1971

Catalog: School of Psychology, Academic Year 1971-1974

Fuller Theological Seminary

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ACADEMIC PROGRAM ISSUE 1971-1974

Volume XXI, Number 4, July 1971

An administrative publication of Fuller
Theological Seminary, 135 North Oakland Avenue,
Pasadena, California 91101. Second class postage
paid at Pasadena, California. Published six
times a year in January, May, twice in July,
September and October.

Fuller Theological Seminary
Graduate School of Psychology
177 North Madison Avenue
Pasadena, California 91101
Fuller
Theological
Seminary

GRADUATE SCHOOL OF PSYCHOLOGY

David Allan Hubbard, President
Lee Edward Travis, Dean

Accredited by the Western Association
of Schools and Colleges
CALENDAR 1971-1974

SUMMER SESSION June 24-September 14, 1971

June 24 10 a.m.-noon; 2:00-4:00 p.m. Registration for Greek 10 (extended)
June 24 7:00 p.m. Greek 10 (extended) begins
August 3 10:00 a.m.-noon; 2:00-4:00 p.m. Registration for Greek 10 (concentrated)
August 4 8:00 a.m. Greek 10 (concentrated) begins
September 14 Formal classes end; research and clinical training continue.

During the week prior to September 27 each student should make appointments in writing or in person:
(1) with the faculty advisor regarding course schedule,
(2) with the secretary to the dean regarding program,
(3) with the registrar for registration.

FIRST QUARTER September 20-December 8, 1971

September 20-22 8:00 a.m. Greek examination for entering students who have taken Greek elsewhere than in the summer session
September 20-22 Comprehensive examinations
September 20-22 New student retreat (all new students required to attend)
September 20-24 Monday-Friday, 8:30 a.m.-4:00 p.m. Matriculation and registration of students (registration appointment sign-up sheet is available on registrar’s bulletin board after August 17).
September 27 Classes begin
October 6 Day of prayer
November 22-24 Faculty counseling and programming appointments
November 25 Thanksgiving
November 29-Dec. 3 Registration for second quarter
December 3 Formal classes end; research and clinical training continue
December 6-8 Quarterly examinations
December 9-Jan. 2 Christmas recess

SECOND QUARTER January 3-March 15, 1972

January 3 Classes commence
January 3-5 Comprehensive examinations
January 13 Day of prayer
March 1-3 Faculty counseling and programming appointments
March 6-10 Registration for third quarter
March 10 Formal classes end; research and clinical training continue
March 13-15 Quarterly examinations
March 16-17 Spring recess

FIRST QUARTER January 3-March 15, 1972

January 3 Classes commence
January 3-5 Comprehensive examinations
January 13 Day of prayer
March 1-3 Faculty counseling and programming appointments
March 6-10 Registration for third quarter
March 10 Formal classes end; research and clinical training continue
March 13-15 Quarterly examinations
March 16-17 Spring recess

SECOND QUARTER January 3-March 15, 1972

January 3 Classes commence
January 3-5 Comprehensive examinations
January 13 Day of prayer
March 1-3 Faculty counseling and programming appointments
March 6-10 Registration for third quarter
March 10 Formal classes end; research and clinical training continue
March 13-15 Quarterly examinations
March 16-17 Spring recess
THIRD QUARTER

March 20  Classes begin
March 31  Good Friday—no classes
April 6  Day of prayer
May 19  Faculty-senior dinner
May 26  Classes cease
May 28  11:00 a.m.  Baccalaureate
May 30  Senior and faculty communion service
May 30  7:30 p.m.  Commencement
May 31-June 2  Quarterly examinations

SUMMER SESSION

June 22  10:00 a.m.-noon; 2:00-4:00 p.m.  Registration for Greek 10 (extended)
June 22  7:00 p.m.  Greek 10 (extended) begins
August 1  10:00 a.m.-noon; 2:00-4:00 p.m.  Registration for Greek 10 (concentrated)
August 2  8:00 a.m.  Greek 10 (concentrated) begins
September 12  Formal classes end; research and clinical training continue. During the week prior to September 12 each student should make appointments in writing or in person (1) with the faculty advisor regarding course schedule, (2) with secretary to the dean regarding program, (3) with the registrar for registration.

FIRST QUARTER

September 18  8:00 a.m.  Greek examination for entering students who have taken Greek elsewhere than in the summer session.
September 18-20  New student retreat [all new students required to attend]
September 18-22  Monday-Friday, 8:30 a.m.-4:00 p.m.  Matriculation and registration of students (registration appointment sign-up sheet available on registrar's board after August 17).
September 18-20  Comprehensive examinations
September 25  Classes begin
October 5  Day of prayer
October 6  Faculty counseling and programming appointments
November 23  Thanksgiving
November 27-Dec.  Registration for second quarter
December 1  Formal classes end; research and clinical training continue
December 4-6  Quarterly examinations
December 7-Jan. 2  Christmas recess

SECOND QUARTER

January 3  Classes begin
January 3-4  Comprehensive make-up examination
January 17  Day of prayer
March 5-6  Faculty counseling and programming appointments
March 7-11  Registration for third quarter
March 13  Formal classes end; research and clinical training continue
March 14-16  Quarterly examinations
March 19-23  Spring recess
THIRD QUARTER
March 26: Classes begin
April 5: Day of prayer
April 20: Good Friday—no classes
May 25: Faculty-senior dinner
June 1: Formal classes end; research and clinical training continue
June 3: 11:00 a.m. Baccalaureate
June 5: Senior and faculty communion service
June 5: 7:30 p.m. Commencement
June 6-8: Quarterly examinations

