree (PsyD) meets the Board of Psychology's (BOP) necessary academic and educational requirements for a doctoral program. Further information for graduates desiring to pursue licensing as a clinical psychologist or the title of psychologist in California can be found at <http://www.psychology.ca.gov>.

A graduate of the degree program may be eligible to sit for the applicable licensure exam in California and other states based on the following Business and Professions Code Section 2914, effective January 1, 2017:

Applicants for licensure that apply after January 1, 2020, must possess an earned doctorate degree in psychology, educational psychology, or education with the field of specialization in counseling psychology or educational psychology from a college or institution of higher education that is accredited by a regional accrediting agency recognized by the United States Department of Education.

<https://www.psychology.ca.gov/applicants/schools.shtml>

The BOP list of requirements for eligibility to apply for licensure in California:

- a) Submit an application for licensure. The application can be downloaded from the web site at <http://www.psychology.ca.gov/applicants/index.shtml>
- b) Have applicants' fingerprints scanned for a criminal history clearance through a process called "Live Scan." This process requires applicants to go to a Live Scan site for fingerprint scanning services. Live Scan sites are located throughout the state at various locations within each county. For further information about the fingerprint procedures, please review the Fingerprint Procedure form on the Board's web site at <http://www.psychology.ca.gov/applicants/fingerprint.shtml>
- c) Possess a doctoral degree in psychology, educational psychology, or in education with a field of specialization in counseling psychology or educational psychology from a nationally or regionally accredited (if recognized by the United States Department of Education), or an approved academic institution that meets the provisions of Section 2914 (g) of the Business and Professions Code, as follows. An applicant holding a doctoral degree in psychology from an approved institution is deemed to meet the requirements of this section if all of the following are true:

- 1) The approved institution offered a doctoral degree in psychology designed to prepare students for a license to practice psychology and was approved by the Bureau for Private Postsecondary and Vocational Education on or before July 1, 1999.
- 2) The approved institution has not, since July 1, 1999, had a new location, as described in Section 94721 of the Education Code.
- 3) The approved institution is not a franchise institution, as defined in Section 94729.3 of the Education Code.
- d) Complete 3,000 hours of qualifying supervised professional experience, 1,500 of which must be accrued post-doctorally. For further information about supervised professional experience, please review section 1387 of the California Code of Regulations at http://www.psychology.ca.gov/laws_regs/index.shtml
- e) Take and pass the Examination for Professional Practice in Psychology (EPPP) and the California Psychology Laws and Ethics Examination (CPLÉE). For further information about the EPPP please visit <http://www.asppb.net/?page=FAQs>. For further information about the CPLÉE, please review the Examinations section of the Board's web site at <http://www.psychology.ca.gov/applicants/index.shtml>
- f) Submit evidence of completing coursework in human sexuality, child abuse, substance abuse, spousal abuse, and aging and long-term care*. For further information about the specific requirements for each course, please review Sections 1382 through 1382.5 of the California Code of Regulations at http://www.psychology.ca.gov/laws_regs/index.shtml

Additional information regarding licensing is available at <https://www.psychology.ca.gov/licensees/faq.shtml>

* Please note that as of January 1, 2021, it will be necessary for all psychologists to have completed a minimum of 6 hours of coursework or applied experience under supervision in suicide risk assessment and intervention.

Admissions Policy and Procedure

Admission Requirements

Applicants are required to meet the following program admissions criteria for the Doctor of Psychology in Psychodynamic Child Psychology and Psychotherapy:

- 1. Master of Science or Master of Arts Degree in Psychology or a related mental health field:** All applicants are required to hold at least a master's degree upon applying for the PsyD program at RDGS.
- 2. Licensure or Licensure-Readiness.** Applicants must hold and provide documentation of one of the following licenses in the State of California (licenses from other states will be evaluated on a case-by-case basis):
 - Licensed Marriage and Family Therapist (LMFT)
 - Licensed Clinical Social Worker (LCSW)
 - Licensed Professional Clinical Counselor (LPCC)

License-eligible master level applicants in psychology or a psychology related field:

- Associate Marriage and Family Therapist (AMFT)
- Associate Clinical Social Workers (ASW)
- Associate Professional Clinical Counselor (APCC)
- Psychological Assistants and Interns are eligible for application if they are currently engaged in meeting the requirements of clinical supervision for licensure in their respective discipline and provide documentation of registration with the appropriate regulating board.

3. Demonstrate an appropriate level of written and spoken language skills during the application process and throughout the program. All instruction is in English and English language remediation services and/or language-specific translation materials are not provided. All international applicants must demonstrate proficiency in the English language. Foreign degrees must be evaluated by the Credential Evaluations Institution recognized by the National Association of the Credential Evaluation Services (NACES).

- 4. Passing the Reiss-Davis Graduate School admission interview.**
- 5. The Graduate Record Examination (GRE) is not required.**

Please note:

Personal Psychotherapy Experiences, while not mandated, are highly recommended and deemed important for participation in a psychodynamic educational program.

Application Procedures

The application procedures include the submission of the following items onto the Reiss-Davis Graduate School online application form at https://www.reissdavis.edu/apply_now.html

- 1. Completed Application Form and Fee.** Applicants will complete and submit the application form online; this is accompanied by a non-refundable application fee (\$60).
- 2. Official Transcript.** Applicants will arrange for the Reiss-Davis Graduate School 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 School or mail them separately in sealed envelopes. If the transcript does not indicate the degree awarded, proof of that degree must also be provided, as well as proof of licensure or registration with the appropriate California Board.

3. **Résumé.** Applicants are required to submit a current résumé.
4. **Letters of Recommendation.** Applicants are required to have three letters of recommendation submitted to the Reiss-Davis Graduate School. 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 application form.
5. **Letter of Intent.** Applicants are required to submit a letter of intent.
6. **Confirmation of receipt of all required documents.** The completed application, application fee of \$60, official transcripts, proof of degrees, licenses, registrations, and letters of recommendation must be received by the Reiss-Davis Graduate School before the admissions interviews are conducted. Application deadlines are at the discretion of the Dean.
7. **Personal Interview.** Candidates will be invited for a personal interview to be conducted at our campus by selected faculty and administrators. A second interview may be held at the request of the applicant or the Admissions Committee.

Enrollment Procedures

Applicants who are successfully admitted into the school will receive a Letter of Acceptance requesting the signed Student Acceptance Letter. To follow will be the Catalog and Student Handbook and Enrollment Agreement paperwork that will be sent for review and acknowledgement by the applicant. Receipt of this paperwork, along with a \$250 deposit, constitutes enrollment in the program. Please see the refund section for information on cancelling after enrollment agreement is submitted. Failure to complete the registration process may result in a delay in beginning the program.

Because students in each year of the Reiss-Davis Graduate School program are part of a cohort with whom they progress through the didactic courses, and because the curriculum is sequential, students will be enrolled in courses appropriate for the students' term and year in the program.

Scholarship Procedures

Applicants are required to complete the following steps prior to apply to the Reiss-Davis Graduate School Scholarships:

1. Submit all admission application requirements prior to applying for RDGS scholarships.
2. Submit FAFSA at <https://studentaid.gov/> (be sure to list us as the Reiss-Davis Graduate School).
3. Complete essay questions.

In order to be eligible for Reiss-Davis scholarships, students must submit their application for the Free Application for Federal Financial Aid (FAFSA). Typically, most graduate students who apply may be eligible to receive federal aid to assist with the cost of attendance. Please log in to: <https://studentaid.gov/> using the FSA ID assigned (use https://studentaid.gov to create an FSA ID). Select "Reiss-Davis Graduate School" from the list of schools.

Please note that students are not required to accept individual FAFSA award.

Reiss-Davis Graduate School Scholarships Acceptance:

If granted a Reiss-Davis scholarship, students must adhere to the following conditions:

- Students must notify the Registrar's Office via email (Registrar@reissdavis.edu) if enrollment plans change. A change of status in enrollment may result in any award being reduced or cancelled for the term of enrollment and any subsequent terms.
- Awards cannot be transferred to another term if unused.
- Students must maintain a cumulative 3.5 GPA.
- Students must be enrolled full time in at least 8 units of coursework (unless transfer credits are awarded).
- Maintain excellent attendance as defined in the 2022/2023 Student Catalog and Handbook.
- If needed, take no more than two (2) incompletes during the academic year.
- Maintain a zero tuition balance every quarter term.
- The award amount shall remain confidential for all parties.

Failure to meet these conditions may result in the cancellation of the scholarship, even if funds have already been allocated to the student account. This award will not be renewed automatically, and the application must be submitted to re-apply for subsequent academic years as a full-time student. In the event a student withdraws from the school, the scholarship funds will be awarded on a prorated basis depending on the withdrawal date. If more than two incompletes are taken during the academic year, the scholarship will be withdrawn for the remainder of the year. Applications for the next award cycle will be available on the Tuition and Financial Assistance website beginning in March of the next year.

Transfer Credit Policy and Procedure

The Transfer Credit Policy is part of the Reiss-Davis Graduate School admission requirements and procedures. RDGS uses the following criteria in determining whether academic credit is transferable to the PsyD program:

- Doctoral level credits may be accepted for transfer to the RDGS program if earned from an institution of higher education accredited by a regional or national accrediting agency recognized by the United States Department of Education.
- The courses requested for credit review must support the PsyD program and fulfill similar learning objectives of an existing course as determined by the Dean or faculty designee.
- To be considered for transfer credit, the transferring course must have been completed with a grade of "B" or better. (Coursework completed at an institution with pass/fail grading will be required to present information from the catalog or transcript that passing is equivalent to a letter grade of "B" or better.) Grades below a "B," such as a "B-," do not meet this criterion.
- Transfer credit is awarded for academic coursework completed no more than 10 years prior to student matriculation in the PsyD.

Applicants are encouraged to indicate their intention to request transfer credit at the time of application to the PsyD, but in all cases the official request must be completed within the first term of matriculation. Students apply to the Registrar's Office for transfer credits by submitting:

1. Transfer Credit Request Form as part of the application process,
2. An official transcript(s) stating the course(s) to be considered and grade(s) received, and

3. An official course description, which may be obtained from the university's catalog or website.

It is preferred, but not required, that a syllabus of the course accompany the request form.

The review of transfer credit requests must meet the expectations of the Dean and advising faculty who are familiar with the content of each course under consideration. There is no cost to the student for this process. Transfer of academic coursework taken after the student has matriculated in the PsyD is not permitted without prior approval of the Dean and Registrar. The student must complete and submit the Transfer Credit Request Form prior to enrolling in coursework at another institution. The criteria for review of possible transfer credit are identical to those for coursework taken prior to matriculation with the additional provision that students must be in good academic standing in the Reiss-Davis program at the time of the request.

In no case may students transfer in more than 24 quarter units (or the equivalent) either through coursework completed prior to or concurrent with enrollment at RDGS towards the completion of the 104 units of the PsyD. Dissertation development classes cannot be transferred. Academic units used to fulfill the requirements of an earned degree may not transfer to the RDGS PsyD.

Students who receive transfer credit for one or more courses may, as a result, register for less than a full course load during the term when the equivalent course(s) are offered. This may affect students' full-time status and financial aid (both scholarship and external grants and loans). RDGS will make reasonable efforts to assist students, but it should be noted that the program operates on a cohort model. In general, students are expected to enroll in all courses in a given term for their particular cohort.

Transferability of Credits Earned at the Reiss-Davis Graduate School

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits earned at the Reiss-Davis Graduate School is at the discretion of the institution to which students may seek to transfer. Acceptance of the credits earned at the Reiss-Davis Graduate School are at the discretion of the institution to which students may seek to transfer. If the credits earned at the Reiss-Davis Graduate School are not accepted at the institution to which students seek to transfer, they may be required to repeat some or all the coursework at that institution.

Experiential Learning

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

Nondiscrimination and Equal Opportunity Statement

The Reiss-Davis Graduate School (RDGS) admits each student on the basis of merit. RDGS does not discriminate on the basis of race, color, national origin, ancestry, religion, creed, gender, gender identity, sexual orientation, disability, citizenship status (within the limits imposed by law or school policy), marital status, medical condition, veteran status, or age in any of its admissions or educational policies, procedures, or practices.

International Students

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

Anna Freud Library at Reiss-Davis

The library and its resources are available to all enrolled students. The on-campus collection consists of approximately 16,000 monographs, select classic holdings of over 100 journals, and the Reiss-Davis Dissertation Collection, maintaining one reserve and one circulating copy of most past dissertations. In addition to course reserve copies of most assigned texts, the collection focuses on foundational psychoanalytic literature with an emphasis on child development. A small but growing portion of the collection can be browsed and placed on hold via the library's [electronic catalog](#). A library drop box location is maintained in the Mayer building to allow material to be more conveniently picked up and dropped off weekday business hours and during the on-site weekend program classes. Students are encouraged to make appointments with the librarian to physically access the materials, as open hours are variable.

Database access is provided to the Psychoanalytic Electronic Publishing (PEP) Archive and PsycArticles. A list of additional free online literature resources and tips on conducting literature searches are at <https://www.reissdavis.edu/literature.html>.

The librarian is available to assist with accessing library materials, search strategies, or with other technology or research questions, in person or via zoom or e-mail. Contact rdlibrarian@reissdavis.edu.

Computer Use

Students are required to use a laptop computer in courses with the latest version of Adobe Reader DC and the Microsoft Suite of programs including Word, Excel, and PowerPoint.

Electronic Communication

The Reiss-Davis Graduate School provides reissdavis.edu e-mail addresses to students to serve as their primary communication tool, which is also used to log in to online resources. The RDGS protects student privacy in compliance with FERPA laws by solely conducting email communications with students through their reissdavis.edu e-mail addresses.

Students are expected to be mindful of the quality and quantity of electronic correspondence shared with their cohort, faculty, and staff. Students may contact instructors via e-mail for classroom assignments, clarification, and for notifications such as tardiness and absences. Students may also contact their instructors and cohort through the messaging functions in the Populi learning management system. For support in using Populi and Reiss-Davis e-mail contact populisupport@reissdavis.edu.

Populi

Populi is RDGS's student information and learning management system used for all course delivery and other program resources. Students use Populi to complete and submit assignments, as well as to communicate with instructors and fellow classmates. Populi is also used to access the electronic portion of the Reiss-Davis Library and Library resources. Assistance with Populi is available by emailing populisupport@reissdavis.edu. Basic instructions and assistance are available 24/7 at <https://www.reissdavis.edu/technology.html>.

Technology Help

Online tutorials and guidance on places to get further technology assistance and training are at <https://www.reissdavis.edu/technology.html>.

Website

RDGS's public facing website, www.reissdavis.edu, provides 24/7 access to select school information and announcements, as well as resources to assist with student learning at reissdavis.edu/resources.

Program Learning Outcomes (PLOs)

Each course in the curriculum progressively leads students toward mastery of competencies within four program learning outcomes: Theoretical Knowledge, Scholarly Research, Psychotherapy Application, and Professional Identity Development. Student learning in these areas is assessed within courses, the Comprehensive Examination, and the completion of the Dissertation at the end of the program.

