



**2018/2019**

**Catalog/Student Handbook  
Reiss-Davis Graduate Center**

**3200 Motor Avenue, Los Angeles, CA 90034  
[www.reissdavis.org](http://www.reissdavis.org)**





# Welcome

August 24, 2018

Dear Students:

It is a pleasure to welcome you to the Reiss-Davis Graduate Center (RDGC), whether you are newly enrolled or a continuing student.

This Catalog and Student Handbook will help you navigate through the various educational landscapes at RDGC. Familiarizing yourself with the critical information held in these pages will help clarify questions that may arise during your time here.

Knowing RDGC's policies is a great way to avoid issues and to be certain that you enjoy smooth sailing as you progress through your education. It also provides you with information about what we do and who to turn to if you run into stumbling blocks.

We are delighted to accompany you on this journey and support your progress toward a graduate degree. Our hope is that your Reiss-Davis Graduate Center experience is intellectually rich and personally transformational while guiding you towards your vocational and career goals.

I wish you all the best.

Sincerely,



James Incorvaia, Ph.D.

Chancellor

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*The Reiss-Davis Graduate Center (RDGC), formerly known as The Reiss-Davis Graduate Center for Child Development and Psychotherapy and the Graduate Center for Child Development and Psychotherapy, reserves the right to alter its policies and procedures at any time and to implement new policies to address emerging needs. In such event, the school will make all reasonable efforts to notify students. Students should be aware that the policies and procedures contained in this handbook may not remain in effect during their entire program of studies at RDGC. To the extent that there may be discrepancies between the Tuition and Fee Agreement and the Student Handbook, the Agreement is binding.*

*The Reiss-Davis Graduate Center Student Handbook & Course Catalog is updated on an annual basis and is available on Populi or upon request by email or mail. Final version: September 5, 2018.*

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# Introduction

Since the turn of this century, our country has been facing a major crisis in mental health services for children and adolescents. Mental disorders among children are described as “serious deviations from expected cognitive, social, and emotional development” (U.S. Department of Health and Human Services, 1999). These disorders are an important public health issue in the United States because of their prevalence, early onset, and impact on the child, family, and community, with an estimated total annual cost of \$247 billion.

On May 16, 2013 a CDC report was released that described, for the first time, federal activities that track U.S. children's mental disorders. Children's mental disorders affect many children and families. Boys and girls of all ages, ethnic/racial backgrounds, and regions of the United States experience mental disorders. A total of 13%–20% of children living in the United States experience a mental disorder in a given year, and surveillance during 1994–2011 has shown the prevalence of these conditions to be increasing. Suicide, which can result from the interaction of mental disorders and other factors, was the second leading cause of death among children aged 12–17 years in 2010 (Centers for Disease Control and Prevention, 2013).

Mental disorders among children are described as serious changes in the ways children typically learn, behave, or handle their emotions. Symptoms usually start in early childhood, although some of the disorders may develop throughout the teenage years. The diagnosis is often made in the school years and sometimes earlier. However, some children with a mental disorder may not be recognized or diagnosed as having one.

Mental health is important to overall health. Mental disorders are chronic health conditions that can continue through the lifespan. Without early diagnosis and treatment, children with mental disorders can have problems at home, in school, and in forming friendships. This can also interfere with their healthy development, and these problems can continue into adulthood.

The Reiss-Davis Graduate Center recognizes the ever-growing need for mental health professionals and is dedicated to the training of highly qualified child and adolescent clinicians.

## *References:*

Centers for Disease Control and Prevention (CDC). (2013, May 17). Mental Health Surveillance Among Children — United States, 2005–2011. *MMWR. Morbidity and Mortality Weekly Reports*. Retrieved from <https://www.cdc.gov/mmwr/preview/mmwrhtml/su6202a1.htm>

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

# Purpose & Vision

## Purpose, Vision, Mission and Core Values

### Our Purpose

Reiss-Davis Graduate Center's purpose is to prepare students, who are mental health professionals, to become culturally sensitive child-adolescent psychotherapists who respect each child's unique neurobiological, psychodynamic, and social-relational history.

The RDGC purpose is accomplished through a developmentally-based, psychodynamically-oriented neurobiologically-informed doctoral program in child psychology and psychotherapy. The program's curriculum includes mentoring that integrates theory and technique, applied research, and professional practice.

### Our Vision

To be the premier center for graduate education in psychodynamically-oriented and neurobiologically-informed psychology and psychotherapy programs for children, adolescents, and their families.

### Our Program Mission

The PsyD program in Psychodynamic Child Psychology and Psychotherapy prepares psychodynamically-oriented and neurobiologically-informed psychotherapists to address the mental health needs of children, adolescents, and their families in a culturally competent manner.

An ever-growing need exists for emotional and mental health services for young people. The RDGC PsyD program is helping to meet that need as it aspires to be a leading institution offering clinicians a transformative education within a psychodynamic and neurobiological context that fosters a passion for improving the lives of children and adolescents: Understanding, intervening, and making a difference.

### Our Core Values

- Excellence - A commitment to high expectations with accountability and creativity; to develop life-long learners who contribute to our mental-health professional community.
- Compassion - A commitment to act towards all in a spirit of empathy, caring, justice, and respect.
- Inclusion - A commitment to respect the distinct abilities, talents, perspectives, and skills of all through awareness of self and others.
- Integrity - A commitment to act authentically with truth, honesty, professionalism, and transparency.



Dr. Reiss



Dr. Davis

# Program Learning Outcomes

The PsyD curriculum engages students in three major areas of learning, identified as Program Learning Outcomes (PLO). Students will be evaluated each year to determine their progress in achieving competencies as defined by the Program Learning Outcomes:

- Year One Evaluation: Students will be informed as to which signature assignments will be used to evaluate their progress at the end of year 1
- Year Two Evaluation: Comprehensive Examination
- Year Three Evaluation: Students will be informed as to which signature assignments will be used to evaluate their progress at the end of year 3.
- Year Four Dissertation Evaluation: Students will be evaluated on their progress toward dissertation completion: 1) Dissertation Proposal Defense and Approval, 2) Dissertation Defense and Approval and 3) Final submission of bound dissertation and required copies

**Theoretical Knowledge (PLO 1):** Graduates are informed by the foundational theories of child psychotherapeutic treatment from psychodynamically-oriented and neurobiologically-informed perspectives. Graduates will:

- 1a. Critically evaluate the fundamental concepts of classical and contemporary psychodynamically-oriented and neurobiologically-informed theories of infant, child, and adolescent development.
- 1b. Integrate fundamental concepts of classical and contemporary psychodynamically-oriented and neurobiologically-informed theories of infant, child, and adolescent development into psychotherapy

**Scholarly Research and Writing (PLO 2):** Graduates will evaluate and conduct scholarly research and other written communication. Graduates will:

- 2a. Analyze and critique scholarly qualitative and quantitative research in infant, child, and adolescent psychodynamically-oriented and neurobiologically-informed theory and psychotherapy.
- 2b. Compose scholarly written works to communicate concepts, knowledge and information related to psychodynamically-oriented and neurobiologically-informed child psychology and psychotherapy.
- 2c. Design and complete an original doctoral dissertation that makes a scholarly contribution to the field of psychodynamically-oriented and neurobiologically-informed child psychology and psychotherapy.

**Psychodynamic Child Clinical Skills and Application (PLO 3):** Graduates will integrate psychodynamically-oriented and neurobiologically-informed theory and scholarly research into their assessment and treatment of children, adolescents and their families. Graduates will:

- 3a. Apply theory to child psychotherapy interventions informed by play therapy and by diverse psychodynamically-oriented and neurobiologically-informed therapeutic modalities.
- 3b. Formulate comprehensive psychodynamically-oriented and neurobiologically-informed child and adolescent assessments and diagnoses.
- 3c. Integrate psychodynamic concepts of the child's unconscious processes within case formulations and treatment.
- 3d. Develop and apply cross cultural competence that facilitates effective clinical practice in a diverse social context.
- 3e. Demonstrate and advance professional conduct and skills.
- 3f. Uphold professional ethics with commitment to the child and family's well-being.

## Academic Calendar

### Academic Year 2018/2019 – Cohort F

**Term 1 – Fall Quarter 2018** Residential Sessions: 8/24-8/26/18, 9/21/18-9/23/18, 10/19/18-10/21/18

<b>Week 1</b>	<b>8/24/18 - 8/30/18</b>	<b>Residential Class</b>
Week 2	8/31/18 - 9/6/18	Instructional/Online
Week 3	9/7/18 - 9/13/18	Instructional/Online
Week 4	9/14/18 - 9/20/18	Instructional/Online
<b>Week 5</b>	<b>9/21/18 - 9/27/18</b>	<b>Residential Class</b>
Week 6	9/28/18 - 10/4/18	Instructional/Online
Week 7	10/5/18 - 10/11/18	Instructional/Online
Week 8	10/12/18 - 10/18/18	Instructional/Online
<b>Week 9</b>	<b>10/19/18 - 10/25/18</b>	<b>Residential Class</b>
Week 10	10/26/18-11/1/2018	Instructional/Online

**Term 2 – Winter Quarter 2018** Residential Sessions: 11/9/18-11/11/18, 12/7/18-12/9/18, 1/18/19-1/20/19

<b>Week 1</b>	<b>11/9/18 - 11/15/18</b>	<b>Residential Class</b>
Week 2	11/16/18 - 11/22/18	Instructional/Online
	11/23/18 - 11/29/18	Thanksgiving Week Off
Week 3	11/30/18 - 12/6/18	Instructional/Online
<b>Week 4</b>	<b>12/7/18 - 12/13/18</b>	<b>Residential Class</b>
Week 5	12/14/18 - 12/20/18	Instructional/Online
	12/21/18 - 12/27/18	Winter Break
Week 6	12/28/18 - 1/3/19	Instructional/Online
Week 7	1/4/19 – 1/10/19	Instructional/Online
Week 8	1/11/19 – 1/17/19	Instructional/Online
<b>Week 9</b>	<b>1/18/19-1/24/19</b>	<b>Residential Class</b>
Week 10	1/25/19-1/31/19	Instructional/Online