SUMMER SESSION
June 28: 10:00 a.m.-noon, 2:00-4:00 p.m. Registration for Greek 10 [extended]
June 28: 7:00 p.m. Greek 10 [extended] begins
August 3: 10:00 a.m.-noon, 2:00-4:00 p.m. Registration for Greek 10 [concentrated]
August 8: 8:00 a.m. Greek 10 [concentrated] begins
September 18: Classes end; research and clinical training continue.
During the week prior to September 18 each student should make appointments in writing or in person [1] with faculty advisor regarding course schedule; [2] with secretary to the dean regarding program; [3] with the registrar for registration.
<table>
<thead>
<tr>
<th>FIRST QUARTER</th>
<th>September 24-December 12, 1973</th>
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</thead>
<tbody>
<tr>
<td>September 24</td>
<td>8:00 a.m. Greek examination for entering students who have taken Greek elsewhere than in the summer session</td>
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<tr>
<td>September 24-26</td>
<td>New student retreat (all new students required to attend)</td>
</tr>
<tr>
<td>September 24-28</td>
<td>Monday-Friday, 8:30 a.m.-4:00 p.m. Matriculation and registration of students [registration appointment sign-up sheet is available on registrar's bulletin board after August 18].</td>
</tr>
<tr>
<td>September 24-26</td>
<td>Comprehensive examinations</td>
</tr>
<tr>
<td>October 1</td>
<td>Classes begin</td>
</tr>
<tr>
<td>October 10</td>
<td>Day of prayer</td>
</tr>
<tr>
<td>October 10-11</td>
<td>Faculty counseling and programming appointments</td>
</tr>
<tr>
<td>November 22</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>December 3</td>
<td>Registration for second quarter</td>
</tr>
<tr>
<td>December 7</td>
<td>Formal classes end; research and clinical training continue</td>
</tr>
<tr>
<td>December 10-12</td>
<td>Quarterly examinations</td>
</tr>
<tr>
<td>December 13-Jan. 7</td>
<td>Christmas recess</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>SECOND QUARTER</th>
<th>January 7-March 20, 1974</th>
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<tbody>
<tr>
<td>January 7</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 7-8</td>
<td>Comprehensive make-up examination</td>
</tr>
<tr>
<td>January 19</td>
<td>Day of prayer</td>
</tr>
<tr>
<td>March 11-15</td>
<td>Registration for third quarter</td>
</tr>
<tr>
<td>March 15</td>
<td>Formal classes end; research and clinical training continue</td>
</tr>
<tr>
<td>March 18-20</td>
<td>Quarterly examinations</td>
</tr>
<tr>
<td>March 21-22</td>
<td>Spring recess</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD QUARTER</th>
<th>March 25-June 7, 1974</th>
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</thead>
<tbody>
<tr>
<td>March 25</td>
<td>Classes begin</td>
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<td>March 31</td>
<td>Good Friday—no classes</td>
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</tr>
<tr>
<td>June 2</td>
<td>11:00 a.m. Baccalaureate</td>
</tr>
<tr>
<td>June 4</td>
<td>Senior and faculty communion service</td>
</tr>
<tr>
<td>June 4</td>
<td>7:30 p.m. Commencement</td>
</tr>
<tr>
<td>June 5-7</td>
<td>Quarterly examinations</td>
</tr>
</tbody>
</table>
AIMS & PURPOSES

In the troubled living of contemporary life, the School of Psychology holds the high purpose of training men and women to help the needful person on his journey toward wholeness. This purpose should include man’s dignity as well as his limitations and give assent to the operation of some degree of freedom of choice in his living.

Dedicated study and research in the clinic and in the laboratory, by both faculty and students, attempt to probe the depths of the human mind. As Christian men, psychologists and theologians interact in the classroom as well as in experimental research studies.

At its very simplest, theology is conceptualizing God and his ways in spoken and written statements that are relevant to this day. In a sense, everyone is a theologian, holding views about God, but not everyone is a good and profitable theologian. To be the latter, serious study of theology is imperative.

The data of theology consists primarily of the self-revealing acts and words of God contained in the prophetic and apostolic Scriptures. Yet it is not enough simply to quote what Scripture itself contains. Theology must speak to its own age and situation. Its task is to state the message of the Bible so as to make clear the relevance of this message to man’s current need. The language and idioms of each new country and each new generation must be the chosen means of communicating the biblical norm.

At its very simplest, psychology is the study of human behavior. It makes a great deal over the scientific approach but it does not rule out the several other ways by which men have come to an understanding of man. Some of these are through self-reflective consciousness, creative and artistic expression, religious experiences, and philosophizing. In the School of Psychology not only is man’s behavior, both simple and complex, detected, recorded and interpreted, but also his feelings, attitudes, beliefs, commitments, and values are studied by currently acceptable methods of research. All of the problems of study abound in a multiplicity of inter-dependent variables. For their solution, procedures that can identify and measure several variables operating simultaneously must be used.

Our psychology faculty members communicate a view of man that has an abiding concern for his relationship to God as well as for values of ultimate significance. They teach that the universe becomes drenched with significance by passing into man’s consciousness, that a man in a
sense is outside nature even though he lives in it. They convey a conviction of the existence of resources that transcend their own. They display a discerning openness to all viewpoints and approaches to the understanding of man and to fresh experiences by which they continue to move forward in the understanding of themselves and others.

The needs of contemporary society are creating new and challenging roles for psychologists. Social action pressures, inter-group problems, poverty, school dropouts, individual human anguish, fulfillment of human potential, minority group needs, geriatric casualties, unemployment, mental retardation—all these are increasing the demand for more and better trained personnel, especially clinical psychologists. Fuller believes it is both the opportunity and the responsibility of the Church and society to be involved in this training. Graduates of this program are qualified to serve the Christian Church and the wider community as clinical psychologists on hospital staffs, in private practice, in church-sponsored counseling centers, and as faculty members in higher education.

