

# ROSEMEAD SCHOOL OF PSYCHOLOGY

## Mission

The Rosemead School of Psychology of Biola University, in addition to its undergraduate program, offers graduate work leading toward the Doctor of Psychology (Psy.D.), and the Doctor of Philosophy (Ph.D.) degrees in clinical psychology. Rosemead's doctoral programs are accredited by the:

Commission on Accreditation of the American Psychological Association  
750 First Street NE  
Washington DC 20002-4242  
(202) 336-5979.

Consistent with the mission of Biola University, both Ph.D. and Psy.D. programs seek to fulfill the following mission:

*The mission of Rosemead School of Psychology is to produce graduates who can integrate the science and practice of psychology with Christian theology, and who are prepared to meet the psychological needs of the world in general and the Christian community specifically through professional service and scholarship.*

## Training Models in Clinical Psychology

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

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

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

While both programs are designed to produce well-trained and competent practitioners, there is a different emphasis placed on research vs. practice in the two programs.

Ph.D. Training Model: *Scholar-Practitioner*

Research Emphasis. The Ph.D. program requires a masters level thesis, additional courses in research, and a dissertation (including a proposal, data colloquium, and oral defense). This enhances the research preparation of Ph.D. students.

Psy.D. Training Model: *Practitioner-Scholar*

Practitioner Emphasis. The Psy.D. program requires additional psychotherapy lab courses, an additional assessment course, and

additional semester hours of practicum. This enhances the clinical preparation of Psy.D. students.

**Bold denotes different training emphases between the two doctoral programs.**

	Ph.D. Program	Psy.D. Program
AIM 1	The aim of the Ph.D. program is to produce clinical psychologists who possess the <b>requisite</b> clinical skills (including knowledge and professional attitudes) to meet the psychological needs of society.	The aim of the Psy. D. program is to produce clinical psychologists who possess <b>enhanced</b> clinical skills (including knowledge and professional attitudes) <b>to implement a broad spectrum of psychological interventions</b> to meet the needs of society.
COMPETENCY 1.A	Develop requisite knowledge, skills, and attitudes in forming and maintaining professional communication styles and professional relationships overall.	Develop requisite knowledge, skills, and attitudes in forming and maintaining professional communication styles and relationships overall.
COMPETENCY 1.B	Develop <b>requisite</b> knowledge, skills, and attitudes in psychological assessment.	Develop <b>enhanced</b> knowledge, skills, and attitudes in psychological assessment.
COMPETENCY 1.C	Develop <b>requisite</b> knowledge, skills, and attitudes in psychological interventions.	Develop <b>enhanced</b> knowledge, skills, and attitudes in psychological interventions.
COMPETENCY 1.D	Develop requisite knowledge, skills, and attitudes in individual and cultural diversity.	Develop requisite knowledge, skills, and attitudes in individual and cultural diversity.
COMPETENCY 1.E	Develop requisite knowledge, skills, and attitudes in supervision.	Develop requisite knowledge, skills, and attitudes in supervision.
COMPETENCY 1.F	Develop <b>requisite</b> comportment, attitudes, value, and overall professionalism that are consistent with the professional standards of psychology.	Develop <b>requisite</b> comportment, attitudes, value, and overall professionalism that are consistent with the professional standards of psychology.
COMPETENCY 1.G	Develop <b>requisite</b> knowledge, skills, and attitudes in ethics, professional standards and guidelines.	Develop <b>requisite</b> knowledge, skills, and attitudes in ethics, professional standards and guidelines.

