

Rosemead School of Psychology

BIOLA UNIVERSITY CATALOG 2007-2009

Rosemead School of Psychology

Faculty

Dean:..... Patricia L. Pike, Ph.D.
Professors:..... Duvall, Edwards, Grace, Hill, McQueen,
..... Narramore, Poelstra, Strauss, Worden
Associate Professors:..... Anderson, Cimborra, Coe, E. Hall,
..... T. Hall, Pike, Porter, Steinmeier, Williams
Assistant Professors:..... Bustamante, Lee-Kim, Pak

Mission & Learning Outcomes

The Rosemead School of Psychology of Biola University, in addition to its undergraduate program, offers graduate work leading toward the Doctor of Psychology (Psy.D.), and the Doctor of Philosophy (Ph.D.) degrees in clinical psychology. Rosemead's doctoral programs are accredited by the Committee on Accreditation of the American Psychological Association, 750 First Street NE, Washington DC 20002-4242, (202) 336-5979.

Training Models in Clinical Psychology

In the past 40 years there has been discussion and debate by psychologists over appropriate training models and degrees in clinical psychology. During the 1950s and 1960s, most doctoral training in psychology followed the scientist professional model and culminated in the awarding of the Ph.D. These programs were designed to train scientifically oriented researchers and professionals.

During the 1960s and 1970s the need for training programs with stronger professional orientations became apparent. Institutions like the University of Illinois, the California School of Professional Psychology, the University of Denver, Baylor University, Rutgers University and the Rosemead Graduate School of Psychology were among the first to offer programs designed explicitly to provide doctoral training following either a professional (practitioner) or a professional-scientist (practitioner-scientist) model of training.

Without rejecting the need for training in the basic science areas of psychology, these programs began placing proportionately greater emphasis on the professional aspects of training. After four decades of discussion, debate and innovation, graduate training programs in clinical psychology now cover a broad range of emphases from highly professional to highly scientific.

Rosemead's doctoral programs continue in the professional orientation tradition with the Ph.D. following a practitioner-scientist model, and the Psy.D. following a practitioner model.

Degrees Offered

MASTER OF ARTS

A master's degree is awarded as a student progresses in the doctoral program. Special application for a terminal master's degree must be approved on an individual basis.

DOCTOR OF PSYCHOLOGY & DOCTOR OF PHILOSOPHY

Rosemead's doctoral programs in clinical psychology are designed primarily to train practitioners in professional psychology. They are designed for students interested in pursuing careers in applied areas of clinical psychology. While all students receive training in the basic areas of scientific psychology relevant to the practice of psychology, the focus of Rosemead's doctoral training is on the development of professional skills and the utilization of theory and research in professional practice. Within this focus students may select either the Psy.D. or the Ph.D. program. Approximately 67% of Rosemead's students are enrolled in the Psy.D. and 33% in the Ph.D. Except in unusual circumstances, students do not change programs after admission.

While both the Psy.D. and Ph.D. have a common core of basic science and clinical courses, students selecting Rosemead's Psy.D. are generally preparing for full-time positions as psychological practitioners. Those choosing Rosemead's Ph.D. are interested in combining clinical work with other psychological competencies, such as teaching and research. Research training in Rosemead's Ph.D. program is strong in selected areas of ongoing faculty research. Thus the Ph.D. is particularly appropriate for students who desire both to develop quality clinical skills and to develop research skills related to clinical practice.

Program Characteristics

The two programs (Psy.D. and Ph.D.) are very similar with regard to cost, time to completion, attrition, and internship placement. Specific information regarding tuition and fees may be obtained in the Financial Information section of this catalog or on the Rosemead website (www.rosemead.edu). Scholarships, grants, loans, and teaching assistantships are available to Rosemead graduate students. Some of these are need-based (e.g., grants); some of them are competence-based (e.g., teaching assistantships). If you would like to apply for financial support, visit <http://www.biola.edu/grad/financial%5Faid/>.

Most students complete their program in 5 (37%) or 6 (30%) years (Mean = 5.9, Mdn = 5.7). About 35% of the doctoral students in each program elect to spread coursework across 5 years rather than completing it in 4. A few students (about 15%) finish in less than 5 years; a few (10%) finish in 7 years; and a very few (7%) take longer than 7 years to complete all degree requirements. Across the past 7 years, the attrition from each program (i.e., students leaving the program before graduation for any reason: changed field of study, personal events) has been 12%. About 5% of students leave their program due to poor performance.

Rosemead students compete very well in the national system of internships in clinical psychology. The internship is a year of full-time training in a professional psychology role that comes after all coursework is complete. All of our students who complete the eligibility requirements obtain an internship. In the past 7 years we

have placed 107 Psy.D. students and 56 Ph.D. students in internships. Of these, 97% were placed in an internship of their choice in the first year they applied, the other 3% chose to wait another year for the internship they wanted. The Ph.D. interns obtained APA-approved internships at a slightly higher rate (88%) than did the Psy.D. interns (77%) because of the differences in their career goals and aspirations. In most of the internships (93%), the students received funding from the internship agency. A very few students (3%) obtained internships arranged on a 2-year, half time schedule. Some of the internship agencies are in the Southern California area, but many of them are in other reputable institutions across the country (see Practicum and Internship Agencies listing). The internship experience greatly enriches the professional development of the Rosemead students and prepares them for the next step in their careers.

Additional Educational Opportunities

TRAINING & RESEARCH FACILITIES

Rosemead maintains an outpatient psychological service and training center on the Biola campus. The clinic offers a wide range of psychological services to adults and children. It also provides on-campus training opportunities for students. The clinic is equipped with video-taping facilities for case observation.

Students also receive supervised clinical experiences in a variety of practicum placements in the Greater Los Angeles Area. These agencies present students with opportunities to work with clinical professionals in a variety of therapeutic orientations serving a broad range of diverse populations. The agencies that regularly train Rosemead students—surrounding school districts; community mental health centers; child, adolescent and adult treatment centers; outpatient clinics; and private and public psychiatric hospitals—ensure that Rosemead students will gain a breadth of clinical experience in professional settings working with diverse populations. Students receive both supervision at their training sites and additional clinical consultation on campus with Rosemead faculty. The on-campus supervision ensures an integration of classroom training and field experience. Recent and current practicum agencies are listed later in this catalog.

Biola has a commitment to academic computing which provides substantial computing resources for Rosemead students and faculty. The Welch Computing Center offers desktop computing and printing services with both Macintosh and Windows computers. General productivity software is available as well as Bible, graphic arts, video production, and statistical software. The lab is open 100 hours a week with on-duty assistance from the IT Helpdesk. The Library's Instructional Lab often serves as an open lab for Library research, email, and word processing. There are also a number of smaller departmental labs on campus dedicated to students of their respective majors. Further, Biola believes the wireless network should extend connectivity to those areas where a wired network port is not available. Biola has multiple wireless access

points installed around campus. Most campus common areas have been equipped with wireless access.

ACADEMIC & CLINICAL CONSULTANTS

As a professional school located in a large metropolitan area, Rosemead utilizes the services of a number of persons from the larger professional community in its academic and clinical programs. Whether as part-time faculty or as consultants, this roster is multidisciplinary and enables Rosemead to enrich its training programs. Academic and clinical consultants do not serve as advisors to Rosemead students or chairpersons of dissertation committees but they do participate in all other academic activities. The following professional persons are either currently or recently involved in some aspect of Rosemead's academic or clinical programs:

Christal Daehnert, Ph.D.;

*Rosemead School of Psychology:
Clinical Supervision*

James Daehnert, Ph.D.;

*Rosemead School of Psychology:
Group Therapy Clinical Supervision*

William L. Edkins, Psy.D.;

*Rosemead Graduate School of Professional Psychology:
Private Practice*

Earl Henslin, Psy.D.;

*Rosemead School of Psychology:
Drug & Alcohol Abuse*

Ruth Ann Graybill, M.S.W.;

*Rutgers University:
Family Systems Therapy & Supervision*

Avedis Panajian, Ph.D.;

*United States International University ABPP:
Early Object Relationships, Individual Psychoanalytic Psychotherapy*

Melanie Taylor, Psy.D.;

*Rosemead School of Psychology:
Clinical Training & Supervision*

Distinctives

Rosemead's major educational distinctives are its strong professional training orientation and its goal of relating the data and concepts of psychology to those of Christian theology. Since both psychology and theology address the human condition, Rosemead's faculty believes there is a great deal to be gained by an interdisciplinary study of the nature of persons. Consequently, all students take a series of theology courses and integration seminars designed to study the relationship of psychological and theological conceptions of human functioning. This series of

courses lengthens Rosemead's doctoral program by approximately one year beyond most four-year clinical programs.

While recognizing that the disciplines of psychology and theology have some very different data and methodologies, their overlapping content, goals and principles provide a rich resource for interdisciplinary study. Issues growing out of these overlapping concerns cover a range of topics relating to research, theory and clinical practice. By encouraging this study Rosemead is attempting to train psychologists with a broad view of human nature that includes a sensitivity to the religious dimension of life. Through its interaction with members of the Christian community, Rosemead is also committed to demonstrating to the church the potentially significant contributions an understanding of the data and methods of psychology can make to the Church's role of ministering to the whole person.

FAMILY / CHILD

Students desiring to focus their professional practice on children, couples or families may take an emphasis in Family-Child Psychology. This emphasis requires completion of the following elective courses in addition to the regular doctoral requirements:

- Advanced Assessment of Individuals with Disabilities
- Family Psychology & Psychopathology
- Marriage & Family Therapy I & II
- Introduction to Child & Adolescent Therapy
- Advanced Child & Adolescent Therapy
- Cognitive / Behavioral Therapy with Children

Students emphasizing in Family-Child Psychology also write their dissertations or doctoral research papers in a family-child area, spend their year-long outpatient practicum in a setting where at least one-half of their work is with children, couples or families, and complete an internship in a setting where at least one third of their work is with a family-child population. They may also elect other family related courses such as Development of Religious Understanding in Children and Adolescents, and Human Sexuality.

PROFESSIONAL GROWTH & TRAINING

At the heart of an effective training program in professional psychology is the opportunity to develop the personal insights and skills necessary for empathic and effective interaction in a wide range of settings. In order to meet this need, Rosemead has developed a sequence of experiences designed to promote personal growth and competence in interpersonal relationships as well as specific clinical skills.

Beginning in their first year of study, students participate in a variety of activities designed to promote professional awareness and personal growth. The first year activities include active training in empathy skills and on-campus pre-practicum experience. The pre-practicum course consists of exercises to assess and facilitate

interpersonal skills, and the initial opportunity for the student to work with a volunteer college client in a helping role.