The curriculum in academic psychology and in clinical experience is geared to fulfill the recommendations for the doctoral study program in clinical psychology of the American Psychological Association.
HISTORY

Fuller Theological Seminary was founded in 1947. It was named after Henry Fuller, a devout Christian layman and father of the late well-known radio evangelist, Charles E. Fuller. The original funds for the Seminary came from Henry Fuller, while the vision for its launching came from Charles E. Fuller and Harold John Ockenga.

The Seminary is interdenominational, with many denominations represented in the student body and faculty. There are three schools; theology, psychology, and world mission. Fuller is accredited by the Western Association of Schools and Colleges.

In May 1961, Dr. John G. Finch, consulting psychologist from Tacoma, Washington, delivered a series of lectures at the Seminary on the theological and psychological dimensions of the nature of man. Shortly thereafter he conceived the idea of a School of Psychology relating in theory and training to the School of Theology.

Through the interest and generosity of a trustee of Fuller Theological Seminary, Mr. C. Davis Weyerhaeuser, and Mrs. Weyerhaeuser, further study and planning for the School were made possible. A national steering committee, consisting of distinguished psychiatrists, psychologists, and theologians, was formed in 1962, to work with nationally known authorities in psychology. In November 1964, the opening of the Pasadena Community Counseling Center, under the direction of Dr. Donald F. Tweedie Jr., signaled the launching of the first phase of the new program. A strategic three-year grant totaling $125,000 from Lilly Endowment, Inc. in 1964, made it possible to lay final plans to accept students for the 1965-66 school year.

Dr. Lee Edward Travis was appointed dean of the School of Psychology in the fall of 1964 and assumed his duties in January 1965. The academic program of the new School was initiated in September 1965, with the entering of the first class of twenty-five full-time and four part-time students, a faculty of six, a visiting faculty of five and one post-doctoral fellow. Currently there are approximately seventy full-time students distributed throughout the six years of the program, seven full-time faculty members, three part-time faculty members, and some 51 psychologists in the training facilities of Southern California holding clinical appointments.
TRAINING & RESEARCH FACILITIES

Pasadena Community Counseling Center
This center is staffed by faculty members and students to serve the community and to furnish to the School both clinical and research materials. Students get part of their clinical training in this facility, diagnosing and treating a wide variety of patients of all ages under the supervision of the faculty. The center's facility contains offices and rooms for examining and treating patients and for conducting conferences and seminars.

Child Development Center
This center provides professional services to the community, and clinical and research training for our students. It has conducted a large research program on child group therapy which has been funded by grants from the National Institute of Mental Health. The center staff provides psychological consultation to teachers and other child care workers in the community. The building serving this center contains offices, patient group therapy rooms, observation rooms, children's therapy room, and testing and interviewing rooms. One observation room contains two video recorders, two video cameras, sound systems and TV monitors.

Church Consultation Service
This service was established to provide family life seminars, lay counselor training for ministers, supervision of individual and group therapy in churches and training of group psychologists in churches. The faculty members and student interns staff this service.

Psychophysiological Laboratory
The most modern electronic instruments are housed in a separate laboratory building. The action of the central and autonomic nervous systems of man is studied in relation to such psychological factors as beliefs, attitudes and commitments.

Library
Library facilities are centrally located at the McAlister Library of the Seminary which houses one of the finest collections of theological materials in the West. As a part of this library there are about 10,000 volumes in the field of psychology and pastoral counseling. The psychology holdings are being expanded rapidly toward a ten-year goal of more than 20,000 volumes.
The Pasadena Public Library is within walking distance. In the greater Los Angeles area are some of the finest libraries in the world and most of them are open to Fuller for research and reference purposes.

**Shared Facilities**

The School of Psychology, as one of the three schools of Fuller Theological Seminary, shares in the services and facilities offered by the Seminary, such as dining facilities, dormitories, library, registrar, business office, etc. A copy of the theology catalog giving full descriptions of all facilities and services may be procured upon request.

**Future Psychology Building**

The architect's rendering below shows the proposed new facility for the School of Psychology, with completion date anticipated in the fall of 1973. Cost will be approximately $1,085,000.
A student must have earned the B.A. degree from an academically accredited institution with a grade point average of B, and we would expect a student to earn a combined raw score of 1100 on the Graduate Record Examination. The undergraduate major would be most useful if it were in the social and behavioral sciences. Ranking equally important with academic excellence for admission to the program are a personal commitment to the historic Christian faith, personal qualities of high integrity, strong motivation for service, empathy for others, ability to expend highly concentrated effort, skills in personal relationship and spiritual sensitivity, and an abiding love for scholarship. These qualities will be evaluated from personal interviews and from letters of recommendation from those who know the candidate well. There is no discrimination due to racial origin of the applicant.

Men and women of God are qualified for Christian ministry by moral character as well as by academic achievement. They are qualified by compassion for individual persons, by sensitivity to the needs of the total community, by a burden that the whole of God’s will be obeyed on earth, and, above all, by personal integrity along with a readiness to accept correction and a desire for moral growth. Candidates for a degree from Fuller are expected to exhibit a reasonable attainment of these and comparable moral characteristics.