**Term 3 – Spring Quarter 2019** Residential Sessions: 2/8/19-2/10/19, 3/8/19-3/10/19, 4/5/19-4/7/19

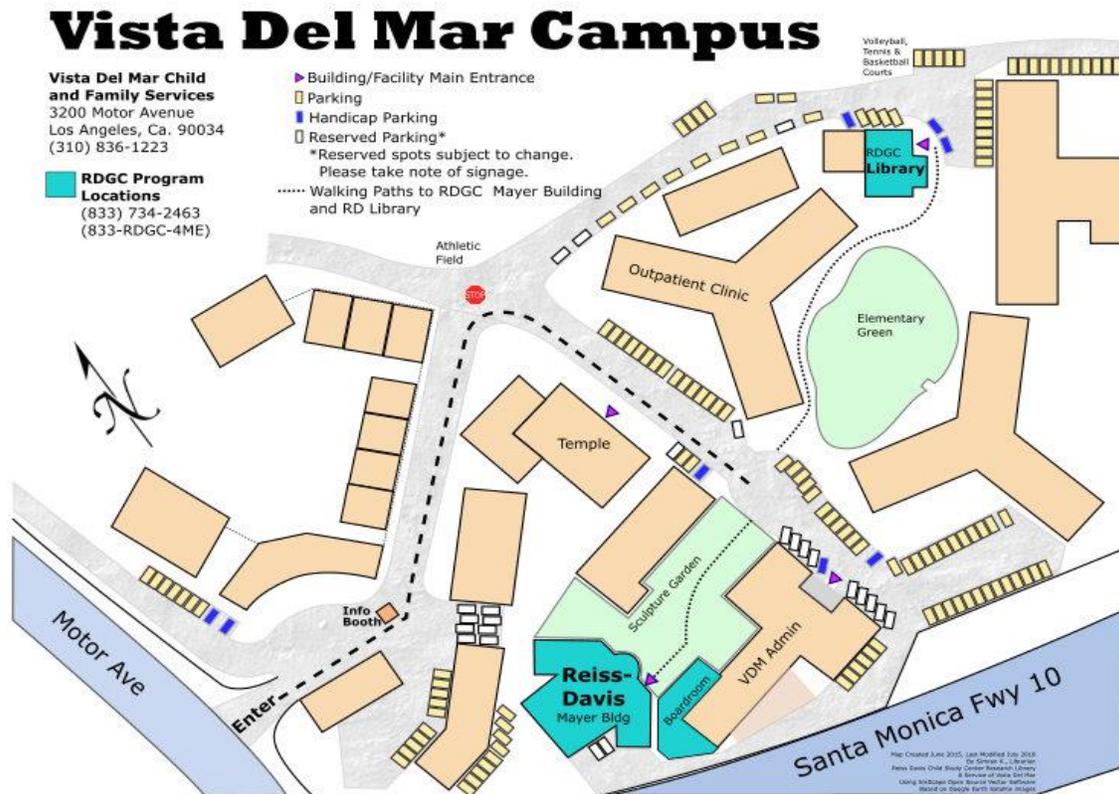
<b>Week 1</b>	<b>2/8/19 - 2/14/ 19</b>	<b>Residential Class</b>
Week 2	2/15/19 - 2/21/ 19	Instructional/Online
Week 3	2/22/19 - 2/28/19	Instructional/Online
Week 4	3/1/19 - 3/7/19	Instructional/Online
<b>Week 5</b>	<b>3/8/19 - 3/14/19</b>	<b>Residential Class</b>
Week 6	3/15/19 - 3/21/19	Instructional/Online
Week 7	3/22/19 - 3/28/19	Instructional/Online
Week 8	3/29/19 - 4/4/19	Instructional/Online
<b>Week 9</b>	<b>4/5/19 -4/11/19</b>	<b>Residential Class</b>
Week 10	4/12/19-4/18/19	Instructional/Online

**Term 4 – Summer Quarter 2019** Residential Sessions: 5/3/19-5/5/19, 5/31/19-6/2/19, 7/5/19-7/7/19

<b>Week 1</b>	<b>5/3/19 - 5/9/19</b>	<b>Residential Class</b>
Week 2	5/10/19 – 5/16/19	Instructional/Online
Week 3	5/17/19 – 5/23/19	Instructional/Online
Week 4	5/24/19 -5/30/19	Instructional/Online
<b>Week 5</b>	<b>5/31/19 - 6/6/19</b>	<b>Residential Class</b>
Week 6	6/7/19 - 6/13/19	Instructional/Online
Week 7	6/14/19 - 6/20/19	Instructional/Online
Week 8	6/21/19 - 6/27/19	Instructional/Online
	6/28/19 - 7/4/19	July 4th Week Off
<b>Week 9</b>	<b>7/5/19 – 7/11/19</b>	<b>Residential Class</b>
Week 10	7/12/19 - 7/18/19	Instructional/Online

# Our Campus

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



## Facilities

The Reiss-Davis Graduate Center classrooms contain internet access for the instructors' class presentations, teleconferencing equipment, whiteboard/chalkboard, individual media device projection, PowerPoint projector, screen, and a monitor for DVD and video viewing. A kitchen with refrigerator and microwave and bathroom facilities are also conveniently located. The Computer Room in the Reiss-Davis Anna Freud Library with internet access is available to the students.

## Reiss-Davis Anna Freud Research Library

The on-campus Reiss-Davis Anna Freud Research Library is available to all students enrolled in the Reiss-Davis Graduate Center. The collection includes a special concentration of psychoanalytic literature acclaimed to be one of the best collections west of Menninger's, with approximately 16,000 monographs, 200 archived and various active journal subscriptions all on the field of psychology with an emphasis on child development and psychoanalytic work. In addition, access is also granted to active students and faculty to the Psychoanalytic Electronic Publishing (PEP) Archive, an actively growing subscription database of psychoanalytic books and journals. The librarian is available to assist with technology use (accessing materials, creating content), search strategies, or with other technology or research questions in person or via email via [RdLibrarian@reissdavis.org](mailto:RdLibrarian@reissdavis.org). You may make an appointment to visit the library or visit it during scheduled hours.

# PsyD Degree Program

## **Doctor of Psychology (PsyD) Degree Program in Psychodynamic Child Psychology and Psychotherapy**

### **Degree Program and Curriculum**

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

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

### **Weekend and Online Format**

The Reiss-Davis Graduate Center offers a three-year course work—one weekend per month—doctoral degree program which leads to the development and successful completion of a dissertation in year four, culminating in the PsyD in Psychodynamic Child Psychology and Psychotherapy. The Program requires applicants to be licensed or license-eligible (LMFT, LCSW, LPCC) upon acceptance into the program. Students in the PsyD Program that are already licensed in their clinical disciplines have the required hours of clinical experience prior to applying to the Reiss-Davis Graduate Center. License-eligible candidates must complete the number of clinical hours required for licensure in their respective disciplines as a requirement for graduation of this program.

### **General Description and Program Objective**

The Doctor of Psychology in Psychodynamic Child Psychology and Psychotherapy (PsyD) degree may be earned by students who complete assigned coursework, demonstrate mastery of the theoretical aspects of clinical child psychology, and develop the capability of utilizing clinical research and the effective practice of psychotherapy. The objective of the program is to help students develop a comprehensive understanding of theories and clinical issues in the field of child development and child psychotherapy from a psychodynamic perspective and apply this knowledge to their therapeutic work with children and adolescents. The program includes training in research methodology and systematic inquiry. Students are expected to learn the basics of statistics and research methodology and to complete a dissertation.

### **Method of Instruction**

The PsyD degree program is delivered in a hybrid environment where students engage in face-to-face and online instruction. A hybrid (distance learning) course is defined by learning outcomes and requires the equivalent instruction and student work time as defined by a traditional class. Instructional methods include didactic seminars and online meetings and assignments which provide support in developing the dissertation, which is completed under the guidance of each student's own Dissertation Committee approved by the Dean.

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

### **Language of Instruction**

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

### **International Students**

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

### **Graduation Requirements**

- Student must complete a total of 104 quarter units to fulfill the unit requirements for graduation. Units are earned as follows: 96 quarter units for didactic seminars; 8 quarter units for successful completion of the dissertation.
- Students must pass every course with a grade of “B” and maintain a cumulative grade point average of 3.0.
- The First Year Evaluation must be passed.
- The Second Year Comprehensive Examination must be passed.
- The Third Year Evaluation must be passed.
- Students must submit and defend a dissertation accepted by faculty and the institution.
- Students must comply with all of the policies and procedures articulated in the Catalog/Student and Dissertation Handbooks.

### **Academic Support Services**

Faculty as Mentors - Academic support is available through faculty mentoring. The Dean and the Provost also participate in the process. RDGC’s distinguished faculty are leading experts in their field and are also licensed professionals. Faculty members are mentors who understand the academic needs of graduate students. Incoming students are assigned a faculty member as soon as they enroll in the institution.

### **Academic Counseling**

Students have access to various support services both academically and administratively. Academically, the small class size provides for more individualized attention of student progress. Faculty are able to monitor student progress and facilitate student learning. The Dean is also available to provide assistance.

### **Preparation for Psychology Licensure**

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

## Coursework

### First Year Classes:

#### **PSY-700 Foundations for Doctoral Studies (2.0 units)**

The Foundations for Doctoral Studies course serves as a transitional support for students into the doctoral program. Students will acquire skills that will contribute to a strong academic foundation from coursework to the successful completion of the dissertation. The course includes an overview of library resources including learning technical skills to access electronic data bases. Also highlighted will be an overview of the hybrid online learning approach in the program, and expectations for student performance as outlined in course rubrics. Students will design a course management strategy, begin a dissertation journal, and develop APA writing style. Additional course instructors will be invited to guest lecture on specific topics.

#### **PSY-701 Prenatal, Infant, Early Childhood Development & Psychopathology (3.0 units)**

This course introduces students to the theoretical constructs of a comprehensive conceptual framework: a bio-psycho-social-relational psychodynamic model to understand healthy and disordered infancy and early childhood development (prenatal to five). Students will learn how to identify typical development during this stage, as well as to assess, diagnose and implement appropriate intervention strategies for children presenting with atypical and psychopathological etiologies. This course traces the place of childhood and child development in psychoanalysis from Freud through contemporary relational-developmental psychoanalysis.

#### **PSY-702 Qualitative & Quantitative Methods in Psychodynamic Research Designs (3.0 units)**

The Research Methods Course will introduce students to the scientific methods behind psychological research. This course prepares students to review how research in the field of psychology is organized, carried out, and evaluated. Qualitative research methods include case studies, focus groups and interviewing, triangulation, grounded theory, conversation and discourse analysis, phenomenology, hermeneutics, ethnography, and narrative analysis. In addition, this course examines quantitative research designs including experimental design and statistical analyses, evaluating the efficiency of variety of research projects, types of test related reliability, validity, experimental control, sampling, and repeated measures. This course will require students to think critically to evaluate inferential statistics and to become an educated consumer of the published research literature involving clinical psychology and psychotherapy practice.

#### **PSY-703 Latency Development & Psychopathology (3.0 units)**

Building upon the developmental and neurobiological concepts learned in the course on prenatal and early childhood, this course will explore those areas unique to the latency years (6-10) of a child's development. While pathology in this age group can often trace its etiology to early childhood development, the course will also explore pathology unique to the latency-age child. By the end of the course, the student will be able to recognize symptoms of behaviors that interfere with a child's functioning, be able to provide comprehensive assessment and diagnosis, and develop treatment planning for latency-age children and their families.

**PSY-705 Psychodynamic Theory I (2.0 units)**

This course will present an introduction into the theory and concepts of Sigmund Freud and his contemporaries that set the foundation for all later psychodynamic thinking such as drive theory, structural theory, topographic theory, and his psychosexual theory. The course will further provide an overview of major theory developments in psychoanalysis and elucidate the contributions of selected other authors and their schools in psychoanalysis such as Anna Freud, Melanie Klein, Erik Erikson, Winnicott, Fairbairn, Balint, and Bowlby, etc. Developmental models, notions of pathology, the role of the analyst, and the nature of healing will be examined. The discussions will include the application of psychoanalytic concepts in the clinical context, psychoanalytic technique and its specific interventions as they are relevant in classic psychoanalysis and contemporary psychodynamic psychotherapy.