During the second year, students usually participate in interpersonal training therapy. As participants, students personally experience some of the growth-producing aspects of interpersonal relationships. In addition, students begin their formal practicum and psychotherapy lab courses in the second year. Students are placed in such professional facilities as outpatient clinics, hospitals, college counseling centers, public schools and community health organizations on the basis of their individual readiness, needs and interests. These practicum experiences are supervised both by Rosemead's faculty and qualified professionals working in the practicum agencies. In the psychotherapy lab courses, students receive both instruction and supervised experience, offering clinical services from the theoretical orientation of the course. Students elect lab courses from offerings such as Psychotherapy with Children and Adolescents, Marriage and Family Therapy, Group Therapy, Cognitive / Behavior Therapy with Children, Biofeedback, and Gestalt Therapy.

During the third year most doctoral students take two or three psychotherapy lab courses, work in an adult outpatient practicum setting, and begin individual training therapy. This therapy is designed to give the student first-hand experience in the role of a client and is considered an opportunity for both personal growth and for learning therapeutic principles and techniques. A minimum of 50 hours of individual training therapy are required. Such issues as timing, choice of therapist and specific goals are determined by students in conjunction with their advisors and the Clinical Training Committee.

When doctoral students reach their fourth year, most of their time is spent in electives from the therapy, integration and general psychology courses; advanced practicum assignments; and independent study or research. This step-by-step progression in professional training experiences gives the student personal experience with a wide range of personalities in a variety of settings and provides the necessary preparation for a full-time internship during the fifth year of study.

The internship is planned as an intensive clinical experience to help students integrate the varied elements of their preparation in psychology into a congruent professional role. All internships must be faculty approved in order to ensure a high level of professional experience for the student.

Placement in practicum agencies is made by the Director of Clinical Training and internships are obtained by the student consonant with the internship guidelines of the school. The faculty is active in helping select and obtain such placements.

SAMPLE PROGRAM: PH.D. TRACK

First Year	Second Year	Third Year	Fourth Year	Fifth Year
<i>Fall Semester</i> units	units	units	units	units
Advanced Statistics 3	Advanced Research Design 3	Clinical Supervision / Consultation* 2	Psychology Elective 3	Internship 0
Cognitive Bases of Behavior 3	Measurement & Assessment II 3	Practicum I 3	Psychology Elective 2	
Introduction to Psychopathology 3	Research Apprenticeship 3	Psychotherapy Lab Elective 3	Practicum III 3	
Biological Bases of Behavior 3	Practicum Elective 1	Integration Elective 3	Psychotherapy Lab Electives 3	
Theology I 4	Ethical & Professional Issues 3	Theology IV 3	Dissertation 3	
	Advanced Developmental Psychology 3	Dissertation 2		
16	16	16	14	0
<i>Interterm</i> units	units	units	units	units
Pre-practicum I 1	Integration Elective 3	Dissertation 2		
Introduction to Psychotherapy 2				
3				
<i>Spring Semester</i> units	units	units	units	units
Research Design 3	History & Systems 3	Social Psychology 3	Multi-cultural Issues 3	Internship 0
Research Design Lab 1	Structural Equation Modeling 3	Theology V 3	Practicum IV 3	
Measurement & Assessment I 3	Research Apprenticeship 1	Practicum II 3	Psychology Elective 3	
Nature & Scope of Integration 2	Practicum Elective 1	Psychotherapy Lab Elective 3	Psychotherapy Lab Elective 3	
Pre-practicum II 2	Psychology Elective 2	Integration Elective 2	Dissertation 3	
Psychotherapy & Religion 2	Integration Elective 2	Dissertation 2		
Theology II 3	Theology III 4			
16	16	16	15	0

Note: *Certain graduate classes are only offered in the summer.* Students are encouraged to take summer classes when the content is valuable for the design of their program.

- * All students are required to complete at least 2 units of coursework in clinical supervision. This requirement may be met by taking RSLB 702 Principles & Practices in Case Supervision to receive credit for supervision with assessment, lab or pre-practicum courses. The requirement may also be met by taking RSPY 713 Clinical Supervision & Consultation.

CHRISTIAN ACTIVITIES

As members of a Christian university community, Rosemead's faculty believe the relating of one's faith to an academic discipline goes beyond the theoretical and academic. Opportunities for fellowship, dialogue and worship are seen as vital parts of the total educational process. Consequently, all students are expected to participate in Rosemead's weekly chapel. Various opportunities are provided during the academic year for students and their spouses to gather in faculty homes for fellowship and integration of first-year students into the Rosemead community. Students are also encouraged to become involved in one of the many local churches in the Southern California area.

Graduation Requirements

The major M.A., Psy.D. and Ph.D. degree requirements are summarized below. Since all students take a set of basic courses in scientific psychology as well as in clinical psychology and theology, the first three years of the Psy.D. and Ph.D. tracks are very similar.

MASTER'S DEGREE IN CLINICAL PSYCHOLOGY

Although Rosemead does not offer a terminal Master's program, a Master of Arts in clinical psychology is granted after the completion of the first two years of either the Ph.D. or Psy.D. curriculum, including:

- A minimum of 45 semester units in psychology (including practicum and psychotherapy lab courses)
- A minimum of 9 semester units in theology, 3 units in statistics, and 3 units in ethics
- A minimum of one year of resident graduate work. (The final semester must be in residence.)
- A transfer maximum of 9 units in theology and 9 units in psychology may be counted toward the M.A. in Clinical Psychology

PH.D. IN CLINICAL PSYCHOLOGY

- Residence & Coursework
Normally, four years of residency are required unless transfer of credit is brought in and advanced standing granted. While the doctorate is not awarded simply for completion of stated course work, there are basic unit requirements for the degree (133 semester units). Each student is assigned a faculty advisor who assists in the planning of each semester's schedule of courses and supervises the student's progress in the program. For transfer credit, see General Academic Information.

SAMPLE PROGRAM: PSY.D. TRACK

First Year	Second Year	Third Year	Fourth Year	Fifth Year
<i>Fall Semester</i> units	units	units	units	units
Advanced Statistics 3	Measurement & Assessment II 3	Clinical Supervision / Consultation* 2	Integration Elective 3	Internship 0
Cognitive Bases of Behavior 3	Practicum I 3	Practicum III 3	Practicum V 3	
Introduction to Psychopathology 3	Psychotherapy Lab Elective 3	Psychotherapy Lab Elective 3	Psychotherapy Lab Electives 6	
Biological Bases of Behavior 3	Ethical & Professional Issues 3	Integration Electives 2	Doctoral Research Seminar I 3	
Theology I 4	Advanced Developmental Psychology 3	Theology IV 3		
		Psychology Elective 3		
16	15	16	15	0
<i>Interterm</i> units	units	units	units	units
Pre-practicum I 1	Integration Elective 3	Psychology Elective 3		
Introduction to Psychotherapy 2				
3				
<i>Spring Semester</i> units	units	units	units	units
Research Design 3	History & Systems 3	Social Psychology 3	Multi-cultural Issues 3	Internship 0
Measurement & Assessment I 3	Measurement & Assessment III 3	Psychology Elective 2	Psychology Elective 4	
Nature & Scope of Integration 2	Practicum II 3	Practicum IV 3	Practicum VI 3	
Pre-practicum II 2	Psychotherapy Lab Elective 3	Psychotherapy Lab Elective 3	Psychotherapy Lab Elective 3	
Psychotherapy & Religion 2	Theology III 4	Theology V 3	Doctoral Research Seminar II 2	
Theology II 3		Integration Elective 2		
15	16	16	15	0

Note: *Certain graduate classes are only offered in the summer.* Students are encouraged to take summer classes when the content is valuable for the design of their program.

- * All students are required to complete at least 2 units of coursework in clinical supervision. This requirement may be met by taking RSLB 702 Principles & Practices in Case Supervision to receive credit for supervision with assessment, lab or pre-practicum courses. The requirement may also be met by taking RSPY 713 Clinical Supervision & Consultation.

Psychology: Ph.D. students must complete a minimum of 78 semester units of psychology in addition to a doctoral dissertation. These 78 units include 50 units in required courses, 12 units of practicum that must be taken in residence, 4 units of Master’s-level research apprenticeship, and 12 units of psychology electives. Students may apply up to 6 units of graduate coursework from the School of Intercultural Studies toward the total psychology unit requirement.

Psychotherapy Laboratory: Students in the Ph.D. program must complete at least 12 units selected from psychotherapy lab courses. These are taken during the second, third and fourth years.

Theology: All students must complete a minor in theology which includes a minimum of 17 semester units.

Integration Seminars: All students participate in a series of seminars (14 units) devoted to the integration of a variety of theological and psychological concepts in research, theory and practice.

Dissertation Research: 12 units of dissertation research are required prior to granting the Ph.D.

2. Progress Evaluations

Each year students are evaluated on their general progress toward completion of degree requirements. These evaluations include review of each student’s academic skills, clinical skills, and personal / interpersonal / spiritual growth as required by the program. Because all of these areas are integral to the practice of clinical psychology and the distinctive of Rosemead’s program, deficiencies in any of them may result in program termination. However, the general objective of such evaluation is to provide feedback conducive to continued growth and development toward successful completion of the degree, high quality of service to clients, and high level of professional competence. Procedures and processes for the evaluations are specified in the Rosemead Student Handbook.

3. Comprehensive Examinations

All students must pass a set of doctoral-level comprehensive examinations covering the following areas: (1) psychological intervention, (2) integration of psychology and theology, and (3) ethics.

These examinations are given two times annually and serve as the major means of evaluating a student’s suitability to continue studies toward the doctorate. The examinations

may be taken after completion of 75% (100 units) of the course work and must be taken prior to the Professional Qualifying Exam.

Only one retake of the examination is allowed. The dates of the Comprehensive Examinations are specified in the Academic Calendar.

4. Admission to Candidacy

Official candidacy for the doctorate signifies an advanced stage in the student's progress. In order to be admitted to candidacy the student must have:

- Successfully completed the Second Year Evaluation
- Passed the Comprehensive Examinations
- Received approval of dissertation proposal by the Doctoral Committee
- Completed training therapy experience

5. Professional Qualifying Exam

All doctoral students must successfully complete an examination that evaluates the student's readiness for a full-time internship. It may be taken any time after the comprehensive examinations have been passed and must be completed prior to acceptance of an internship. Only one retake of the exam is allowed. The examining committee may require the student to complete additional coursework, practicum, or other professional growth experiences prior to beginning the internship. See the Professional Qualifying Exam Guidelines in the student handbook for further details.