An application form should be completed and filed with the office of the dean of the School of Psychology by February 15 preceding enrollment. Along with completed forms, the applicant must, 1) submit three recent passport-type photographs, 2) have transcripts from all colleges and graduate schools that he has attended sent directly to the office of the dean of the School of Psychology, 3) send results of the Graduate Record Examination, and 4) enclose the application fee of $10.00. Whenever possible, a personal interview is included in the requirements for admission.
### Fees*

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>Matriculation Fee (non-refundable but applicable on tuition)</td>
<td>50.00</td>
</tr>
<tr>
<td>Tuition (per academic year 1971-1972)</td>
<td>1,980.00</td>
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<tr>
<td>Summer Session, Greek Tuition (included in tuition for the first year)</td>
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<tr>
<td>Special Student Fee (per unit)</td>
<td>58.00</td>
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<tr>
<td>Dissertation Proposal Fee</td>
<td>30.00</td>
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<tr>
<td>Off-Campus Tuition, for students completing the Ph.D. dissertation (per year)</td>
<td>300.00</td>
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<tr>
<td>Student Housing</td>
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<tr>
<td>Single, on campus, per quarter (average)</td>
<td>100.00</td>
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<tr>
<td>Married, on campus, per month</td>
<td>82.00/up</td>
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<tr>
<td>Board (per quarter)</td>
<td>170.00</td>
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<tr>
<td>Accident, Sickness and Hospital Insurance</td>
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<tr>
<td>(single per year)</td>
<td>50.00</td>
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<tr>
<td>(married per year)</td>
<td>263.00</td>
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<tr>
<td>Student Activities (per year)</td>
<td>21.00</td>
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<tr>
<td>New Student Orientation Sessions</td>
<td>16.00</td>
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<tr>
<td>Graduate Doctoral Fee (including cap and gown rental, hood, diploma, graduation announcements)</td>
<td>50.00</td>
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<tr>
<td>Costs incidental to program announcing dissertation defense to be underwritten by the student</td>
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<tr>
<td>Dissertation Binding Fees (3 copies)</td>
<td>22.50</td>
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<tr>
<td>Overnight parking on campus (per quarter)</td>
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<tr>
<td>Late Registration Fees</td>
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<td>Books (per year)</td>
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<tr>
<td>A conservative yearly estimate of expenses would be</td>
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</tr>
<tr>
<td>single</td>
<td>3,175.00</td>
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<tr>
<td>married — food costs not included</td>
<td>3,560.00</td>
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</tbody>
</table>

*The Seminary reserves the right to change rates and fees at any time when fluctuations in costs make this action advisable.

In instances where a student withdraws, there is no refund of tuition for that particular quarter. An assessment of $200.00 is made for withdrawal in the Fall Quarter adjusted to $100.00 for withdrawal in the Winter Quarter. There is no assessment made for withdrawal in the Spring Quarter.
Financial Assistance

Tuition scholarships, teaching, clinical and research assistantships, and three full-time stipends are provided for students on the basis of need, and the availability of funds. Short and long-term loans from both governmental and private sources are available. Employment opportunities are numerous and more frequently than not afford the student valuable learning experiences in hospitals, churches, schools, and clinics. In accepting employment, however, the student must not allow it to jeopardize his academic work or his family responsibilities.

Awards

The Delano M. Goehner Memorial Award was established in 1969 by the faculty of the School of Psychology in memory of Delano M. Goehner, a beloved student who died while in his last year of the program. This award is given annually to the graduating student considered by the faculty to have made the most significant contribution to inter-relating theology and psychology.
FACULTY

Psychology Faculty

LEE EDWARD TRAVIS, A.B., M.A., Ph.D. State University of Iowa, Professor of Psychology and Dean, Graduate School of Psychology.

PAUL W. CLEMENT, B.S., B.A. University of Washington, M.A. Pepperdine College, Ph.D. University of Utah, Associate Professor of Psychology and Director of Clinical Training.

HENRY NEWTON MALONY, A.B. Birmingham-Southern College, B.D. Yale Divinity School, M.A., Ph.D. George Peabody College, Associate Professor of Psychology.

JAMES A. OAKLAND, B.A. Seattle Pacific College, Ph.D. University of Washington, Associate Professor of Psychology.

ADRIN C. SYLLING, A.B. Concordia College, M.S.W. University of Minnesota, Associate Professor of Psychiatric Social Work and Director, Pasadena Community Counseling Center.

DONALD FERGUSON TWEEDIE JR., A.B. Gordon College, Ph.D. Boston University, Professor of Psychology.

NEIL CLARK WARREN, B.A. Pepperdine College, M.Div. Princeton Theological Seminary, Ph.D. University of Chicago, Associate Professor of Psychology and Director of Research.

Part-time Faculty

ROBERT K. BOWER, B.S. Wayne State University, B.D. Northern Baptist Theological Seminary, M.A., Ph.D. University of Chicago, Visiting Professor of Psychology.

JOHN G. FINCH, B.D. Serampore College, India, M.A. Calcutta, India, Ph.D. Drew University, Visiting Professor of Psychology.

ARTHUR F. LEBLANC, B.A. Norwich University, M.A. St. Paul's College, M.Ed. Boston College, Ph.D. Ohio State University, Visiting Associate Professor of Psychology.

Post-doctoral Fellow

RICHARD E. MCCRARY, B.A. North Texas State University, B.S. Texas A & M University, M.S., Ph.D. Tulane University.

Clinical Faculty

The men and women listed below voluntarily supervise our students who are taking field training in hospitals, clinics and mental health centers. Some of them also serve on dissertation committees and lecture on campus. The final institution listed after each person’s name is the facility in which he supervises Fuller students.
Clinical Professors of Psychology