**PSY-707 Psychodynamic Theory II (2.0 units)**

This course continues the historical and conceptual expansion of psychodynamic theory and explores different schools of psychoanalysis such as object relations theory, attachment theory, and self-psychology. The course will particularly elucidate the contributions of selected authors such as Melanie Klein, Winnicott, Fairbairn, Balint, and Bowlby, etc. Developmental models, notions of pathology, the role of the analyst, and the nature of healing will be examined. The discussions will include the application of psychoanalytic concepts in the clinical context, psychoanalytic technique, and its specific interventions as they are relevant in classic psychoanalysis and contemporary psychodynamic psychotherapy.

**PSY-709 Psychodynamic Theory III (2.0 units)**

This course expands the understanding of psychodynamic thinking into contemporary theories and current clinical practice. It explores the contributions of authors such as Christopher Bollas, Jessica Benjamin, Robert Stolorow, etc.

**PSY-711 Neurobiology & Affect Regulation (3.0 units)**

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

**PSY-713 Psychodynamic Understanding of Attachment (3.0 units)**

This course will teach John Bowlby's original attachment theory, including separation and loss. Mary Ainsworth, Mary Main, and attachment research will be considered, as well as ways of measuring attachment categories. Neurobiology and affect regulation theory will be integrated into a conception of Modern Attachment Theory as written about by Allan Schore and Judith Schore. In this course we will study Classic and Modern Attachment theory.

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

This course presents the fundamental theories of psychodynamic child play therapy and focuses upon a variety of challenges, difficulties and disorders involved in child treatment. Students will learn how to integrate these concepts into clinical practice.

**PSY-730 Child-Parent Psychotherapy (3.0 units)**

Child Parent Psychotherapy (CPP) is a psychodynamically-oriented evidence-based intervention from birth to age five who have experienced trauma (e.g., maltreatment, the sudden or traumatic death of someone close, a serious accident, sexual abuse, exposure to domestic violence) and, as a result, are experiencing behavior, attachment, and/or mental health problems, including posttraumatic stress disorder (PTSD). The primary goal of CPP is to support and strengthen the relationship between a child and his or her parent (or caregiver) as a vehicle for restoring the child's sense of safety, attachment, and appropriate affect and improving the child's cognitive, behavioral, and social functioning. CPP is also used with latency-age children.

**PSY-732 Case Conference I (3.0 units)**

In this first course of a 3-part series, students learn how to develop comprehensive psychodynamic case formulations, and integrate their current casework with psychodynamic theories and interventions learned in first-year coursework. Emphasis is placed on the critical concept of including parents/caregivers in child and adolescent psychodynamic treatment and receive careful consultation about maintaining boundaries between parent work and adult individual therapy in this process. The formulation template will be introduced, and students will record casework progress on a weekly basis in a standard format. Oral presentations of current casework in a small group setting encourages a forum for stimulating dialogue under the leadership of the instructor.

**Second Year Classes:****PSY-704 Scholarly Writing Seminar (2.0 units)**

The purpose of the Writing Seminar is to develop scholarly writing and research skills using APA (6<sup>th</sup> ed.) style. Students will practice writing as an ongoing process that involves drafting, revising, and getting feedback from readers. Students will define a problem or question to investigate and formulate a response by planning the stages of a writing project and applying critical thinking skills, including writing with clarity, accuracy, precision, relevance, depth, breadth, and logic. Writing will be APA (6<sup>th</sup> ed.) formatted and will follow accurate mechanics of writing including grammar, punctuation, and spelling. Students will use library resources and electronic data bases with specific attention to citing resources and avoiding plagiarism.

**PSY-706 Critical Analysis - Contemporary Research (3.0 units)**

This course will focus on the critical examination of contemporary research in the psychodynamic and neurobiological bases of developmental psychology and child and adolescent treatment. Students will consider research papers and dissertations, and will identify the rationale, logic, purpose, and methods of the research studies with a critical mind and scholarly intention to evaluate techniques and biases. Students will explore research ethics, culturally diverse aspects, moral and ethical issues as they apply to suitable methods for their future research. As students are transitioning from being a student to a scholarly researcher, they will deepen their recognition of scholarly integrity, and diverse philosophical underpinnings to be applied to developing their research dissertation project, including topic and literature review.

**PSY-708 Practical Research Design (2.0 units)**

Students will apply their analysis and learnings of contemporary research to the development of their research design. Students will gain practical skills during the course as they design their research dissertation project with a focus on the literature review.

**PSY-717 Pre to Adolescent Development & Psychopathology (3.0 units)**

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

**PSY-719 Cultural Competence (3.0 units)**

This course will introduce students to the emergent contemporary psychoanalytic (relational and intersubjective systems theory) literature focused on examining the impact of culture, gender, sexual orientation, and social location. This contemporary perspective serves as a corrective to the biases of classical psychoanalysis and ego psychology, with their dominant Eurocentric worldview, homophobia, and often racist attitudes. This course will explore how culture, color, and gender identification organize the experience of both the psychodynamic psychotherapist and the patient in the therapeutic process. We all have unconscious biases, based on our social context and positionality. The course will rigorously explore the implications of an ethical psychodynamic perspective which requires that we reflect on our privilege and the clinical implications of our social situatedness.

**PSY-721 Integration of Psychoanalytic Work (3.0 units)**

In this course we will integrate neurobiology and psychoanalytic psychotherapy, particularly as it relates to children and adolescents. We will examine the right brain and limbic system in conjunction with the mind-brain-body connections that are the underpinnings of our emotional selves. We will focus on integrating neurobiology, infant-parent research, psychoanalytic models of the mind, and relating this to the treatment of children and adolescents.

**PSY-734 Case Conference II (3.0 units)**

The second session of this three-part series of Case Conferences Courses will focus on the ability of the student to integrate psychodynamic and neurobiological theories in a comprehensive case conceptualization and presentation. The student will chose a specific theoretical orientation and through a series of process notes will reflect their understanding of the therapeutic interventions and the application to their clinical work. Key psychodynamic principles of attunement, transference and countertransference will be discussed.

**PSY-738 Pre to Adolescent Psychotherapy (3.0 units)**

This course will provide an overview of treatment modalities with emphasis on psychodynamic work with adolescents including group and family work. From building a working alliance through termination including transference and countertransference issues. Problem solving specific issues related to challenges related to working with resistant teens, as well as working with parents and significant others in the teen's world.

**PSY-740 Evaluating Psychodynamic Effectiveness (2.0 units)**

This course is designed to review salient aspects of the psychodynamic therapeutic relationship which is the hallmarks of effective treatment. This course will include a review of several complementary psychodynamic theories which all emphasize the clinical relationship as central to the work. In particular, we will review the role of alliance variables, boundaries, relational factors, and approaches to therapeutic impasse in order to formulate evidence based psychodynamic strategies for assessment and intervention. The course is intended to deepen and expand participants' understanding and clinical implementation of key theoretical concepts such as: the holding environment, containment, transference and countertransference, defensive styles, enactments, self-disclosure, and the roles of these methodologies in the relative clinical efficacy of these models. This course will also facilitate critical examination of existing psychodynamic research with a specific emphasis on enhancing students' abilities to design research projects investigating efficacy of psychodynamic modalities.

**PSY-742 Psychodynamic Supervision and Evaluation (3.0 units)**

This course will examine supervision from a variety of psychodynamic perspectives. Topics will include parallel process, utilization of the countertransference, and managing therapeutic impasses. The instructor will demonstrate concepts and model various approaches by working with issues arising in the students' practice.

**PSY-746 Selected Topics I (2.0 units)**

This course develops a specific area in psychodynamic child psychology and psychotherapy. The course will present advanced training based on the expressed interests of the cohort. This course differs from a regular course in that the course content may change from offering to offering depending on the chosen topic and instructor expertise in the relevant area. The course content will be selected six months prior to the quarter it is offered, and students will be notified.

**PSY-750 Applications of Child & Adolescent Play Therapy (3.0 units)**

This course integrates multiple approaches and modalities of play therapy with a focus on establishing and supporting therapeutic relationships with children and adolescents in treatment. Students learn ways to strategically apply play therapy principles to effect positive change and will have opportunities to apply these principles through hands-on application.

**Third Year Classes:****PSY-736 Case Conference III (3.0 units)**

In this third course of a 3-part series, students master their skills in the construction of psychodynamic case formulations and integrate their current casework with psychodynamic theories and interventions learned in first, second-year and third year coursework. Emphasis is placed on issues of termination in child and adolescent psychodynamic treatment, and students receive careful consultation about properly planning and implementing these concepts into current casework. Students continue to use the case formulation template and record casework progress on a weekly basis in a standard format. Oral presentations of current casework in a small group setting further encourages stimulating dialogue under the leadership of the instructor.

**PSY-741 Dissertation Development I (3.0 units)**

Students will learn the structural organization of their Dissertation Introduction Chapter 1: develop dissertation topic, identify the research problem, and explore overall research design. While formulating a Research Problem and Purpose Statement, students will continue developing and contextualizing the Research Question. In a group forum, students will discuss the preliminary survey of their Literature Research while demonstrating thoughtful, and reflective scholarly attitude. While reviewing ethical considerations, students will complete the certificate course of Protecting Human Research Participants. In the process of transitioning to a scholarly researcher, students will learn administrative protocols, review guidelines stated in the Dissertation Handbook, and become familiar with the documentation requirements related to Dissertation process. Students will utilize their Dissertation Journal notes and journal entries throughout the third year as developed within other courses.

**PSY-743 Dissertation Development II (3.0 units)**

Students will conduct in-depth literature search. They will develop organizational strategies to manage literary resources. They will become familiar with authorities in their field of research, begin writing a comprehensive Review of Literature consistently using APA (6<sup>th</sup> ed.) writing style. Students will develop main themes and subtopics, systematically linking contents to the Research Question. Students will assess how the methodology will support the research design. Students will practice oral presentations during this course advancing their skills in leading discussions about their scholarly research. Students will form their Dissertation Committee.

**PSY-744 Psychodynamic Family Therapy (2.0 units)**

This course teaches students how to approach family therapy from a psychodynamic perspective. This approach to family therapy integrates classical Freud, Bowen, Ackerman, and Whitaker psychoanalytical theories into the unconscious aspects of individual personality development and function with an interest in the social context, and especially the family context, in which individual and relational dysfunction develops. Students learn to focus on the interaction between family members, analyzing the role played by each member in maintaining the system. Using this perspective, students develop case formulations, implement psychodynamic interventions and plan effective courses of treatment to address multiple aspects of individual and family psychological functioning.

**PSY-745 Dissertation Development III (3.0 units)**

Students will acquire practical knowledge of various methods used in psychological research studies. In Group Forums, students will discuss the relationship between methodology and a research problem and how various methods address research questions. Students will reflectively assess and critically review their research design while applying ethical and legal considerations. During the course, students will become familiar with data collection instruments such as surveys, questionnaires, types of interviews, and work on their own measurement tools for data collection.