PLO 1: Theoretical Knowledge

Graduates will integrate foundational theories from psychodynamic, neurobiological, and trauma-informed perspectives into their knowledge of infant, child, and adolescent development and their mental health. Graduates will:

- 1a. Distinguish and critically evaluate classical and contemporary psychodynamic theories.
- 1b. Investigate and appraise neurobiological and trauma-informed perspectives.
- 1c. Synthesize psychodynamic theories with the advances from neurobiological and trauma-informed perspectives as related to human development and mental health.

PLO 2: Scholarly Research

Graduates will evaluate the scientific literature and research and conduct their own scholarly research and writing in the context of psychodynamic, neurobiological, and trauma-informed perspectives, psychodynamic child psychology, and psychotherapy in the service of infants, children, adolescents, and their families. Graduates will:

- 2a. Conduct scholarly literature searches, review, and critique literature and research.
- 2b. Compose scholarly oral and written communication and convey ideas, concepts, designs, and methods applying current APA style guidelines and format.
- 2c. Design and complete scholarly work that contributes to the field.

PLO 3: Psychotherapy Application

Graduates will integrate psychodynamic, neurobiological, and trauma-informed perspectives and scholarly research into their conceptualization of assessment and treatment of infants, children, adolescents, and their families. Graduates will:

- 3a. Apply theoretical foundation to the conceptualization of child and adolescent psychotherapy informed by diverse psychodynamic modalities.
- 3b. Formulate comprehensive case conceptualizations, assessments, diagnoses, and treatment planning according to psychodynamic, neurobiological, and trauma-informed perspectives.
- 3c. Apply psychodynamic concepts to psychotherapeutic treatment, including reflections about unconscious processes and the dynamics of the therapeutic relationship.
- 3d. Apply multicultural competencies and culturally adaptive interventions in assessment, psychotherapy practice, and advocacy to diverse social and physical environments.

PLO 4: Professional Identity Development

Graduates will integrate their professional and personal identity as mental health professionals and embrace multiculturalism, inclusion, and equity as guiding principles in their interpersonal functioning, thinking, values, and commitments. Graduates will:

- 4a. Recognize themselves as cultural beings, their own intersectionality, and positions of privilege, and acknowledge the impact of past and present structures of power, inequality, and oppression on the individual and society at large.
- 4b. Demonstrate self-reflection and awareness of self and others from a position of cultural humility in all professional activities.
- 4c. Demonstrate professional skills in conduct, collaboration, and communication, as well as in selfcare, time-management, and stress-management.
- 4d. Uphold [RDGS values](#) and adhere to the [APA ethical principles and code of conduct](#).

Defining the Psychodynamic, Neurobiological, and Trauma-informed (PNT) Perspectives

The RDGS PsyD program recognizes the importance of integrating psychodynamic, neurobiological, and trauma-informed perspectives and how their interactions contribute to ways of working with children in today's world. Infant and early childhood experiences influence personality development and mental health in the context of relationships, environments, and multiculturalism. Although defined individually, all three PNT perspectives are interconnected and do not operate in isolation.

Psychodynamic Perspective

The psychodynamic perspective is uniquely grounded in the following four core assumptions: 1) The activities of the mind are presumed to be largely unconscious; 2) Early childhood experiences influence psychological development and affect regulation throughout the lifespan; 3) Dynamics of the mind are largely influenced by intrapsychic conflict; and 4) Thoughts, motives, emotional responses, and behaviors do not arise randomly, but are formed by a confluence of biological, psychological, social, and cultural factors.

The psychodynamic perspective includes a diverse collection of theories that emphasize the individual's conscious and unconscious mental life. Contemporary psychodynamic theories and approaches highlight the self and interpersonal relationships with individuals, groups, and society. Psychodynamic psychotherapy addresses unconscious processes to resolve conflicts and utilizes the therapeutic relationship to facilitate change.

Neurobiological Perspective

Neurobiology is the study of the structure and function of the brain. A neurobiological perspective in psychology offers an interdisciplinary approach which brings together research and theory from multiple fields of study. The neurobiological perspective offers an understanding of the mechanisms by which the experience-dependent brain is shaped by relational and environmental experiences and makes a connection between early experiences, affect regulation, attachments, physical and psychological development, and mind and body wellness across the lifespan.

An interpersonal neurobiological approach to psychotherapy highlights the confluence of biological, psychological, social, and cultural factors which contribute to the development of the self in a

biopsychosocial model. Neurobiologically-informed psychotherapy highlights the implicit relational affective interchanges within the intersubjective context of psychotherapy as a mechanism of change.

Trauma-informed Perspective

The trauma-informed perspective is anchored in the concept of trauma as a real or perceived threat of bodily integrity or emotional harm to oneself or others. The distressing experience overwhelms an individual's ability to cope, generating feelings of helplessness, fear, a diminished sense of self, and altered affective expressions. Traumatic events can be a terrifying single event or chronic experiences of frightening interpersonal events, including maladaptive attachments in infancy and early childhood, and can occur in any point of the lifespan. The psychological and neurobiological responses to trauma may impair nervous system functions and regulation of basic states that can result in disruption of developmentally appropriate emotional, social, and cognitive capacities.

A trauma-informed perspective seeks to understand the current functioning of children and adolescents who are affected by traumatic experiences. This approach recognizes the role that adversity plays in the formation of maladaptive coping patterns and appreciates the complex nexus between poverty, oppression, and trauma. Trauma-informed psychotherapy relies on the understanding of trauma to effectively respond to children and adolescents conveying respect and empathy, honoring self-determination, and enabling the restoration of interpersonal relationships and healthy development.

American Psychiatric Association, DSM-5 Task Force. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5™* (5th ed.). American Psychiatric Publishing.

<https://doi.org/10.1176/appi.books.9780890425596>

Bornstein, R. (n.d.) The Psychodynamic Perspective. NOBA. <https://nobaproject.com/modules/the-psychodynamic-perspective>

Brown, S. M., Baker, C. N., & Wilcox, P. (2012). Risking connection trauma training: A pathway toward trauma-informed care in child congregate care settings. *Psychological Trauma: Theory, Research, Practice, and Policy*, 4(5), 507.

Mitchell, S. A., & Black, M. J. (1995). *Freud and beyond: A history of modern psychoanalytic thought*. Basic Books.

Palombo, J., Bendicson, H. K., & Koch, B. J. (2009). *Guide to psychoanalytic developmental theories*. Springer Science & Business Media. <https://doi.org/10.1007/978-0-387-88455-4>

Schore, A. N. (2019). *Right brain psychotherapy*. Norton.

Schore, A. N. (2019). *The development of the unconscious mind*. Norton.

Shedler, J. (2006). That was then, this is now: Psychoanalytic psychotherapy for the rest of us.

<http://jonathanshedler.com/writings/>

Academic Year 2022-2023

Term 1 – Fall Quarter 2022

Week 1	08/15/22 - 08/21/22	I	
Week 2	08/22/21 - 08/28/22	R	08/26, 08/27, 08/28
Week 3	08/29/22 - 09/04/22	I	
Week 4	09/05/22 - 09/11/22	I	09/05 Labor Day
Week 5	09/12/22 - 09/18/22	I	
Week 6	09/19/22 - 09/25/22	R	09/23, 09/24, 09/25
Week 7	09/26/22 - 10/02/22	I	09/26 Rosh Hashana
Week 8	10/03/22 - 10/09/22	I	10/05 Yom Kippur
Week 9	10/10/22 - 10/16/22	I	
Week 10	10/17/22 - 10/23/22	R	10/21, 10/22, 10/23

2 weeks off

Term 2 – Winter Quarter 2022

Week 1	11/07/22 - 11/13/22	I	
Week 2	11/14/22 - 11/20/22	R	11/18, 11/19, 11/20
Week 3	11/21/22 - 11/27/22	I	11/24 & 25 Thanksgiving
Week 4	11/28/22 - 12/04/22	I	
Week 5	12/05/22 - 12/11/22	I	
Week 6	12/12/22 - 12/18/22	R	12/16, 12/17, 12/18
	12/19/22 - 12/25/22		Winter Break
Week 7	12/26/22 - 01/01/23	I	12/26 Christmas Day
Week 8	01/02/23 - 01/08/23	I	01/02 New Year's Day
Week 9	01/09/23 - 01/15/23	I	01/16 Martin L. King Jr. Day
Week 10	01/16/23 - 01/22/23	R	01/20, 01/21, 01/22

3 weeks off

Term 3 – Spring Quarter 2023

Week 1	02/13/23 - 02/19/23	I	
Week 2	02/20/23 - 02/26/23	R	02/24, 02/25, 02/26
Week 3	02/27/23 - 03/05/23	I	
Week 4	03/06/23 - 03/12/23	I	
Week 5	03/13/23 - 03/19/23	I	
Week 6	03/20/23 - 03/26/23	R	03/24, 03/25, 03/26
Week 7	03/27/23 - 04/02/23	I	
Week 8	04/03/23 - 04/09/23	I	04/05 Passover, 04/09 Easter
Week 9	04/10/23 - 04/16/23	I	
Week 10	04/17/23 - 04/23/23	R	04/21, 04/22, 04/23

3 weeks off

Term 4 – Summer Quarter 2023

Week 1	05/15/23 - 05/21/23	I	
Week 2	05/22/23 - 05/28/23	R	05/26, 05/27, 05/28
Week 3	05/29/23 - 06/04/23	I	05/29 Memorial Day
Week 4	06/05/23 - 06/11/23	I	
Week 5	06/12/23 - 06/18/23	I	06/19 Juneteenth
Week 6	06/19/22 - 06/25/23	R	06/23, 06/24, 06/25
Week 7	06/26/23 - 07/02/23	I	
Week 8	07/03/23 - 07/09/23	I	07/04 Independence Day
Week 9	07/10/23 - 07/16/23	I	
Week 10	07/17/23 - 07/23/23	R	07/21, 07/22, 07/23

Key Code:

I- Instructional Week

R – Residential Week

Cohort J PLO Curriculum Grid

PLO 1: Theoretical Knowledge	PLO 2: Scholarly Research	PLO 3: Psychotherapy Application
PLO 4: Professional Identity Development		

Academic Year 2022-2023 1st Year Courses

Term 1: Fall 2022		
PSY-700 2.0 units Foundations for Doctoral Studies	PSY-701 3.0 units Infant and Early Childhood Development and Mental Health	PSY-711 3.0 units Neurobiology and Affect Regulation
Term 2: Winter 2022		
PSY-705 2.0 units Psychodynamic Theory I	PSY-768 3.0 units Dyadic Child-Caregiver Psychotherapy	PSY-704 3.0 units Scholarly Writing Seminar
Term 3: Spring 2023		
PSY-707 2.0 units Psychodynamic Theory II	PSY-703 3.0 units Development and Mental Health	Latency PSY-723 3.0 units Psychodynamic and Neurobiological Understanding of Attachment
Term 4: Summer 2023		
PSY-709 2.0 units Psychodynamic Theory III	PSY-702 3.0 units Qualitative and Quantitative Research Design Methods	PSY-715 3.0 units Foundations of Psychodynamic Play Therapy

Academic Year 2023-2024 2nd Year Courses

Term 1: Fall 2023		
PSY-732 2.0 units Case Conference I	PSY-725 3.0 units Cultural Humility	PSY-717 3.0 units Adolescent Development and Mental Health
Term 2: Winter 2023		
PSY-740 2.0 units Evaluating Psychodynamic Effectiveness	PSY-738 3.0 units Psychodynamic Psychotherapy with Adolescents	PSY-727 3.0 units Integration of Neurobiology into Psychodynamic Treatment
Term 3: Spring 2024		
PSY-746 2.0 units Selected Topic I Maternal Mental Health	PSY-750 3.0 units Applications of Psychodynamic Play Therapy	PSY 762 3.0 units Child and Adolescent Diagnostic Profile
Term 4: Summer 2024		
PSY-748 2.0 units Selected Topic II Paternal Mental Health	PSY-742 3.0 units Psychodynamic Supervision	PSY-734 3.0 units Case Conference II Second Year Comprehensive Exam

Academic Year 2024-2025 3rd Year Courses

Term 1: Fall 2024		
PSY-741 2.0 units Dissertation Development I	PSY-752 3.0 units Evaluation and Analysis of Psychological Assessment I	PSY-736 3.0 units Case Conference III
Term 2: Winter 2024		
PSY-743 2.0 units Dissertation Development II	PSY-754 3.0 units Evaluation and Analysis of Psychological Assessment II	PSY-756 3.0 units Jungian Theory and Therapy for Children and Adolescents
Term 3: Spring 2025		
PSY-745 2.0 units Dissertation Development III	PSY-758 3.0 units Jungian Sandplay for Children and Adolescents	PSY-744 3.0 units Psychodynamic Family Therapy
Term 4: Summer 2025		
PSY-747 2.0 units Dissertation Development IV	PSY-760 3.0 units Dream Work with Children and Adolescents	PSY-764 3.0 units Case Conference IV

Academic Year 2025-2026 4th Year Courses

Term 1: Fall 2025	
PSY-749A 2.0 units	Dissertation Completion
Term 2: Winter 2025	
PSY-749B 2.0 units	Dissertation Completion
Term 3: Spring 2026	
PSY-749C 2.0 units	Dissertation Completion
Term 4: Summer 2026	
PSY-749D 2.0 units	Dissertation Completion

Coursework

The entire curriculum and all courses in the program for the Doctorate in Psychodynamic Child Psychology and Psychotherapy are aligned with the institution's four program learning outcomes (PLOs); the goal of integrating Psychodynamic, Neurobiological, and Trauma-informed perspectives (PNT-model); and the commitment to embrace multiculturalism, inclusion, and equity in order to operate from a stance of cultural humility in all current and future academic and professional activities.

Year One Courses

PSY-700 Foundations for Doctoral Studies (2.0 units)

This course facilitates the students' process of transitioning into the doctoral program by strengthening their commitment to professional, ethical, and scholarly excellence and the mission of the Reiss-Davis Graduate School. The course elucidates academic expectations for successful completion of coursework and the dissertation by orienting students to performance standards as defined by learning outcomes and course rubrics. Students develop skills contributing to critical thinking and scholarly writing following current APA format and style, and practice accessing electronic databases and scholarly literature. Students design their own course management strategies for the program and complete the dissertation proposal planning guide.

PSY-701 Infant and Early Childhood Development and Mental Health (3.0 units)

This course examines the theoretical constructs of a comprehensive conceptual psychodynamic, neurobiological, and trauma-informed framework. Students trace the place of childhood and child development in psychoanalysis from classical through contemporary psychodynamic relational-developmental theories. Students investigate bio-psycho-social, relational, and psychodynamic perspectives to analyze the development of healthy and disordered children spanning from the prenatal period to age five. Students identify typical development during these stages and assess, diagnose, and plan the implementation of appropriate neurobiological, trauma-informed, culturally competent intervention strategies into psychodynamic treatment considerations for children presenting with atypical or psychopathological etiologies.

PSY-702 Qualitative and Quantitative Research Design Methods (3.0 units)

This course reviews qualitative and quantitative methods in psychological research. Students explore how psychological research is organized, conducted, and evaluated. Students critically review the quality of research involving clinical psychology and psychotherapy and begin developing their own research proposal. Students compare and contrast quantitative research approaches such as causal-comparative research, correlational research, and research that yields data from surveys, polls, and records. Students compare and contrast qualitative research methods such as case studies, grounded theory, phenomenology, hermeneutics, ethnographic, historical, and narrative studies; and research design including sampling, data collection, interviews, and focus groups.