PAUL F. BARKMAN, Ph.D. New York University; Salvation Army Psychological Services.
TRENT E. BESSENT, Ph.D. University of Southern California; Metropolitan State Hospital.
CONSTANCE BERRY, Ph.D. University of Southern California; Metropolitan State Hospital.
HERBERT BLAUFARB, Ph.D. University of Illinois; San Fernando Valley Child Guidance Clinic.
VERNON C. BOHR, Ph.D. University of Colorado, M.D. Loma Linda University; Ingleside Mental Health Center.
MARTIN BRAVIN, Ph.D. University of Denver; Southern California Permanente Medical Group.
CHARLES S. BRUDO, Ph.D. Northwestern University; Pasadena Child Guidance Clinic.
CLYDE C. CONGDON, Ph.D. Vanderbilt University; private practice.
N. JOHN DONOVAN, Ph.D. Vanderbilt University; Metropolitan State Hospital.
DALE N. DUNLAP, Ph.D. Claremont Graduate School; private practice.
BEVERLY GOLDEN, Ph.D. University of Illinois; San Fernando Valley Child Guidance Clinic.
I. H. HART, Ph.D. Duke University; Camarillo State Hospital.
M. A. KANNAS, Ph.D. University of Vienna; Metropolitan State Hospital.
THOMAS C. KEEDY, Ph.D. University of Southern California; private practice.
JACQUELINE MONTGOMERY, Ph.D. Adelphi University; Camarillo State Hospital.
B. A. SIEGEL, Ph.D. Claremont Graduate School; Camarillo State Hospital.
THOMAS RICHARDS, Ph.D. University of Pennsylvania; Kennedy Child Study Center.
HARRY J. ROSENTHAL, Ph.D. University of Southern California; Metropolitan State Hospital.
JEAN ROSHAL, Ph.D. Pennsylvania State University; Southern California Permanente Medical Group.

Clinical Associate Professors of Psychology

THOMAS S. BALL, Ph.D. Purdue University; Pacific State Hospital.
ROBERT J. BRONKOWSKI, Ph.D. University of California at Los Angeles; Harbor General Hospital.
WILLIAM G. CRARY, Ph.D. University of Colorado; Los Angeles County-University of Southern California Medical Center.
LEONARD DIAMOND, Ph.D. Catholic University; Camarillo State Hospital.
WILLIAM FRANK DOAN, Ph.D. University of Texas; Los Angeles County-University of Southern California Medical Center.
STEPHEN J. HOWARD, Ph.D. University of Southern California; San Fernando Valley Child Guidance Clinic.
S. F. KREITZER, Ph.D. Iowa State University; Camarillo State Hospital.
RALPH STEWART, Ph.D. University of Portland; Southern California Permanente Medical Group.
DOUGLAS SCHIEBEL, Ph.D. University of Michigan, Harbor General Hospital.

PHOEBUS TONGAS, Ph.D. State University of New York at Buffalo; Southern California Permanente Medical Group.

RAYMOND ULMER, Ph.D. Louisiana State University; Camarillo State Hospital.

ALLEN WEBB, Ph.D. University of Southern California; Pasadena Child Guidance Clinic.

Clinical Assistant Professors of Psychology

BARBARA BISHOP, Ph.D. Florida State University; Camarillo State Hospital.

DAVID DEVIDAL, Ph.D. Graduate School of Psychology, Fuller Theological Seminary; Los Angeles County-University of Southern California Medical Center.

JACK DRESSER, Ph.D. Louisiana State University; Kennedy Child Study Center.

CLARA LEE EDGAR, Ph.D. Claremont Graduate School; Pacific State Hospital.

MICHAEL GLAZER, Ph.D. University of Texas; Camarillo State Hospital.

IRA GREENBERG, Ph.D. Claremont Graduate School; Camarillo State Hospital.

FREDERICK GROSS, Ph.D. Louisiana State University; Camarillo State Hospital.

JOHN HEDENBERG, Ph.D. University of California at Los Angeles; Camarillo State Hospital.

KENNETH LOTT, Ph.D. Graduate School of Psychology, Fuller Theological Seminary; Camarillo State Hospital.

JOAN CAROLE MADSEN, Ph.D. University of Oregon; Kennedy Child Study Center.

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THEOBOLD MORDEY, Ph.D. University of Southern California; Camarillo State Hospital.

PAUL PRETZEL, Th.D. Claremont Graduate School; private practice.

BEATRICE L. RASOF, Ph.D. University of California at Los Angeles; Harbor General Hospital.
Herbert U. Schenck, Ph.D. University of California at Los Angeles; Pacific State Hospital.

Ruth D. Sinay, Ph.D. University of Southern California; Los Angeles County-University of Southern California Medical Center.

Robert Bruce Sitzman, Ph.D. University of California at Los Angeles; Los Angeles County-University of Southern California Medical Center.

John Snibbe, Ph.D. University of Utah; Los Angeles County-University of Southern California Medical Center.

Herbert G. Steger, Ph.D. University of Southern California; Los Angeles County-University of Southern California Medical Center.

Charles Wallace, Ph.D. University of California at Los Angeles; Camarillo State Hospital.

Clinical Instructor of Psychology

Henry Marshall, M.A. Purdue University; Camarillo State Hospital.

Theology Faculty

David Allan Hubbard, B.A. Westmont College, B.D., Th.M. Fuller Seminary, Ph.D. St. Andrews University, President and Professor of Old Testament.

Daniel Payton Fuller, B.A. University of California at Berkeley, B.D., Th.M. Fuller Seminary, Th.D. Northern Baptist Seminary, D.Theol. University of Basel, Dean of the Faculty and Associate Professor of Hermeneutics.

Robert Newell Schaper, A.B., Ph.D. Bob Jones University, Th.M. Fuller Seminary, Dean of Students and Associate Professor of Practical Theology.

Calvin Robert Schoonhoven, A.B. Wheaton College, B.D. Fuller Seminary, D.Theol. University of Basel, Assistant to the President in Academic Affairs, Director of Library and Associate Professor of Biblical Interpretation.

James Daane, A.B. Calvin College, Th.B. Calvin Seminary, Th.D. Princeton Seminary, Director of Pastoral Doctorate Program and Professor of Pastoral Theology.

WILLIAM SANFORD LASOR, B.A. University of Pennsylvania, M.A. Princeton University, Th.B., Th.M. Princeton Seminary, Ph.D. Dropsie College, Th.D. University of Southern California, Professor of Old Testament.