**PSY-747 Dissertation Development IV (3.0 units)**

Student will integrate various research components, reflectively assess, and critically review their research design while applying ethical and legal considerations. Students will complete the Dissertation Proposal (the first three Chapters of the Dissertation: Chapter I: Introduction, Chapter II: Literature Review, and Chapter III: Research Methods) for submission to their Dissertation Committee. Students are required to demonstrate commitment and self-initiative working towards completing their Proposal Draft. Students will consult with the Dissertation Committee to prepare for the IRB review. In a Group Forum, students will discuss feedback and practice consulting with Dissertation Committee to prepare for transitioning from course work, to Dissertation Development V-VII. Students will differentiate Course Evaluation Rubrics from their Committee's Evaluation Rubric.

**PSY-748 Selected Topics II (2.0 units)**

This course develops a specific area in psychodynamic child psychology and psychotherapy. The course will present advanced training based on the expressed interests of the cohort. This course differs from a regular course in that the course content may change from offering to offering depending on the chosen topic and instructor expertise in the relevant area. The course content will be selected six months prior to the quarter it is offered, and students will be notified.

***Evaluation & Analysis of Psychological Assessment series***

The purpose of these two courses is to familiarize mental health practitioners with their young clients' psycho-educational, neuropsychological, and educational reports. This set of courses will also address how to help parents understand and address their child's psychological and educational needs in order to actualize the report's recommendations in interest of their child. These courses do not train or qualify students to administer, score, or interpret psychological, educational or projective tests nor to write psychological reports. They also do not allow students to represent themselves as psychological assessors.

**PSY-752 Evaluation & Analysis of Psychological Assessment I (2.0 units)**

This first course of a two part series will begin with an introduction of relevant statistical terms such as percentiles, T Scores, and Standard Scores and the concepts of dispersion and variability needed to more critically analyze psycho-educational test results. It will next address underlying theories and principals of psychological testing, followed by introducing the student to standardized intelligence tests with a focus on the Wechsler Intelligence Scale for Children (WISC-V). The course also addresses achievement testing with a focus on the Woodcock-Johnson Tests of Achievement (WJ-IV). The final part of the course will focus on the relationship of these two tests in assessing possible learning disabilities, ending with the review of actual learning disabled children's and adolescents' (disguised) reports.

### **PSY-754 Evaluation & Analysis of Psychological Assessment II (2.0 units)**

In this second of two courses, students continue to use the basic tools of measurement required to understand and analyze data from psychological reports. The focus now moves to personality assessment both objective and projective, with an emphasis on the Rorschach Test and thematic testing measures including the Children's Apperception Test (CAT) and the Thematic Apperception Test (TAT). Students will then learn how the various tests in the report are integrated to "paint a picture" of the individual child in terms of his/her development, followed by how to critically prioritize and actualize the recommendations with a special focus on helping parents to access these recommendations with an emphasis on explaining the IEP process and the rights of parents to have services for their child. The final part of the course will focus on reviewing actual cases (disguised), to actualize what they have learned.

### **PSY-756 Jungian Theory & Therapy for Children and Adolescents (3.0 units)**

This course will give an introduction to life, theory, and concepts of C. G. Jung and Sandplay therapy. Main topics discussed are the individuation process, the Self, the unconscious, shadow, persona, anima/animus, archetypes, symbols, dreams, active imagination, images of the psyche, and methods used in analytical psychology. The emphasis will be given to the methods of painting inner images and Sandplay. The history and origins of Sandplay as well as the use of this non-verbal method will be presented. The main elements of sand, water, tray and the miniature collection, will be introduced as well as specific factors in the transference in Sandplay. Case examples will be provided.

### **PSY-758 Jungian Sandplay for Children & Adolescents (3.0 units)**

This course represents a continuation of the introductory course "Jung and Sandplay" and will deepen the Jungian concepts as well as explore practical applications of the method. Psychodynamics will be examined, and the different approaches to interpret the material. Jungian concepts of transference will be amplified and applied to the practical work with sandplay and clients.

### **PSY-760 Jungian Dream Work for Children and Adolescents (3.0 units)**

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

## **Year Four – Dissertation Completion**

The dissertation completion process occurs during the four quarters of Year 4. Each quarter, students will receive individual guidance and academic support for their research and writing process from their Dissertation Chair and Committee members. Dissertation Seminar, one per quarter, has students gather in a group forum to guide progress and receive guidance from the seminar facilitator. Four dissertation seminars are on site, flexible in pace, development, and progression thus accommodating each student's unique research design. Each student completes a dissertation inventory which records steps to complete the dissertation process, as based on the dissertation course learning outcomes. The Dissertation Office provides additional administrative support for student progress; required documentation will be archived in Populi.

**PSY-749A Dissertation Completion (2.0 units)**

During this course, students will carry out data collection protocols using their proposed Research Method. Students will work with their Dissertation Committee to adequately adjust any unforeseen circumstances arise and inform the IRB if needed. Students will learn organization strategies to create systematic data presentation techniques such as tables and diagrams. Students will write Chapter 4 presenting the Results, Data Collection process, Themes, Data Analysis Protocols, and share how they resolved any challenges in the data collection process.

**PSY-749B Dissertation Completion (2.0 units)**

The purpose of this course is to support students with the Analysis and Discussion of their research. Students will individually present their work, lead discussions, and critically assess their own process. In a Group Forum, students will consider and integrate multidimensional aspects of their research.

**PSY-749C Dissertation Completion (2.0 units)**

During this course, while students synthesize, analyze and integrate research themes, they will formulate, write, and finalize the Conclusion of their research study. Students will learn to assimilate arguments and link Conclusion to Findings and Discussions. Working with their Committee, students will work towards receiving the approval of Chapters 4 and 5 of their Dissertation.

**PSY-749D Dissertation Completion (2.0 units)**

Students will review, evaluate, and edit their entire research study for coherence, veracity, consistency, and how themes are linked. The course will provide support as students will assess and discuss the meaning of their interpretations and conclusions. Students will compose the Research Abstract and prepare their Dissertation Document for committee's Final Review. Upon approval, students will finish any remaining editing, formatting and APA (6<sup>th</sup> ed.) style editing requirements. Students will prepare for the Oral Defense. Meetings will provide opportunities to practice oral presentation and thoughtfully respond to questions. Students will learn the protocols involved in Oral Defense such as maintaining scholarly attitude while responding to potentially challenging questions. Students will schedule and present their Oral Defense.

**Year Five and Beyond - Dissertation Extension**

Students who require additional time to complete their dissertation will continue their research and writing process, attend quarterly seminars and collaborate with their Committee Members until the dissertation is complete. RDGC stipulates that students will complete their dissertations within 8 years of enrollment into the program in order to graduate with their PsyD in Psychodynamic Child Psychology and Psychotherapy.

**Dissertation Support Services**

An online support environment is available through Populi, PEP and other archives that support research endeavors. In Populi, the Dissertation Café folder contains the Dissertation Handbook and all forms needed for the dissertation process. Students will be enrolled in classes to help complete their dissertation process. These classes can offer valuable support and the sharing of strategies for overcoming barriers to dissertation success such as improving communication with advisors or committee members, writing blocks or feelings of being stuck, procrastination, time management challenges, and overall strategies for survival. Students are also encouraged to reach out to their committee chair for support.

## Accreditation Status

### WASC Accreditation

Reiss-Davis Graduate Center (RDGC) has been recognized as a Candidate for Accreditation by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510-748-9001. This status is a preliminary affiliation with the Commission awarded for a maximum period of five years. Candidacy is an indication that the institution is progressing toward Accreditation. Candidacy is not Accreditation and does not ensure eventual Accreditation. RDGC is in the process of preparing for the second WSCUC Seeking Accreditation visit.

With official Candidacy status, RDGC will be applying for approval to be designated as an eligible institution to participate in the Federal Student Financial Assistance Programs. If you have any questions regarding this process, please contact Dr. Allen Bishop, Dean and Accreditation Liaison Officer, at the Reiss-Davis Graduate Center at (310) 204-1666, ext. 300.

All approved psychology schools that offer PsyD and PhD degrees in California are affected by the following new regulations:

Notice to Prospective Degree Program Students: This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017 and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree program automatically suspended.

The known limitations of current unaccredited degree program are as follows: 1) A degree program that is unaccredited is not recognized for some employment positions, but not limited to, positions with the State of California; and 2) The student enrolled in an unaccredited program is not eligible for financial aid programs.

# Admission & Registration

## Admission Policy

The admissions criteria for the Doctor of Psychology in Psychodynamic Child Psychology and Psychotherapy are:

1. **Licensure or Licensure-Readiness.** To apply for admission, applicants must provide a current CV/resume and must hold and provide documentation of one of the following licenses in the State of California: Licensed Marriage and Family Therapist (LMFT); Licensed Clinical Social Worker (LCSW); Licensed Professional Clinical Counselor (LPCC); Licensed Clinical Psychologist. Associate Marriage and Family Therapist (AMFT); Associate Clinical Social Workers (ASW); Associate Professional Clinical Counselor (APCC) and Psychological Assistants are also eligible for application if they are currently engaged in meeting the requirements of clinical supervision for the license in that area, provide documentation of registration with the appropriate regulating board, and will be expected to complete licensure by graduation.
2. **Personal Psychotherapy Experience.** Personal psychotherapy experiences, while not mandated, are deemed an important adjunct to participation in a psychodynamic educational program.

## Nondiscrimination and Equal Opportunity Statement

The Reiss-Davis Graduate Center (RDGC) admits each student on the basis of merit. RDGC does not discriminate on the basis of race, color, national origin, ancestry, religion, creed, gender, sexual orientation or gender identity, disability, citizenship status (within the limits imposed by law or Center policy), marital status, medical condition, veteran status, or age in any of its admissions or educational policies, procedures, or practices. This nondiscrimination policy covers treatment in institutionally approved academic programs and activities in conformance with the WASC guidelines for institutions of higher learning. The Reiss-Davis Graduate Center is an Affirmative Action/Equal Opportunity Employer.

## Application Procedures

The application process includes the submission of the following items onto the Reiss-Davis Graduate Center online application form at [http://www.reissdavis.org/apply\\_now.html](http://www.reissdavis.org/apply_now.html).

1. **Completed Application Form and Fee.** Applicants will complete and submit the Application Form online; this is accompanied by a non-refundable application fee (\$60).
2. **Official Transcript.** Applicants will arrange for the Reiss-Davis Graduate Center office to receive an official certified transcript from each college or university attended, showing every graduate unit attempted. Applicants may arrange for transcripts to be mailed directly from these schools to the Reiss-Davis Graduate Center, or mail them in separately as long as they are in sealed envelopes. If the transcript does not indicate the degree awarded, proof of that degree must also be provided, as well as proof of licensure or registration with the appropriate California Board.
3. **Letters of Recommendation.** Applicants are required to have three letters of recommendation submitted to the Reiss-Davis Graduate Center. Recommenders should be familiar with the applicant's recent academic, clinical, and/or other professional abilities and accomplishments. Applicants are to follow the instructions specified on the Application Form.