COMPETENCY 1.H	Develop <b>requisite</b> knowledge, skills, and attitudes in consultation and interprofessional/interdisciplinary interaction.	Develop <b>requisite</b> knowledge, skills, and attitudes in consultation and interprofessional/interdisciplinary interaction.
AIM 2	The aim of the Ph.D. program is to produce clinical psychologists who can demonstrate <b>and increasingly independent and enhanced</b> ability in research or other scholarly activities, which ultimately can serve psychological practitioners and society at large.	The aim of the Psy.D. program is to produce clinical psychologists who can demonstrate a <b>requisite</b> ability in research or other scholarly activities, which ultimately can serve psychological practitioners and society at large.
COMPETENCY 2.A	Develop an <b>increasingly independent and enhanced</b> ability to formulate and conduct research or other scholarly activities.	Develop a <b>requisite</b> ability to evaluate and disseminate research or other scholarly activities.
AIM 3	The goal of the Ph.D. and Psy.D. programs is to produce clinical psychologists who, by knowledge and training, can meet the psychological needs of the Christian community.	The goal of the Ph.D. and Psy.D. programs is to produce clinical psychologists who, by knowledge and training, can meet the psychological needs of the Christian community.
COMPETENCY 3.A	Develop enhanced knowledge, skills, and attitudes in relating biblical and theological concepts to theory, research, and practice.	Develop enhanced knowledge, skills, and attitudes in relating biblical and theological concepts to theory, research, and practice.

Specific competencies flow from the program goals and objectives, and these are available for review and are provided to students in the Rosemead Student Handbooks.

## Degrees Offered

### Master of Arts

A master's degree is awarded as a student progresses in the doctoral program.

### Doctor of Psychology and Doctor of Philosophy

Rosemead's doctoral programs in clinical psychology are designed primarily to train practitioners in professional psychology. They are designed for students interested in pursuing careers in applied areas of clinical psychology. While all students receive training in the basic areas of scientific psychology relevant to the practice of psychology, the focus of Rosemead's doctoral training is on the development of professional skills and the utilization of theory and research in professional practice. Within this focus students are admitted to either the Psy.D. or the Ph.D.

program. Approximately 67% of Rosemead's students are enrolled in the Psy.D. and 33% in the Ph.D. Except in unusual circumstances, students do not change programs after admission.

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

## Program Characteristics

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

Most students complete their program in five (54%) or six (30%) years (Mean = 5.7, Mdn = 5). About 35% of the doctoral students in each program elect to spread coursework across five years rather than completing it in four. A few students (10%) finish in seven years; and a very few (6%) take longer than seven years to complete all degree requirements. Across the past ten years, the attrition from each program (i.e., students leaving the program before graduation for any reason: changed field of study, personal events) has been 14%. About 5% of students leave their program due to poor performance.

Rosemead students compete very well in the national system of internships in clinical psychology. The internship is a year of full-time training in a professional psychology role that comes after all coursework is complete. All of our students who complete the eligibility requirements obtain an internship. In the past ten years we have placed 116 Psy.D. students and 74 Ph.D. students in internships. Of these, 97% were placed in an internship of their choice in the first year they applied, the other 3% chose to wait another year for the internship they wanted. The Ph.D. interns obtained APA-accredited internship at a slightly higher rate (88%) than did the Psy.D. interns (77%) because of the differences in their career goals and aspirations. In most of the internships (99%), the students received funding from the internship agency. A very few students (1%) obtained internships arranged on a two-year, half-time schedule. Some of the internship agencies are in the Southern California area, but many of them are in other reputable institutions across the country (see Practicum and Internship Agencies listing). The internship experience greatly enriches the professional development of the Rosemead students and prepares them for the next step in their careers.

## Additional Educational Opportunities

### Training and Research Facilities

Rosemead maintains an outpatient psychological service and training center on the Biola campus. The clinic offers a wide range of psychological services to adults and children. It also provides on-campus

training opportunities for students. The clinic is equipped with video-recording facilities for case observation.

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

Biola has a commitment to academic computing which provides substantial computing resources for Rosemead students and faculty. The Biola library and the School of Business have Instructional Labs that are available to graduate students for computer usage. There are also a number of smaller departmental labs on campus dedicated to students of their respective majors. Further, Biola benefits from a wireless network across campus.