PAUL KING JEWETT, B.A. Wheaton College, Th.B., Th.M. Westminster Seminary, Ph.D. Harvard University, Professor of Systematic Theology.

GEOFFREY W. BROMLEY, M.A. Cambridge University, Ph.D., D.Litt., D.D. Edinburgh University, Professor of Church History and Historical Theology.

ROBERT K. BOWER, B.S. Wayne State University, M.A., Ph.D. University of Chicago, B.D. Northern Baptist Seminary, Professor of Practical Theology and Pastoral Counseling.

RALPH P. MARTIN, B.A., M.A. University of Manchester, Ph.D. King’s College, University of London, Professor of New Testament.

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LEWIS B. SMEDES, A.B. Calvin College, B.D. Calvin Seminary, Th.D. Free University of Amsterdam, Professor of Theology and Ethics.

JACK B. ROGERS, B.A. University of Nebraska, B.D. Pittsburgh-Xenia Seminary, Th.M. Pittsburgh Seminary, Th.D. Free University of Amsterdam, Associate Professor of Theology and the Philosophy of Religion.

FREDERIC WILLIAM BUSH, B.A. University of Washington, B.D., Th.M. Fuller Seminary, M.A., Ph.D. Brandeis University, Assistant Professor of Old Testament.

J. MELVILLE WHITTE, B.A. Warner Pacific College, M.A. University of Portland, Assistant Professor of Communications.
STUDENT LIFE

Student Involvement

Students in the School of Psychology are actively involved in decision making and administrative processes. All students registered in the program are considered members of the associated students of the School of Psychology. The purpose of this organization is to encourage spiritual and professional growth in its members and to foster such activities in cooperation with the administration of the School of Psychology, the School of Theology and the School of World Mission as it tends to benefit and unify the student body of Fuller Theological Seminary.

Responsible for all affairs related to the membership of the associated students is an executive cabinet which is composed of a president, vice president, secretary-treasurer, professional concerns chairman, and the editor of the student publication, Stimuli.

Students of the School of Psychology also have an opportunity to serve as members of various planning, administrative and evaluation committees. Such involvement is designed to give students experience in administrative work and an opportunity to share in decision-making in the School.

Two students and the president of the executive cabinet are members of the faculty policy-making body each quarter, with full responsibilities and privileges. Two students are members of the Seminary’s long-range study committee. Two students represent the associated students on the general student council. Numerous other students serve on committees which evaluate periodically the School of Psychology’s teaching efforts, clinical supervision, research supervision, library, psychology and theology curricula, general administrative functioning, etc. Students serve on dissertation committees for other students. It is the student’s option to serve and the candidate’s option to select. Again, the student committee has full rights and responsibilities. In addition, special interest groups along with various social affairs help bring students and faculty together on an informal basis.

Opportunities are provided for wives to participate in many of the activities of their husband’s graduate education. This may include small groups, lectures, social events and colloquia.

The student handbook, received upon matriculation, summarizes all matters of policy and procedure for the business office, the registrar, the library, and the student council. Each student is responsible for understanding and following its contents. It is expected that all first year unmarried students plan to live on campus.
Clinical Colloquia

In order to give our students a broad exposure to what is happening on the contemporary psychological scene, a prominent Southern California psychologist is invited to speak to the students, faculty and wives one evening each month.

The following individuals have participated in the colloquia series:

ARTHUR LEBLANC, Ph.D., Assistant Director of the Intern Training Program at Camarillo State Hospital.

JAY H. ZISKIN, Ph.D., Associate Professor in Counseling, California State College at Los Angeles.

THOMAS PATTON, Head of Synanon Academy in Santa Monica.

RUDOLPH EKSTEIN, Ph.D., Reiss-Davis Clinic for Child Guidance, Los Angeles.

FRANK M. HEWETT, Ph.D., Associate Professor of Education and Psychiatry, The Neuropsychiatric Institute.

HERMAN FEIFEL, Ph.D., Chief Psychologist, Veterans Administration Out-patient Clinic, Los Angeles, and Clinical Professor of Psychiatry, University of Southern California School of Medicine.

FRED CUTTER, Ph.D., Veterans Administration, Los Angeles.

AL MARSTON, Ph.D., Professor and Director of Clinical Training, U.S.C.

CHARLES W. THOMAS, Ph.D., U.S.C. South Central Multipurpose Health Services Center.

GEORGE BACH, Ph.D., Institute of Group Therapy, Beverly Hills.

WILBUR E. MORLEY, Ph.D., Los Angeles Psychiatric Services, Los Angeles.

ARTHUR H. BRYFIELD, Ph.D., Chairman, Department of Psychology, Claremont Graduate School.

FREDERICK H. STOLLER, Ph.D., University of Southern California, Youth Studies Center.

RICHARD A. HOGAN, Ph.D., Affiliated Psychological Consultants, Downey.

ALEX ROSEN, Ph.D., U.C.L.A. Neuropsychiatric Institute.

THOMAS GORDON, Ph.D., President of the Effective Training Associates of Pasadena.

MARTIN HASKELL, Ph.D., Associate Professor of Sociology at California State College at Long Beach.

S. F. KREITZER, Ph.D., Director of the Laboratory for Living, Encino.

MARTIN REISER, Ph.D., Executive Secretary, Institute L.A. Society for Psychoanalytic Psychology.
Lectureship

The John G. Finch Symposium on Psychology and Religion is sponsored by the School of Psychology of Fuller Theological Seminary. The series of addresses was established to deepen the understanding of man’s religious behavior as seen in the light of the social and behavioral sciences. Prominent leaders in the field of religious behavior conduct lectures and seminars in the general area of the correlation between theology and psychology.