PSY-703 Latency Development and Mental Health (3.0 units)

Building upon PSY-701, this course explores child development and mental health unique to the latency age (children between 6 to 10 years). While the etiology of pathology in this age group can often be traced to early childhood and traumatic events, this course explores pathology unique to the latency-age. Students recognize and explore symptoms that interfere with a child's psychological well-being. Students identify comprehensive assessments and diagnostics from a mainstream, psychodynamic, and trauma-informed perspective. Students integrate neurobiological, trauma-informed, culturally competent intervention strategies into psychodynamic treatment considerations.

PSY-704 Scholarly Writing Seminar (3.0 units)

This course is designed to expand students' scholarly writing and research skills. Students practice academic writing and critically reflect upon their own and others' writing in an ongoing process that involves drafting, revising, and receiving feedback on first and second drafts. Students study and apply critical thinking skills regarding clarity, accuracy, relevance, depth, breadth, and logic in writing. They review recent scholarly research published in recognized journals, books, and dissertations to identify rationales, logic, and purpose of studies and research methods. Students develop their dissertation proposal planning guide, articulate a preliminary dissertation research problem, formulate questions to investigate, and plan early stages of the dissertation proposal. Students evaluate potential biases, research ethics, and the influence of cultural diversity in the application to future research. Students adhere to the current standards in APA format and style including those for grammar, punctuation, and spelling. Students use library resources and electronic databases with specific attention to citing resources and avoiding plagiarism.

PSY-705 Psychodynamic Theory I (2.0 units)

This course presents the theory and concepts of Sigmund Freud and his contemporaries as foundation for all later psychodynamic thinking, such as drive theory, structural theory, topographic theory, and the psychosexual model of personality development. The course illuminates the major theoretical developments in classical psychoanalysis and elucidates the contributions of other selected authors and their schools in psychoanalysis such as C. G. Jung, Alfred Adler, Anna Freud, Erik Erikson, and others. Students examine developmental models, notions of pathology, the role of the analyst, and the nature of healing. Students investigate the relevance of classic psychoanalytic concepts, technique, and specific interventions in contemporary psychodynamic psychotherapy with reflection given to the role and impact of culture and factors of human diversity.

PSY-707 Psychodynamic Theory II (2.0 units)

This course continues the historical and conceptual expansion of psychoanalytic theory into different schools of psychoanalysis such as object relations and attachment theory. The course investigates the contributions of selected authors such as Melanie Klein, Donald Winnicott, Ronald Fairbairn, Michael Balint, and John Bowlby. Students further examine developmental models, notions of pathology, the role of the analyst, and the nature of healing in contrast to those concepts in classical psychoanalysis. Students evaluate the application of psychoanalytic concepts, technique, and specific interventions in contemporary psychodynamic psychotherapy with reflection given to the role and impact of culture and factors of human diversity.

PSY-709 Psychodynamic Theory III (2.0 units)

This course expands foundational psychoanalytic thinking into contemporary theories and clinical practice. The contributions of Heinz Kohut's self-psychology are highlighted in transforming psychoanalytic thinking and practice as a gateway towards relational, interpersonal, and affect-centered theories. Students explore the contribution of authors such as Christopher Bollas, Jessica Benjamin, Robert Stolorow, Karen Maroda, and Pat Odgen. Students appraise the shift from a one-person to a two-person psychology and evaluate the relevance of the relational context as a curative factor in psychodynamic psychotherapy. Students apply contemporary psychoanalytic concepts, technique, and specific interventions to clinical material and integrate reflections of culture and human diversity into a psychodynamic, neurobiological, and trauma-informed practice.

PSY-711 Neurobiology and Affect Regulation (3.0 units)

This course provides an in-depth review of the anatomy of the brain and its inter-related structures in the context of psychological development and functioning. To comprehend mind-brain-body connections as underpinnings of the emotional selves of humans, special attention is given to the functions of the right brain and limbic system. Students appraise the interconnection between memory systems and the limbic and autonomic nervous system in its relation to affect regulation. Students evaluate the impact of trauma on affect regulatory processes at different developmental stages and the resulting implications for psychotherapy.

PSY-715 Foundations of Psychodynamic Play Therapy (3.0 units)

This course presents theories of psychodynamic child play therapy with special attention given to the contributions of Anna Freud, Melanie Klein, and Donald Winnicott. Students explore social, emotional, behavioral difficulties, and childhood disorders that affect children and their families and how they might present in play therapy. Students further consider the impact of factors of diversity and trauma on the therapeutic relationship. They analyze how children express themselves in the analytic setting and recognize how to attend to non-verbal and unusual forms of communication. Students apply their understanding of play therapy techniques to their own clinical material and design sound treatment conceptualizations.

PSY-723 Psychodynamic and Neurobiological Understanding of Attachment (3.0 units)

This course presents John Bowlby's original attachment theory, including his conceptualization of separation, loss, and trauma in childhood. Students explore the rich body of attachment research and the contributions of Mary Ainsworth and Mary Main, including ways of measuring attachment categories. Students examine the integration of affect regulation theory and neurobiology in modern attachment theory and its application in psychodynamic case conceptualization.

PSY-768 Dyadic Child and Caregiver Psychotherapy (3.0 units)

This course provides an overview of developmental psychotherapy modalities with a specific focus on the clinical work with children from birth to age five and their primary caregivers. Students apply and integrate neurobiological and trauma-informed perspectives within psychodynamic treatment conceptualizations. Students recognize the importance placed upon the therapeutic relationship with caregivers and assess how parental early childhood trauma and attachment experiences influence the caregivers' relationships with their young children. Students integrate the concept of child-caregiver psychotherapy treatment for young children and consider the multi-generational transmission of parenting patterns.

Year Two Courses**PSY-717 Adolescent Development and Mental Health (3.0 units)**

This course presents the trajectories of normal and atypical development in preadolescence and adolescence from psychodynamic, neurobiological, and trauma-informed perspectives. Students examine theoretical and empirical findings as related to assessment, etiology, the effects of trauma, and major categories of child psychopathology. They critically evaluate the diagnoses of childhood disorders based on the current Diagnostic and Statistical Manual of Disorders (DSM) and contrast them to psychodynamic conceptualizations of psychological disorders in childhood.

PSY-725 Cultural Humility (3.0 units)

This course introduces contemporary psychoanalytic relational and intersubjective systems theory employed as a corrective construct to the biases of classical psychoanalysis and ego psychology, with its adherence to dominant eurocentric worldviews and homophobic and racist attitudes. Students examine the impact of factors such as the environment, culture, gender, sexual orientation, and intergenerational transmission of trauma on the psychology of groups and individuals. Students explore how culture, race, and gender identification organize the experience of both the psychodynamic psychotherapist and the patient in the therapeutic process. Students self-reflect and evaluate their own unconscious biases and privilege exploring the implication for an ethical psychodynamic psychotherapy as they strive for a position of cultural humility.

PSY-727 Integration of Neurobiology into Psychodynamic Treatment (3.0 units)

Using foundations in psychodynamic, neurobiological, and trauma theories offered in the earlier program coursework, this course expands upon and integrates psychodynamic, neurobiological, and trauma informed (PNT) perspectives in the treatment of individuals, families, and groups. The course focuses on interpersonal neurobiological approaches to clinical case material which highlights implicit, relational, and affective interchanges and acknowledge the intersubjective context of psychotherapy as a mechanism of change. Students are challenged to articulate their own theory of psychodynamic psychotherapy and must formulate how they view the development of the self, the psychotherapeutic process, and the integration of neurobiology and trauma-informed perspectives in their clinical work with children, adolescents, and families.

PSY-732 Case Conference I (2.0 units)

This first course in a four-part series of Case Conferences aims at developing comprehensive psychodynamic case conceptualizations integrating neurobiological and trauma-informed perspectives. Students enrich their current casework with theories, perspectives, and interventions from their first-year coursework. Emphasis is placed on the critical concept of including parents/caregivers in child and adolescent psychodynamic treatment. Application of interventions and technique are illustrated through case material and comprehensive case presentations, with special consideration given to diversity and cultural humility. Students distinguish between parent work and adult individual therapy and learn how to maintain boundaries in this process. Students are introduced to the Case Conceptualization Template and record casework progress on a weekly basis in a standard format. Students orally present current casework in a small group setting which encourages a forum for stimulating dialogue under the guidance of the instructor.

PSY-734 Case Conference II (3.0 units)

This second course of the four-part series of Case Conferences continues to focus on students integrating psychodynamic, neurobiological, and trauma-informed perspectives into comprehensive case conceptualizations. Students will compare and contrast psychodynamic theorists and select one theory as a lens to view their clinical case material, while integrating an understanding of how relationships and environments impact human development. Application of interventions and technique will be illustrated in clinical material. Students apply the technique of the selected psychodynamic theorist to the clinical case material and develop comprehensive case conceptualizations.

This course further provides the framework for the Second Year Comprehensive Exam which assesses student competency of the learning outcomes covered during the first two years of the doctoral program via the exam rubric. Exam components are introduced as they relate to a given case vignette, the content areas, and include the response structure of creating a comprehensive case

conceptualization. Students are guided towards completion of the comprehensive exam by the announced deadline.

PSY-738 Psychodynamic Psychotherapy with Adolescents (3.0 units)

This course provides an overview of treatment modalities with emphasis on psychodynamic, neurobiological, and trauma-informed psychotherapy modalities tailored to preadolescents and adolescents. Students examine adolescence related developmental challenges and how they may present in the clinical setting. Students investigate how to apply therapeutic skills in forming a working alliance specific to adolescent clients, managing transference and countertransference issues, the question of involving caregivers and parents, and how to implement a successful termination process with individuals, groups, and families.

PSY-740 Evaluating Psychodynamic Effectiveness (2.0 units)

This course addresses the three aspects of evidence-based practice: research evidence, clinical expertise, and patient characteristics with an emphasis on psychodynamic conceptualization and technique. The course includes an overview of the issues and controversies surrounding the designation of “evidence-based” interventions, the cultural values that underlie such assumptions, and perspectives on applying the designation specifically to psychodynamic models. Students analyze how the three aspects of evidence-based practice inform psychodynamic strategies for addressing symptoms and the conceptual bases for integrating symptom and trauma-informed work with a broader exploratory treatment. Students examine psychodynamic research with an emphasis on designing research projects to investigate the efficacy of psychodynamic modalities.

PSY-742 Psychodynamic Supervision (3.0 units)

This course expands students’ skills necessary in providing clinical supervision of psychodynamic psychotherapy as a unique developmental process. Emphasis is placed on reflective supervision to integrate neurobiological and trauma-informed perspectives in the psychodynamic work, considering parallel process and countertransference dynamics. Students evaluate the use of psychodynamic principles in fostering the professional identity development of supervisees who provide psychodynamic psychotherapy. Students are guided towards developing quality supervisory working alliances and the expertise of clinical supervisors in conceptualizing, evaluating, teaching, and consulting clinical services.

PSY-746 Selected Topics I (2.0 units) and PSY-748 Selected Topics II (2.0 units)

These courses explore a specific area in psychodynamic child psychology and psychotherapy and provide advanced training considering students’ expressed interests. These courses differ from core curricular courses in that the course content may change from offering to offering depending on chosen topics and instructor availability. Course content will be determined six months prior to the course date.

Examples of previously offered selected topics courses include:

Maternal Mental Health

This course explores the field of Maternal Mental Health emphasizing psychodynamic approaches and psychoanalytic feminist maternal studies and discusses them in relation to current research literature. Students review the perinatal period in the context of diagnostic categories, such as Perinatal Mood and Anxiety Disorders (PMADs), prevalence of mental health concerns, and risk and protective factors. Students analyze central developments in psychoanalytic theory and psychotherapeutic practice related to the role of the mother and mothering, utilizing a stance of cultural humility and inclusion. Students

evaluate the interconnections between research, psychoanalytic, and feminist theory and the challenges and inherent conflicts within the field of Maternal Mental Health. Students assess how psychodynamic clinical approaches can inform their work with mothers and families.

Paternal Mental Health

This course addresses concerns that most perinatal, early childhood programs, and professional trainings appear to overlook the positive role fathers play in the lives of young children, as well as fathers' vulnerability in terms of mental health and their challenges in parenting. Students explore the current research on fathers and their relationships with their infants and families from a psychodynamic perspective. They discuss the father's experience during the perinatal period and in early childhood with an emphasis on father-child attachment and paternal mental health. Students examine cultural and social factors that shape fatherhood. They conceptualize how to clinically support fathers and families by reflecting on their assumptions and biases about fathers. Students use their psychodynamic understanding of attachment and early childhood in developing intervention and prevention services.

PSY-750 Applications of Psychodynamic Play Therapy (3.0 units)

This course integrates multiple approaches and modalities of play therapy and other techniques with a focus on establishing and supporting therapeutic relationships with children, adolescents, and their families in a culturally competent manner. Students appraise the principles and interventions of play therapy and practice through hands-on application. Students integrate listening and observational skills and identify the child's projected internal world from a psychodynamic, neurobiological, and trauma-informed perspective. Students investigate the complexity of engaging the child's caregivers in support of the child's treatment.

PSY-762 Child and Adolescent Diagnostic Profile (3.0 units)

This course advances students in integrating psychodynamic principles, terminology, and psychoanalytic developmental theory in their analysis of a child case informed by the Anna Freud Provisional Diagnostic Profile and the Revised Diagnostic Profile: 2016. The information gathering and assessment phase involves students conducting a systematic child observation, as well as parent and teacher interviews. Students integrate the evaluation of obtained data into a multifaceted profile and summary report that includes a psychodynamic, neurobiological, and trauma-informed case conceptualization, diagnostic and prognostic impressions, and possible treatment recommendations that may be shared with parents, educators, or child therapists.

Year Three Courses

PSY-736 Case Conference III (3.0 units)

In the third course of a four-part series of Case Conferences, students master their skills in integrating psychodynamic, neurobiological, and trauma-informed perspectives into case conceptualizations. Emphasis is placed on challenges such as treatment alliance, parent involvement, impasses, transference and countertransference dynamics, and termination procedures in child and adolescent psychotherapy. Application of interventions and technique will be illustrated through case material and comprehensive case presentations, with special consideration given to diversity and cultural humility.

PSY-744 Psychodynamic Family Therapy (3.0 units)

This course advances psychodynamic treatment to the modality of family therapy exploring the work of selected theorists and renowned psychodynamic family therapists. Students evaluate the unconscious aspects of individual personality development and function with a focus on the social and family context

in which individual and relational dysfunction develops. Students evaluate the interaction between family members and analyze the roles played by each member in maintaining the system. Using this perspective, students develop case conceptualizations and effective treatment plans implementing psychodynamic interventions to address multiple aspects of individual and family psychological functioning.

Dissertation Development series (PSY-741, 743, 745, 747)

The Dissertation Development courses are a four-part series to develop the doctoral candidate's dissertation proposal. Resources include group discussions in the course, the Dissertation Template, the Dissertation Handbook, the Dissertation Inventory, and Dissertation Rubric used to evaluate the proposal. Dissertation courses offer support and the sharing of strategies for overcoming barriers to dissertation success including the improvement of communication with the dissertation chair and committee members, overcoming writing blocks, dealing with time management challenges, and other strategies to contribute to dissertation completion.