#### Academic and Clinical Consultants

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

- **Malcolm B. Dick**, Ph.D.  
*University of South Carolina: Cognitive Psychology*  
*University of California Irvine Alzheimer Disease Center*
- **Marie Hoffman**, Ph.D.  
*Brookhaven Institute for Psychoanalysis and Christian Theology*  
*Private Practice*
- **Easter Dawn Vo-Jutabha**, Ph.D.  
*Clark University*  
*The Guidance Center*
- **Jody A. Ward**, Ph.D.  
*Rosemead School of Psychology*  
*Drug and Alcohol Abuse; Private Practice*
- **J. William Worden**, Ph.D., ABPP  
*Boston University*  
*Rosemead School of Psychology Faculty Emeritus*  
*Grief and Trauma; Private Practice*

## Distinctives

Rosemead's major educational distinctives are its strong professional training orientation and its goal of relating the data and concepts of

psychology to those of Christian theology. Since both psychology and theology address the human condition, Rosemead's faculty believes there is a great deal to be gained by an interdisciplinary study of the nature of persons. Consequently, all students take a series of theology courses and integration seminars designed to study the relationship of psychological and theological conceptions of human functioning. This series of courses lengthens Rosemead's doctoral program by approximately one year beyond most four-year clinical programs.

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

### Family/Child

Students desiring to focus their professional practice on children, couples or families may take the following elective courses in addition to the regular doctoral requirements:

- Family Psychology and Psychopathology
- Marriage and Family Therapy
- Child and Adolescent Therapy
- Attachment-Based Psychoanalytic Therapy
- Couples Therapy

It is suggested that students concentrating in Family-Child Psychology also write their dissertations or doctoral research papers in a family-child area, gain experience with their children and families in their practicum settings, and complete an internship in a setting where at least one third of their work is with a family-child population. They may also elect other courses that have connections to family therapy such as Human Sexuality or Group Psychotherapy.

### Professional Growth and Training

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

Beginning in their first year of study, students participate in a variety of activities designed to promote professional awareness and personal growth. The first year activities include active training in empathy skills and on-campus pre-practicum experience. The pre-practicum course consists of exercises to assess and facilitate interpersonal skills, and the initial opportunity for the student to work with a volunteer college client in a helping role.

During the second year, students participate in didactic training therapy. As participants, students personally experience some of the growth-producing aspects of interpersonal relationships.

This therapy is designed to give the student first-hand experience in the role of a client and is considered an opportunity for both personal growth and for learning therapeutic principles and techniques. A minimum of 50 hours of individual training therapy are required. Such issues as timing, choice of therapist and specific goals are determined by students in conjunction with their advisors and the Clinical Training Committee.

In addition, students begin their formal practicum and psychotherapy lab courses in the second year. Students are placed at both the Biola Counseling Center and in approved public school settings. These practicum experiences are supervised both by Rosemead's faculty and qualified professionals working in the practicum agencies. In the psychotherapy lab courses, students receive both instruction and supervised experience, offering clinical services from the theoretical orientation of the course. Over the course of the program, students elect lab courses from offerings such as Psychodynamic Therapy, Emotion Focused Therapy, Psychotherapy with Children and Adolescents, Marriage and Family Therapy, Group Therapy, Cognitive/Behavior Therapy, Gestalt Therapy, Attachment Theory and Neurofeedback.

During the third year most doctoral students take two or three psychotherapy lab courses, work in an outpatient practicum setting and continue their didactic therapy. Such professional facilities include outpatient clinics, college counseling centers, and community health organizations. Students apply for these sites on the basis of their individual readiness, needs and interests.

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

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

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

## Christian Activities

As members of a Christian university community, Rosemead's faculty believe the relating of one's faith to an academic discipline goes beyond the theoretical and academic. Opportunities for fellowship, dialogue and worship are seen as vital parts of the total educational process. Consequently, all students are encouraged to participate in Rosemead's weekly chapel. Various opportunities are provided for students to connect with faculty on topics of integration one-on-one or in small group settings. Students are also encouraged to become involved in one of the many local churches in the Southern California area.