6. Internship

All students are required to successfully complete a one-year, full-time clinical internship prior to graduation. All internships are to be approved in advance by the Clinical Training Committee. For further details, refer to the Internship Guidelines in student handbook. Internship Fees are listed in the Psychology course section (RSTN 731 Internship). There is some provision for students to complete this requirement in two years at half-time.

7. Completion of Training Therapy Experience

All students must receive certification of completion of training therapy from the Director of Clinical Training. A minimum of 50 hours of interpersonal therapy plus 50 hours of individual therapy is required. See Training Therapy Guidelines in the student handbook for further details.

8. Dissertation

A dissertation evidencing high attainment in original scholarship must be submitted by all Ph.D. candidates. All dis-

sertation units must be accrued prior to internship. Three weeks prior to expected graduation the candidate must submit to the Rosemead Dean the original and four copies of the dissertation approved by the dissertation committee and Biola librarian. Detailed information is found in the Student Dissertation Guidelines.

9. Final Oral Examination

The final examination is an oral defense of the dissertation before the doctoral committee and other invited professionals.

PSY.D. IN CLINICAL PSYCHOLOGY

1. Residence and Course Work

Normally, four years of residency are required unless transfer of credit is brought in and advanced standing granted. While the doctorate is not awarded simply for completion of stated course work, there are basic unit requirements for the degree (133 semester units). Each student is assigned a faculty advisor who assists in the planning of each semester's schedule of courses and supervises the student's progress in the program. For transfer credit, see General Academic Information.

Psychology: Psy.D. students must complete a minimum of 76 semester units of psychology. These 76 units must include 46 required psychology units, 18 units of practicum and 12 units of elective psychology courses. Students may apply up to 6 units of graduate coursework from the School of Intercultural Studies toward the total psychology hours requirement.

Psychotherapy Laboratory: Students in the Psy.D. program must complete 21 units selected from psychotherapy lab courses. These are taken in the second, third and fourth years.

Theology: All students must complete a minor in theology which includes a minimum of 17 semester units.

Integration Seminars: All students participate in a series of seminars (14 units) devoted to the integration of a variety of theological and psychological concepts in research, theory and practice.

Dissertation Research: Students in Rosemead's Psy.D. program may fulfill the research component of their program either by writing a dissertation or by successfully completing a research consumership sequence (5 units), which includes a year-long doctoral research seminar, a doctoral paper consisting of a critical review of research literature on a clinical topic, and a proficiency examination for consumers of clinical research.

2. Progress Evaluations

Each year students are evaluated on their general progress toward completion of degree requirements. These evaluations include review of each student's academic skills, clinical skills, and personal / interpersonal / spiritual growth as required by the program. Because all of these areas are integral to the practice of clinical psychology and the distinctive of Rosemead's program, deficiencies in any of them may result in program termination. However, the general objective of such evaluation is to provide feedback conducive to continued growth and development toward successful completion of the degree, high quality of service to clients, and high level of professional competence. Procedures and processes for the evaluations are specified in the Rosemead Student Handbook.

3. Comprehensive Examinations

All students must pass a set of doctoral-level comprehensive examinations covering the following areas: (1) psychological intervention, (2) integration of psychology & theology, and (3) ethics.

These examinations are given twice annually and serve as the major means of evaluating a student's suitability to continue studies toward the doctorate. The examinations may be taken after completion of 75% (100 units) of the course work and must be successfully completed prior to the Professional Qualifying Examination.

Only one retake of the examination is allowed. The dates of the Comprehensive Examinations are specified in the Academic Calendar.

4. Admission to Candidacy

Official candidacy for the doctorate signifies an advanced stage in the student's progress. In order to be admitted to candidacy the student must have:

- Successfully completed the Second Year Evaluation
- Passed the Comprehensive Examinations
- Received approval of the dissertation proposal by the Doctoral Committee or completed the two-semester, five-unit Doctoral Research Seminar and comprehensive proficiency research examination
- Completed training therapy experience

5. Professional Qualifying Examination

All doctoral students must successfully complete an examination that evaluates the student's readiness for a full-time internship. It may be taken any time after the comprehensive examinations have been passed and must

be completed prior to acceptance of an internship. Only one retake of the exam is allowed. The examining committee may require the student to complete additional course work, practicum, or other professional growth experiences prior to beginning the internship. See the Professional Qualifying Examination Guidelines in the student handbook for further detail.

6. Internship

All students are required to successfully complete a one-year, full-time clinical internship prior to graduation. All internships are to be approved in advance by the Clinical Training Committee. For further details, refer to the Internship Guidelines in the student handbook. Internship fees are listed in the psychology course section (RSTN 731 Internship). There is some provision for students to complete this requirement in two years at half-time.

7. Completion of Training Therapy

All students must receive certification of completion of training therapy from the Director of Clinical Training. A minimum of 50 hours of interpersonal therapy plus 50 hours of individual therapy is required. See Training Therapy Guidelines in the student handbook for further details.

8. Dissertation or Research Consumership Sequence

All Psy.D. students must demonstrate doctoral-level mastery of a research area in clinical psychology. This may be done either by a dissertation or by a research consumership sequence. The research consumership sequence is composed of:

- A. A two-semester, 5-unit doctoral research seminar focusing on the critical evaluation and utilization of clinical research;
- B. A doctoral paper involving a critical review of research on a selected, clinically relevant topic; and
- C. A proficiency examination evaluating the student's ability to critically evaluate current clinical research. This proficiency exam is taken in conjunction with the first semester of the doctoral research seminar. Psy.D. students must either register for five units of credit for dissertation or for the doctoral research seminar.

9. Final Examination

The final examination for Psy.D. students who write a dissertation is an oral defense of the dissertation before the doctoral committee and other invited professionals. Students completing the doctoral research sequence must pass the research consumership exam given during the Doctoral Research Seminars.

PRACTICUM & INTERNSHIP AGENCIES

Rosemead students have recently received or are currently receiving supervised clinical experience in the following agencies:

- * Albany Psychological Internship Consortium, Albany, NY
- * Alhambra's Psychological Clinic, Alhambra, CA
- * Allendale Association, Lake Villa, IL
- + Alpha Center, Placentia, CA
- + Asian-Pacific Counseling and Treatment Centers, Los Angeles, CA
- * Association for the Help of Retarded Children, New York, NY
- *+ Augustus F. Hawkins Community Mental Health Center, Los Angeles, CA
- * Behavioral Health Center, Charlotte, NC
- * Bellefaire Jewish Children's Bureau, OH
- + Biola Counseling Center, La Mirada, CA
- * California Polytechnic State University, San Luis Obispo, CA
- * California State University, Long Beach, CA
- + California Youth Authority, East Los Angeles, CA
- + California Youth Authority, Norwalk, CA
- + Center for Aging Resources, Pasadena, CA
- + Center for Brain Aging and Research, Irvine, CA
- + Center for Individual & Family Therapy, Orange, CA
- * Central Texas Veterans Health Care System, Temple, TX
- + Centrailia School District, Buena Park, CA
- * Chicago Area Christian Training Consortium, Chicago, IL
- * Child and Family Guidance Center, Northridge, CA
- * Child Guidance, IA
- * Children's Hospital of Los Angeles, Los Angeles, CA
- * Children's Hospital of Orange County, Orange, CA
- * Children's Hospital, Denver, CO
- * Colorado State University, Boulder, CO
- * Connecticut Valley Hospital, CT
- * Convalescent Hospital for Children, NY
- * Crestwood Children's Center, Rochester, NY
- * Dallas Child Guidance, Dallas, TX
- * Danielsen Institute, Boston University, Boston, MA
- * Didi Hirsch Community Mental Health Center, Culver City, CA
- * Dutchess County Department of Mental Health, NY
- + East Whittier High School, Whittier, CA
- + East Whittier School District, Whittier, CA
- * Elmcrest Psychiatric Institute, CT
- * Ethan Allen School, Wales, WI
- * Federal Correctional Institution, NC
- * Federal Medical Center, Rochester, MN
- * Federal Medical Center, Fort Worth, TX
- + For The Child, Long Beach, CA
- + Fountain Valley School District, Fountain Valley, CA
- + Garden Grove Unified School District, Garden Grove, CA
- * George Washington Univ., Washington, DC
- * Grand Valley State University Career Planning & Counseling Center, Allendale, MI
- * Greater Long Beach Child Guidance Center, Long Beach, CA
- * HELP Group, Sherman Oaks, CA
- + Hacienda-La Puente Unified School District, La Puente, CA
- + Harbor-UCLA Medical Center, Torrance, CA
- * Harvard Medical School, Boston, MA
- * Hudson River Region, NY
- * Huron Valley Center, Ypsilanti, MI
- * Illinois Masonic Medical Center, Chicago, IL
- * Ingham Counseling Center, MI
- * Institute of Living, CT
- + Intercommunity Child Guidance Center, Whittier, CA
- + Irvine School District, Irvine, CA
- * Jefferson County Internship Consortium, Louisville, KY
- * Jerry L. Pettis Memorial V.A. Medical Center, Loma Linda, CA
- * John Umstead Hospital, Butner, NC
- * Judge Baker Guidance Center, MA
- * Kaiser Permanente, Los Angeles, CA
- * Kaiser Permanente San Diego, Vista, CA
- * Kent State University, OH
- + Little Lake City School District, Norwalk, CA
- + Loma Linda University Medical Center, Loma Linda, CA
- + Los Angeles County Dept of Mental Health, Crisis Evaluation Unit
- + Los Angeles County—USC Medical Center, Los Angeles, CA
- + Los Nietos School District, Whittier, CA
- * Manhattan Psychiatric Center, New York City, NY
- * Massachusetts Mental Health Center, Boston, MA
- * Memphis Clinical Psychology Consortium, TN
- * Metropolitan Detention Center, Los Angeles, CA
- *+ Metropolitan State Hospital, Norwalk, CA
- + Mountain View School District, Ontario, CA
- * Neurological Institute / N. Broward Medical Center, Pompano Beach, FL
- * Newton Memorial Hospital, NJ
- * Norfolk Regional Center, NE
- * Northeast Ohio University, College of Medicine, Akron, OH
- * Northern Arizona University, Flagstaff, AZ
- * Northwestern University Medical School, IL
- + Norwalk/La Mirada Unified School District, Norwalk, CA
- * Norwich University, Northfield, VT
- * New York Harbor Health Care System, Brooklyn, NY
- * O'Grady Residency in Pediatric Psychology, OH
- + Orange County Mental Health Children and Youth Center, Placentia, CA
- * Ottawa Hospital General Campus, Ottawa, ON, CANADA
- *+ Pacific Clinics Asian-Pacific Family Center, Pasadena, CA
- * Pacific Clinics Adult and Child Outpatient Services, Duarte, CA
- * Patton State Hospital, Patton, CA
- * Philhaven Hospital, Mt. Gretna, PA
- * Pine Rest Christian Hospital, MI
- * Presbyterian Hospital, TX
- * Psychological Services Center, Portland, OR
- * Richmond Maxi-Center, Richmond, VA