PSY-741 Dissertation Development I (2.0 units)

Candidates review the composition of the three chapters of the dissertation proposal and develop Chapter One of the dissertation proposal as described in the Dissertation Handbook: Background to the research problem, purpose of the research, research questions, research design, researcher's call to the topic, theoretical framework, limitations and delimitations, definition of key terms, summary and outlook. Candidates articulate a clear and relevant purpose statement and formulate research questions focused on well-grounded theory. Candidates develop an organized research schedule, discuss in a group forum the development of their proposal, review their scholarly writing, and format the proposal using the dissertation template and current APA format and style guidelines. Candidates complete the Protecting Human Research Participants (PHRP) Online Training and obtain a PHRP-certificate prior to beginning their research. They review the selected research methods for their own research and the related ethical considerations. Candidates approach potential committee members and begin formulating their dissertation committee.

PSY-743 Dissertation Development II (2.0 units)

Candidates further develop Chapter Two of the dissertation proposal as described in the Dissertation Handbook: Introduction, historical overview and current findings, and conceptual framework. Candidates become familiar with authorities in their field of research related to their topic and write a comprehensive review of literature consistent with their research problem. Candidates explain, compare and contrast essential concepts, theories, data, and critique existing arguments or theories in an educated, fair, and respectful manner. Gaps in the literature are identified to further establish the need for the study. Themes and subtopics are developed using the dissertation template and current APA format and style. Candidates develop organizational strategies to manage literary resources. They practice oral presentations and advance their skills in leading discussions about their scholarly research in group forums. Candidates confirm their dissertation chair and form their dissertation committee including the internal and external readers.

PSY-745 Dissertation Development III (2.0 units)

Candidates further develop Chapter Three of the dissertation proposal as described in the Dissertation Handbook: Introduction and overview of methodology and research design. Candidates review the research design methods used in psychological research. In group forums, students discuss the relationship between their research problem and the methodology selected; they demonstrate why the research methodology is suitable for the study. Candidates explain the rationale for their research design, how the methodology design supports the research problem, ethical and legal considerations, and how the research will contribute to current psychodynamic knowledge. Appropriate qualitative or quantitative design headings and details are incorporated into the dissertation template using current APA format and style.

PSY-747 Dissertation Development IV (2.0 units)

Candidates continue to refine their dissertation proposals by critically assessing their research design and protocol. Candidates work with their dissertation committee towards completing their dissertation proposal including Chapter I: Introduction; Chapter II: Literature Review; and Chapter III: Research Methods. They prepare their proposal for review by all members of their Dissertation Committee referencing the dissertation rubric. Candidates consult with their cohort members and the instructor on completion of their proposal; they review the Institutional Review Board (IRB) application and approval process as outlined in the Dissertation Handbook. They next draft the application materials for review by their Dissertation Committee prior to applying to the Institutional Review Board (IRB).

Evaluation and Analysis of Psychological Assessment series (PSY-752 and PSY-754)

The purpose of these two courses is to familiarize mental health practitioners with psycho-educational, neuropsychological, and educational reports pertaining to children and adolescents. The courses address how to read and evaluate psychological assessment reports and the included recommendations, to assist parents in comprehending and addressing their child's psychological and educational needs and to provide the needed services. Students will thus be familiarized with selected assessment tools but will not be trained towards becoming psychological assessors who independently administer, score, interpret psychological, educational, or projective tests, or write reports based on psychological assessments.

PSY-752 Evaluation and Analysis of Psychological Assessment I (3.0 units)

This first course of a two-part series introduces relevant statistical terms such as percentiles, t-scores, and standard scores, and the concepts of dispersion and variability needed to analyze psycho-educational test results and reports. Students review underlying theories and principles of psychological testing. Students are introduced to standardized intelligence tests with a focus on the Wechsler Intelligence Scale for Children (WISC-V) and achievement tests with a focus on the Woodcock-Johnson Tests of Achievement (WJ-IV). Students explore the relationship of intelligence and achievement tests in assessing possible learning disabilities and review appropriately disguised reports.

PSY-754 Evaluation and Analysis of Psychological Assessment II (3.0 units)

In this second course of a two-part series, students continue to use the basic tools of measurement required to understand and analyze data from psychological reports. Students familiarize themselves with personality assessment, both objective and projective, with an emphasis on the Rorschach Test and thematic testing measures including the Children's Apperception Test (CAT), the [Thematic Apperception Test \(TAT\)](#), and others. Students learn how the various tests are integrated in reports providing a comprehensive conceptualization of the individual child's development, and how to critically prioritize

and actualize the report's recommendations. Students focus on explaining the Individualized Education Plan (IEP) process and helping parents to access the recommendations with an emphasis on the rights of parents in securing services for their child. Students review appropriately disguised clinical case material and reports.

PSY-756 Jungian Theory in the Therapy for Children and Adolescents (3.0 units)

This course reviews the life, theory, and concepts of C. G. Jung as a foundation for Sandplay therapy. Students differentiate the collective and personal unconscious, the individuation process, dreams, active imagination, images of the psyche, symbols, as well as archetypes such as the self, anima and animus, the persona, and the shadow. Students explore the methods used in analytical psychology and therapeutic interventions including the painting of inner images and Sandplay. The main elements of sand, water, and the miniature collection in the tray will be exemplified. Students appraise the application of this non-verbal method and its implication for the transference and countertransference dimension in selected case examples.

PSY-758 Jungian Sandplay for Children and Adolescents (3.0 units)

This course represents a continuation of PSY-756 and expands the integration of Jungian concepts. Students explore the practical applications of the method. They examine psychodynamics processes from a Jungian perspective and learn how to incorporate the interpretation of the material into the therapeutic work with clients. Students further examine how Jungian concepts of transference and countertransference can be therapeutically employed in the context of Sandplay therapy.

PSY-760 Dream Work with Children and Adolescents (3.0 units)

This course explores psychodynamic dream interpretation with a special emphasis on the contributions of Carl G. Jung. Students examine the clinical implications and the implementation of dream interpretation in the psychotherapeutic process. Students examine how to use the therapist's unconscious process when listening to dreams and developing the interpretation of unconscious meaning in conjunction with the dreamer. Students practice the process of working with dreams in an experiential learning setting by exploring their own dream material or selected and disguised material from other sources.

PSY-764 Case Conference IV (3.0 units)

In the fourth course of a four-part series of Case Conferences, students master their skills integrating psychodynamic, neurobiological, and trauma-informed case conceptualizations. Emphasis is placed on the challenges in providing psychodynamic psychotherapy to patients diagnosed with specific Disorders of Childhood and Adolescence. Students evaluate the application of interventions and technique to clinical material in comprehensive case conceptualizations, with special consideration given to diversity and cultural humility.

Year Four Courses

Dissertation Completion series (PSY-749A, 749B, 749C, 749D)

The dissertation completion courses occur during Year 4. During each of the four terms, candidates attend a full day residential seminar. The courses are tailored to each candidate's need for guidance and academic support in the scholarly writing process, research data collection, and preparation for the dissertation defense. Candidates update in each course the Dissertation Inventory which records the progression of completing the steps in the dissertation process following the dissertation course learning outcomes.

PSY-749A Dissertation Completion (2.0 units)

During this first dissertation completion course, candidates continue writing their proposal, prepare for IRB review and, upon IRB approval, begin collecting data for their research. Candidates follow the data collection protocol using their approved research method. Upon completion of the data collection, candidates write Chapter Four of the dissertation draft as described in the Dissertation Handbook: Introduction, summary of data, and analysis of findings using appropriate qualitative or quantitative headings with details incorporated into the dissertation template applying current APA format and style. Candidates consult with their Dissertation Committee to adjust for any unforeseen circumstances that may have occurred during the research phase and inform the IRB if needed. Candidates follow the criteria in the dissertation rubric and report results using data presentation techniques such as tables and diagrams using current APA format.

PSY-749B Dissertation Completion (2.0 units)

During this second dissertation completion course, candidates continue writing Chapter Four of the dissertation draft. Findings are analyzed, interpreted, linked to the research problem and questions, unexpected results are described, and scholarly literature is referenced. Candidates present their work in a group forum, lead discussions, and critically assess their study.

PSY-749C Dissertation Completion (2.0 units)

During this third dissertation completion course, candidates develop Chapter Five of the dissertation draft as described in the Dissertation Handbook: Chapter overview, discussions, and conclusions. Candidates include the reiteration of the purpose statement, a clear, succinct summary of Chapters One through Four, including the literature review, methodology, and research design. Candidates synthesize, analyze, and integrate research themes; and formulate, write, and provide at least one conclusion for each finding. Candidates use the dissertation template to prepare Chapters Four and Five for the review by their Dissertation Committee.

PSY-749D Dissertation Completion (2.0 units)

During this fourth dissertation completion course, candidates review, evaluate, and edit Chapters One to Five of the dissertation draft for coherence, clarity, and consistency. Candidates complete the dissertation abstract and prepare their dissertation draft for the committee's final review. In the group forum, they prepare for the oral defense by practicing their presentations, discussing the interpretations and conclusions of their study, responding to peer questions, following the criteria in the dissertation rubric. After receiving approval from their committee, candidates finish any remaining editing according to current APA style and format requirements. Candidates familiarize themselves with the requirements and procedures of scheduling and completing the oral dissertation defense to their committee and the RDGS community.

Year Five Courses and Beyond - Dissertation Extension

Candidates requiring additional time to complete their dissertation will continue their research and writing process according to the Dissertation Inventory, attend quarterly seminars, and collaborate with their Dissertation Committee Members until the dissertation is completed. Candidates are required to complete their dissertations within the graduation deadline noted in the enrollment agreement to graduate with their PsyD in Psychodynamic Child Psychology and Psychotherapy.

Academic Policies and Procedures

Academic Honesty and Plagiarism Policy

The Reiss-Davis Graduate School is committed to the highest standards of academic honesty. Students are expected to complete all course assignments, exams, research projects, and their dissertation with honesty and integrity. Plagiarism is knowingly presenting the works of others without proper citation and is cause for disciplinary action.

Students in the RDGS PsyD program are expected to be familiar with and abide by the definitions of plagiarism provided in the current Publication Manual of the American Psychological Association. Using appropriate citation and referencing of sources will assist students to avoid the possibility of plagiarism. All assignments submitted in coursework are automatically scanned for plagiarism by Unicheck in Populi. Each instructor determines the use of Unicheck for specific assignments.

All instances of academic dishonesty, such as plagiarism, cheating, and unethical computer use must be reported to the Dean. An act of academic dishonesty will be met with appropriate disciplinary sanctions, which may include a failing grade in a course, suspension, or being placed on academic probation as recorded by the Registrar's Office pending a formal review by the Dean. Students may appeal the Dean's decision to the Executive Director. All decisions made by the Executive Director are final. Plagiarism may also lead to immediate dismissal from the program. Evidence of plagiarism discovered after graduation may lead to the revocation of a student's degree.

Academic Probation and Disqualification Policy

A student is subject to academic probation if the cumulative grade point average (GPA) falls below a grade of B or GPA of 3.0 for coursework. The student receives the notice of academic probation in writing from the Registrar's Office. The student must improve the GPA to the required 3.0 and no further grades of B minus ("B-") or below are earned.

A student on academic probation will be removed from probation when the cumulative grade point is average 3.0 or higher. The student will be notified in writing by the Registrar's Office about a change of status. A student on academic probation is subject to academic disqualification if the student fails to raise the GPA to at least 3.0 or receives a grade of B- during the probationary period. A student who is disqualified from the PsyD program may not attend for the remainder of the year and will be withdrawn from the program (see [Withdrawal Policy](#)). Students who have been withdrawn must apply for readmission through the Admission's Office to re-enter the program.

Attendance Policy

RDGS students are expected to attend classes on a regular basis. Attendance at each class and positive active interaction with class members are needed to gain full benefit from the program's graduate course work, during onsite class sessions and academic activities in the program. Content areas are designed to provide a range of integrated in-class interactions and academic activities that contribute to student learning.

Although RDGS is not required to take attendance by state, federal, or regional accrediting agencies, active participation in assignments during the first week and attendance at the first residential session each term is required. Students enrolled in Dissertation Completion courses must show active

participation in assignments during the first week of the term as well and attend the residential session each term.

Absence for any reason does not relieve a student of the responsibility for any part of the work covered in the class during the period of absence. Missing class or being tardy may impact the student's understanding and development of the knowledge, skills, and dispositions required for graduates, and consequently may impact the final grade. Excused absences or tardiness for professional or health reasons must be arranged with prior approval from the instructor, with a student completing missed work as stipulated by the instructor. Tardiness at the RDGS is defined as coming to class more than 15 minutes late or returning to class from lunch or scheduled breaks at any time past the scheduled start of the class.

Please Note: Students who seek accommodations related to a documented disability must follow the Accommodations process, by informing RDGS staff or faculty members of their request. The RDGS representative will connect the student with the Accommodations Director to begin the process. Please visit the [Inclusion Office](#) for more information.

Confidentiality Requirement

The inclusion of clinically relevant material and case examples are an invaluable component of bringing learning material to life in the coursework. To safeguard this process, all participants (instructors, students, and presenters, etc.) are expected to never discuss clinical material outside the classroom or in any area where they could be overheard by third parties.

In accordance with the American Psychological Association's (2017) *Ethical Principles of Psychologists and Code of Conduct*, reasonable precautions must be taken to protect confidential information.

Psychologist do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their clients/patient, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, or 3) there is legal authorization for doing so. (American Psychological Association Ethical Principles of Psychologists and Code of Conduct, 2017, Ethical Standard 4.07)

Students may be required to relate course content to real-world and work experiences. Whenever these experiences are brought into the learning process, students are to protect the confidentiality and privacy of any person or organization included in their coursework. Students shall not disclose any information about a person or an organization that reasonably could lead to the identification of the person or organization (American Psychological Association Ethical Principles of Psychologists and Code of Conduct, 2017, Ethical Standard 4.07).

Credit Hour Policy

RDGS uses the equivalent of the Carnegie Unit for measuring and awarding academic credit for student work and achievement. The credit hour measure is also used by the U.S. Department of Education and, therefore, is the basis of the degree requirements presented to the school's accreditor, the WASC Senior College and University Commission (WSCUC).

The RDGS term is equivalent to a quarter in the Carnegie system. For each quarterly credit unit, RDGS courses consist of one (1) hour of classroom or direct faculty instruction, and a minimum of two (2) hours of out-of-class student work per week for ten weeks.

All courses in the curriculum award either two or three units. During a 10-week term:

- A 2-unit course will reasonably approximate 60 hours of student work comprised of 20 hours of direct faculty instruction and 40 hours of out-of-class preparation and study.
- A 3-unit course will reasonably approximate 90 hours of student work comprised of 30 hours of direct faculty instruction and 60 hours of out-of-class preparation and study.

Out-of-class preparation consists of students' completion of readings, assignments, papers, group activities, and conducting research at the doctoral level. Direct instruction is delivered through the weekend residential meetings and additional academic activities directly supervised by faculty.

Grade Point Average

To compute a student's grade point average (GPA), the total number of credit units is divided into the total number of grade points. "I", "CR", "NC", "W" and "WF" carry no grade points and are not used in the grade point average calculations. If a course is repeated, the original grade is excluded from the GPA calculations.