## Practicum and Internship Agencies

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

- \* Access Institute for Psychological Services, San Francisco, CA
- \* Anka Behavioral Health Inc. Northern California, Concord, CA
- \* Applied Psychology Group of Texoma, Sherman, TX
- \* Asian Americans for Community Involvement, San Jose, CA
- \* Aspen Pointe Health Services, Colorado Springs, CO
- \*+ Augustus F. Hawkins Community Mental Health Center, Los Angeles, CA
- \* Aurora Community Mental Health Center, Aurora, CO
- + Azusa Pacific University Community Counseling Center, Azusa, CA
- \* Bath VA Medical Center, Bath, NY
- \* Baylor College of Medicine, Menninger Dept. of Psych & Behav Sciences, Houston, TX
- + BHC Alhambra Hospital, Los Angeles, CA
- \*+ Biola Counseling Center, La Mirada, CA
- \* California State University, Fullerton, Fullerton, CA
- \* Canandaigua VA Medical Center, Canandaigua, NY
- \* CAPS / University of San Francisco, San Francisco, CA
- \* Central Texas Veterans Health Care System, Temple, TX
- \* Charles George VA Medical Center, Asheville, NC
- \* Chicago Area Christian Training Consortium: Meier Clinics - Wheaton, IL
- \* Child and Family Guidance Center, Northridge, CA
- \*+ Children's Hospital of Los Angeles, Los Angeles, CA
- \* Children's Institute, Inc., Los Angeles, CA
- + Clinica Monsenor Oscar A. Romero, Los Angeles, CA
- + Cognitive Care Solutions, Santa Ana, CA
- \* Columbia Valley Community Health, Wenatchee, WA
- \* Community Services Institute, Boston, MA
- \* Cornerstone Behavioral Health, Evanston, WY
- \* Creighton University Center for Health & Counseling, Omaha, NE
- \* Danielsen Institute, Boston University, Boston, MA
- \* Didi Hirsch Community Mental Health Center, Culver City, CA
- + Dream Center Counseling Center, Los Angeles, CA
- \* Dwight David Eisenhower Army Medical Center, Fort Gordon, GA
- + Enhanced Specialized Foster Care, Los Angeles, CA
- + Faithful Central Bible Church Champion Counseling Center, Inglewood, CA
- + Foothills Psychological Services, Inc., Upland, CA
- \* Frontier Health Services, Mountain City, TN
- + Fuller Psychological and Family Services, Pasadena, CA
- + Fullerton Joint Union High School District, Fullerton, CA
- + Gateways Normandie Village and Gateways Satellite, Los Angeles, CA
- \* George Fox University Behavioral Health Clinic, Newberg, OR
- \* Grand Junction Veterans Health Care System, Grand Junction, CO
- \* Gulf Coast Veterans Health Care System, Biloxi, MS
- \* Hamm Memorial Psychiatric Clinic, St. Paul, MN
- + Harbor-UCLA Medical Center, Torrance, CA
- \* Haymount Institute for Psychological Assessment, Fayetteville, NC
- \* Holcomb Behavioral Health Systems, Exton, PA
- \* Indiana University - Purdue University Indianapolis Counseling and Psychological Services, Indianapolis, IN
- \* Institute of Living/Hartford Hospital, Hartford, CT
- \* Jefferson County Internship Consortium, Louisville, KY
- \* Kaiser Permanente, Fresno, CA
- + La Habra City School District, La Habra, CA
- \* Lebanon VA Medical Center, Lebanon, PA
- + Loma Linda University Behavioral Medicine Center, Redlands, CA
- + Loma Linda University Health Care, San Bernardino, CA
- \* Loma Linda University School of Medicine, Redlands, CA