4. **Confirmation of receipt of all required documents.** The completed application, application fee of \$60, official transcripts, proof of degrees, licenses, registrations, and letters of recommendation must be received in the Reiss-Davis Graduate Center before the admissions interviews are conducted. Application deadlines are at the discretion of the Dean.
5. **Personal Interview.** Candidates will be invited for a personal interview to be conducted at our campus by selected faculty and administrators. A second interview may be held upon the request of the applicant or the Admissions Committee.

### **Enrollment Procedures**

Successful applicants will receive a Letter of Acceptance, a copy of the Student Handbook and Course Catalog, and an Enrollment Agreement to review and sign. Receipt in the office of the Reiss-Davis Graduate Center of the signed acceptance letter, the signed Enrollment Agreement, and a \$250 deposit constitutes enrollment in the program. Please see refund section for information on cancelling after enrollment agreement is submitted.

### **Registration**

Upon acceptance into the program, all degree students must complete and sign the Enrollment Agreement, which includes acknowledgment of reviewing the Student Handbook, and submit a \$250 deposit to hold their space in the cohort. Because students in the Reiss-Davis Graduate Center programs are part of a cohort with whom they progress through the didactic part of the program, and because the curricula are sequential, registration will consist of enrollment in all classes appropriate for the student's standing in the program. Failure to complete the registration process may result in a delay in beginning the program.

### **Transfer Credit Policy and Process**

The Transfer Credit Policy is part of the Reiss-Davis Graduate Center admission requirements and procedures. Generally, college level credits are accepted for transfer to the RDGC program if earned from an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education.

The courses requested for credit review must support the PsyD program and have a close articulation to an existing course. To be considered for transfer credit, the transferring course must have been completed with a grade of "B" or better. Transfer credits will not be accepted after the first three months of enrollment.

Applicants apply to the Registrar's Office to transfer credits by submitting a Letter of Intent as part of the application process, an official transcript(s) stating the course(s) to be considered and grade(s) received must be submitted. An official course description (may be obtained from the university's catalog) must accompany the request.

The review of transfer credit requests must meet the expectations of the Dean and advising faculty who are familiar with the content of each course under consideration. There is no cost to the student for this process.

Students who take courses at other institutions during their enrollment at the Reiss-Davis Graduate Center may apply to have those units transferred in if they meet the same criteria as other transfer units. The approval of the Dean is required. The maximum transfer credit from another approved or accredited institution shall be up to 10 quarter or trimester units. Students may request an exception to be reviewed. A grade of "B" or better must be earned for the credit to be eligible for a transfer ("B- "grades are not acceptable; pass-fail grades are not transferable unless substantiated by the former institution as having at least "B" quality). Students may request an exception to be reviewed.

#### **Process for Monitoring Transfer Credit Evaluation**

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

#### **Experiential Learning Policy**

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

#### **Transferability of Credits Earned at the Reiss-Davis Graduate Center**

##### *NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION*

The transferability of credits earned at the Reiss-Davis Graduate Center is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree you earn in any program of the Reiss-Davis Graduate Center is also at the complete discretion of the institution to which you may seek to transfer. If the credits earned at the Reiss-Davis Graduate Center are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your course work at that institution. For this reason, you should make certain that your attendance at the Reiss-Davis Graduate Center will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Reiss-Davis Graduate Center to determine if your credits will transfer.

# Tuition

## Current Schedule of Student Charges: Cohort F-2018/2019

Tuition and Fees are reviewed annually and may be adjusted

Application Fee	60.00	Not refundable
Registration Fee due at time of acceptance	250.00	Not refundable
Student Tuition Recovery Fund Fee (per year)	0.00	Not refundable
Tuition 2018/2019 (Year 1 of Program)	18,750.00	Refund pro-rated
Tuition Years two through Three	40,267.00	Refund pro-rated
Dissertation Advisement Fee – Year Three	3,200.00	Refund pro-rated
Dissertation Completion Tuition	10,312.00	Refund pro-rated
Books and supplies	2,000.00	
Graduation Processing and Diploma Fee	250.00	Not refundable
<b>Total Fees</b>	<b>75,089.00</b>	

### TOTAL CHARGES DUE UPON ENROLLMENT

Registration Fee	\$250.00
STRF Fee to be paid at time of first payment of tuition	\$0.00
<b>Total</b>	<b>\$250.00</b>

- Non-refundable application fee (\$60).
- Non-refundable registration fee (\$250) due at time of acceptance.
- First Year Tuition \$18,750.00 (Cost per unit: \$625). Tuition is billed on a quarterly basis unless a student is on a payment plan. Tuition Fees may be adjusted annually.
- Student Tuition Recovery Fund Fee. This fee is mandated by the State of California and collected from the student. A student is not required to pay this fee if their tuition is funded by a third-party payer such as an employer or if a student is not a California resident. At the current period, the State of California is not collecting the STRF Fund Fee from students.
- The Dissertation Completion Tuition will be paid on an annual basis and cover the following fees:
  - The dissertation advisement fee for work with your dissertation chair, internal and external reader for one year. The number of hours required is individually determined based on your progress through the dissertation writing process.
  - A continuous enrollment fee will be applied for year 4 of student enrollment.
  - A Dissertation Seminar, which will be mandatory on a quarterly basis and will be available to students in year four.
- Enrollment in the Dissertation Extension will be charged the current Dissertation Completion Tuition per year.
- Graduation processing and diploma fee (\$250) due at time of graduation.
- Transcript fee (\$10) (you will receive one certified copy of your transcript at graduation).
- Late tuition payment fee (10 days late) (\$100).
- *Estimated* textbook and supplies expense \$2,000.

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

### **Schedule of Payments**

For year one of the Reiss-Davis Graduate Center, the student will be billed on a quarterly basis unless directed otherwise by the student payment plan option (monthly: \$1,562.50; quarterly: \$4,687.50; bi-annually: \$9,375; and annually: \$18,750). Finance Fees apply for monthly payment plan option\*. In no instance will the student be billed before the student has signed an enrollment agreement which discloses the date of the first class session. A late fee of \$100 may be billed for payments more than 10 days late. Payments may be made through the Populi Finance Portal and are due the first of the month. Students should contact the Graduate Center Finance office to discuss such arrangements. Degrees and diplomas cannot be issued until all financial obligations to the Graduate Center are met.

### **Dissertation Committee Fee**

Dissertation advisement fee for work with Dissertation Chair, Faculty Reader and Outside reader will be managed by the institution when the student enrolls in Year 3 Dissertation Development and 4 Dissertation Completion. Students are advised that the time required to complete the Psy.D. Dissertation will vary based on individual progress. As stated above, Tuition and Fees are reviewed annually and may be adjusted.

### **Financial Assistance**

The Reiss-Davis Graduate Center has established the Lear Family Foundation Scholarship to assist student with tuition on annual basis. Students must apply each year for available funds. For 2018/2019, The Chancellor's Scholarship is available to provide additional tuition assistance.

The Reiss-Davis Graduate Center does not offer student loans at this time. A student enrolled in an institution that is not accredited by the WASC Senior College and University Commission is not eligible for federal financial aid programs. The Reiss-Davis Graduate Center does not participate in federal and state financial aid programs and does not offer consumer information that is required to be disclosed to the student pursuant to the applicable federal and state financial aid programs – 94909(a)(10) for Title IV schools.

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

### **Cancellation and Refund Policy**

A student has the right to cancel his or her agreement for a program of instruction, without any financial penalty or obligations, ten working days prior to the beginning of the second residential session in the first quarter of the first academic year. Cancellation may occur when the student provides a written notice of cancellation. This can be done by mail or by hand delivery or by e-mail to the Registrar at [Registrar@reissdavis.org](mailto:Registrar@reissdavis.org). The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage or confirmed by email to the Registrar. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

After the end of this cancellation period, the student also has the right to *withdraw* from the program at any time. Should a student withdraw from the program, he or she will not be charged for future quarters. The percentage of the refund depends on the effective date of the withdrawal.

### **Policy on Carrying Balances**

The Reiss-Davis Graduate Center does not allow students to carry a balance from one quarter to the next. However, should the student have signed up for a Reiss-Davis Graduate Center payment plan with the Vista Del Mar Finance Department, then they may pay their tuition monthly, quarterly, bi-annually, or annually. By enrolling at the Graduate Center, the student is entering a financial contract with the Finance Division. Not making payments according to a chosen payment plan may result in the cancelation of registration, a hold on grades, transcripts, diplomas, or degrees, denied participation in payment plans in the future, and may impact students' credit. Student will also be charged a \$100 late fee if their tuition is not received on time.

Prior to beginning a new quarter, students should work with the Graduate Center to pay any outstanding balances from any preceding quarters. Students who fail to pay these balances or fail to enter into a payment agreement, may be de-registered from the Graduate Center.

### **Student Tuition Recovery Fund (STRF)**

California law requires that upon enrollment, a fee be assessed in relation to the cost of tuition (California Education Code 94944). These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California Legislature to reimburse students who might otherwise experience a financial loss as a result of untimely school closure. Institutional participation is mandatory.

Effective January 1, 2010, California Education Code Section 94945 requires the educational institution to collect a fee from every new student to be remitted into the California Student Tuition Recovery Fund (STRF), which is administered by the Bureau for Private Postsecondary Education of the State of California. The amount of the fee in the past has been \$0.50 per \$1,000 of tuition paid rounded to the nearest \$1,000. However, based on state feedback, no STRF fee will be collected as of January, 2015.

If it is to be imposed, the assessment is to be collected from each student at the time the educational institution collects the first payment from or on behalf of the student at or after enrollment. The assessment is collected for the entire period of enrollment, regardless of whether the student pays the institutional charges in increments.

(a) A qualifying institution shall include the following statement on both its enrollment agreement for an educational program and its current schedule of student charges:

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

(b) In addition to the statement described under subdivision (a) of this section, a qualifying institution shall include the following statement on its current schedule of student charges:

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, Education Code.

# Academic Policies

## Credit Hour Policy

Students engage in courses defined by a number of credits or units. A unit of credit at the Reiss-Davis Graduate Center is defined in relation to federal guidelines and the Carnegie unit hour definition: one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for ten weeks for one hour of credit in the quarter system. Most courses in the curriculum are two or three units, which meet for 30 hours of direct faculty instruction.

In the RDGC PsyD program:

- A 10-week, 2 credit course contains 60 hours of student work; 20 hours of direct faculty in-class and online instruction + 40 hours out-of-class preparation.
- A 10-week, 3 credit course contains 90 hours of student work; 30 hours of direct faculty in-class and online instruction + 60 hours out-of-class preparation.

This ratio of 1:2 instruction to independent work emphasizes the additional requirements for completion of readings, assignments, papers, and conducting research at the doctoral level.

## Grading System

Instructors evaluate each student's achievement of course and program learning outcomes at the end of each course. Instructors submit evaluations the week following the last day of class to the Registrar's Office using the college management system, Populi. Grades are released to the students before the start of the next term.