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- * San Bernardino County Department of Behavioral Health, Rialto, CA
 - + San Fernando Valley Child Guidance Center, Northridge, CA
 - + San Marino School District, San Marino, CA
 - + Santa Fe Springs School District, Santa Fe Springs, CA
 - * Seacoast Mental Health Center, Portsmouth, NH
 - * Shasta County Mental Health Service, NIMH, Shasta, CA
 - * Sharp Healthcare, San Diego, CA
 - * Silas B. Hayes Army Community Hospital
 - * Spokane Community Mental Health, Spokane, WA
 - * Spring Grove Hospital Center, Catonsville, MD
 - * Spring Shadows Glen, TX
 - * St. Elizabeth's Hospital NIMH, Washington, DC
 - * St. John's Child and Family Development Center, Santa Monica, CA
 - * State Of New Jersey Department of Mental Health, NJ
 - * Stony Brook State University of New York, Stony Brook, NY
 - * Switzer Center, Torrance, CA
 - * Terrell State Hospital Consortium, TX
 - * Texas Tech University Counseling Center, Lubbock, TX
 - * Torrance State Hospital, PA
 - + UCI Counseling Center, Irvine, CA
 - + UCI Institute for Brain Aging+Dementia+Psychological Enrichment Center, Irvine, CA
 - + UCI Medical Center, Orange, CA
 - *+ UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA
 - * UCLA Student Psychological Services, Los Angeles, CA
 - * Ulster County Mental Health Child Adolescent Services, NY
 - * United States Air Force Malcolm Grow Medical Center, Andrews AFB, MD
 - * United States Air Force Wilford Hall Medical Center, Lackland AFB, San Antonio, TX
 - * United States Air Force Wright-Patterson USAF Medical Center, Toledo, OH
 - * United States Army Dwight D. David Eisenhower AMC, Augusta, GA
 - * United States Army Madigan Army Medical Center, Tacoma, WA
 - * United States Army Tripler Army Medical Center, Honolulu, HI
 - * United States Army Walter Reed Medical Center, Washington, DC
 - * United States Army William Beaumont Medical Center, TX
 - * United States Navy National Medical Center, Bethesda, MD
 - * United States Navy Medical Center, San Diego, CA
 - * University of California Counseling Center, Irvine, CA
 - * University of California Counseling Center, Santa Barbara, CA
 - * University of California Counseling Center, Los Angeles, CA
 - *+ University of California Counseling Center, Riverside, CA
 - * University of California Counseling Center, San Francisco, CA
 - * University of Colorado Health Sciences Center, Denver, CO
 - * University of Colorado Wardenburg Health Center, Boulder, CO
 - * University of Denver Counseling and Behavioral Health Center, Denver, CO
 - * University of Illinois Counseling Center, IL
 - * University of Kansas Counseling and Psychological Services, Lawrence, KS
 - * University of Manitoba, Winnipeg, Manitoba, Canada
 - * University of Massachusetts, Amherst, MA
 - * University of South Carolina, SC
 - * University of South Florida Counseling Center for Human Development, Tampa, FL
 - * University of Tennessee, Knoxville, TN
 - * University of Texas Medical School, TX
 - * University of Utah, Neuropsychiatric Institute, Salt Lake City, UT
 - * University of Virginia Elson Student Health Center, Charlottesville, VA
 - * University of Washington / Psychiatry & Behavioral Sciences, WA
 - + Upland School District, Upland, CA
 - + USC Alzheimer's Disease Research Center, Los Angeles, CA
 - * USC Children's Hospital, Los Angeles, CA
 - *+ V.A. Ambulatory Care Clinic, Los Angeles, CA
 - * V.A. Gulf Coast Veterans Health Care System, Biloxi, MS
 - * V.A. Hospital, Portland, OR
 - * V.A. Medical Center, American Lake, WA
 - * V.A. Medical Center, Decatur, GA
 - * V.A. Medical Center, Cincinnati, OH
 - * V.A. Medical Center, Cleveland, OH
 - * V.A. Medical Center, Dallas, TX
 - *+ V.A. Medical Center, Loma Linda, CA
 - *+ V.A. Medical Center, Long Beach, CA
 - * V.A. Medical Center, Memphis, TN
 - * V.A. Medical Center, Perry Point, MD
 - * V.A. Medical Center, Portland, OR
 - * V.A. Medical Center, Salem, VA
 - *+ V.A. Medical Center, Sepulveda, CA
 - * V.A. Medical Center, Topeka, KS
 - * V.A. Medical Center, Vanderbilt University, Nashville, TN
 - * V.A. Puget Sound Healthcare System, Tacoma, WA
 - * Vanderbilt University, TN
 - * Washington State University, WA
 - * Western State Hospital, WA
 - + Whittier Area Cooperative-Special Education, Whittier, CA
 - + Whittier City School District, Whittier, CA
 - + Whittier Union High School, Whittier, CA
 - * Yale University School of Medicine, New Haven, CT
 - + Practicum Agencies
 - * Internship Agencies
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Admission Requirements

Rosemead seeks to admit applicants whose backgrounds clearly demonstrate scholarly aptitude, a commitment to the historic Christian faith, personal character and integrity, and a positive service-oriented motivation toward the field of clinical psychology. As an evangelical Christian institution, Biola University requires that an applicant has been a Christian for at least one year prior to admission. Biola does not discriminate on the basis of the applicant's race, color, sex, disability, national or ethnic origin.

Persons interested in attending Rosemead should request application forms from the Director of Admissions of Biola University.

As in most graduate programs in psychology, competition is keen and enrollment is limited. In order to be admitted to full graduate standing the applicant must comply with the following:

1. Possess a baccalaureate degree from an accredited college or university with an average grade of at least "B" for the junior and senior years, i.e., 3.0 on a 4.0 scale.
2. Present an undergraduate program with either a major in psychology or its functional equivalent (30 semester hours of credit in psychology). This should include at least one course in: General (introductory) psychology; statistical methods; experimental psychology; abnormal psychology; theories of personality; and learning. Also strongly recommended are courses in development, measurement theory, history of psychology; physiological psychology or a year of biology / zoology. If possible, undergraduate courses in Old and New Testament survey and hermeneutics will strengthen the student's preparation for Rosemead.
3. Submit scores on the Graduate Record Examination Aptitude Test, Writing Test, and Psychology Advanced Test. Information regarding testing dates and location may be obtained by writing to the Educational Testing Service, Box 955, Princeton, New Jersey 08540, or go to www.ets.org/gre/. No applicant is exempt from submitting GRE scores which must be received prior to the deadline date of January 15.
4. Submit completed profile (not answer sheet) of the Minnesota Multiphasic Personality Inventory (MMPI). This test should be taken at a college testing service or from a licensed psychologist. Since this test material is confidential, Rosemead will not make copies of tests sent for admission purposes at any time. Applicants are referred to the agency from which the testing was administered if they desire a clinical interpretation.
5. Submit five letters of recommendation on forms supplied by the school. Three of these are academic references and two are character references (pastor of your home church and personal friend).
6. Appear for a personal interview with the Admissions Committee or its representative. Arrangements are made by the committee following a preliminary screening of applications. Only those who are finalists in Rosemead's admissions procedure, determined by the preliminary screening, will be scheduled for a personal interview. For finalists from the general Southern California area, interviews are held on campus at La Mirada. Arrangements will be made by the chairperson of the Rosemead Admission Committee for those outside the Southern California area. Interviews are conducted in a number of cities throughout the country, generally between January 15 and February 28. A non-refundable fee of \$75 is due and payable following arrangements for the interview.

It is the responsibility of the applicant to make sure that all application materials have been received. If there is any doubt, the applicants should write to the University Admissions Office for verification.

Note: Official documents presented for admission or evaluation become part of the student's academic file and normally cannot be returned or copied for distribution.

APPLICATION DEADLINE

Since enrollment is limited and admission is on a selective basis, applications should be made as early as possible. Applications must be received in the Office of Graduate Admission by January 15. Decisions are made only on completed applications. Rosemead currently admits new students for the degree programs only in the fall semester each year. Applications received after the January 15 deadline will rarely be considered for the following fall semester.

NOTICE OF DECISIONS

The Admissions Committee will process applications as quickly as possible following the January 15 deadline, though time must be allowed for completion of personal interviews. Certificates of Acceptance will be mailed on or before April 1. Information concerning the status of an application will not be given except by letter from the Dean following action by the Admissions Committee. Because of the large number of applicants, information cannot be given by telephone. In the event that an applicant has not heard from the committee by May 1, written inquiry may be made.

ADMISSION OF INTERNATIONAL STUDENTS

See University Admission and Registration sections of the Biola University catalog.

General Academic Information

CLASSIFICATION OF STUDENTS

Graduate psychology students meeting all entrance requirements will be classified as regular graduate students. Students who do not fulfill all entrance requirements may be admitted on a provisional status until they correct the deficiency. Any such deficiencies must be removed within one calendar year of a student's admission as a provisional student. It is only in rare instances that a student will be accepted on provisional status.

Students will be classified in the program as follows:

First year.....	30 graduate units or less completed
Second year.....	31-65 graduate units completed
Third year.....	66-99 graduate units completed
Fourth year.....	100-133 graduate units completed
Fifth year.....	Class work complete and internship in progress
Dissertation (ABD).....	All requirements met except for dissertation.

GRADING SYSTEM

Students wishing to obtain a graduate degree must maintain a consistently high academic performance throughout their program. An overall B average, i.e., 3.0 on a 4.0 scale, is required for all degrees. Only grades of "A," "B," and "C" earn graduate credit.