- **Incomplete Grade – I**

A grade of "I" may only be issued when a student has attended at least two-thirds of the course sessions and is unable to complete the required coursework due to non-academic extraordinary hardship beyond the student's control. The student must communicate these circumstances in writing using the Incomplete Grade Petition form to the instructor prior to the final week of courses. An incomplete grade petition submitted after the course term end date will not be accepted. When the instructor decides that a student's Incomplete Grade Petition is warranted, a grade of "I" is issued. The instructor communicates with the Registrar's Office as part of the course grades submission that the conditions have been met for the removal of the "I" grade in the student's record. Conditions include a time completion of no later than one term after the official end-date of the course; a shorter period of time is advised. The Registrar's Office will send a courtesy e-mail reminding the student that the date of completion is pending. The Incomplete Grade policy applies to all the students including students with approved accommodations.

Incomplete courses will not be considered complete until official grades are posted by the Registrar's Office. Incomplete grades are not included in the calculation of grade point average and are not counted as passed/completed in the completion rate. Incomplete grades change to F grades if not completed within the required timeframe. The course(s) must be retaken. The maximum number of incompletes students are allowed to take during the course of the Academic Year is three (3).

- **Credit – CR**

A "CR" signifies that a student has demonstrated at least a B level in meeting the course outcomes. The course is not used in grade point average calculations.

- **No Credit – NC**

An “NC” signifies the student has not demonstrated minimally satisfactory competence in meeting course outcomes. Credit is not awarded. The course is not used in grade point average calculations.

A student must repeat a course in which a No Credit grade was received. Both original and repeat enrollments will be noted on a student’s permanent academic record; however, unit credit and grades are earned only once, and the units and grades earned for the repeated course will be used on the final transcript. Given the sequential structuring of and periodic revisions to the curriculum, course repetition may not always be possible. If scheduling or revisions prevent repetition of a course, a student may complete an Independent Study with the course instructor. Please see the Independent Study section for more information. An Independent Study fee will be assessed for this instruction.

- **Withdrawal – W**

A “W” signifies that a student has withdrawn from a course (details in Withdrawal Policy). This grade does not have grade points assigned. This grade is not used in grade point average calculations.

- **Unofficial Withdrawal – WF**

A student who fails to withdraw but stops attending classes is considered to have the status of unofficial withdrawal. The student is assigned a grade of “WF”.

Grading System

Instructors evaluate each student’s achievement of course and program learning outcomes throughout each course. Instructors submit evaluations the week following the last day of class to the Registrar’s Office using the learning management system, Populi. Grades are released to the students before the start of the next term. Graduate students must maintain a cumulative GPA of 3.0 for all graduate work. A grade below B minus (“B-”) is not considered a passing grade. Students who receive a “C”, “D” or “F” grade in a required course must repeat the course. The “C”, “D” or “F” grade is calculated in the cumulative GPA until the course is satisfactorily repeated. The original grade is excluded from the GPA calculation but remains as part of the student’s official academic record.

Grades	Percentage Range	Grade Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D	60-69	0.7-1.3
F	<60	0.0

Grievance Policy and Procedures

The grievance policy and procedures provide students with a method for addressing any concerns that may arise regarding RDGS’s academic or administrative policies that pertain to students.

The procedures provide a thorough review of the student’s grievance by the Dean and afford due process rights with the intent of arriving at a mutual agreement. Students may appeal the Dean’s decision to the Executive Director who may appoint a Review Committee. Decisions from the Executive Director are final.

Informal Procedure for Resolving Grievances – Academic and Administrative

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

If these informal direct discussions are not successful, the student may pursue a further informal avenue. If the matter is an academic complaint, the student may contact the Dean or the Executive Director. If the matter is an administrative complaint, the student may contact the Chief Operating Officer.

Formal Procedure for Resolving Grievances – Academic

A grievance is initiated by writing a letter that includes a detailed description of the grievance, the parties involved, the attempts to resolve the grievance informally, and the remedies sought. The grievance must state the nature and time of the offending action(s) and the person(s) involved in the action or failure to act. A formal grievance must be submitted to the Dean. If the grievance involves the Dean, the grievance must be addressed to the Executive Director. If the matter involves the Executive Director, the grievance must be brought to the attention of the Vista Del Mar President/CEO. All information gathered from the parties mentioned in the grievance is recorded. If the resolution with the grievant cannot be resolved, or if the conflict is between the Executive Director and the grievant and no mutual agreement can be reached, the grievance must be brought to the attention of the Vista Del Mar President/CEO for resolution.

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

Formal Procedure for Resolving Grievances – Administrative

A grievance involving non-academic matters must be addressed to the Chief Operating Officer in a letter that includes a detailed description of the grievance, the parties involved, the attempts to resolve the grievance informally, and the remedies sought. The Chief Operating Officer will review the grievance and investigate the complaint within 30 days. The Chief Operating Officer will gather information from the parties involved in the grievance and keep a record of this information. After review, the Chief Operating Officer will recommend a solution arrived by mutual agreement with the grievant. If mutual agreement cannot be reached, a resolution will be determined by the Executive Director, and the grievant will be notified of the resolution in writing. If the resolution with the grievant involves the Chief Operating Officer and no mutual agreement can be reached, the grievance must be brought to the attention of the Executive Director for resolution. Copies of all records will be sent to and maintained by the Executive Director's Office.

Appeal Process for Grievance Decisions

For both academic and operational grievances, if the parties accept the resolution, the grievance is considered settled. If the resolution is not accepted, then the grievant(s) may appeal the resolution in writing within 15 days of the date the resolution is mailed to the grievant(s). If the appeal is not submitted within the prescribed time limit, the entire process terminates.

If a grievant elects to appeal academic and administrative resolutions, the appeal must be submitted to the Executive Director, along with the written record from the previous steps. If the Executive Director is the object of the grievance, the grievance will be referred to the Vista Del Mar President/CEO for a final decision. If no final resolution can be reached, the Executive Director will ask the RDGS Board to call an ad hoc committee to investigate the grievance.

Independent Study Policy and Procedure

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

Special scheduling conditions or life circumstances may cause a student to withdraw from a course. In general, Independent Study arrangements are discouraged. However, when a student cannot wait to take the course at the time it is offered again because of course sequencing, or if the course is no longer offered, the student may contact the Registrar and request to complete the course with a course Instructor through an Independent Study arrangement. Once the Dean approves the request and an instructor agrees to work with the student, the student must complete an Independent Study Contract form and obtain the Instructor's signature prior to beginning the Independent Study. A syllabus is to be attached to the Independent Study Contract. The same credit hour policy applies to the Independent Study as it applies to other RDGS courses.

The student will work with the instructor over a period of one term to complete the course requirement. The student is expected to submit final work to the instructor on or before the due date for the Independent Study. When enrolled in an Independent Study, a student will be billed a per unit tuition charge for the course(s). A student is considered to be enrolled while taking a course as an Independent Study. A student is allowed a maximum of four courses as Independent Studies during the entire coursework. Independent Studies may not be taken following degree completion.

Leave of Absence Policy and Procedure

A Leave of Absence (LOA) is a planned leave available to students who find it necessary to interrupt their studies at RDGS. Students must be enrolled and have completed one term of study prior to the application.

Students requesting an LOA must submit a completed LOA Form to the Registrar's Office. Students are encouraged to discuss their plans with the Dean before requesting a LOA. Reasons for requiring a LOA may include reasons such as bereavement, illness, caregiving, maternity, paternity, and call to active military duty. All requests must be submitted to the Registrar's office for review in advance of the anticipated leave.

The duration of an LOA is one academic year. Due to the sequential structure of RDGS course requirements, students who elect to take an LOA must remain on leave for one full year. As the LOA expires after a year, a student with extenuating circumstances may discuss the need for extension to the time limit with the Dean.

Taking a Leave of Absence does not extend the program time limits of eight years for completion for students in the doctoral program. During the LOA, a student may not be actively working towards

completion of degree requirements, including completing coursework, conducting research, preparing for or taking a comprehensive exam, or working on a dissertation. Students on leave may complete coursework for which an 'Incomplete' grade was awarded in a prior term and are expected to complete the coursework within one term.

The last date of attendance in the program will be the date the Registrar receives the signed Leave of Absence form. The Registrar will send a written verification confirming to the student that the Leave of Absence is official. Calculating the percentage of the refund depends on the effective date of the official leave and will consider if the LOA begins prior to or after a quarter term has begun. If the student chooses to begin a LOA while coursework is in progress, the student is subject to course completion requirements.

If a student takes a Leave of Absence after the quarter term has begun, the date on which the Registrar's Office receives the Leave of Absence form constitutes the effective date of the leave. When a student is granted an official LOA after the beginning of the term, courses in which the student was enrolled appear on the student's transcript and show the symbol 'W' (Withdrawal).

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

Students who do not attend class and have not filed for a Leave of Absence will be placed on inactive status and are subject to administrative withdrawal from the institution (see Withdrawal Policy).

Name Change Policy

RDGS will accept name changes from students who are currently enrolled and for previous students whose records are maintained in the student database starting from the year 2008. RDGS requires legal documentation *or* proof of usage of the student's new name.

A copy of a court order, certificate of naturalization, certificate of marriage, or some other form of positive identification reflecting the new name in full is the primary document required. This document needs to be accompanied with a valid ID and completed [Name Change Form](#).

1. Students may change their middle name(s) to an initial or vice versa without documentation. Documentation is required if a student is adding or deleting a middle name.
2. Once a name change has been recorded, students who have a degree from the RDGS can order a new diploma by sending a request to the Registrar's Office at registrar@reissdavis.edu

Preferred First Name

RDGS recognizes that students may wish to use a preferred first name rather than their legal first name to identify themselves. The Graduate School supports students in this choice. Any student may designate a preferred first name regardless of whether a legal change of name has occurred. If a student wishes to change, add, and/or delete a preferred name should send a request to the Registrar's Office at registrar@reissdavis.edu

The full name and preferred first name, if there is a preferred first name on record, will be displayed on the profile in Populi. The legal last name will remain unchanged and will be included with the preferred name.

Use of Legal or Preferred First Name

Preferred First Name: The places where preferred first name can be used include:

- Online directory
- Campus management system (Populi)

Legal Name: The places where legal name will be used include:

- Student accounts and bills
- Financial aid documents and refund checks
- Enrollment and degree verification certificates
- Official transcripts

Legal Name or Preferred First Name: The places where either preferred first name or legal name can be used are:

- The Reiss-Davis Graduate School E-mail address
- Student ID cards

A name change request, with documentation, may be provided either in person at the Registrar's Office, electronically via e-mail to registrar@reissdavis.edu, or through the regular mail to The Reiss-Davis Graduate School, Office of the Registrar, 3200 Motor Ave, Los Angeles, California 90034.

Satisfactory Academic Policy (SAP)

The Financial Aid Office evaluates SAP annually, at the end of the academic year, after summer grades are posted by the Registrar's Office. Students must meet all three standards to remain eligible for Title IV assistance (see [Federal Financial Aid - Title IV Funds \(R2T4\)](#)).

- **Qualitative** — requires a cumulative 3.0 grade point average (GPA) as calculated by the Registrar's Office.
- **Quantitative** — requires a minimum overall completion rate of 67% (rounded to nearest 1%). Passing grades for this purpose are letter grades of A, A-, B+, B, B-, CR, C+, C, C-, D, or P. Completion rate is calculated by dividing the total units completed/passed divided by total attempted.
- **Maximum Timeframe** — requires completion of program requirements within 150% maximum attempted credits. For example, the program requires successful completion of 104 credits to graduate, students may receive federal funding for up to a maximum of 156 attempted credits.

Students enrolled in dissertation completion courses are enrolled half-time. The dissertation completion courses are considered to be in progress and counted as attempted credits and will not receive a grade until the dissertation is complete. Students may receive federal funding during year 4 dissertation courses for up to four terms. Progress will be evaluated annually at the end of summer term. Students who need additional time to complete the dissertation phase of the program (year 5) must appeal for continued eligibility (see appeal section for more information). Federal financial aid is generally not available beyond year 5 dissertation extension period.

Grades of F, I, W, WF, NC, and NP indicate unsatisfactory completion of courses for financial aid purposes. Failure to satisfactorily complete the required percentage of credits will result in the suspension of financial aid.

Satisfactory academic progress must be maintained and is reviewed even during periods in which aid is not received.

Academic Disqualification, Dismissal or Removal from Program will result in immediate loss of aid.

SAP Terms and Definitions

- **Incomplete Grades:** Incomplete courses will not be considered complete until official grades are posted by the Registrar's Office. Incomplete grades are not included in the calculation of grade point average and are not counted as passed/completed in the completion rate. Incomplete grades are included as attempted units in the completion rate calculation. Incomplete grades change to F grades if not completed within the required timeframe.
- **Transfer Courses:** All units transferred will be included in the calculation of Completion Rate and Maximum Time Frame as attempted and completed units. Grades for transfer credit are not included in GPA calculation.
- **Repeat Courses:** Students may receive financial aid funding for repeating a previously passed course one time; a failed course may be repeated until it is passed.
- **Telecourses and Distance Delivered Courses:** These courses count toward the credit hour load and may be used to fulfill credit hour requirements for financial aid if the courses are required for a student's degree program. Note: Students are still required to complete these classes within the term that they enroll.
- **Withdrawals:** Students who totally withdraw from the institution, after receiving financial aid, may be liable for refunds and/or return of Title IV funds. Course withdrawals are included in the completion rate and maximum timeframe standards.
- **Institutional Funds:** Students receiving most scholarships, grants, or tuition waivers from The Reiss-Davis Graduate School are expected to meet the satisfactory academic progress requirements. Please be advised, however, that some scholarships and waivers require a higher GPA for continued eligibility.
- **Notification:** Notifications regarding lack of satisfactory academic progress and appeal decisions will be e-mailed to the student to the student's RDGS e-mail address. It is the student's responsibility to monitor student e-mail for all financial aid notifications and communications.
- **Financial Aid Suspension:** Students are not eligible for federal financial aid during financial aid suspension. Financial aid suspension will result from:
 - Failure to meet minimum cumulative GPA or completion rate requirements,
 - Academic Disqualification, Dismissal, or removal from program as defined by the academic catalog,

- Exceeding 150% of the maximum number of credits required for graduation from the student's program,
- Failure to meet dissertation milestones and complete dissertation at the end of year 4,
- Failure to meet the requirements of an appeal approval (Corrective Action Plan or Dissertation Completion Plan)
- **Appeals:** Students have the right to appeal financial aid suspension if extenuating circumstances hindered academic performance. Students must submit the appeal to the financial aid office within two weeks of the suspension e-mail notification.

Submission of an appeal is not a guarantee of approval. Appeals may not be reviewed prior to the start of the fall term. Therefore, students should be prepared to pay out of pocket.