- + Los Angeles Christian Health Centers, Los Angeles, CA
- + Los Angeles Co Dept of Mental Hlth, Correctional & Comm Mental Hlth Psych Training Prog, Los Angeles, CA
- + Los Angeles County Dept. of Mental Health, Los Angeles, CA
- \* Madigan Army Medical Center, Tacoma, WA
- \* Malcolm Grow Medical Clinics & Surgery Center (USAF), Joint Base Andrews, MD
- \* Metropolitan Detention Center, Los Angeles, CA
- \* Mid-Ohio Psychological Services, Inc., Columbus, OH
- \* Naval Medical Center, Portsmouth, VA
- \* Naval Medical Center, San Diego, CA
- \* New Mexico State University Counseling Center, Las Cruces, NM
- \* New York Harbor VA Medical Center, Brooklyn, NY
- \* North Bronx Healthcare Network - Jacobi Medical Center/North Central Bronx Hospital, Bronx, NY
- \* Northeastern Oklahoma Psychology Internship Program: Oklahoma Forensic Center, Vinita, OK
- + Orange County Correctional Health Services, Santa Ana, CA
- \* Pace University, New York, NY
- \*+ Pacific Clinics, Monrovia, Santa Fe Springs & Rosemead, CA
- \* Patton State Hospital, Patton, CA
- \* Pennsylvania Counseling Services, Lebanon, PA
- + Pepperdine University Counseling Center, Malibu, CA
- \* Philhaven Hospital, Mt. Gretna, PA
- \* Phoenix VA Health Care System, Phoenix, AZ
- \* Pine Rest Christian Hospital, MI
- \* Porterville Development Center, Porterville, CA
- \* Portland VA Medical Center, Portland, OR
- + Puente Hills Special Education Local Plan Area, La Puente, CA
- \* RAMS, Inc. National Asian American Psychology Training Center, San Francisco, CA
- \* Richard J. Donovan Correctional Facility, San Diego, CA
- \* Riverview Psychiatric Center, Augusta, ME
- + Saddleback College Student Health Center, Mission Viejo, CA
- \* Saint John's Child & Family Development Center, Santa Monica, CA
- \* Salina Regional Health Center, Salina, KS
- \* San Bernardino County Department of Behavioral Health, San Bernardino, CA
- \* San Quentin State Prison, San Quentin, CA
- + Seven Generations Child & Family Counseling Services/United American Indian Involvement, Los Angeles, CA
- \* Shared Vision Psychological Services, Inc., Oak Brook, IL
- + Skid Row Housing Trust, Los Angeles, CA
- \* Southeastern Idaho Consortium for Internships in Clinical Psychology: Pocatello Family Medicine, Pocatello, ID
- \* Southern Louisiana Internship Consortium/LSU, Baton Rouge, LA
- + Spero Psychological Services, Inc., Torrance, CA
- + Star View, Carson, Torrance & Compton, CA
- \* Stony Brook University of New York, Counseling and Psychological Services, Stony Brook, NY
- \* Tarzana Treatment Centers, Tarzana, CA
- \* Temple University, Tuttleman Counseling Services, Philadelphia, PA
- \* The Center for Aging Resources, Heritage Clinic, Pasadena, CA
- \* The Chicago School of Professional Psychology / Community Internship Consortium, Chicago, IL
- \* The Children's Center, Salt Lake City, UT
- \*+ The Guidance Center, Long Beach, CA
- \*+ The Help Group, Sherman Oaks, CA
- \* The Mental Health Association of Westchester County, Inc., Tarrytown, NY
- \* The University of Utah Neuropsychiatric Institute, Salt Lake City, UT
- \* Tulane University School of Medicine, New Orleans, LA
- \* UC Davis Children's Hospital, CAARE Diagnostic & Treatment Center, Dept. of Pediatrics, Sacramento, CA
- + UCI-Health, Department of Psychiatry & Human Behavior, Orange, CA
- + UCI-Inst for Memory Impairments and Neurological Disorders, Alzheimer's Disease Research Ctr, Irvine, CA
- \* University of Missouri-Kansas City, Kansas City, MO
- \* University of Nebraska - Lincoln Counseling and Psychological Services, Lincoln, NE
- \* University of Northern Colorado Counseling Center, Greeley, CO
- \* University of Rochester, Rochester, NY
- \* University of Southern California Student Counseling Services, Los Angeles, CA
- \* University of Texas Health Science Center at San Antonio, San Antonio, TX
- \* University of Washington, Seattle, WA
- \* University of Washington Tacoma, Tacoma, WA
- \* USC School of Medicine, Children's Hospital Los Angeles, Los Angeles, CA
- \* VA El Paso, El Paso, TX
- \* VA Hudson Valley Health Care System, Montrose, NY
- \*+ VA Long Beach Healthcare System, Long Beach, CA
- \* VA Los Angeles Ambulatory Care Center, Los Angeles, CA
- \* VA Pacific Islands Health Care System, Honolulu, HI
- \* VA Salt Lake City Health Care System, Salt Lake City, UT
- \* VA Sierra Nevada Health Care System, Reno, NV
- \* VA Southern Oregon Rehabilitation Center & Clinics, White City, OR
- + Vanguard University Counseling Center, Costa Mesa, CA
- \* Veterans Affairs Medical Center, Hampton, VA
- \* Virginia Commonwealth University, Richmond, VA
- \* W. Gary Cannon Psychological Service Center, Fresno, CA
- \* Wasatch Mental Health, Provo, UT
- + Western Youth Services, Santa Ana, Anaheim & Mission Viejo, CA
- + Whittier Area Cooperative-Special Education Program (WACSEP), Whittier, CA
- + Whittier College Student Counseling Services, Whittier, CA
- + Whittier Union High School District, Whittier & Santa Fe Springs, CA
- \* Wisconsin Department of Corrections, Milwaukee, WI
- \* Wright Institute Los Angeles, Los Angeles, CA
- \* Wright State University Counseling and Wellness Services, Dayton, OH
- \* Wright-Patterson US Air Force Medical Center, Wright-Patterson AFB, OH
- + Practicum Agencies
- \* Internship Agencies