Grades of all students are recorded in the registrar's office. Grading is on the following basis:

Grade	Quality	Grade Points
A	Superior Achievement	4.00
A-	Strong Achievement.....	3.67
B+	Above Average Achievement.....	3.33
B	Average Achievement.....	3.00
B-	Low Average Achievement.....	2.67
C+	Minimum Passing Performance.....	2.33
C	Minimum Passing Performance.....	2.00
C-	Minimum Passing Performance.....	1.67
F	Failure.....	0.00
W	Withdrawal	0.00
	A "W" indicates an official withdrawal from a course and does not affect the student's grade average.	
UW	Unofficial Withdrawal.....	0.00
	A "UW" indicates an unofficial withdrawal. Students who register for a class but do not attend it are automatically given the grade of "UW" which will influence the grade average the same as an "F."	
RD	Report Delayed.....	
	A temporary mark of "RD" (Report Delayed) will be used in special cases of extreme hardship where an extension is warranted and approved by the Dean. A student must appeal for an "RD" grade before the end of the semester. Normally, a grade incurred in one semester must be made up by the end	

of the first six (6) weeks of the next semester or the grade will automatically become a "W." A "W" can be made up only by repetition of the course.

No grade other than an "RD" may be altered once it has been reported to the registrar's office unless an error was made in grading or recording. These changes can only be made upon written approval of the instructor, the Dean and the Registrar.

The following grades are also used in Rosemead records with special significance for the professional aspects of the programs:

S	Satisfactory.....	0.00
U	Unsatisfactory	0.00
AUD	Audit	0.00
R	Dissertation Research in Progress.....	0.00
IP	Internship in Progress.....	0.00

INDEPENDENT STUDY / ARRANGED COURSE

Independent Studies are an integral part of the Biola University experience. An Independent Study is a course that is initiated by the student, who then works independently toward the goals and objectives outlined by the professor on the Arranged Course form. Students who are in good standing and not on probation are eligible to enroll in an Independent Study. Required courses may not be taken by independent study.

Permission of the Dean is required for students to take more than six (6) units of independent study and/or arranged coursework during their program.

PROFESSIONAL STANDARDS & STUDENT CONDUCT

The academic program at Rosemead is designed to prepare graduates for licensure (on the doctoral level) by the professional licensing boards of the various states. Because of the professional nature of Rosemead's program, students are required to maintain the standards of the psychological profession as defined by the American Psychological Association, the State of California and the professional psychologists who comprise Rosemead's faculty. As a part of Biola University, which serves a broad spectrum of evangelical churches, Rosemead also has both a doctrinal statement and a statement of conduct (See general information section of catalog). Prospective applicants should be in agreement with the standards. Students who do not abide by these standards or other institutional policies and procedures may be subject to probation or dismissal from the program.

ACADEMIC PROBATION

A student failing to maintain the minimum grade point average of 3.0 will be placed on academic probation. The following semester, should the student not meet the minimum cumulative grade point average (3.0), he or she will automatically be dismissed. A student cannot graduate while on probation.

ACADEMIC DISMISSAL

A student is only allowed a combination of two "U"s, "F"s and/or "C"s (understood to include both C+ or C-); a third "C", "U" and/or "F" brings automatic elimination from the program.

CREDIT BY EXAMINATION & COURSE VALIDATION

No graduate credit in psychology will be given by examination or validation. Students who possess an excellent but non-transcripted background in an area of study may, with the permission of the advisor and chair of the Committee on Academic Qualifications, validate by examination to receive a waiver for a required course. No unit credit is given for such validation. Successful validation allows the student to take additional equivalent elective hours in the program.

TIME LIMIT FOR DEGREES

All course and academic requirements must be completed within eight years for the Psy.D. and Ph.D. degrees, beginning on the date of the student's first registration for graduate study at Rosemead.

Note: If the program is not completed within the eight-year limit, the student must register again as a full-time student. Requirements in Student Handbook.

STUDENT ACADEMIC LOAD

The normal full-time load for a Rosemead student in psychology is 12 to 16 hours per semester, but not less than 9 hours. Without the dean's approval, a student may not carry over 16 units in any semester. Doctoral students are considered full time for a maximum of two years in the dissertation phase of their program. Part-time registration of less than 9 units is permitted only with permission of the Dean. Rosemead does not admit part-time students to its degree programs.

For full statement on satisfactory academic progress see Academic Standards section of catalog.

PRE-INTERNSHIP & DISSERTATION STUDENTS

Pre-internship, internship and dissertation (ABD) status students must continue to register and pay the required fees each semester appropriate to their status. Students unable to register in person for internship or ABD status will be charged a special registration fee and be registered in absentia by the Office of the Registrar. (See fee schedule.) Students who have completed course requirements but have not completed degree requirements must register for either internship or a minimum of 3 additional units per semester until all degree requirements are met.

TRANSFER CREDIT

Doctoral students may transfer up to 30 semester hours of applicable graduate-level courses in psychology (9 of these may be applied to master's-level courses) and/or up to 14 hours of theology and Bible applicable to Rosemead's program (9 of these may be applied to master's-level courses) from an accredited graduate

school or theological seminary. Graduate courses with grades of "B" or above at accredited institutions are considered as acceptable on a transfer basis. Practicum credit in the amount equal to one Rosemead practicum of three credits may be transferred by Psy.D. students after completion of Rosemead's practicum prerequisites. These hours will be counted toward the 30 hour transfer maximum. Practicum transfer credit will be granted only when it is shown as practicum on an official graduate transcript. Ph.D. students are required to take all 12 practicum hours while in residency. Rosemead will not evaluate non-traditional learning or non-transcripted work experience for academic or practicum credit.

When students wish to use transfer credit for a required course in the Rosemead curriculum, it is their responsibility to provide documentation assuring the equivalency of course content. Competency examinations may be given to verify equivalence to Rosemead required courses. Documentation may include catalog descriptions, syllabi and other supporting materials from the professor of record or department, as deemed necessary.

THEOLOGY REDUCTION

Students entering Rosemead with a minimum of 30 undergraduate units of Bible and/or Theology from accredited Christian colleges or universities are eligible for a reduction of up to 8 units of required Theology courses. To qualify for this reduction students must have earned no lower than a "B-" grade in the undergraduate coursework. Content of the undergraduate courses must be compatible with the Theology course(s) being waived. Reduction units will be determined by the Registrar's Office in consultation with Rosemead's Admissions and Academic Qualifications Committee.

UNOFFICIAL WITHDRAWAL

A student who fails to register in any given semester without arranging for a leave of absence or formal withdrawal is eliminated from the program by default.

LEAVE OF ABSENCE

Inactive students are those who have requested and been granted a leave of absence from their program. A leave of absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program. Change of status forms are available from the Rosemead Office.

A leave of absence must be renewed by petition each semester and may not exceed two consecutive semesters. A leave of absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. The committee responsible for processing readmission requests is the Admissions and Academic Qualifications Committee. Each leave of absence must receive the approval of the student's advisor and the final approval of the Dean.

TERMINATED STUDENTS

A person whose program has been terminated may make reapplication to the program a minimum of two years after termination.

The reapplication should be in the form of a letter and include a new application form, at least two current references and any desired supporting materials. The letter should be addressed to the Rosemead Admissions Committee stating the reasons for requesting readmittance as well as any other issues deemed relevant by the applicant. The letter should directly address the causes for program termination. The application will be considered with the regular admissions pool.

The admissions committee will review the request and may take one of two actions:

- A. Deny the request; or
- B. approve the request and refer to faculty for final approval or disapproval. The results of the faculty decision will be communicated to the applicant by the Dean.

READMISSION PROCEDURES

A student who has attended Biola University and has dropped out for one semester or longer will be required to file an application for readmission and pay a fee of \$15. Students enrolled for any semester, but who fail to pre-register for the following semester, will be charged a \$45 reapplication fee should they choose to return for that semester.

Readmission requires the submission of a formal petition for readmission, action by the Admissions and Academic Qualifications Committee, and final approval of the Dean. This policy is in effect for students in any status, including internship and dissertation.

Courses

GRADUATE PSYCHOLOGY (RSPY)

Courses under this designation provide the essential scientific and theoretical foundation for advanced graduate study in clinical psychology.

- RSPY 501 Introduction to Psychotherapy.....2**
An introduction to the theory and techniques of psychotherapy. Includes an emphasis on the relationship between models of psychopathology and psychotherapy, an overview of various approaches to psychotherapy, and a discussion of foundational therapeutic techniques. Required of Psy.D., Ph.D.
- RSPY 502 Advanced Statistics3**
Concepts and techniques involved in the analysis and interpretation of clinical and research data. Lecture and laboratory descriptive and inferential statistics. Major topics include correlation and regression, tests of significance and introduction to analysis of variance. Both parametric and non-parametric

approaches are covered. Instruction assumes undergraduate background in statistics. Required of Psy.D., Ph.D.

- RSPY 515 Introduction to Psychopathology.....3**
This course provides a comprehensive study of the current Diagnostic and Statistics Manual of Mental Disorders (DSM). This includes training in diagnosis, and the various psychopathological processes covered in the DSM, as well as honing diagnostic ability and familiarizing students with a range of psychopathology. Required for Psy.D., Ph.D.
- RSPY 530 History & Systems of Psychology3**
An overview of the history of psychology and classical systems in psychology. The class also considers issues in the philosophy of science relevant to psychological systems, research, theory, and practice. Required of Psy.D., Ph.D.
- RSPY 600A Research Apprenticeship I1-3**
RSPY 600B Research Apprenticeship II1-3
Supervised experience in planning, conducting and reporting psychological research. The specific nature of the research project will be determined by the student with his or her advisor. Students will be required to submit a written review of literature and research proposal, conduct data gathering activities, analyze the data and submit a final report of the project in APA format. The required total of 4 units must be completed by the beginning of the first semester of the third year in the program. Required of Ph.D.
- RSPY 601 Research Design3**
Covers the design and analysis of experimental and non-experimental research. Basic principles of sampling, measurement, design validity, analysis, and research ethics are presented. Designs using multivariate approaches are also discussed. Definition and examples of qualitative research models are also presented. The role of research in clinical psychology and in the integration of psychology and theology are explored. A one-unit lab component is required for Ph.D. students. Prerequisite: RSPY 502. Required for Psy.D., Ph.D.
- RSPY 601L Research Design Lab.....1**
This lab is a complement to RSPY 601 for PhD students. It focuses on the development of a specific research project in conjunction with the study of Research Design. Prerequisite: RSPY 502. Required for Ph.D. students only. Co-registration in RSPY 601 is required.
- RSPY 603 Cognitive-Affective Aspects of Behavior3**
Presents an overview of cognition and emotion in relation to human functioning. All topics will be covered from the perspective of recent advances in cognitive neuroscience. Topics include, but are not limited to perception, attention, memory, and vision as well as complex cognitive skills such as language, reasoning, and problem solving. Application to

clinical practice is discussed when appropriate. Required for Psy.D., Ph.D.