Graduate students must maintain a cumulative grade point average (GPA) of 3.0 for all graduate work. A grade below B- is not considered a passing grade. Students who receive a "D" or "F" grade in a required course must repeat the course. The "D" or "F" grade is calculated in the cumulative GPA until the course is satisfactorily repeated. The original grade is excluded from the GPA calculation but remains as part of the student's official academic record.

## Grading Options

Some courses may carry a different grading option. These courses are graded exclusively Credit / No Credit.

### CR (Credit)

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

### NC (No Credit)

The student has not demonstrated minimally satisfactory competence in meeting course outcomes. Credit is not awarded. The course is not used in grade point average calculations.

GRADES	PERCENTAGE RANGE	GRADE POINTS
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	78-79	2.3
C	73-77	2.0
C-	70-72	1.7
D	60-69	0.7 – 1.3
F	< 60	0.0

### **Grade Point Average**

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

### **Incomplete - I**

A grade of "I" may only be issued when a student has attended at least two-thirds of the course sessions and is unable to complete the requirements due to uncontrollable and unforeseen circumstances. Student must communicate these circumstances in writing to the instructor prior to the final week of courses. When the instructor decides that a student's "incomplete" request is warranted, a grade of "I" is issued. The instructor defines the conditions for the removal of the "I" grade in the student's record. Conditions include a time completion of no later than one term after the official end-date of the course; a shorter period of time is advised. The Registrar's Office receives notification from the instructor as part of the course grades submission. The Registrar's Office will send a courtesy email prior to the end of the date of completion.

Failure to complete the assigned work as defined in the conditions will result in no credit for the course. The course must be retaken. Additional fees will apply to repeat a course or complete a tutorial/independent study course.

### **Withdrawal - W**

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

### **Repeating a Course**

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

## **Standards for Student Achievement**

### **Program Learning Outcomes (PLO) Related to Each Course**

Each course in the curriculum progressively leads students toward mastery of competencies within three domains (Theoretical Knowledge, Scholarly Writing Research, and Psychodynamic Child Clinical Skills and Application). Student learning in these areas is assessed within courses, with the Second Year Comprehensive Examination, and with the completion of the Dissertation at the end of the program.

### **Evaluation and Assessment of Academic Progress and Performance**

The Reiss-Davis Graduate Center continuously assesses the skills of its students. At the conclusion of each seminar, the instructor submits a thorough written evaluation of each student as described above under "Grading". The student's grasp of the theoretical material and their clinical application of theory and technique are essential to satisfactory completion of each year of study. These evaluations are reviewed by the Dean and submitted to the Institutional Research Office for data analysis.

### **Academic Freedom**

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

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

### **Student Records**

Student records are maintained for a minimum of seven years from the date the student graduates, withdraws, or is dropped from the program. All student transcripts are maintained at the Administrative Office for a period of 50 years but has made it a practice to maintain them on a permanent basis.

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

### **FERPA Rights**

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

- The right to inspect and review their education record within 45 days of the date RDGC receives the access request. Students should submit to the Registrar's Office an official written request that identifies the record(s) requested for inspection. The Academic Affairs Office will send notification of the time and place where the record may be inspected.
- The right to request an amendment of the educational record that a student believes is inaccurate or misleading. To request an amendment, please write to the Academic Affairs Office, clearly identify the amendment, and specify why the record is inaccurate and/or misleading. If RDGC decides not to amend the record as requested, the student will be notified. Additional information regarding the hearing procedure to contest the non-amendment decision will be provided at the time of notification.

- The right to consent to disclosures of personally identifiable information contained in the student’s education record, except to the extent that FERPA authorizes disclosure without consent.

RDGC discloses education records without student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official includes a person employed by RDGC in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of trustees; or a student serving on an official committee, such as a grievance or student progression committee. A school official also, may include a volunteer or contractor outside of RDGC who performs an institutional service or function for which RDGC would otherwise use its own employees and who is under direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, collection agent, or a person volunteering to assist another school official in their duties. A school official typically has legitimate educational interest if the official needs to review an educational record in order to fulfill their professional responsibilities for RDGC.

- Additionally, FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —
  - a. To other school officials, including teachers, within [School] whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
  - b. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
  - c. To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
  - d. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
  - e. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))

- f. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
  - g. To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
  - h. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§99.31(a)(10))
  - i. To appropriate parties as a result of a disciplinary hearing pursuant to § 99.39
- Pursuant to under § 99.37. (§99.31(a)(11)) of FERPA regulations, directory information from a student's education record may be disclosed without written consent. Directory information includes: name, address, telephone number, email address, date and place of birth, major field of study, dates of attendance, degrees and awards, most recent educational institution attended, and enrollment status.

Students will be asked to complete a Release of Directory Information form at the time of enrollment. The form provides a directive as to whether or not the student authorizes release of directory information without written consent. The absence of student consent does not change the rights or obligations of RDGC under FERPA or its regulations, including Section 99.37, to disclose Directory information without student consent. The student can at any time alter this directive by contacting the Academic Affairs Office and submitting a new form.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by RDGC to comply with the requirements of FERPA. FERPA is administered by the:
  - Family Policy Compliance Office
  - U.S. Department of Education
  - 400 Maryland Avenue, S.W.
  - Washington, DC 20202-4605

The complete text of the Family Educational Rights and Privacy Act of 1974 as Amended (and its interpretation) is available in the Academic Affairs Office.

## **Name Change Policy**

If a student wants to change their name, the RDGC requires production of legal documentation *or* proof of usage of the student's new name. A name change request may be processed either in person at the Registrar's Office in room 9, electronically via email to [registrar@reissdavis.org](mailto:registrar@reissdavis.org), or through the regular mail provided the necessary documentation is submitted. The mailing address is: The Reiss Davis Graduate Center, Office of the Registrar, 3200 Motor Ave, Los Angeles, California 90034.

RDGC will accept name changes for students who are currently enrolled and for previous students whose records are maintained in the student database starting from the year 2008.

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

1. Students may change their middle name(s) to an initial or vice versa without documentation. Documentation is required if a student is adding or deleting a middle name.
2. Once a name change has been recorded, students who have a degree from the University may wish to order a new diploma. Click on this link: [Diploma Order Form](#).

### *Preferred First Name*

The RDGC recognizes that students may wish to use a preferred first name rather than their legal first name to identify themselves. The Graduate Center supports students in this choice. Any student may designate a preferred first name regardless of whether they have legally changed their name.

### *How to Add, Change, or Delete a Preferred First Name*

If you want to change, add and/or delete your preferred name please send a request to The Office of the Registrar or to [registrar@reissdavis.org](mailto:registrar@reissdavis.org).

Your full name and your preferred first name, if you already have a preferred first name on record, will be displayed on your profile in Populi. Your legal last name will remain unchanged and will be included in your preferred name.

## **Use of Legal or Preferred First Name**

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

- Online directory
- Campus management system (Populi)

Legal Name: Places where legal name will be used include:

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

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

- The Reiss-Davis Email Address
- ID Cards

## **Email Policy**

The Reiss-Davis Graduate Center has issued school email addresses to serve as the primary communication tool with students, as well as to login to online resources. All students have been assigned a reissdavis.org email at the start of their program and received training on how to access this email through Office365. It is the Reiss-Davis Graduate Center's policy to contact students only through their reissdavis.org email address. Email forwarding may be scheduled from reissdavis.org email to personal emails. This will allow students to get their school emails delivered to their personal email inbox. Please refer to this link to refresh your email forwarding instructions: <http://www.reissdavis.org/office-365.html>. Any questions about emails should be sent to [RDLibrarian@reissdavis.org](mailto:RDLibrarian@reissdavis.org).

Please be mindful of the quality and quantity of electronic correspondence that is shared with your cohort and faculty. Students may contact instructors via email for classroom assignments, clarification, and to notify of tardiness, absences, etc. Students may also contact your instructor and cohort through the messaging functions in the Populi college management system.

## **Populi**

Populi is the Reiss-Davis Graduate Center's college management system. Populi is used to provide class information, readings, assignments, online class components, grade information, and transcripts. Populi also hosts the student handbook and course catalog, student forms (withdrawal forms, name change forms, etc.), the dissertation handbook and forms, and individual dissertation folders. Additionally, student can view their bill and make payments on Populi.

Students will be given access to and trained in using Populi at the beginning of their program. Students will use their reissdavis.org email in order to access Populi. Populi can be found here: <https://reissdavis.populiweb.com/>. Training videos on how to get started in Populi can be found here: <https://www.youtube.com/channel/UCogqDR5fGIMUdQXZesgXCVw/featured>. Any questions about Populi can be emailed to [PopuliHelp@reissdavis.org](mailto:PopuliHelp@reissdavis.org).

## **Attendance Policy**

RDGC students are expected to attend classes on a regular basis. Attendance at each class and positive active interaction with class members is needed to gain full benefit from the program's graduate courses, in both campus class sessions and online sessions. Content areas are designed to provide a range of integrated in-class discussions and activities that lead to the development of students' learning.

Absence for any reason does not relieve a student from responsibility for any part of the work covered in the class during the period of absence. Missing class will impact on the student's understanding and development of the knowledge, skills, and dispositions required for clinicians, and consequently will impact the final grade. Excused absences for professional or health reasons must be arranged with prior approval from the instructor, with a student making up missed work as stipulated by the instructor.

### **Independent Study**

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

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

### **Faculty Absences**

In the event that an instructor must be absent from class, every effort will be made to find a substitute instructor. In the event that no substitute is available, the class will be canceled and made up for by scheduling the specific class at a future time.

### **Leave of Absence Policy and Procedure**

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

Students requesting a LOA must submit a completed LOA Form to the Registrar's Office. Students are encouraged to discuss their plans with the Dean before requesting a LOA. Reasons for requiring a leave often include bereavement, illness, care-giving, maternity, paternity, and call to active military duty. All requests must be submitted in advance of the anticipated leave.

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

Taking a Leave of Absence does not extend the program time limits of eight years for students in the doctoral program. A student may not be actively working towards completion of degree requirements, including completing coursework, conducting research, preparing for or taking a comprehensive exam, or working on a dissertation. Students on leave may complete course work for which an 'Incomplete' grade was awarded in a prior term and are expected to complete the coursework within one term.

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

### **Leave of Absence Policy and Procedure (Continued)**

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

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

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

## **Withdrawal Policy**

### **Withdrawal from a Course**

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

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

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

### **Withdrawal from the Program**

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

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

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

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

## **Student Behavior Expectations**

### **Civility Statement**

In connection with our purpose and mission, the Reiss-Davis Graduate Center requires the mastery of a large body of knowledge in addition to the mastery of high standards of behavior and appropriate attitudes. Our mission is to train competent, well informed, culturally sensitive, and ethically responsible child and adolescent mental health professionals.