## Admission Requirements

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

discriminate on the basis of the applicant's race, color, sex, disability, national or ethnic origin.

Persons interested in attending Rosemead should request application forms from the Director of Admissions of Biola University or may access the application (<http://www.rosemead.edu/admissions/apply-now/>) online.

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

1. Possess a baccalaureate degree from an accredited college or university with an average grade of at least 'B' for the junior and senior years, i.e., 3.0 on a 4.0 scale.
2. Present an undergraduate program from an accredited institution with either a major in psychology or 18 semester hours of credit in the following psychology courses: general (introductory) psychology; statistical methods; experimental psychology; abnormal psychology; theories of personality; and cognition and learning. If possible, undergraduate courses in Old and New Testament survey and hermeneutics will strengthen the student's preparation for Rosemead.
3. Submit scores on the Graduate Record Examination Aptitude Test and Writing Test. Information regarding testing dates and location may be obtained by writing to the:  
Educational Testing Service  
Box 6000  
Princeton, New Jersey 08541-6000  
or go to the ETS website (<http://www.ets.org/gre/>). No applicant is exempt from submitting GRE scores which must be received prior to the deadline date of December 1.
4. Submit four letters of recommendation on forms supplied by the school. Two of these are academic references and two are character references (one from the pastor of your home church and the other from a personal friend or employer/supervisor).
5. Appear for an in-person interview with the Admissions Committee or its representative. Arrangements are made by the committee following a preliminary screening of applications. Only those who are finalists in Rosemead's admissions procedure, determined by the preliminary screening, will be scheduled for an in-person interview. For finalists, interviews are held on campus at La Mirada. International students (out of the country) who are unavailable for an in-person interview will be required to send a video recording of themselves responding to a set of written interview questions provided by the Rosemead Admissions committee. Interviews are conducted generally between January 15 and February 28. It is the responsibility of the applicant to make sure that all application materials have been received. If there is any doubt, the applicants should contact the University Admissions Office for verification.

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

## Application Deadline

Since enrollment is limited and admission is on a selective basis, applications should be made as early as possible. Applications must be received in the Office of Graduate Admission by December 1. Decisions are made only on completed applications. Rosemead currently admits new students for the degree programs only in the Fall semester each

year. Applications received after the December 1 deadline will rarely be considered for the following Fall semester.

## Notice of Decisions

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

## Admission of International Students

See the Admission, Enrollment and Graduation Requirements (<http://catalog.biola.edu/general-information/admission-enrollment-graduation-requirements/>) section of the Biola University catalog.

## General Academic Information

### Classification of Students

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

**Students will be classified in the program as follows:**

First year	<b>30 graduate credits or less completed</b>
Second year	<b>31–65 graduate credits completed</b>
Third year	<b>66–99 graduate credits completed</b>
Fourth year	<b>100–133 graduate credits completed</b>
Fifth year	<b>Class work complete and internship in progress</b>
Dissertation (ABD)	<b>All requirements met except for dissertation</b>

## Grading System

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

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

Grade	Quality	Points
A	Superior Achievement	4.00
A-	Strong Achievement	3.67
B+	Above Average Achievement	3.33
B	Average Achievement	3.00
B-	Low Average Achievement	2.67
C+	Minimum Passing Performance	2.33
C	Minimum Passing Performance	2.00
C-	Minimum Passing Performance	1.67