- RSPY 605 Psychology of Religion.....2-3**
A survey of the psychology of religion research emphasizing both content and methodological issues. Topics covered include religiosity and mental health, measures of religiosity, religious development, correlates of religiosity and psychological aspects of conversion and other religious experiences. Elective.
- RSPY 607 Biological Aspects of Behavior.....3**
Examines the anatomy and function of the nervous system with special emphasis on brain neurotransmitters and hormones, reproductive behavior, sensory and motor functions, brain development and change, language, arousal and sleep, emotion, and emotional and neurological disorders. Current research methods pertaining to the above topics are included in the course materials. Required for Psy.D., Ph.D.
- RSPY 608 Social Psychology.....3**
Problems and theories of the person in the social context, including person perception, interpersonal relations, role formation and differentiation, attitude formation, maintenance and change. Required of Psy.D., Ph.D.
- RSPY 610 Development of Religious Understanding in Children & Adolescents.....2**
An assessment of the cognitive and affective meaning, which children and adolescents attribute to religious concepts, practices and experiences, and their changes in meaning during the course of individual development. The biblical perspective of religious development is also examined. Elective.
- RSPY 615 Advanced Developmental Psychology.....3-4**
Concepts and processes involved in the development of the person throughout the lifespan are reviewed with emphasis on cultural variations. Major theoretical systems relevant to individual development are examined with emphasis upon the study of neurobiological, cognitive, affective, and psychomotor changes manifested in childhood and adolescence. Various theories on the development of psychopathology are addressed, with a focus on psychodynamic theorists including Freud, Adler, Jung, Klein, Winnicott, Fairbairn, Kohut, and Stolorow. Prerequisite: A survey course (graduate or undergraduate) in developmental psychology, and RSPY 515. Required of Psy.D., Ph.D.
- RSPY 625 Multicultural Issues in Clinical Psychology.....2-3**
A consideration of the impact of social and cultural factors upon the utilization and dynamics of mental health services. Focuses on developing the student's sensitivity to the cultural dynamics involved in the therapeutic process. Required of Psy.D., Ph.D.
- RSPY 631 Principles of Health Psychology.....2-3**
This course provides an overview of theory, research and roles of psychologists in the dissemination of psychological knowledge into the health care system. Areas of focus include concerns of the family physician for which referral might be made, adjustment to physical disabilities, coping with chronic illness, stages of adjustment by individuals and their families to death and dying, preventive-educative and motivational issues in medical treatment. Prerequisites: RSPY 607 and / or RSLB 706 or 707 are recommended. Elective.
- RSPY 632 Research Problems in Psychotherapy.....2**
Consideration of research approaches to studying the process and outcomes of psychotherapy. Special emphasis is placed on measurement of process and outcomes, design and execution of research and status of psychotherapy research to date. Students are actively involved in reviewing and evaluating psychotherapy research in selected areas. Prerequisite: RSPY 601. Elective.
- RSPY 633 Advanced Seminar in Psychopathology.....3**
A survey of the development, dynamics and classification of the psychological disorders from a psychoanalytic point of view. Special attention is given to the neuroses and the operations of ego defense mechanisms. Elective.
- RSPY 641 Measurement & Assessment I: Intellect.....3**
The first in a sequence of courses directed toward competence in administration, scoring and interpretation of psychological tests. The course involves a survey of basic concepts and principles of psychological measurement, including factors influencing validity and reliability. Emphasis is placed on the Child and Adult Intelligence scales as well as measures of achievement, adjustment, and adaptive behavior. Graduate students will administer test batteries to school and clinic populations and also engage in diagnostic and report writing activities. Graduate students will also learn diagnostic criteria for handicapped children as well as their legal rights as set forth by Public Law 94-142. Cost of materials required is approximately \$150. Required of Psy.D., Ph.D.
- RSPY 642 Measurement & Assessment II: Personality.....3**
Use of objective personality instruments with emphasis upon the MMPI-II and MCMI-II. Introduction to more structured projective instruments such as the TAT and Sentence Completion. Prerequisite: RSPY 641. Cost of materials required for this course is approximately \$150. Required of Psy.D., Ph.D.
- RSPY 643 Measurement & Assessment III: Projectives (Rorshach).....3**
An introduction to the use of projective techniques in personality assessment with special emphasis on the administration, scoring and interpretation of the Rorshach using Exner's Comprehensive System. Prerequisite: RSPY 642. Required of Psy.D.

RSPY 644	Measurement & Assessment IV: Advanced Projectives (Special Issues)2 Advanced interpretation of the Rorschach including special issues as forensic evaluations, child and adolescent personality assessment, assessment of thought disorder. Other basic projective instruments such as the TAT, CAT and Sentence Completion tests are also covered. Prerequisite: RSPY 643. Elective.	RSPY 663	Human Sexuality2 An examination of the areas of human sexual functioning, behavior, relationships and feelings. Issues of sexuality are discussed within spiritual, psychological, cultural and medical/health perspectives with implications for clinical treatment of sexual issues. Elective.
RSPY 645	Measurement & Assessment V: Neuropsychological .3 This course provides an overview of the basic issues in neuropsychology, and examines the key cognitive-psychological ability areas that are assessed in a neuropsychological evaluation. Assessment from a flexible, hypothesis-testing and clinical perspective is emphasized. Special attention will be given to brief neuropsychological screening procedures which help to differentiate between organic and psychological disorders. Prerequisite RSPY 607 or 705. Elective.	RSPY 680	Pre-practicum3 A condensed version of Pre-practicum I & II for students with significant previous graduate study in psychology. This course is designed to facilitate the development of empathic listening, interpersonal skills and basic therapeutic techniques through group interaction and closely supervised on-campus practicum experiences. Required of advanced first year students to be taken concurrently with RSTP 500 Psychotherapy and Religion. Fall. Fee: \$55.
RSPY 647	Advanced Assessment of Individuals With Disabilities3 An advanced diagnostic course which focuses on the assessment and diagnosis of exceptional children as well as legal and advocacy issues required by the Individuals with Disabilities Act. Specific diagnostic populations include mentally retarded, learning disabled, emotionally disturbed and gifted children. Attention is also given to low incidence handicaps such as vision impaired, hearing impaired, multiple handicapped, etc. Prerequisites: RSPY 641, and permission of instructor.	RSPY 681	Pre-practicum I1 The first of a two-course sequence designed to facilitate the development of empathic listening, interpersonal skills and basic therapeutic techniques including an introduction to ethics. This first course emphasizes a small, interactive group format for the development of skills. Interterm. Fee: \$55.
RSPY 650	Family Psychology & Psychopathology3 Emphasizes the construction of a conceptual framework for system change as a foundation for clinical intervention. Surveys major approaches to systems-oriented family therapy and includes such related issues as the family life cycle, object relations integration, family pathology / dysfunction, family assessment, ethnicity and religious influences. Elective.	RSPY 682	Pre-practicum II2 The second of a two-course sequence designed to facilitate the development of empathic listening, interpersonal skills and basic therapeutic techniques. During this course, direct observation and videotaping of the student's first clinical practicum in the University's counseling center are utilized to provide a closely supervised introduction to the therapeutic process. Requirement: To be taken concurrently with RSTP 500. Prerequisite: RSPY 681. This course or RSPY 680 required for Psy.D., Ph.D.
RSPY 651	Seminar in Psychodynamic Theory I2 An in-depth study of the process of therapy based on psychoanalytic developmental theory and giving special attention to the concepts of transference, counter-transference and interpretation. This course is only available with the initiative and approval of the instructor when an appropriate client is unavailable to the student for lab requirements.	RSPY 688	Practicum Consultation0 Small group consultation coordinated by Director of Clinical Training. This course is taken concurrently with all practica (RSPY 689, 691-699). Required of Ph.D., Psy.D.
RSPY 652	Seminar in Psychodynamic Theory II1 Continuation of RSPY 651. This course is only available with the initiative and approval of the instructor when an appropriate client is unavailable to the student for lab requirements.	RSPY 689	Practicum Continuous Enrollment0 Students continuing a fall or spring practicum through interterm or summer will register for this 0-unit course. Registration in a fall or spring practicum and RSPY 688 is required. Prerequisite: RSPY 691 and permission of the Director of Clinical Training.

RSPY 691	Practicum I.....	1-3
RSPY 692	Practicum II.....	3
RSPY 693	Practicum III.....	3
RSPY 694	Practicum IV.....	3
RSPY 695	Practicum V.....	3
RSPY 696	Practicum VI.....	3
	Supervised clinical experiences including diagnostic and therapeutic activities with inpatient and outpatient clientele. Hospitals, private and public clinics, mental health organizations and schools and college counseling centers are utilized. Prerequisite: successful completion of RSPY 680, 682 or approval of the Clinical Training Committee. Co-registration in RSPY 688 required. RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D.	
RSPY 697	Practicum Elective.....	1-3
RSPY 698	Practicum Elective.....	1-3
RSPY 699	Practicum Elective.....	1-3
	For students desiring supervised clinical experiences beyond the practicum requirements for their degree. These are used as elective practica. Prerequisite: approval of the Director of Clinical Training. Co-registration in RSPY 688 required. Elective.	
RSPY 700	Clinical Case Conference.....	1
	Small group supervision of ongoing psychological cases. Elective.	
RSPY 701	College Teaching of Psychology.....	2
	A seminar on teaching methods including the development of course objectives, outlines, lectures and evaluations. Major emphasis is placed on the examination of the various teaching methods available to the teacher of psychology. Elective.	
RSPY 704	Advanced Research Design.....	3
	A continuation of RSPY 601 for Ph.D. students. Major emphasis is given to multiple regression analysis, including validity of assumptions, diagnostics, outliers, transformation of variables, and categorical dependent variables. Introduction is given to exploratory and confirmatory factor analysis, and structural equation models. Computer implementation and applications are emphasized. Prerequisite: RSPY 601. Required for Ph.D. only.	
RSPY 705	Clinical Psychopharmacology.....	3
	A general overview of current research on the use and effectiveness of psychotropic medication in the treatment of the psychoses, neuroses and other emotional disorders. Elective.	
RSPY 708	Structural Equation Modeling.....	3
	Introduction to models and methods for analysis of data hypothesized to be generated by unmeasured latent variables including latent variable analogues of traditional methods in multivariate analysis. Emphasis is given to measurement models such as confirmatory and higher-order factor analytic	

models and structural equation models, including path and simultaneous equation models. Parameter estimation, hypothesis testing, and other statistical issues are covered. Computer implementation and applications. Prerequisite: RSPY 704. Required for Ph.D.