The Symposium is named for John G. Finch, Ph.D., a psychologist from Tacoma, Washington, whose inspiration and efforts led to the establishment of the School of Psychology at Fuller Theological Seminary, and who is making an on-going contribution to our understanding of the relationships between psychology and the Christian faith.

A luncheon following the inauguration of the Lectureship shows Mrs. C. Davis Weyerhaeuser; President David A. Hubbard; Mrs. and Dr. Walter Houston Clark, the first Finch Lecturer; Mrs. and Dean Lee E. Travis; Dr. and Mrs. John G. Finch; and Dr. H. Newton Malony.

John G. Finch
Languages

Besides English, the ancient language of Greek is required and one of the modern languages including German, French, Spanish and Russian. Greek is part of the summer language program at the Seminary and will be taken as outlined on pages 38 and 39. The modern language may be taken at any accredited college or university. Certification from these schools that the course has been taken satisfactorily will be accepted by the School as meeting its modern language requirement. The student may meet the modern language requirement by passing a reading examination given by the School of Psychology. The language requirement must be met before the time of the clinical examination during the student’s fifth year.

Psychology

The course of study is divided into four integrated parts: core courses in both psychology and theology, occupying the student for the first three years; seminars in the integration or inter-relation of the two disciplines, psychology and theology, occupying the student for the last three years; research, mainly of an experimental nature, extending over the entire six years; and clinical training, likewise extending over the entire six years. The School has adopted the scientist-professional model as most appropriate to its purposes.

PART I: The core courses in both disciplines provide the student with a solid data base in psychology and with the basic tools in theology. In psychology such traditional courses as statistics, experimental method, history, physiological psychology, learning, developmental psychology, personality theory, social psychology and systematic psychology are offered. In theology, such traditional courses as hermeneutics, systematic theology, biblical theology, Pentateuch, prolegomena, Old Testament writings and New Testament are offered. Part I would typically lead to the master’s degree in psychology and it includes the core courses in biblical studies and theology of the regular course of studies leading to the bachelor of divinity degree in the School of Theology.

PART II: The exploration of the inter-relations between psychology and theology is accomplished by means of team-taught seminars extending over the third, fourth, fifth and sixth years of study. All previous work in psychology and theology furnishes preparation for these integration seminars. They constitute the essential uniqueness of the whole program in the preparation of the student for a career in professional psychology.
PART III: Research acquaints the student with the methods of inquiry in the behavioral sciences and offers him opportunities in applying these methods to the first-hand study of the nature of man. Training and experience in research culminates in an acceptable doctoral dissertation that should make an original contribution to the field of psychology.

PART IV: Classical courses in psychological assessment, psychotherapy, general social case work, clinical psychology, psychosomatics, and neuropathology of behavior are offered. Part IV also provides supervised training in hospitals, clinics, and churches, and in the School's own Pasadena Community Counseling Center.

The class and laboratory work and field training offered in the six-year program could be viewed profitably under the three large headings of (1) the determinants of behavior, (2) the assessments of behavior, and (3) the modifiers of behavior. These categories of behavior are kept in mind throughout the entire period of training.
Course Descriptions

For any course title including the word “seminar,” either students or faculty may suggest areas for study. The particular topic covered is indicated on the student’s transcript. A seminar may be repeated for credit as new areas of study are covered.

500 HISTORY AND SYSTEMS OF PSYCHOLOGY (4)
An overview of the development of psychology as a scientific and service discipline.

501 HISTORY OF PSYCHOLOGY SEMINAR (2)
Intensive treatment of specific topics in the history of psychology. Offered on demand. Prerequisite: Psychology 500 or permission of the professor.

503 PHILOSOPHY OF SCIENCE SEMINAR (2)
An examination of the nature of formal languages, the nature of probability, inductive processes and deductive processes, the relationship between the sciences, and the relationship between the sciences and ethics, theology and philosophy.

504 PHENOMENOLOGY AND EXISTENTIAL PSYCHOLOGY (4)
An overview of the so-called “third force” in contemporary psychology. The works of Kierkegaard, Husserl, Heidegger, Binswanger, Strauss, and Frankl will be considered.

505 PHILOSOPHICAL PSYCHOLOGY SEMINAR (2)
Intensive treatment of specific topics in philosophical psychology. Offered on demand. Prerequisite: permission of the professor.

510 PSYCHOLOGY OF LEARNING (4)
An overview of the major theories, concepts, issues, data and research methodologies of the psychology of learning. “Learning” consists of a more or less permanent modification of behavior which results from life experiences either in the natural environment or in the laboratory.

511 PSYCHOLOGY OF LEARNING SEMINAR (2)
Intensive treatment of specific topics in the psychology of learning. Prerequisite: Psychology 510 or permission of the professor.

514 PSYCHOLOGY OF MOTIVATION (4)
An overview of the major theories, concepts, issues, data and research methodologies of the psychology of motivation. “Motivation” concerns the inner control of behavior as represented by physiological conditions, interests, attitudes, goals and aspirations.

515 PSYCHOLOGY OF MOTIVATION SEMINAR (2)
Intensive treatment of specific topics in the psychology of motivation. Prerequisite: Psychology 514 or permission of the professor.
517 PSYCHOLOGY OF PERCEPTION (4)
An overview of the major theories, concepts, issues, data and research methodologies of the psychology of perception. “Perception” is the discrimination, differentiation and observation of sensory events.

518 PSYCHOLOGY OF PERCEPTION SEMINAR (2)
Intensive treatment of specific topics in the psychology of perception. Prerequisite: Psychology 517 or permission of the professor.

520 DEVELOPMENTAL PSYCHOLOGY (4)
An overview of the major theories, concepts, issues, data and research methodologies of developmental psychology. The entire human life span is covered. Students will need to learn the scientific journals and bibliographic resources that cover the field of developmental psychology.