<b>D</b>	Failure	0.00
<b>F</b>	Failure	0.00
<b>W</b>	Withdrawal	0.00
	A 'W' indicates an official withdrawal from a course and does not affect the student's grade average.	
<b>UW</b>	Unofficial Withdrawal	0.00
	A "UW" indicates an unofficial withdrawal. Students who register for a class but do not attend it are automatically given the grade of "UW" which will influence the grade average the same as an "F."	
<b>IN</b>	Incomplete	
	A temporary mark of "IN" (Incomplete) will be used in special cases of extreme hardship where an extension is warranted and approved by the Dean. A student must appeal for an "IN" grade before the end of the semester. Normally, a grade incurred in one semester must be made up by the end of the first five weeks of the next semester or the grade will automatically become a "W." A "W" can be made up only by repetition of the course.	
	No grade other than an "IN" may be altered once it has been reported to the registrar's office unless an error was made in grading or recording. These changes can only be made upon written approval of the instructor, the Dean and the Registrar.	

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

Grade	Quality	Points
<b>S</b>	Satisfactory	0.00
<b>US</b>	Unsatisfactory	0.00
<b>CR</b>	Credit	0.00
<b>NC</b>	No Credit	0.00
<b>AUD</b>	Audit	0.00
<b>R</b>	Dissertation Research in Progress	0.00

## Independent Study/Arranged Course

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

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

## Professional Standards and Student Conduct

The academic program at Rosemead is designed to prepare graduates for licensure (on the doctoral level) by the professional licensing boards of the various states. Because of the professional nature of Rosemead's program, students are required to maintain the standards of the psychological profession as defined by the American Psychological Association, the State of California and the professional psychologists who comprise Rosemead's faculty. As a part of Biola University, which serves a broad spectrum of evangelical churches, Rosemead also has

both a doctrinal statement and a statement of conduct (see the General Information (<http://catalog.biola.edu/general-information/>) section of catalog). Prospective applicants should be in agreement with the standards. Students who do not abide by these standards or other institutional policies and procedures may be subject to probation or dismissal from the program.

## Academic Probation

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

## Course Competency

Throughout the program, students are required to demonstrate competency on various levels, including academic performance. If a student earns a grade of C+ or below in a course, the student is required to meet with the professor of record who will present a remediation plan that is individualized and specific to the situation in order to ensure the student meets competency.

## Academic Dismissal

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

## Credit by Examination and Course Validation

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

## Time Limit for Degrees

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

If the program is not completed within the eight-year limit, the student must register again as a full-time (6–16 credits) student. Requirements in Student Handbook.

## Student Academic Load

The normal full-time load for a Rosemead student in psychology is 15 to 16 hours per semester. Without the Associate Dean's approval, a student may not carry over 16 credits in any semester. Doctoral students are considered full time for a maximum of two years in the dissertation phase of their program. Part-time registration is permitted only with permission of the Dean or Associate Dean. Rosemead does not admit part-time students to its degree programs.

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

## Pre-Internship and Dissertation Students

Pre-internship, internship and dissertation (ABD) status students must continue to register online and pay the required fees each semester appropriate to their status. Students who have completed course requirements but have not completed degree requirements must register

for either internship or a minimum of 3 additional credits per semester until all degree requirements are met.

## Transfer Credit

Doctoral students may transfer up to 30 semester hours of applicable graduate-level courses in psychology (9 of these may be applied to master's-level courses). Graduate courses with grades of 'B' or above at accredited institutions are considered as acceptable on a transfer basis; a grade of 'B-' is not transferable. Practicum credit in the amount equal to one Rosemead practicum of three credits may be transferred by Psy.D. students after completion of Rosemead's practicum prerequisites. These hours will be counted toward the 30 hour transfer maximum. Practicum transfer credit may be granted only when it is shown as practicum on an official graduate transcript. Ph.D. students are required to take all 12 practicum hours while in residency. Rosemead will not evaluate non-traditional learning or non-transcripted work experience for academic or practicum credit.