To appeal, within two weeks of suspension notification, the student must submit the following to the Financial Aid Office:

1. A detailed (typed) personal statement describing the basis for the appeal: the death of a relative, an injury, or illness of the student, or other special circumstances. The statement should include an explanation as to what has changed that would allow the student to demonstrate SAP at the next evaluation.
2. A copy of supporting documentation. For example, records that demonstrate the extenuating circumstances (letter from physician, counselor, social worker, pastor, etc.).
3. A Corrective Action Plan (CAP) or Dissertation Completion Plan (DCP).
 - a. Students who fail to meet the 3.0 cumulative GPA and/or 67% completion rate standards are required to meet with a faculty advisor to develop a CAP that outlines how and when deficiencies will be resolved. The CAP must be included with the personal statement and supporting documentation.
 - b. Students who appeal the 150% maximum timeframe must meet with their dissertation chairperson and develop a Dissertation Completion Plan (DCP) that outlines the remaining milestones and completion timeline. The DCP must be included with the personal statement and supporting documentation.

The financial aid committee will review appeals in the order received. Students should allow up to two weeks for review and follow up. Students will be notified by e-mail of the outcome of their appeal. The decision of the committee is final and may not be appealed.

- **Financial Aid Probation:** If a student's appeal is granted, they will be placed on Financial Aid Probation and their financial aid eligibility will be reinstated for up to a maximum of four quarter terms depending on the Corrective Action Plan (CAP) or Dissertation Completion Plan (DCP). If a student does not meet the conditions of the CAP or DCP during the probationary period, eligibility is terminated.

- **Financial Aid Termination:** If the student's appeal is denied, or if the student fails to meet the conditions specified in their CAP/DCP during the Financial Aid Probation period, they will be placed on Financial Aid Termination. Students placed on Financial Aid Termination may not appeal for reinstatement of eligibility.
- **Reinstatement:** A student who cannot or does not want to appeal, or whose appeal has been denied may regain eligibility by attending course(s) without financial aid. The student's eligibility will be reinstated once the 67% cumulative completion rate and minimum cumulative GPA requirements have been reached, and the student is within the 150% timeframe and is in good academic standing.
- **Disbursements:** Appeals may be approved for current or future terms only and cannot be approved for a prior term. Funds cannot be disbursed for prior terms when a student has failed to maintain satisfactory academic progress.
- **Calculating GPA**

$GPA = \text{Quality Points} \div \text{GPA Hours}$

The SAP calculation for GPA is calculated using the cumulative GPA of all classes taken at The Reiss-Davis Graduate School.

- Transfer Credits are not included in the GPA calculation.
- The Reiss-Davis Graduate School utilizes a 4.0 GPA system.
- If a class has been retaken for a new grade, the most recent grade will be applied, and the previous grade will be considered an unsuccessful attempt; no GPA hours or Quality points are associated with the prior attempt.

GPA Hours: Total credits countable in the GPA calculation (all graded coursework F or above, excluding repeated courses and Pass/No Pass courses).

- **Calculating Cumulative Completion Rate**

$\text{Completion Rate} = \text{passed/earned credits} \div \text{attempted credits}$.

The cumulative completion rate calculation includes all credits taken at The Reiss-Davis Graduate School as well as any credits from other institutions accepted for credit at The Reiss-Davis Graduate School. Please note that not all credits may be accepted for transfer. It is important to note the following:

- Transfer credits are listed as both attempted and earned credits equally.
- Repeated coursework (for those courses that are not repeatable for credit) will count as attempted every time but earned only once.
- Courses that receive grades of F, I, WF, W, NC, and NP indicate unsatisfactory completion of courses for financial aid purposes and will be counted as attempted but not earned.
- Quality Points: GPA Hours x Grade value (based on a 4.0 scale)

As an example, if a student is enrolled in 12 credits, but got an F in one course and only completed 9 credits, the completion rate is 75%. This rate is cumulative and will change each term as the student continues to enroll in coursework. Therefore, if the same student enrolls in another 12 credits the next term but withdraws from all classes, then the attempted credits is 24 but student only earned 9 credits. The completion rate will have fallen and is now below the minimum of 67% required (9 credits earned / 24 attempted = 38% completion rate).

- **Calculating Maximum Timeframe:** The 150% rule specifies the maximum allowable timeframe for students receiving financial aid is equal to 150% of the length of their program.

To calculate the student's proximity to the maximum 150% timeframe, add all attempted and transferred credits and then compare to the student's current primary program level. Once students exceed the 150% maximum timeframe for their program, they are no longer eligible for financial aid.

The 150% maximum timeframe is not cumulative. If the student is enrolled in multiple programs it is compared against the student's primary degree program only.

- **Attempted Credits:** All credits for courses the student was formally enrolled in as of the end of or after the add/drop period. All credits transferred to The Reiss-Davis Graduate School. All credits accepted by The Reiss-Davis Graduate School that are earned through examination, testing or other means.

It is important to note this includes all credits, regardless of whether they were successful or not, whether they were withdrawn from, changed to audit, failed, repeated for a better grade, or incomplete.

- **Earned/Passed Credits:** All credits completed with grades of 'D' or better, including credits completed with a 'P' passing grade, and excluding credits for repeated coursework. All credits transferred to The Reiss-Davis Graduate School. All credits accepted by The Reiss-Davis Graduate School that are earned through examination, testing, or other means.

Exception: If the class description clearly states that the course is repeatable for credit, then a retaken course will be counted as earned up to the allowable limit.

Withdrawal Policies

Withdrawal from a Course

Due to a sequential nature of RDGS curriculum students are discouraged to withdraw from courses. If withdrawal from the course cannot be avoided, a student needs to either retake the class once it is available with the next Cohort or to take an Independent Study to complete the course. The Independent Study must be completed by the end of the next quarter term.

A student who does not attend class and has not been approved for a Leave of Absence, will be placed on inactive status and will be subject to administrative withdrawal from the program.

The percentage of the refund depends on the effective date of the withdrawal.

Withdrawal from the Program

A student who wishes to withdraw from the RDGS program is strongly advised to speak with the Dean or Registrar's Office. A student wanting to voluntarily withdraw from the RDGS program must complete the *Withdrawal from the Program Request* form and submit it to the Registrar's Office. The withdrawal request is reviewed by the Dean, and if approved, the academic record will show the date of withdrawal and a standing of "W" will be recorded in all courses not completed on that date. The academic record will indicate "Voluntary Withdrawal".

Students who fail to withdraw but stop attending class are considered unofficial withdraws and are assigned a grade of 'WF'.

A voluntary withdrawal cannot be retroactive. The effective date entered into the student's record by the Registrar's Office is the date of approval. The student will remain financially and academically responsible for any courses enrolled in until the date of withdrawal. The student is responsible for returning all library books and other borrowed materials. The student will no longer have access to electronic resources, including the school e-mail account.

Students who have been withdrawn must apply for readmission through the Admission's Office in order to re-enter the program. If they are readmitted, students will be subject to the degree requirements and catalog policies, including tuition and fees, in effect at the time of their readmission.

The percentage of the refund depends on the effective date of the withdrawal.

Tuition and Fees Payments

Current Schedule of Student Charges: Cohort J – 2022 - 2023

Tuition and Fees are reviewed annually and may be adjusted.

Application Fee	\$60.00	Non- refundable
Registration Fee due at time of acceptance	250.00	Refundable during Cancellation Period
Student Tuition Recovery Fund (STRF) Fee	265.15	Non- refundable
Tuition 2022/2023 (Year 1 of Program)	27,545.00	Refund pro-rated
Tuition Years Two through Three	56,467.25	Refund pro-rated
Dissertation Advisement Fee – Year Four	3,528.00	Refund pro-rated
Dissertation Completion Tuition - Year Four	14,461.13	Refund pro-rated
Dissertation Editor Estimate: Student will seek individual editor	300.00	
Dissertation Binding Estimate of 3 copies; Student will make	500.00	
Books and supplies including Protecting Human Research Participants Certification (\$50)	3,000.00	
Graduation Processing and Diploma Fee	250.00	Non- refundable
Total Fees Due	106,361.38	
Total Fees Due with STRF	106,626.53	

TOTAL CHARGES DUE UPON ENROLLMENT

Registration Fee	\$250.00
STRF Fee to be paid at time of first payment of tuition	\$265.15
Total	\$250.00

- Non-refundable application fee is \$60.
- Registration fee refundable during cancellation period is \$250 and due at time of acceptance.
- First Year Tuition \$27,545 (Cost per unit: \$860.78). Tuition is billed on a quarterly basis in the amount of \$6,886.25. Tuition Fees may be adjusted annually.
- Student Tuition Recovery Fund Fee. This fee is mandated by the State of California and collected from the student. A student is not required to pay this fee if their tuition is funded by a third-party payer such as an employer or if a student is not a California resident.
- The Dissertation Completion Tuition will be applied on an annual basis starting in year four until completion of the dissertation.
- The Dissertation Advisement Fee covers annual services with the dissertation chair, internal and external readers and begins in year four until completion of the dissertation.
- If additional time is needed to complete the dissertation, then enrollment in the Dissertation Extension will be required. The Dissertation Completion Tuition and the Dissertation Advisement Fee will be applied annually at the current academic year dissertation tuition fee schedule. Graduation processing and diploma fee of \$250 is due at time of graduation.
- Transcript fee of \$15 for one certified transcript copy is provided at graduation.

- Late tuition payment fee over ten days late is \$100.
- Estimated textbook and supplies expense \$3,000.

Please note that there are no charges for equipment, housing, transportation, or shop fees, as the Graduate School does not provide these services. Beyond those provided on this schedule, there are no other expenses.

Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if 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. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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, 94924 and 94925, Education Code.

Schedule of Payments

For year one and all subsequent years of the Reiss-Davis Graduate School, the student will be billed on a quarterly basis unless directed otherwise. 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. Payments are made through the Populi Finance Portal and are due on the first day of the quarter term. A late fee of \$100 will be billed for payments more than ten days late. Tuition balances must be cleared from term to term in order to maintain enrollment.

Dissertation Committee Fee

Dissertation advisement fee for work with Dissertation Chair, Faculty Reader and External reader will be managed by the institution when the student enrolls in Year 4 Dissertation Completion courses. The fee is assessed and charged annually. 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.

Financial Assistance

The Reiss-Davis Graduate School has established the Lear Family Foundation Scholarship to assist student with tuition on annual basis. Students must apply each year for available funds. The Reiss-Davis Graduate School has been approved by the Department of Education to start offering student loans. The approval has been in effect since August 23, 2019. The Reiss-Davis Graduate School participates in federal financial aid programs and offers 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 students obtain a loan to pay for the program, they are responsible for repaying the full loan amount plus any interest, less the amount of any refund. If they have received federal student financial aid funds, and they already paid the tuition, they may be entitled to a refund of the monies not paid from federal student financial aid program funds.

Cancellation and Refund Policy

A student has the right to cancel his or her agreement for a program of instruction, without any financial penalty or obligations, on or before attendance of the first day of quarter term of the first academic year or the seventh day after enrollment, whichever is later. Cancellation may occur when the student provides a written notice of cancellation. This can be done by mail, by hand delivery, or by e-mail to the Registrar's Office at Registrar@reissdavis.edu. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage or confirmed by e-mail 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. The student is eligible for a refund of the \$250 enrollment fee if the cancellation was requested during the cancellation period.

After the end of this cancellation period, the student also has 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 quarters. The percentage of the refund depends on the effective date of the withdrawal.

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

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

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution.
- The student fails to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. For programs beyond the current "payment period," defined as a quarter term, if the student withdraws prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

Withdrawal Date	Refund Percentage
On or before the 1 st day of the Quarter	100%
During Week 1	90%
During Weeks 2-3	50%
During Weeks 4-5	25%
During Week 6 and beyond	0%

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

Federal Financial Aid - Title IV Funds (R2T4)

Return of Title IV Funds

The U.S. Department of Education requires institutions to apply the Return to Title IV Funds policy for students withdrawing from an institution who receive Title IV financial aid. The Title IV financial aid programs include: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct Plus Loans and Federal Supplemental Educational Opportunity Grants (FSEOGs). At the Reiss-Davis Graduate School (RDGS), this policy applies to Federal Direct Loans.

The Return of Title IV Funds (R2T4) regulations do not dictate an institutional refund policy. Instead, a school is required to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance and is based on the amount of time the student spent in attendance. The calculation of Title IV funds earned by the student has no relationship to the student's incurred institutional charges.

Students earn Title IV financial aid through attendance. The percentage of aid earned is equal to the percentage of the term completed. After the 60% point in the term, a student has earned 100% of scheduled Title IV financial aid funds.

A student who withdraws after the 60% point of a term is entitled to keep all Title IV financial aid for that term. However, if the student withdraws prior to the 60% point, all **unearned** Title IV aid, as determined by the federal R2T4 calculation, must be returned to the federal financial aid program.

If the school has disbursed more aid than the student has earned, money is returned to the programs. The return of federal financial aid could result in the student owing the institution and/or the U.S. Department of Education the unearned portion that was returned. If the school has disbursed less aid than the student has earned, a post-withdrawal disbursement will be calculated.

Post Withdrawal Disbursement

If the student did not receive all of the funds that were earned prior to withdrawing, a post-withdrawal disbursement may be due. If the post-withdrawal disbursement includes loan funds, the student must give permission before the funds can be disbursed. The Reiss-Davis Graduate School may automatically use all or a portion of the post-withdrawal disbursement for outstanding tuition and fees charges. Permission is required to use the post-withdrawal grant disbursement for all other school charges. Students will be notified of post-withdrawal within 30 days of the date of withdrawal determination. The school must return the Title IV funds to the Department of Education within 45 days of the date the school determines the student withdrew.

Determining Earned Aid

Although aid is posted to the student account at the start of each quarter term after attendance is confirmed, students earn the financial aid funds based on the date of withdrawal, the calendar days completed in the term, and the number of calendar days in the term. The Return of Title IV Funds will be calculated based on the date official written notification of withdrawal is received by the Registrar's Office, the last date of documented attendance or for an unofficial withdrawal, the mid-point of the term or the last date of academic related activity.

If the date a student withdraws from The Reiss-Davis Graduate School is prior to or on the 60% point of the quarter term, RDGS is required to determine the portion of the aid disbursed that was "earned" by the student before the withdrawal date. The "unearned" Title IV funds must be returned to the respective federal aid programs. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned based on attendance in the enrollment period. Any unearned financial aid returned to the Department of Education may result in a balance due to the institution.

For example: If \$1000 in federal aid is disbursed, and the student withdraws at the 30% point of the term, \$700 of the aid is unearned and needs to be returned to the identified aid program. *

The following formula is used to determine the percentage of unearned aid that has to be returned to the Department of Education:

- The percent earned is equal to the number of calendar days completed up to the withdrawal date, divided by the total calendar days in the payment period (less any scheduled breaks that are at least 5 days long).
- The payment period is the entire quarter term. For students enrolled in modules (courses which are not scheduled for the entire term), the payment period only includes those days for the modules(s) in which the student is registered.
- The percent unearned is equal to 100% minus the percent earned.

Order of Aid to be Returned

In accordance with federal regulations and The Reiss-Davis Graduate School policy, if a Title IV aid recipient is eligible for a refund for the term, the refund will be returned to the student aid programs. Returned Title IV Funds are allocated in the following order:

- Direct Unsubsidized Loans
- Direct PLUS Loans (Graduate student)

Notification to Student

Once the Return to Title IV Funds calculation has occurred, the Financial Aid Office will notify the student via RDGS student e-mail of the results of the calculation and the amount of aid that was returned. The Business Office will notify the student of any outstanding balance now due to the institution.