RSPY 709	Current Issues in Psychology.....	1-3
	Intensive focus is given to a selected topic of contemporary interest. May be retaken for credit. Elective.	
RSPY 710	Special Techniques in Clinical Practice.....	1-3
	Intensive consideration of a specific technique utilized in modern clinical practice and requiring specialized training. A single major technique will be the focus each time this course is offered. May be retaken for credit. Elective.	
RSPY 711	Seminar in Ethical & Professional Issues.....	3
	A study and discussion of the ethics of professional psychology with an emphasis on the American Psychological Association's Code of Ethics, guidelines, and laws that govern the profession. Preparation for the oral and written portions of the licensing exam in the state of California is also given emphasis. The challenge to integrate a professional, Christian, and personal ethical code is discussed. Required of Psy.D., Ph.D.	
RSPY 712	Independent Study.....	1-3
	Individual work, directed reading or special problems in psychology. Such work must be done with the approval and supervision of a faculty professor of record. The student is expected to submit a detailed course proposal and a bibliography with an arranged course permission form available from the Registrar's Office. Required courses may not be taken through independent study. Elective.	
RSPY 713	Clinical Supervision & Consultation.....	1-3
	A course designed to give students training and practice in supervisory and consultation roles. Mutual supervision and case presentations are used to develop skills. This course or RSLB 702 is required of Ph.D. and Psy.D. Prerequisite: RSPY 691-692.	
RSPY 715	Training Therapy (Interpersonal).....	0
	For official indication on the student's transcript of required personal growth experience through interpersonal therapy. Students may choose group, marital or spiritual direction. Required of all doctoral students.	
RSPY 716	Training Therapy (Individual).....	0
	For official indication on the student's transcript of required personal growth experience through individual training therapy. Required of all doctoral students.	

RSPY 722 Advanced Topics in Quantitative Methods.....1-3

Intensive focus is given to a particular quantitative methodology such as Structural Equation Modeling, Hierarchical Linear Models, and Growth Curve Analysis. Prerequisite: RSPY 704. Instructor's signature required. Elective.

RSPY 729 Alcohol & Substance Abuse1-2

Diagnosis, treatment planning, and recovery process for the alcoholic/ addict and family members will be the focus of the class. The disease model of addictions treatment and the utilization of 12-step support groups in the treatment of the recovering person and the family members will be presented. Other compulsive diseases will be discussed such as sexual addiction, eating disorders, etc. Class lecture, special speakers, and assigned reading will be the primary methods of instruction. Meets California licensure requirement for training on alcohol and substance abuse. Elective.

RSPY 730 Directed Research.....1-3

Students may take special courses of study and/or pursue research projects that they design and carry out under the guidance of a resident faculty member. Individual or small group participation in a research project in psychology must be under the supervision of a faculty member. The student must submit an arranged course permission form giving a detailed outline of the research and other learning experiences of the course. Required courses may not be taken through Directed Research. Approval of faculty advisor and the Dean is required. Elective.

RSPY 733 The Self: Theological, Philosophical, Psychological & Crosscultural Perspectives3

This course looks at philosophical, theological, psychological, and crosscultural views of the nature of the self. The course explores some of the biblical and philosophical terminology. It also explores the historical emphasis on the self, with a focus on its current emphasis in psychoanalytic psychology, and its developmental aspect, and a psychological view of the true and false self. The western culture perspective on the self is compared with other cultures. Finally, a religious perspective on the true and false self is presented. Elective.

RSDS 718 Doctoral Research Seminar I.....3

This is the first of a two course sequence which Psy.D. students take as a partial fulfillment of their doctoral research competency. This course includes a review of research methods in clinical psychology and experience in critically reviewing current clinical research. Required for Psy.D.

RSDS 719 Doctoral Research Seminar II.....2

Building on RSPY 718, this course involves writing an in-depth critical review of the research literature on a selected topic in clinical psychology. Prerequisite: RSDS 718. Required for Psy.D.

RSDS 721 Dissertation Research.....1-10

Planning and implementation of a research project including literature review, problem definition, hypothesis formation, design, and implementation of field research, data analysis, and report writing. The student's dissertation research is supervised by a faculty chair and committee. The final stage requires the student to successfully sustain an Oral Defense of the dissertation. Required of Ph.D. Permission of instructor.

RSDS 721D ABD Dissertation Completion1-3

Completion of a research project including literature review, problem definition, hypothesis formation, design, and implementation of field research, data analysis, and report writing. Doctoral students are required to take this after completion of Internship and required dissertation hours if dissertation or doctoral project is not complete. Permission of instructor. The student will be considered full-time for a maximum of four semesters.

RSDS 722 Dissertation Continuation1-3

Continued registration to complete dissertation or doctoral project. Less than half-time status. Required for doctoral students who have not completed this requirement while registered for RSDS 721.

RSTN 731 Internship in Clinical Psychology0

Professional experience of a one-year internship in a facility approved by the Clinical Training Committee. Prerequisites: Successful completion of comprehensive examinations, course requirements, professional qualifying examination, and approval of a dissertation proposal. RSTN 731 or RSTN 732 is required. Internship fee: \$1,200 per semester.

RSTN 732 Half-Time Internship0

Professional experience of a two-year internship in a facility approved by the Professional Training Committee. Prerequisites: Successful completion of comprehensive examinations, course requirements, professional qualifying examination, and an approval of a dissertation proposal. RSTN 731 or RSTN 732 is required. Internship fee: \$600 per semester. By permission of Director of Clinical Training.

PSYCHOTHERAPY LABORATORY (RSLB)

This series of elective courses is designed to effect a working integration of conceptual and experimental aspects of psychotherapy. Ph.D. students are required to take 12 units of RSLB courses, and Psy.D. students, 21 units. Each course includes both course work and supervised clinical experience within the psychotherapy model followed in the specific course. Completion of RSPY 501, 515 and 680 or 681 and 682 or their equivalent is required before enrollment in these courses is permitted.

All RSLB courses have limited enrollments and require permission of the instructor. Students must have access to appropriate client

pools through their practica unless clients are obtained through the RSLB course.

- RSLB 613 Introduction to Child & Adolescent Psychotherapy3**
 An introduction to the basics of therapy with children and adolescents. The course will emphasize a survey of developmentally appropriate individual and systemic therapeutic approaches. Secondary supervision is provided in the required lab component. Elective.
- RSLB 631 Psychodynamic Therapy I2**
 An in-depth study of the process of therapy based on psychoanalytic developmental theory and giving special attention to the concepts of transference, counter-transference and interpretation. A lab group is included for both 631 and 632. Prerequisite: RSPY 515, participation in individual training therapy and permission of instructor. Enrollment must be planned for both RSLB 631 and 632. Elective.
- RSLB 631L Psychodynamic Therapy Lab I1**
 A lab group is included for both 631 and 632. Prerequisite: RSPY 515, participation in individual training therapy and permission of instructor. Enrollment must be planned for both RSLB 631 and 632. Elective.
- RSLB 632 Psychodynamic Therapy II1**
 Continuation of RSLB 631. Prerequisites: RSLB 631 and permission of the instructor. Elective.
- RSLB 632L Psychodynamic Therapy Lab II2**
 A lab group is included for both RSLB 631 and 632. Prerequisite: RSLB 631. Elective.
- RSLB 641 Psychotherapy with Groups3**
 The essentials of the group psychotherapy process are examined and related to current modalities in psychotherapy and general group phenomena. Elective.
- RSLB 642 Advanced Child & Adolescent Psychotherapy3**
 A continuation of RSLB 613, this course offers advanced training in therapeutic techniques with children and adolescents. In particular, dynamic and systemic orientations will be emphasized. Special focus will be given to techniques of play therapy. Secondary supervision is provided in the required lab component. Prerequisite: RSLB 613. Elective.
- RSLB 643 Cognitive / Behavioral Therapy with Children3**
 This course emphasizes the treatment of children and families from a behavioral perspective including operant, respondent, cognitive and social learning theory models.
- Graduate students must carry at least three clients during the course of the semester and will be afforded the opportunity

to conduct parent workshops in lieu of one client. Prerequisites: RSPY 603. Elective.

- RSLB 671 Marriage & Family Therapy I3**
 A study of the literature and practice of marital and family therapy. The course provides an overview of various approaches to family therapy with a special emphasis on the structural family therapy model. Application of clinical techniques is accomplished through observation, simulations, and at least one marital or family case using a team model of intervention supervised in the school clinic. Prerequisites: RSPY 650. Elective.
- RSLB 672 Marriage & Family Therapy II3**
 Continuation of RSLB 671. Major consideration is given to experiential and psychodynamic perspectives on intervention within a structural framework. Application of clinical techniques is continued from the first semester using observation, simulation, and therapy experience with supervision. Prerequisites: RSLB 671. Elective.
- RSLB 676 Psychotherapy With Couples3**
 Study of theory and practice of conjoint therapy with couples. A number of theoretical perspectives and related clinical techniques will be studied including cognitive-behavioral, emotionally focused, ego-analytic, and psychodynamic approaches. The intervention techniques can be applied with pre-marital couples, for couple enrichment and as part of psychotherapy with distressed couples. Students will see a couple throughout the semester. Elective.
- RSLB 681 Special Issues in Psychodynamic Therapy I2-3**
 An advanced course in psychodynamic psychotherapy dealing with issues such as impairments of the therapeutic relationship, acting out, levels and timing of interpretations and psychotherapy with individuals suffering from disturbances in early object relationships. Prerequisite: RSLB 632; permission of instructor. Elective.
- RSLB 682 Special Issues in Psychodynamic Therapy II2-3**
 Continuation of RSLB 681. Prerequisite: RSLB 681 and permission of instructor. Elective.
- RSLB 702 Principles & Practices in Case Supervision I1-3**
 A seminar in case supervision. Students are responsible for supervising the professional experiences of less advanced students. Prerequisites: admission to doctoral studies. This course or RSPY 713 is required of Psy.D., Ph.D.
- RSLB 703 Principles & Practices in Case Supervision II1-3**
 Continuation of RSLB 702. Prerequisites: RSLB 702 and permission of instructor. Elective.

RSLB 705 Brief Psychotherapies3

Models and approaches in brief interventions with special attention to crisis intervention. Theorists include Mann, Sifneos, Malan and Davanloo. Prerequisite: permission of instructor. Elective.