In addition to fulfilling all academic requirements, students are required to display attitudes, personal characteristics, and behaviors consistent with accepted standards of professional conduct while at the Reiss-Davis Graduate Center. The Reiss-Davis Graduate Center expects all students to be professional and respectful in their dealings with colleagues, faculty, staff, and clients and to demonstrate caring and compassionate attitudes. These and other qualities will be evaluated—formally and informally—in a variety of school settings by both faculty and peers. Concerns about a student’s emotional state of being and/or behavior may come from the student, faculty, staff, or other students.

### **Fundamental Principles of Civility**

The Reiss-Davis Graduate Center encourages students to adopt an interpersonal stance that is curious, tolerant, and flexible, and reflects a mix of doubt vs. certainty.

### **Curiosity**

The Reiss-Davis Graduate Center encourages a self-reflective approach to human life. This approach includes emphasis on the fact that many unconscious and sometimes irrational factors contribute to what we see as visible behavior, including our decision making, judgment, core principles, and interpersonal style. Indeed, psychodynamic psychology encourages focus on becoming aware of these dynamic, unconscious forces before we make decisions based on them. The self-reflective approach encourages an evenhanded, emotionally honest willingness to encounter all kinds of different thoughts, opinions, feelings, projections, and emotions in ourselves and in others. An attitude of curiosity suggests that we are receptive to these different forces in ourselves and others and that we have a healthy respect for the broad range of things they might mean. Expressing curiosity about another person’s experience or truth encourages dignity and respect and minimizes the chance for misunderstandings that could breed conflict.

### **Tolerance and Compassion**

Curiosity, as defined above, breeds tolerance. In fact, one could say that tolerance is curiosity in action. An attitude of tolerance allows us to communicate across different points of view, value systems, cultural backgrounds, and other differences of perspective. Tolerance expresses a willingness to truly experience the truths of another person while holding judgment in abeyance. To practice tolerance requires us to avoid pretending that we know what we do not know. While we cannot heedlessly express tolerance for all kinds of behavior, we can practice tolerance for all kinds of feelings, thoughts, opinions, and perspectives. Even as we all agree upon formal codes of behavior and that certain lines are not crossed when it comes to what we actually do or say, we can and should allow others and ourselves the necessary time, space, respect, and sometimes assistance to develop compassion for multiple and complex perspectives.

## **Flexibility**

There is an old story about a traveler in New England asking a farmer for directions, who laconically replies, “You can’t get there from here.” The expression is supposed to be humorous because conventional wisdom dictates you can get anywhere from anywhere, if you can find the right pathway. Flexibility means just that. No matter how intensely you feel you disagree with someone (or even some unwanted part of yourself), practice mental flexibility by finding a way to that place you cannot agree with.

Be curious about the circumstances, conditions, and environments that may have contributed to another person having a different point of view than you do. Be tolerant of the fact that this other person may look upon the same situations or experiences that you do, yet draws very different conclusions. Flexibility would be required, for example, for a very politically liberal person to have a conversation with a very politically conservative person about politics over lunch while remaining open, respectful, and courteous—and still accepting each other’s differences at the end.

## **Doubt vs. Certainty**

At first glance, it may seem best to be as confident as possible at all times. Confidence suggests the conviction of being in the right, and a certain amount of power flows from this; however, being confident of one’s own point of view can also get in the way of curiosity, tolerance, and flexibility. Being supremely confident in all things suggests that one has learned all that there is to know or that one is so assured of the moral correctness of his or her position that all the other points of view must be wrong.

Instead, the Reiss-Davis Graduate Center encourages the peculiar kind of emotional courage that comes with a healthy blend of doubt and certainty. Successful professional life requires not blind or heedless confidence, but rather an ability to carry on with one’s principles even in the absence of certainty about the right thing to do. A successful blend of doubt and certainty requires remaining centered and poised even while acknowledging a clear-eyed awareness of the complexity and sometimes moral ambiguity of human life.

## **Expectations for Civil Behavior**

As a student and as a professional, you are encouraged to find your own ways to embody these ideals. To the extent that there are rules-of-thumb that spring from these principles, here are some more specific expectations:

- Use courteous speech at all times
- Cherish differences
- Resist assumptions
- Attend all class sessions, arriving on time and remaining until dismissed
- Notify the Instructor in advance of anticipated absences, late arrivals, or early departures
- Refrain from class or meeting disturbances
- Turn off and store away cell phones and all electronic devices unless permission has been otherwise granted
- If using a laptop computer in class to take notes, refrain from checking email or social media websites as a courtesy to your classmates and instructor
- Prepare fully for each class
- Participate in all classes and allow others to participate

- Respect fellow classmates and the instructor
- Complete all assignments and exams honestly, punctually, and to the best of your ability
- Refrain from giving or receiving inappropriate assistance
- Treat fellow students, faculty, staff, and administrators fairly and impartially
- Make every effort to prevent discrimination and harassment
- Be constructive and fair in your consideration of administrators, faculty, staff, and fellow students
- Treat the Reiss-Davis Graduate Center staff with respect and appreciation
- When dealing with conflictual issues, use “I statements” in order to avoid blaming
- Stick to describing the situation and refrain from commenting on the character or competence of the person involved
- Be equally civil in email and other virtual communication as you would be in person

### **Confidentiality Requirement**

The inclusion of clinically relevant material and case examples is an essential component of bringing the learning material to life. All participants are expected to not discuss the clinical material outside the classroom.

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

“Psychologist do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their clients/patient, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, or 3) there is legal authorization for doing so.” (APA Ethics Code 2002, 4.07).

Students may and are often required to relate course content to real world and work experiences. Whenever these experiences are brought into the learning process, students are to protect the confidentiality and privacy of any persons or organizations included in their coursework. Students shall not disclose any information about a person or an organization that enables their identity unless otherwise approved or authorized as noted in the APA Ethics Code.

### **Problematic Behavior Policies**

The Reiss-Davis Graduate Center expects all students to conduct themselves in a manner congruent with graduate level academic endeavors. Students are expected to conduct themselves in an ethical, professional, and civil manner. Unprofessional behavior includes, but is not limited to, hostile or careless uses of profanity or obscenities; demeaning or dismissive verbal comments; physical displays of anger or aggressiveness; threatening gestures or comments; violence or harassment; insubordination or persistent, disrespectful arguing with instructors, dissertation committee members and/or students; or any other illegal or unethical conduct. Unprofessional behavior may be cause for disciplinary action.

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

- Academic dishonesty of any kind with respect to examinations or coursework. This includes any form of cheating and plagiarism.
- Falsification or alteration of Reiss-Davis Graduate Center documents, records, or identification cards.

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

Students found guilty of violating Reiss-Davis' Ethical Code of Conduct are subject to sanctions up to and including dismissal from Reiss-Davis.

### **Remediation for Problematic Behavior**

The Reiss-Davis Graduate Center students, faculty, and staff are encouraged not to reply to rude or abusive communication, other than to encourage rephrasing in a more professional and civil behavior.

In cases in which the Reiss-Davis Graduate Center faculty or administration identifies a need for remediation of student behavior, the Dean will review the situation. The Dean may elect to ask the Reiss-Davis Graduate Center's Provost to assist in addressing the issue with the student. In cases of minor concerns, the Dean may simply discuss concerns about the student's conduct with the student informally in order to help the student improve his or her conduct. In other cases, the Dean may forward a recommendation to the Education Council for specific remediation, suspension, academic probation, and/or disqualification. Students may appeal the Education Council decisions to the Provost who may appoint a Review Committee. Decisions from the Provost are final.

### **Grievance Policy and Procedure**

Our grievance policy and procedure provides students with a method for addressing any concerns that may arise regarding RDGC's academic or administrative policies that pertain to students. The procedure provides a thorough review of the student's complaint and affords due process rights to dispute participants with the intent of arriving at a mutual agreement.

### **Definitions:**

A **student complaint** is an allegation by a student that there has been an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of the Reiss-Davis Graduate Center pertaining to students.

A student complaint may involve a faculty or staff member(s) and/or the Dean and/or Provost or it may be related to an academic or administrative process.

A **grievance** is made when complaints have not been resolved and the student alleges that there has been an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of the Reiss-Davis Graduate Center. A formal written grievance is made by a student to a designated academic officer (Dean or Provost) in which specific remedies may be requested.

The **parties to a grievance** are the student(s) filing the grievance and the person(s) against whom the grievance is filed.

### **Informal Procedure for Resolving Academic and Administrative Complaints**

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

If these informal direct discussions are not successful, the student may pursue a further informal avenue. If the matter is an academic complaint, the student may contact the Dean or Provost. If the matter is an administrative complaint, the student may contact the Director of Academic Affairs.

### **Formal Procedure for Resolving Grievances – Academic**

A grievance is initiated by completing and filing a Student Complaint and Grievance Form available on the program's website or by writing a letter that includes a detailed description of the grievance, the parties involved, the attempts to resolve the grievance informally, and the remedies sought. A formal grievance must be submitted to the Dean, in writing on the Student Complaint and Grievance Form (available on the RDCG website). The grievance needs to state the nature and time of the offending action(s) and the person(s) involved in the action or failure to act. If the grievance involves the Dean, the grievance must be addressed to the Provost. If the matter involves the Provost, the grievance must be brought to the attention of the Special Hearing Committee of the RDGC Board.

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

### **Formal Procedure for Resolving Grievances – Administrative**

A grievance involving non-academic matters must be addressed to the Director of Academic Affairs. It should be submitted in writing on the Student Complaint and Grievance Form. The Director of Academic Affairs will review the grievance and investigate the complaint within 30 days. The Director

of Academic Affairs will gather information from the parties to the grievance and keep a record and/or summary of this information. After review, the Director of Academic Affairs will recommend a solution arrived at by mutual agreement. If mutual agreement cannot be reached, a resolution will be determined and the grievant will be notified of the resolution in writing. Copies of all records will be sent to and maintained by the Administration Office.

### **Appeal Process**

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

If the grievant(s) elects to appeal academic and administrative appeals, they are submitted to the Provost, along with the written record from the previous steps. If the Provost is the object of the grievance, the grievance will be referred to a Special Hearing Committee of the RDGC Board.

Within 30 days of appeal to either party, the Board will convene a Special Hearing Committee to further investigate the grievance. The Committee may include any of the following members, depending upon the circumstances: Core Faculty members, Director of Academic Affairs, Ethics Committee members, or others. The Committee will make recommendations as described below within 45 days after being convened.

The Committee will recommend steps to the parties that will provide an amicable and mutually acceptable solution. If the parties cannot agree on a solution, the Committee will declare a resolution in writing. Grievant(s) who do not accept the decision of the Committee must file a written appeal to the Provost within 15 days of the date the Committee's resolution is mailed to the grievant(s).

The Provost will accept, reject, or revise the Committee's decision and communicate it to the grievant(s). This decision will be based on the record and the Board will not reopen the matter for additional evidence or argument. The action of the Provost will be final.