Unofficial withdrawals

Students who fail to withdraw but stop attending class are considered unofficial withdrawals and are assigned a grade of 'WF'. Title IV recipients who receive all 'WF' grades or a combination of 'W' and 'WF' grades will be considered unofficial withdrawals. The Return to Title IV Funds policy requires The Reiss-Davis Graduate School to calculate the "earned" amount of financial aid based on the mid-point (50%) of the term or the last day of academic related activity. If the student stopped attending prior to the 60% point of the term, the student will be billed for the outstanding charges as a result of the Return of Title IV funds. Unofficial withdrawals are processed within 30 days of determining the student was an unofficial withdrawal.

**Further examples of R2T4 are available upon student request.*

Policy on Carrying Balances

The Reiss-Davis Graduate School does not allow students to carry a balance from one quarter term to the next. Students will be allowed to enroll in the next term year only when the tuition balances are clear. Student will also be charged a \$100 late fee if their tuition is not received on time.

Campus Safety and Security Policies – Campus Safety Notification and Emergency Response Procedures

Purpose

This Policy is promulgated to promote campus safety and security in compliance with requirements of the Jeanne Clery Disclosure and Campus Security Policy and Campus Crime Statistics Act (“The Clery Act”) and additional requirements of the Higher Education Opportunity Act (“HEOA”).

Policy

The Reiss-Davis Graduate School includes the following efforts and procedures to maintain a safe campus environment. The following procedures have been designed to provide the campus community with immediate notification in case of significant campus safety and health emergencies, and timely warnings in case of crimes on or near campus that may pose a continuous threat.

Immediate Notification of Campus Emergencies Procedures

If a significant emergency or dangerous situation occurs on campus, the Security Department shall, without delay, make an initial determination whether the situation represents an immediate threat to the safety and health of students and employees. If such threat exists, the Security Team will immediately inform the appropriate segments of the School community unless the Security Team uses their professional judgment and decides that issuing an immediate notification would endanger and compromise the efforts to assist a victim or to respond to the emergency.

The Head of the Security Department will consult with senior School officials to determine what follow-up information the campus community may need and what would be the best possible way to distribute the follow-up notices.

Content of Emergency Notices

Emergency notices will be comprised of description of the emergency or dangerous situation, immediate steps to be taken including evacuation procedures if needed, and where to find additional information. Further information and emergency updates will be posted on the website and disseminated through the Reiss-Davis Graduate School emails as well as other methods as needed.

If evacuation is necessary, the Reiss-Davis Graduate School will provide the evacuation instructions. Specific details will be included in the emergency notices.

Dissemination of the Emergency Notices

The Reiss-Davis Graduate School will use mass notification methods to provide emergency notification to the campus community. These methods include but are not limited to:

- Emails to ReissDavis.edu email accounts
- Text alerts to cell phones

- Posting information to the Reiss-Davis home page (www.reissdavis.edu)
- Other methods as appropriate (media, handouts, phone calls, etc.)

All members of the School community are encouraged to provide the School with up-to-date contact information, including a cell phone number, through the school's Populi portal to make sure they receive the School's emergency notices.

Tests

The Security Department will oversee regular test of the School's emergency notification systems, evacuation procedures and drills (at least annually). At least one emergency response and evacuation procedures will be disseminated per calendar year. Every test will be documented including description of the exercise, date and time and whether the test was announced or unannounced.

Timely Warnings of Campus Crime Procedures

It is the responsibility of the Head of the Security Department to immediately assess the potential danger or threat to the campus community or portions of when a crime on or near campus is reported. If there is an immediate threat, the Security Department will follow the emergency notification procedure described above. In other cases, if the Head of the Security department believes there is a serious or an ongoing threat or danger, the Head will, in collaboration with the senior School officials, provide a timely warning on the Reiss-Davis website home page. The Head may also use other means to communicate the timely warning, including text messages, emails, etc, depending on particular circumstances of the crime.

Clery Act Reporting Standard Operating Procedure

The Reiss-Davis Graduate School is committed to providing a safe, violence-free environment. The safety and security on and in close proximity to our campus is our priority therefore we are making sure that the campus community stays informed and therefore alert. Federal laws, including the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act) and the Higher Education Opportunity Act (HEOA), require colleges and universities to inform campus communities and prospective members of crimes that occurred on campus and thereby necessitate caution on the part of students and employees.

Questions about the Campus Security should be directed to the Security Department at 310-836-1223 ext.318 or email graduateschool@reissdavis.edu.

School Diversity Statement

Reiss-Davis Graduate School (RDGS) is dedicated to fostering the growth and development of professionals to address the mental health needs of infants, children, adolescents, and their families. As such, RDGS acknowledges an ever-growing need for highly educated mental health professionals in Southern California and beyond that reflect and can serve a population diverse in factors such as background, race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, religious belief, disability, and life experiences. Aligned with RDGS's values of *Compassion, Excellence, Inclusion, and Integrity*, RDGS is committed to provide students with a multitude of learning experiences throughout the program that embrace diversity, equity, inclusion, and a stance of cultural humility, which are seen as essential competencies of professional success in a global society

Psychoanalysis and Diversity

Since the conception of psychoanalysis, a defining element of the discipline has been a lively discourse about historical, philosophical, and biological discoveries and the interplay between the internal and external world in the life of the individual. A person's internal world is thought of in dynamic concepts such as the unconscious, imagination, fantasy, and defense mechanisms while the external world is conceived in variables such as parents, family, peers, community, and society at large. The interplay of both worlds is seen as influential and formative in the development of individuals and whether they will thrive, stagnate, or decline; experience wellbeing or suffering; or change, heal, and be transformed.

Historically, though, psychoanalysis has been criticized for neglecting the impact of culture upon theoretical conceptualizations, research, and the development of psychoanalysis as a therapeutic modality. More recently, psychoanalytic theorists have come to acknowledge culture as an inextricable part of the psyche, leading also to the call for a more systematic inclusion of cultural competencies and cultural humility as a core component of psychoanalytic psychotherapy.

RDGS and Diversity

Diversity in the student body, faculty, staff, administration, leadership, and board, and processes of reflective action are recognized as essential to the institutional life. To that end RDGS deliberately and actively tries to recruit and retain students, faculty, and staff from underrepresented groups. RDGS also engages in cyclical processes of self-reflection, self-evaluation, and transformational action to actively recognize and mitigate institutional, collective, and individual racism and other bias to establish and cultivate an atmosphere that fosters, respects, and embraces diversity, equity, and inclusion in the fullest sense, all from stance of cultural of humility.

To maintain a state-of-the-art doctoral program in an ever-more inclusive learning environment, RDGS requires an ongoing cross-cultural dialogue integrated in all coursework, regularly reviews of the curriculum to implement diversity content, and the exploration of pedagogies that enlist awareness of diversity and cultural humility. To this end, RDGS provides quality academic support, safe and inclusive classrooms, and retention policies contributing to students' success in the field of infant, child, and adolescent mental health.

In alignment with RDGS' mission and values, the school's Diversity and Inclusion Task Force (DITF) is a forum for institutional reflection which produces and facilitates initiatives that change institutional

policies and impact institutional atmosphere. The DITF as an advisory committee is open to membership by faculty, staff, and students (year 2 and beyond). The DITF strives to be a place of belonging where members share, are reflective, and enact personal and institutional growth. Its membership helps:

- Research diversity and inclusion news, trends and efforts in other higher education venues and the wider world and bring ideas and best practices back to RDGS
- Monitor institutional progress on diversity, inclusion, and equity via review of direct feedback, institutional documents, institutional practices, and institutional data
- Create a campus-wide welcoming, multicultural, diverse, and inclusive community for all

To read the DITF's institutional reports, visit <https://www.reissdavis.edu/dei.html>.

Inclusion is one of the four values defining the foundational aspirations of Reiss-Davis Graduate School as an institution of higher learning.

RDGS is committed to foster an inclusive environment that respects the individuality of all people. Appreciation of diversity begins with a self-reflective process and leads to a stance that welcomes and actively supports multicultural environments.

Housing

The Reiss-Davis Graduate School 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 June 2022) is as such:

- A 1-bedroom apartment averages \$2,760 per month
- For local hotels in nearby Culver City, the daily rate is around \$165 for Travelodge and Doubletree and \$145 for Extended Stay America LAX

Placement/Employment

The Reiss-Davis Graduate School does not provide placement services for its students or graduates and cannot guarantee, that the PsyD course of study will lead to employment in a particular field. However, graduates have successfully continued and advanced their careers in the field of child and adolescent mental health.

Student Behavior Expectations

RDGS mission and values provide the foundation for student academic learning and attitudes, personal characteristics, and behaviors consistent with accepted standards of professional conduct while at Reiss-Davis Graduate School. The Reiss-Davis Graduate School expects all members of the RDGS community to be professional and respectful in their dealings with colleagues, faculty, staff, and clients and to demonstrate the RDGS values of excellence, compassion, inclusion, and integrity.

Ethical Code of Conduct

The Reiss-Davis Graduate School expects all students to conduct themselves in an ethical, professional, and civil manner congruent with graduate level academic endeavors. Unprofessional behavior includes, but is not limited to, hostile or careless uses of profanity or obscenities; demeaning or dismissive verbal comments; physical displays of anger or aggressiveness; threatening gestures or comments; violence or harassment; insubordination or persistent, disrespectful arguing with instructors, dissertation

committee members, or students; or any other illegal or unethical conduct. Unprofessional behavior may be cause for disciplinary action.

Repeated tardiness, leaving before class dismissal, excessive arguing with faculty or students during class, violent outbursts, or similar disruptive behavior are potential grounds for discipline, including academic probation and dismissal from the Reiss-Davis Graduate School. Students are expected to refrain from engaging in the following:

- Academic dishonesty of any kind with respect to examinations or coursework, including any form of cheating and plagiarism.
- Falsification or alteration of RDGS documents, records, or identification cards.
- Forgery, issuing bad checks, or not meeting financial obligations to the RDGS.
- Theft or deliberate damaging or misusing of property belonging to others or the property of the RDGS.
- The manufacture, possession, use, or distribution of any form of alcoholic beverages or illegal drugs while on RDGS property.
- Possession, display, or use of any dangerous instrument, weapon, or explosives (certified law enforcement officers required by their employer to carry a firearm are excluded).
- Disrupting the study of others or of Reiss-Davis Graduate School activities or interfering with the freedom of movement of any member or guest of the RDGS community.
- Deliberate interference with academic freedom, freedom of speech, or movement of any member or guest of the RDGS community.
- Participation in any activity that disrupts or interferes with the education of others or the orderly operation of RDGS.
- Physical abuse, threatening acts, or harassment toward others.

Reiss-Davis Graduate School students, faculty, and staff are encouraged not to reply to rude or abusive communication, other than to encourage rephrasing in a more professional and civil behavior. Students who violate the Reiss-Davis Graduate School's Ethical Code of Conduct are subject to sanctions up to and including dismissal.

Misconduct and Harassment Policy

The Reiss-Davis Graduate School is committed to providing an 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.

Harassment as defined in this policy as 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 by any member of the campus community (student, faculty, or staff) is 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 School's policies and is not exhaustive.

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 Executive Director 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 are unacceptable on campus or in other settings.

Violence on Campus

Reiss-Davis Graduate School is committed to providing a safe, violence-free environment. Unwelcome behavior that is offensive, fails to respect the rights of others, and interferes with a learning environment is harassment. Reiss-Davis Graduate School strictly prohibits any person on campus from behaving in a violent or threatening manner. RDGS 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 the occurrence of violent behavior.

Reviewing Conduct Issues

The Reiss-Davis faculty and administrators are committed to reviewing and addressing student issues. In cases in which the Reiss-Davis Graduate School faculty or administrators identify a need for remediation of student behavior, the Dean will review the situation. In cases of minor concerns, the Dean may discuss concerns about the student's conduct with the student informally to assist the student improve his or her conduct. In other cases, the Dean may forward a recommendation to the Faculty Council for specific remediation, suspension, academic probation, and/or disqualification. The Dean may elect to ask the Reiss-Davis Graduate School's Executive Director to assist in addressing the issue with the student. Decisions from the Executive Director are final.

The Reiss-Davis Graduate School maintains the name, address, e-mail address, and telephone number for each student who is enrolled in its PsyD program. For each PsyD student granted a degree, the Reiss-Davis Graduate School maintains a permanent record which includes the following: The degree granted and the date it was granted; the courses and units on the basis of which that degree was granted; and the grades earned by the student in each of those courses.

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 RDGS Administrative Office permanently.

FERPA Rights

Student education records at the Reiss-Davis Graduate School (RDGS) are protected by the Family Educational Rights and Privacy Act (FERPA). FERPA helps protect the privacy of student education records and affords each student the right to inspect and review his or her education records, the right to seek to amend those records, and the right to limit disclosure of information from those records. The institution is the custodian of that record. Students' rights are as follows:

- The right to inspect and review their education record within 45 days of the date RDGS receives the access request. Students should submit to the Registrar's Office an official written request that identifies the record(s) requested for inspection. The school official will send a notification of the time and place where the record may be inspected.
- The right to request an amendment of the educational record that a student believes is inaccurate or misleading. To request an amendment, please write to the Director Registrar and Financial Aid Services, to clearly identify the amendment, and specify why the record is inaccurate and/or misleading. If RDGS decides not to amend the record as requested, the student will be notified. Additional information regarding the hearing procedure to contest the non-amendment decision will be provided at the time of notification.
- The right to consent to disclosures of personally identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent. RDGS discloses education records without the student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official includes a person employed by RDGS in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of trustees; or a student serving on an official committee, such as a grievance or student progression committee. A school official also may include a volunteer or contractor outside of RDGS who performs an institutional service or function for which RDGS would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of Personally Identifiable Information (PII) from education records, such as an attorney, auditor, collection agent, or a person volunteering to assist another school official in their duties. A school official typically has a legitimate educational interest if the official needs to review an educational record in order to fulfill their professional responsibilities for RDGS.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by RDGS to comply with the requirements of FERPA. FERPA is administered by the:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Additionally, FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining the prior written consent of the student –

- To other school officials, including teachers, within RDGS whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§99.31(a)(10))
- To appropriate parties as a result of a disciplinary hearing pursuant to § 99.39.

Pursuant to § 99.37. (§99.31(a)(11)) of FERPA regulations, directory information from a student's education record may be disclosed without written consent. Directory information includes name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of attendance, degrees and awards, most recent educational institution attended, and enrollment status. Students will be asked to complete a Release of Directory Information form at the time of enrollment.

The form provides a directive as to whether or not the student authorizes the release of directory information without written consent. The absence of student consent does not change the rights or obligations of RDGS under FERPA or its regulations, including Section 99.37, to disclose Directory information without student consent. The student can at any time alter this directive by contacting the Director of Registrar and Financial Aid Services and submitting a new form. The complete text of the Family Educational Rights and Privacy Act of 1974 as Amended (and its interpretation) is available with the Chief Operating Officer.

Americans with Disabilities Act – As Amended (ADAAA) Policy

The Reiss-Davis Graduate School recognizes and accepts its obligations under Title III of the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act (ADAAA) of 2009, and the Rehabilitation Act of 1973, to make provisions to qualified students with disabilities. No student shall, based on their disability, be excluded from participation in the PsyD program, unless it is demonstrated that providing accommodations would result in a fundamental alteration to the program. The Graduate School is committed to providing accommodations to qualified disabled students in the PsyD program.