RSLB 706 Clinical Biofeedback.....3

This course is an introduction to concepts and techniques of biofeedback as applied to stress management, anxiety disorders, psychosomatic symptoms, and other psychological problems. Course size is limited and requires the advance permission of the instructor. Elective.

RSLB 707 Cognitive Behavior Therapy3

This course will present a cognitive behavioral model of treatment for depression, anxiety, and the personality disorders. The theories of Aaron T. Beck, Donald Meichenbaum and Christine Padesky will be considered. Students will learn how to apply this approach with individuals and with couples. Prerequisite: RSPY 603; permission of instructor. Elective.

RSLB 710 Existential Psychotherapy3

Study and practice of the therapeutic relationship and the process of therapy from a growth or actualization perspective, including the approaches of selected theorists such as Rogers, Gendlin, and selected existential therapists. Prerequisites: RSPY 515; permission of instructor. Elective.

RSLB 715 Current Psychotherapies3

This course focuses each time it is offered on a specific therapy not regularly included in Rosemead's curriculum. Teaching personnel are drawn from the professional community of active practitioners of the specific modality to be considered. May be retaken for credit. Prerequisite: Permission of instructor. Elective.

RSLB 717 Gestalt Psychotherapy3

The focus of this course will present the theory and application of Gestalt therapy for use with individuals and groups. This therapy, created by Perls and developed by Zinker & Polster, focuses on personal growth and self-actualization. Prerequisite: Permission of instructor. Elective.

RSLB 718 Advanced Gestalt.....3

This course is open to students who have completed RSLB 717 and focuses on the application of Gestalt therapy and techniques to group psychotherapy. Enrollment is limited and the permission of the instructor is required. Elective.

RSLB 725 Multigenerational Therapy3

The course focuses particularly on family-of-origin theories and practical approaches that share both an attention to family dynamics across three or more generations and a history in psychodynamic theory. A videotape series will be

used to demonstrate conducting transgenerational sessions with clients. Students will also apply experientially these theories to their own family of origin. The lab segment will use Williamson's family-of-origin group therapy model where co-therapy teams will help clients achieve the goal of developing an authentic self within the original family. Prerequisite: Permission of instructor. Elective.

THEOLOGY / BIBLICAL STUDIES (RSTH)

This series of courses provides students with essential biblical and theological understanding prerequisite to effective integration of the disciplines of psychology and theology. (17 units required.)

RSTH 521 Theology I: Revelation, Theology-Integration & the Nature of God4

This course is designed to integrate traditional themes and categories in systematic theology with psychology and spiritual formation. An exploration into the nature, method and rationale of Christian theology interfaced with the practical emphasis on spiritual theology, which has as its end the love of God. Emphasis is given to a study of revelation, both general and special, inspiration, canonicity and illumination of Scripture in the life of growth. Attention will also be given to the nature of theology, spiritual theology and their meta-integration with the manifold creation disciplines (psychology, sciences, arts, humanities etc.). Particular attention given to the doctrine of God, his existence, attributes, Trinitarian nature and knowledge of God in the light of the believer's deep beliefs of the heart and unconscious theology which may hinder spiritual growth. Attention is also given to biblical interpretation, study, mediation and psychological issues involved in its application to life. Required of Psy.D., Ph.D.

RSTH 522 Theology II: Works of God, Wisdom, Humankind & Sin3

An investigation into God's eternal plan including his kingdom purpose and redemptive focus, His work of creation and continued activity with creation, angels both good and evil including their origin, present state, work and destiny. This also involves an in-depth discussion of natural law, integration and the wisdom of God evident in the works of God (OT wisdom literature). Particular emphasis is given to the creation of humans in God's image, human nature, the fall and effects of sin upon humanity, human life in relation to the divine institutions of the family and civil government as this interfaces Spiritual Theology, integration and the end of loving God. Required of Psy.D., Ph.D.

RSTH 603 Theology III: Christ, Salvation & the Spirit4

An investigation into the person and saving work of Christ, particularly the nature and application of salvation and their relation to spiritual formation. Attention is given to the person and ministry of the Holy Spirit, particularly as it relates to His indwelling ministry within the psychological dynamics of the

human soul. Special emphasis on the practice of sanctification in personal Christian living. Required of Psy.D., Ph.D.

RSTH 604 Theology IV: The Church & Eschatology3

The study of the broad kingdom purpose of God and the future events related to the destiny of history and individuals including Christ's coming in its phases, the millennial reign of Christ, the resurrections, the judgments and eternal state. Emphasis will also be given to their relevance to spiritual formation and human guilt, anxiety and repression of these realities. The inception and nature of the church as the new kingdom community, both as a living organism and an organization, its function, ordinances and place and mission in God's purpose and human happiness. Required of Psy.D., Ph.D.

RSTH 625 Theology V: Christian Ethics3

An introduction to ethics including the nature of personal character, virtues and vices, and their relationship to the spiritual disciplines as means of spiritual growth into the image of Christ. Attention is given to understanding the personal dynamics involved in good and bad character in light of sin, common grace, religious defenses and the Spirit-infused virtues of faith, hope and love transforming the so called "natural virtues." Particular emphasis is given to an introduction to the spiritual disciplines and their role in Christian spiritual formation and the development of virtue. Attention is also given to the history of ethics in light of the contemporary milieu and practical ethical issues such as divorce, abortion, homosexuality, euthanasia and the human control of human beings. Required of Psy.D., Ph.D.

RSTH 730 Independent Study1-3

Individual work, directed reading or special problems in theology. Such study must be done with the approval and supervision of a faculty professor of record. The student is expected to submit a detailed course proposal on an arranged course form available from the Registrar's Office. Required courses may not be taken through independent study. Elective.

INTEGRATION OF PSYCHOLOGY & THEOLOGY (RSTP)

Rosemead's curriculum is distinguished by a series of seminars designed to investigate the mutual relationships between theological and psychological concepts and data. These seminars constitute an essential part of Rosemead training and offer students an opportunity to become involved in a creative application of shared insights from these related disciplines. Each student must take RSTP 500 and 721, and additional integration seminars to total 14 units.

RSTP 500 Psychotherapy & Religion1-2

An introduction to the contributions a biblical understanding of human nature can make to the psychological practitioner's understanding of the therapeutic process. Special attention

is given to the relational dimension of human growth and development. Required of all first year students to be taken concurrently with RSPY 680 or RSPY 681-682 (Pre-practicum).

RSTP 705 Psychology of Religion2

A survey of the psychology of religion research emphasizing both content and methodological issues. Topics covered include religiosity and mental health, measures of religiosity, religious development, correlates of religiosity and psychological aspects of conversion and other religious aspects. Prerequisite: RSTP 500. Elective.

RSTP 715 Contemporary Psychoanalysis & Religion3

The history of the concept of transference is traced, particularly as pertains to controversies in contemporary psychoanalysis over historical truth vs. narrative truth, and reality vs. illusion, with special attention to the formation and use of God as a foreground and background object in light of modern infant observational research. Prerequisite: RSTP 721. Elective.

RSTP 720 Psychotherapy With Religiously Committed Patients3

This course is a chance to share practical ways of addressing clinical themes, as well as broader conceptual issues like developing a personally meaningful, on-going theology of therapy. Certain themes if handled one way allow therapy with religiously committed patients to take on more depth; if handled in other ways the work assumes a more superficial quality and meets with a kind of therapeutic stalemate, even when therapist and patient are both persons of faith. Prerequisite: RSTP 721. Elective.

RSTP 721 The Nature & Scope of Integration2-3

This course includes a discussion of the models, levels and areas in which integration of the theological and psychological can occur, as well as a framework for conceptualizing the scope of integration. Prerequisite: RSTH 521. Required of Ph.D., Psy.D.

RSTP 725 Psychotherapy & Spirituality2-3

This course is designed to increase students' awareness of the integral process of growth in psychotherapy and spirituality. Course material focuses on an understanding of the nature of psychological and spiritual growth, and an experimental awareness of that growth process. Prerequisite: RSTP 721. Elective

RSTP 730 Mental Health Issues for Crosscultural Sojourners2

A study of the contributions psychologists can make to the missionary enterprise including cross-cultural adjustment issues facing sojourners. Additional topics vary from semester to semester but include content such as the selection and evaluation of missionary candidates; pre-field orientation and training; on field training and intervention services to

sojourners; coping with transitions; and the unique identity and adjustment issues of Third Culture Kids. Prerequisite: RSTP 721. Elective.

RSTP 735 Perspectives on the Self.....3

This covers an overview of philosophical, theological, psychological, cross-cultural and spiritual perspectives on the self. It also considers the historical transition from focusing on the soul to the contemporary focusing on the self. Prerequisite: RSTP 721. Elective.

RSTP 744 Integration & Therapy.....2

The focus of this seminar is on "explicit integration" in psychotherapy. The distinctives of the Christian therapist and therapeutic conceptualizations and intervention are examined. (Course may be repeated with different emphasis.) Prerequisite: RSTP 721; permission of instructor. Elective.

RSTP 745 Maturity: Psychological & Theological Perspectives2

Various approaches to the concept of maturity are reviewed, including the psychological, biblical and devotional. A major focus is placed on the similarities and differences between biblical and psychological maturity as seen by integration theorists. Prerequisite: RSTP 721. Elective.

RSTP 746 Selected Topics & Issues in Integration2-3

Occasional seminars are offered under this course designation with focus on some contemporary integration issue, controversy or special research interest. Prerequisite: RSTP 721. May be retaken for credit. Elective.

RSTP 750 Perspectives on Human Nature2

A critical examination of various theological and psychological anthropologies. Each student is expected to conduct an in-depth review of one theoretical perspective. Prerequisite: RSTP 721. Elective.

RSTP 760 Independent Study1-3

Individual study, directed reading or special problems in integration. Such study must be done with the approval and supervision of a faculty professor of record. The student is expected to submit a detailed course proposal and a bibliography on an arranged course form available from the registrar's office. Required courses may not be taken through independent study. Elective.

- ISCL 520** Interpersonal & Intercultural Adjustment
- ISCL 561** Topics in Cultural Anthropology
- ISCL 563** Gender Roles in International Settings
- ISCL 622** Intercultural Communication
- ISCL 702** Social Organization
- ISCL 725** Cultural Continuity & Change
- ISCL 747** Christianity & Culture

INTERCULTURAL STUDIES (ISCL)

Students can apply up to six units of the following courses toward the psychology graduation requirement. These courses are not substitutes for required Rosemead courses. Course descriptions are given under the School of Intercultural Studies section of the catalog.