### **Academic Probation**

A student is subject to academic probation in the RDGC program when the student's cumulative grade point average (GPA) falls below 3.0 for coursework. The academic probation is communicated to the student in writing from the Office of the Registrar. A student is allowed three courses to improve the GPA to the required 3.0 provided no further grades of B- or below are earned. A student placed on academic probation will be removed from probation when the cumulative grade point average is improved to a cumulative 3.0 or higher. The student will be notified in writing about a change of status

### **Academic Disqualification**

A student on academic probation is subject to academic disqualification when the student fails to raise the GPA to 3.0 or better, or who receives a grade of B- during the probationary period. A student who is disqualified from the PsyD program may not attend for the remainder of the year and will be withdrawn from the program (see Withdrawal Policy). Students who have been withdrawn must apply for readmission through the Admission's Office in order to re-enter the program.

### **Misconduct and Harassment**

The Reiss-Davis Graduate Center is committed to providing an environment that is free of harassment and discrimination. In keeping with this commitment, we maintain a strict policy prohibiting unlawful harassment, including any form of harassment on the basis of race, religious creed, color, age, sex, sexual orientation, gender identity, national origin, religion, marital status, medical condition, disability, military service, pregnancy, perceived pregnancy, childbirth and related medical conditions, or any other classification protected by federal, state, or local laws and ordinances. This includes verbal, physical, visual, and electronic harassment.

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

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

## **Misconduct and Harassment Definitions**

### **Harassment**

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

### **Sexual Harassment**

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

### **Violence on Campus**

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

### **Academic Honesty and Plagiarism**

The Reiss-Davis Graduate Center is committed to the highest standards of academic honesty. Students are expected to complete all course assignments, exams, research projects, and dissertations with honesty and integrity. Plagiarism is presenting the work of others as your own by word for word copying without using quotation marks or using the ideas or work of others without acknowledgement. Plagiarism and fabrication of research data are examples of violations of the honesty policy.

The RDGC's PsyD program students are expected to be familiar with and abide by the definitions of plagiarism provided in the Publication Manual of the American Psychological Association (6<sup>th</sup> ed.). Using appropriate citation and referencing of sources as described will assist students to avoid the possibility of plagiarism.

All instances of academic dishonesty, such as plagiarism, cheating, unethical computer use, and facilitation of academic dishonesty must be reported to the Dean. An act of academic dishonesty will meet with appropriate disciplinary sanctions, including dismissal from the program, suspension, a failing grade in a course or various forms of academic probation. The student will be placed on academic probation by the Registrar's office pending a formal review by the Dean. Evidence of plagiarism discovered after graduation may lead to the revocation of a student's degree. Students may appeal the Dean's decision to the Provost. All final decisions made by the Provost, in conjunction with the Dean, are final.

# Student Life

## **Diversity Statement**

Diversity in the student body, faculty, staff, board, and administration is an essential component of the learning experience at the Reiss-Davis Graduate Center and nourishes an atmosphere that promotes, respects, and encourages diversity in its fullest sense. In order to achieve greater diversity, concerted effort is necessary in recruitment and retention. To build an atmosphere of hospitality toward differences, the program encourages cross-cultural dialogue, reviews the curriculum regularly with regard to issues of diversity, and explores pedagogies that enlist awareness of diversity in the learning process.

Appreciation for diversity begins with thoughts and attitudes that support multicultural environments. The Reiss-Davis Graduate Center engages in a process of self-evaluation regarding institutional, collective, and individual racism, and other bias in order to work toward a more inclusive learning environment. To this end, the program encourages regular dialogue on issues of diversity among the staff, faculty, and student body. Psychodynamic psychology is an historical, philosophical, and practical conversation of diverse voices with multiple, yet related, points of view on interiority, culture, context, the unconscious, imagination, dialogue, transformation, symbol, symptom, and healing.

The Reiss-Davis Graduate Center promotes the growth and development of professionals in the field of child and adolescent mental health. Moreover, the program acknowledges that opportunities for highly educated mental health professionals in the Los Angeles area and beyond should reflect a population diverse in background, gender, age, religious belief, sexual orientation, socioeconomic status, race, ethnicity, disability, and life experiences.

The Reiss-Davis Graduate Center administration, faculty, and staff are intentional in their efforts to foster an inclusive environment that respects the individuality of all communities. To this end, there is an institutional commitment to the promotion of a diverse and quality student body through recruitment of students from underrepresented groups as well as initiatives regarding student academic support, safe and inclusive classrooms, and retention policies to ensure the success of a diverse student body.

There is a designated office at RDGC charged with working on initiatives and processes to increase the number of underrepresented minorities among faculty, students, and staff. They are also responsible for maintenance of data on institutional culture, accountability (diversity numbers) and review of outreach efforts.

## **Housing**

The Reiss-Davis Graduate Center does not maintain any dormitory facilities, and is not responsible to find or assist a student in finding housing. However, the typical availability and cost of housing located reasonably near our institution in (prices are as of August 2018) is as such:

- A 1-bedroom apartment averages \$2,068 per month
- For local hotels in nearby Culver City, the daily rate is around \$165 for Travelodge and Doubletree and \$145 for Extended Stay America LAX

## **Placement/Employment**

The Reiss-Davis Graduate Center does not provide placement services for its students or graduates. While the Reiss-Davis Graduate Center does not represent that its course of study leads to employment in a particular field, historically many of our graduates have successfully continued in or advanced in careers in child and adolescent mental health.

## **Distance Learning**

The Reiss-Davis Graduate Center offers a hybrid on-site classroom/online distance education. It does not provide distance learning for residential sessions that take place on site one weekend per month. In the event that a student is unable to physically attend classes on campus due to medical conditions and does not want to take a Leave of Absence, the student may request special accommodations in writing from the Dean. The Provost will make the final decision about granting specific special accommodations with consideration of current ADA requirements.

## **Disability Services**

The Director of Student Disability Services coordinates all communication with students, faculty, and administrative staff and is responsible for reviewing student accommodations.

## **Americans with Disabilities Act – As Amended (ADAAA) Policy**

It is the policy of the program not to discriminate against qualified students with a documented disability in its educational programs, activities, or services. If you have a disability-related need for accommodations in this course, contact the Graduate Center Director of Academic Affairs prior to the commencement of the course.

The Reiss-Davis Graduate Center ensures equal access to instruction through collaboration between students with disabilities, faculty, and Disability Services. Should you have a disability that requires reasonable accommodations\*, you may access information online at: <http://www.reissdavis.org/disability>. The completed form should be forwarded to the Student Disability Services office at [InclusionServices@reissdavis.org](mailto:InclusionServices@reissdavis.org).

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

## **Student Rights and Responsibilities – Disability Services**

The Reiss-Davis Graduate Center recognizes and accepts its obligations under Title III of the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act (ADAAA) of 2009, and the Rehabilitation Act of 1973, that prohibits discrimination on the basis of disability. The Graduate Center is required to provide *reasonable* accommodations to qualified disabled students in all institute programs and activities. No student shall be retaliated against for participating in any complaint procedure brought against the Graduate Center concerning alleged non-compliance with the Americans with Disabilities Act as Amended (ADAAA).

Disability accommodation(s) is/are allowed upon **completion** of the Reiss-Davis Disability Request process requiring that you provide current documentation of your disability. The process culminates in a meeting with the Director of Disability Services for further discussion and negotiation of your request.

### **Process for Disability Accommodation(s):**

- Step 1     **Self-Disclosure** – An accommodation process is initiated by completion of a Reiss-Davis Disability Accommodation Request form.
- Step 2     **Documentation** – Documentation is required from a qualified/certified diagnosing professional that is dated to no more than three years prior to class start date. If you have documentation older than three years, please consult with the Director of Disability Services.
- Step 3     **Accommodation Negotiation** – The Graduate Center is committed to providing equal access to the doctoral program; however, access does not assume equal result. Once your documentation is received, the Director of Disability Services will discuss your request with you in person or by telephone. Be aware that requests for modifications to the academic environment may **not** fundamentally alter an educational program.
- Step 4     **Communication** – Faculty member(s) will be notified of the agreed upon accommodation(s) in writing.
- Step 5     **Complaints/Grievances** – If there is a problem with (1) negotiating your accommodation(s); (2) obtaining your agreed upon accommodation(s); (3) the classroom environment; or (4) other difficulties, consult with the Director of Disability Services and/or complete a grievance form.

*NOTE: Information regarding your disability and resulting accommodation(s) is confidential and released strictly on a need to know basis to those providing accommodations.*

### **Student Interaction**

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

# Administration, Faculty & Staff

## **Administration**

### **Chief Executive Officer and President, Vista Del Mar**

Nancy Tallerino

*M.S.W. in Social Work*

*University of Southern California - Los Angeles, CA*

### **Chief Financial Officer, Vista Del Mar**

Don McLellan

*M.B.A.*

*Pepperdine University - Pepperdine, CA*

### **Chancellor**

James A. Incorvaia

*Ph.D. in Clinical Psychology*

*Case Western Reserve University - Cleveland, OH*

### **Dean/ALO**

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*Certificate in Psychoanalysis*

*Psychoanalytic Center of California - Los Angeles, CA*

### **Provost**

Halyna Kornuta

*Doctor of Education (EdD) in Leadership*

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### **Director of Academic Affairs**

Lourdes Brown

*B.A. in Spanish Language and Literature*

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## **Administrative Staff**

### **Registrar**

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### **Director of Disability Services**

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**Associate Weekend Coordinator**

Carlo Farahany

*Juris Doctor*

*Cologne University - Germany*

**Director of Library and Information Services**

Simran K. Khalsa

*MLIS in Library Studies*

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**Administrative Faculty****Director of Curriculum Development and Faculty Liaison**

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## **Founding Faculty**

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*Graduate Center for Child Development and*  
*Psychotherapy*

# Note to All Prospective Students

## **Representation of Accuracy and Reservation of Rights**

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

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

- A. Any questions a student may have regarding this handbook that have not been satisfactorily answered by the institution may be directed to:

Bureau for Private Postsecondary Education

Physical address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833

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

Phone: (916) 431-6959 Toll Free: (888) 3707589 Main Fax: (916) 263-1897

Licensing Fax: (916) 263-1894 Enforcement/STRF/Closed Schools Fax: (916) 263-1896

Web site: [www.bppe.ca.gov](http://www.bppe.ca.gov) E-mail: [bppe@dca.ca.gov](mailto:bppe@dca.ca.gov)

Our e-mail address is [GraduateCenter@ReissDavis.org](mailto:GraduateCenter@ReissDavis.org).

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

Prospective students should be aware that as graduates of an unaccredited school of psychology you may face restrictions that could include difficulty in obtaining licensing in a state outside of California and difficulty in obtaining a teaching job or appointment at an accredited college or university. It may also be difficult to work as a psychologist for some federal government or other public agencies, or to be appointed to the medical staff of a hospital. Some major managed care organizations, insurance companies, or preferred provider organizations may not reimburse individuals whose degrees are from unaccredited schools. Graduates of unaccredited schools may also face limitations in their abilities to be listed in the "National Register of Health Service Providers" or to hold memberships in other organizations of psychologists. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.

## **Bankruptcy**

The Reiss-Davis Graduate Center is not operating as a debtor in possession, has never filed for bankruptcy petition, and has never had a petition of bankruptcy filed against it under Federal law.

For more information, please visit our website:

[www.reissdavis.org](http://www.reissdavis.org)