The Reiss-Davis Graduate School (RDGS) ensures equal access to instruction through collaboration between students with disabilities, faculty, and the Accommodations Office. A student with a disability requiring reasonable accommodations* during the three years of academic course work should inform an on-site RDGS staff or faculty member, who will introduce the student to the Accommodations Director. Please visit the Accommodations Office for more information at:

<https://www.reissdavis.edu/accommodations.html>.

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

Disability Services

A disability is defined as a physical or mental impairment that causes a limitation to one or more major life activities. Documentation of the disability is required from a qualified/certified diagnosing professional. The Reiss-Davis Graduate School ensures equal access to instruction through collaboration between students with disabilities, faculty, and the Accommodations Office. The Accommodations Director in the Accommodations Office coordinates all communication with students and faculty and is responsible for reviewing student accommodations.

Accommodations Process

A student with a disability requiring reasonable accommodations should inform an on-site RDGS staff or faculty member who will introduce the student to the Accommodations Director. The accommodations process begins when a student contacts the Accommodations Director. Students are required to complete the RDGS [Disability Accommodation Request](#) and provide current documentation from a qualified/certificated professional about the disability.

Following submission of the completed Disability Accommodation Request, the Accommodations Director will review the application to determine if eligibility requirements are met. If the student is eligible, the Accommodations Director will meet with the student for further discussion to determine reasonable accommodations. Academic accommodations as a result of the Disability Accommodation Request are determined based on disability and individual need. The Accommodations Director will coordinate all communication with students and faculty.

If a student is unable to attend classes physically or be on campus due to medical or other circumstances and does not want to take a Leave of Absence, the student may submit the “Request for Absence from a Residency” to the faculty member and Registrar’s office. In consultation with the Director of Accommodations, the Dean will make the final decision about granting specific special accommodations

on a one-time basis with consideration of current ADA requirements and non-disability related circumstances.

Temporary/Sudden Onset Need for Accommodations

The Reiss-Davis Graduate School recognizes that, similar to students with permanent disabilities, individuals may experience temporary injuries or short-term medical conditions that require accommodations as well. To request an accommodation for a temporary/sudden onset disability, please follow the process for requesting accommodations and submit the application as soon as the need occurs, preferably within 48 hours of the occurrence.

Temporary accommodation needs can be urgent, and documentation can come in various forms. Students should contact the Accommodations Office with questions and/or urgent needs as soon as possible.

Process for Disability Accommodations

- **Step 1 - Self-Disclosure** – The accommodation process is initiated by contacting the Accommodations Director. Students are required to complete a Reiss-Davis Disability Accommodation Request application, which can be found on the Accommodations Office [web page](#) and emailed to the Accommodations Director.
- **Step 2 - Documentation** – Documentation of the disability that is dated to no more than three years prior to the class start date is required from a qualified/certified diagnosing professional. If the documentation is older than three years, the student should consult with the Accommodations Director.
- **Step 3 - Accommodation Negotiation** – Once the Disability Accommodation Request and documentation is received, the Accommodations Director will meet with the student in person or by telephone to review the request and determine reasonable accommodations. Be aware that requests for modifications to the academic environment may not fundamentally alter an educational program. The Reiss-Davis Graduate School is committed to providing equal access to the doctoral program; however, access does not ensure equal academic outcomes.
- **Step 4 - Communication** – Faculty member(s) and the student will be notified of the agreed upon accommodation(s) in writing. NOTE: Information regarding your disability and resulting accommodation(s) is confidential and released strictly on a need-to-know basis to those providing accommodations.
- **Step 5 - Complaints/Grievances** – If there is a problem with (1) the requested accommodation(s); (2) obtaining the agreed upon accommodation(s); (3) the classroom environment; or (4) other difficulties, the student should consult with the Accommodations Director.

NOTE: Information regarding a disability and resulting accommodation(s) is confidential, in accordance with FERPA regulations, and released strictly on a need-to-know basis to those providing accommodations.

Non-Disability Related Accommodations

In the extraordinary event that a student is unable to physically attend class(es) on campus due to unforeseeable circumstances unrelated to a disability and the student does not want to take a leave of

absence, the student may request an Extenuating Circumstances Accommodation Form from the Dean. This form must be completed and returned to the Dean who will advise the student about the final decision.

If a student is unable to attend classes physically or be on campus due to medical or other circumstances and does not want to take a Leave of Absence, the student may submit the “Request for Absence from a Residency” to the faculty member and Registrar’s office. In consultation with the Director of Accommodations, the Dean will make the final decision about granting specific special accommodations on a one-time basis with consideration of current ADAAA requirements and non-disability related circumstances.

Leadership

Chief Executive Officer and President, Vista Del Mar

Lena Wilson, J.D.

University of Detroit, Mercy - Detroit, Michigan

Chief Financial Officer, Vista Del Mar

Diane Duncan, B.S.

California State University, Northridge

Certified Public Accountant (CPA)

Interim Executive Director

Stuart J. Sigman, Ph.D.

Annenberg School of Communications

University of Pennsylvania – Philadelphia, PA

Chief Academic Officer, Dean

Jens Schmidt, Ph.D.

California Graduate Institute - Los Angeles, CA

Chief Operating Officer, WSCUC Accreditation Liaison Officer

Lourdes Brown, B.A.

Occidental College - Los Angeles, CA

Administrative staff

Director of Registrar and Financial Aid Services

Mila Jovicic, M.S.

Walden University, School of Psychology - Minneapolis, MN

Director of Library and Information Services - TBD

Accommodations Director, Faculty Development

Elizabeth Villaseñor, Psy.D.

Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Institutional Research Director

Karen James, Ph.D.

Temple University – Philadelphia, PA

Residential Weekend Coordinator

Clare Daley, M.S.W.

Columbia University – New York, NY

Registrar & Financial Aid Technical Coordinator

Ebonnie Cooper, M.S.

Hult International Business School – San Francisco, CA

Admissions Counselor

Samantha Perez, B.A.
University of California, Los Angeles – Los Angeles, CA

Project Manager

Sarah Geissert, B.A.
Arizona State University – Tempe, AZ

Administrative Faculty**Program Chair**

Paulo Yañez, Psy.D.
The Chicago School of Professional Psychology - Los Angeles, CA

Accommodations Director, Faculty Development

Elizabeth Villaseñor, Psy.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Faculty

Daniel Anderson, Ph.D.
Pacifica Graduate Institute - Carpinteria, CA
C.G. Jung Institute, Los Angeles, CA

George Bermudez, Ph.D., Psy.D.
City University - New York, NY
Institute for Contemporary Psychoanalysis - Los Angeles, CA

Jennifer Bulow, Ph.D.
Institute for Clinical Social Work - Chicago, Illinois
Licensed Clinical Social Worker

Cadyn Cathers, Psy.D.
The Chicago School of Professional Psychology - Los Angeles, CA
Licensed Clinical Psychologist

Adriana Cuestas, Psy.D.
The Chicago School of Professional Psychology - Los Angeles, CA
Licensed Clinical Psychologist

Kevin Gruenberg, Psy.D.
California School of Professional Psychology at Alliant International University, Los Angeles, CA
Licensed Clinical Psychologist

Elizabeth Hobson-Gattuso, Psy.D.
Reiss-Davis Graduate School - Los Angeles, CA

Sheila B. Honig, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA
Licensed Clinical Social Worker

Melissa Jacobs, Ph.D.
The Graduate Center of the City University of New York - New York, NY

Debra Jedeiken, Psy.D.
Reiss-Davis Graduate School - Los Angeles, CA

Herson Mojica, Psy.D.
The Chicago School of Professional Psychology - Los Angeles, CA
Licensed Clinical Psychologist

Robert Moradi, M.D.
Pahlavi University – Iran
C.G. Jung Institute of Los Angeles, CA
Licensed Psychiatrist, Psychoanalyst

Elaine Nabel, Psy.D.
Ferkauf Graduate School of Psychology of Yeshiva University, Bronx, New York
Licensed Clinical Psychologist

Pratik Patel, Psy.D.
The Chicago School of Professional Psychology, Los Angeles, CA
Licensed Clinical Psychologist

Agnes Regeczkey, Ph.D.
Pacifica Graduate Institute – Carpinteria, CA
New Center of Psychoanalysis, Los Angeles
Licensed Marriage Family Therapist, Psychoanalyst

Carol Rosenfeld, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA
Licensed Clinical Social Worker

Jens Schmidt, Ph.D.
California Graduate Institute - Los Angeles, CA
Licensed Clinical Psychologist

Daniel Schwartz, Ph.D.
University of Michigan, Ann Arbor, Michigan
Florida Psychoanalytic Institute
Licensed Clinical Psychologist; Psychoanalyst

Katherine Smith, Psy.D.
Pacifica Graduate Institute, Carpinteria, CA
Licensed Marriage and Family Therapist

Mark Troedson, Ph.D.
Pacifica Graduate Institute, Carpinteria, CA
C.G. Jung Institute Los Angeles

Helena Vissing, Psy.D.
The Chicago School of Professional Psychology - Los Angeles, CA

Lindsay Wray, Psy.D.
The Chicago School of Professional Psychology - Los Angeles, CA

Elizabeth Villaseñor, Psy.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA
Licensed Clinical Psychologist

Paulo Yanez, Psy.D.
The Chicago School of Professional Psychology - Los Angeles, CA
Registered Psychologist

Founding Provost and Chancellor, Reiss-Davis Graduate School

James A. Incorvaia, Ph.D.
Provost and Chancellor (2008 - 2021)
Case Western Reserve University - Cleveland, OH

Founding Faculty, Graduate Center for Child Development and Psychotherapy

Richard H. Baker, M.D.
Louisiana State University School of Medicine
Los Angeles Psychoanalytic Society and Institute - Los Angeles, CA

Van Dyke DeGolia, M.D.
University of Cincinnati - Cincinnati, OH
Los Angeles Psychoanalytic Society and Institute - Los Angeles, CA
New Center for Psychoanalysis - Los Angeles, CA

Michael Arthur Gales, M.D.
University of Wisconsin Medical School
Los Angeles Psychoanalytic Society and Institute - Los Angeles, CA

Stanley J. Leiken, M.D.
St. Louis University Medical School
Los Angeles Psychoanalytic Society and Institute - Los Angeles, CA

John F. Leonard, M.D., Ph.D.
University of California - Los Angeles, CA
Southern California Psychoanalytic Institute - Los Angeles, CA

R. James Perkins, M.D.
University of Manitoba - Winnipeg, MB, Canada
Los Angeles Psychoanalytic Society and Institute - Los Angeles, CA

James P. Rosenblum, M.D.
University of Pennsylvania School of Medicine
Los Angeles Psychoanalytic Society and Institute - Los Angeles, CA

Bella F. Schimmel, M.D., Ph.D.
University of Maryland School of Medicine
Southern California Psychoanalytic Institute - Los Angeles, CA

Evelyn Tabachnick, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Richard H. Tuch, M.D.
University of Southern California, Los Angeles, CA
Los Angeles Psychoanalytic Society and Institute - Los Angeles, CA

Faculty Emeritus

Lisa Aronson, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Rachel Bartur, M.S.W.
University of Southern California - Los Angeles, CA

Francine Bartfield, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Matthew Bennett, Psy.D.
Georgia School of Professional Psychology - Atlanta, GA

Lisa Blanchard, Psy.D.
Alliant International University - Alhambra, CA

Allen Bishop, Ph.D.
Dean Emeritus, Reiss-Davis Graduate School
University of Southern California - Los Angeles, CA
Psychoanalytic Center of California - Los Angeles, CA

Elaine Elizabeth Clough, Ph.D., PsyD.
Graduate Center for Child Development and Psychotherapy, Los Angeles - CA
Southern California Psychoanalytic Institute - Los Angeles, CA

Nancy Ezra, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Marion Anderson, Ph.D.
Pacifica Graduate Institute - Carpinteria, CA

Oliver Williams, Ph.D.
University of California, Santa Barbara - Santa Barbara, CA

Dennis Coffey, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Jaclyn Deilgat, Ph.D.
Pacifica Graduate Institute - Carpinteria, CA

Barbara J. Fine, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Sharon Friedman, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Nancy Hall, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Sylvia G. Jones, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Melissa Klaskin, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Terry Marks-Tarlow, Ph.D.
University of California, Los Angeles - Los Angeles, CA

Maxine Mintzer, Ph.D.
Graduate Center for Child Development and Psychotherapy - Los Angeles, CA

Patricia E. O'Brien, Ph.D.
University of Michigan - Ann Arbor, MI

Erna Osterweil, Ph.D.
California Graduate Institute - Los Angeles, CA

Sandra Sarnoff, Ph.D.
California School of Professional Psychology - Los Angeles, CA

Judith Schore, Ph.D.
Sanville Institute (CA Institute for Clinical Social Work) - Los Angeles, CA

Susan Spiegel, Ph.D.
Sanville Institute (California Institute for Clinical Social Work) - Berkeley, CA

Violetta Sternberg, Ph.D.
Sapienza University of Rome, Italy

Norman D. Tabachnick M.D., Ph.D.
*University of Illinois
Southern California Psychoanalytic Institute - Los Angeles, CA*

Leigh Tobias, Ph.D.
California Graduate Institute - Los Angeles, CA

Scott Tommey, Ph.D.
California School of Professional Psychology – Los Angeles, CA

Note to Prospective Students

Representation of Accuracy and Reservation of Rights

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

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

BPPE Questions or Complaints

- A. Any questions a student may have regarding this enrollment agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

Address: 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834

Mailing Address: P.O. Box 980818, West Sacramento, CA 95798-0818

Website: www.bppe.ca.gov

Telephone: (888) 370-7589 or by fax (916) 263-1897 and fax (916) 431-6959 or
by fax (916) 263-1897

Our e-mail address is GraduateSchool@ReissDavis.edu.

- B. As a prospective student, you are encouraged to review this handbook prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.
- C. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll free or by completing a complaint form, which can be obtained on the bureau's web site www.bppe.ca.gov.

Bankruptcy

The Reiss-Davis Graduate School 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 Graduate School (RDGS), formerly known as The Reiss-Davis Graduate Center (2019) and the Graduate Center for Child Development and Psychotherapy (2016), has made every reasonable effort to provide accurate and current information in this publication. RDGS reserves the right to change, modify, or alter, without notice, any provisions listed, including but not limited to courses, schedules, policies, fees, charges of any kind, or any other information contained in the Catalog and Student Handbook, at their sole discretion. The school will make every reasonable effort to keep students advised of any such changes. Information on changes will be published online in Catalog Addendums.

Students should be aware that the policies and procedures contained in this Handbook may not remain in effect during their entire program of studies at RDGS. It is the responsibility of the student to meet and satisfy all RDGS requirements applicable at the time of enrollment in the program and to be aware of graduation requirements. To the extent that there may be discrepancies between the Tuition and Fee Enrollment Agreement and the Catalog and Student Handbook, the Enrollment Agreement is binding.

The Reiss-Davis Graduate School Catalog and Student Handbook is updated on an annual basis and is available on Populi, the RDGS website, or upon request by e-mail or mail. Final version: July 31, 2022.



For more information, please visit our website:

www.reissdavis.edu