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

## Theology Reduction, Transfer, or Waiver

Students entering Rosemead with a minimum of 30 undergraduate credits of Bible and/or Theology from accredited Christian colleges or universities may be eligible for a reduction of required Theology courses. To qualify for this reduction students must have earned no lower than a 'B-' grade in the undergraduate coursework.

Students may transfer up to 6 credits of graduate theology and Bible applicable to Rosemead's program from an accredited graduate school or theological seminary. Students with qualifying courses may also waive an additional theology course and substitute credits with an Integration course. Content of all courses evaluated for reduction, transfer or waiver/substitution must be compatible with the Rosemead Theology course(s) being waived. Reduction credits will be determined by the Registrar's Office in consultation with Rosemead's Associate Dean.

## Unofficial Withdrawal

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

## Leave of Absence

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

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

final approval of the Dean. Students on leave are required to register for RSPY 790 for each term.

## Terminated Students

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

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

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

1. Deny the request; or
2. Approve the request and refer to faculty for final approval or disapproval. The results of the faculty decision will be communicated to the applicant by the Dean.

## Readmission Procedures

A student who has attended Biola University and has dropped out for one semester or longer will be required to file an application for readmission and pay a fee of \$15.

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

## Graduation Requirements

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

## Faculty

**Dean:** Tamara Anderson, Ph.D.

**Undergraduate Applied Psychology Program Director:** Cayla Bland, Ph.D.

**Undergraduate Psychology Chair:** John Williams, Ph.D.

**Professors:** Anderson, E. Bland, Coe, E. Hall, T. Hall, Porter, Williams

**Associate Professors:** Abouezzeddine, C. Bland, Brunt, Canada, Crawford, Eltiti, Lee-Kim, McMartin, Poston, Wang

**Assistant Professors:** De Luna, Dryjanska

**Special Appointment Faculty:** Grace, Lewis, Taylor, Willingham, Woody

## Programs

### Programs Offered

#### Undergraduate

- Applied Psychology, B.S. (<http://catalog.biola.edu/rsp/PSY-bs/>)
- Applied Psychology Minor (<http://catalog.biola.edu/rsp/PSY-minor/>)
- Psychology, B.A. (<http://catalog.biola.edu/rsp/PSYC-ba/>)
- Psychology Minor (<http://catalog.biola.edu/rsp/PSYC-minor/>)



## Doctoral

- Clinical Psychology, Ph.D. (<http://catalog.biola.edu/rsp/RSDR-phd/>)
- Clinical Psychology, Psy.D. (<http://catalog.biola.edu/rsp/RSDP-psyd/>)

## Certificates

- Integrative Counseling, Certificate (Undergraduate) (<http://catalog.biola.edu/rsp/PSIC-cert/>)
- Integrative Counseling, Professional Certificate (Undergraduate) (<http://catalog.biola.edu/rsp/PPIC-cert/>)
- Integrative Counseling, Certificate (<http://catalog.biola.edu/rsp/RCIC-cert/>)
- Integrative Counseling, Professional Certificate (<http://catalog.biola.edu/rsp/RPIC-cert/>)

## Courses

### Course Descriptions

#### Undergraduate

- Applied Psychology (APSY) (<http://catalog.biola.edu/rsp/courses/APSY/>)
- Psychology (PSYC) (<http://catalog.biola.edu/rsp/courses/PSYC/>)

#### Graduate

- Integration of Psychology and Theology (RSTP) (<http://catalog.biola.edu/rsp/courses/RSTP/>)
- Integrative Counseling (RSIC) (<http://catalog.biola.edu/rsp/courses/RSIC/>)
- Internship (RSTN) (<http://catalog.biola.edu/rsp/courses/RSTN/>)
- Psychotherapy Laboratory (RSLB) (<http://catalog.biola.edu/rsp/courses/RSLB/>)
- Psychology (RSPY) (<http://catalog.biola.edu/rsp/courses/RSPY/>)
- Research and Dissertation (RSDS) (<http://catalog.biola.edu/rsp/courses/RSDS/>)
- Theology/Biblical Studies (RSTH) (<http://catalog.biola.edu/rsp/courses/RSTH/>)