521 DEVELOPMENTAL PSYCHOLOGY SEMINAR (2)
Intensive treatment of specific topics in developmental psychology. Prerequisite: Psychology 520 or permission of the professor.

530 PSYCHOLOGY OF PERSONALITY (4)
An overview of the major theories, concepts, issues, data and research methodologies of the psychology of personality. “Personality” refers to the most characteristic integration of an individual’s modes of behavior, interest, attitudes, capacities, perceptions and thought patterns.

531 PSYCHOLOGY OF PERSONALITY SEMINAR (2)
Intensive treatment of specific topics in the psychology of personality. Prerequisite: Psychology 530 or permission from the professor.

534 PSYCHOLOGY AND RELIGION (4)
An overview of the major theories, concepts, issues, data and research methodologies of psychology and religion. Includes beliefs concerning existence and the character of divine events, worship and ritualistic acts, conversion experiences, theological knowledge, etc. Prerequisite Psychology 530.

535 PSYCHOLOGY AND RELIGION SEMINAR (2)
Intensive treatment of specific topics in psychology and religion. Prerequisites: Psychology 530 and 534 or permission of the professor.

537 ABNORMAL PSYCHOLOGY (4)
An overview of the major theories, concepts, issues, data and research methodologies of abnormal psychology. “Abnormal psychology” deals with those aspects of behavior which are labeled psychopathology, maladaptive behavior, mental illness, psychiatric disorders, etc. Prerequisite: Psychology 530.

538 ABNORMAL PSYCHOLOGY SEMINAR (2)
Intensive treatment of specific topics in abnormal psychology. Prerequisites: Psychology 530 and 537 or permission of the professor.

540 SOCIAL PSYCHOLOGY (4)
An overview of the major theories, concepts, issues, data and research methodologies of social psychology. “Social psychology” attempts “to understand and to explain how the thought, feeling and behavior of individuals are influenced by the actual, imagined or implied presence of others.”

541 SOCIAL PSYCHOLOGY SEMINAR (2)
Intensive treatment of specific topics in social psychology. Prerequisite: Psychology 540 or permission of the professor.

550 PHYSIOLOGICAL PSYCHOLOGY (4)
An overview of the major theories, issues, data and research methodologies of physiological psychology. “Physiological psychology” covers the physiological
events which underline behavior, i.e., sensory reception, activity and function of the central and peripheral nervous system, and the role of glandular and muscular responses in organized behavior.

551 PHYSIOLOGICAL PSYCHOLOGY SEMINAR [2]
Intensive treatment of specific topics in physiological psychology. Prerequisite: Psychology 550 or permission of the professor.

554 COMPARATIVE PSYCHOLOGY [4]
An overview of the major theories, concepts, issues, data and research methodologies of comparative psychology. “Comparative psychology” studies the ways in which members of a given species adjust to internal and external pressures that impinge upon them as well as how members of different species adapt to similar situations.

555 COMPARATIVE PSYCHOLOGY SEMINAR [2]
Intensive treatment of specific topics in comparative psychology. Prerequisite: Psychology 554 or permission of the professor.

Clinical Psychology Sequence

A problem solving approach is used in teaching the student the basic orientation and skills of the contemporary clinical psychologist. Each quarter students taking the Clinical Psychology sequence focus on a different target population with which the practicing clinical psychologist must often deal. Emphasis is placed upon the continuity between psychological assessment and psychological intervention, the faculty believing that these two processes are not separable in clinical psychology practice. Each student will see faculty members demonstrate a wide range of assessment tools and techniques. Each student will also observe faculty members model a wide range of interventions, e.g., psychoanalysis, Rogerian psychotherapy, Logotherapy, behavior therapy, crisis intervention, conjoint family therapy, teaching parents to be therapists of their own children, and consultation to churches and other community institutions. Usually faculty demonstrations will be followed by student participation in carrying out similar types of assessment and intervention.

As a team, two professors teach the course in a given quarter. They and the students meet in class three hours each week. In addition, students have practicum assignments outside of class in which they deal with psychological problems in the real world. A functional approach is used with all case material. Students are presented with a wide range of problems and are then asked to search the clinical literature in order to find the most effective ways of assessing and solving the problem.

560 CLINICAL PSYCHOLOGY A [5]
The students themselves constitute the target population in this quarter. An overview of the current roles and skills of the contemporary clinical psychologist is provided, with special emphasis placed on professional ethics. The course includes training in the “therapeutic triad” in conjunction with students as interviewers of each other. This is a required course and should be taken in the fall quarter by all third year students. Series B and C should also be taken by third year students; D, E and F by all fourth year students.

561 CLINICAL PSYCHOLOGY B [5]
Children constitute the target population in this quarter. Winter.

562 CLINICAL PSYCHOLOGY C [5]
Youths constitute the target population in this quarter. Spring.

563 CLINICAL PSYCHOLOGY D [5]
Adults constitute the target population in this quarter. Fall.
564 CLINICAL PSYCHOLOGY E (5)
Community agencies constitute the target population in this quarter, with special emphasis placed on helping churches become delivery systems of psychological services. Winter.

565 CLINICAL PSYCHOLOGY F (5)
Families constitute the target population in this quarter. Spring.

567 PSYCHOLOGICAL ASSESSMENT SEMINAR (2)
Intensive treatment of specific topics in psychological assessment; e.g., techniques of assessing neurological dysfunction, emotionality, personality, intelligence, behavior, etc. Prerequisite: fourth year standing or higher.

568 PSYCHOLOGICAL INTERVENTION SEMINAR (2)
Intensive treatment of specific topics in psychotherapy or other forms of psychological intervention; e.g., psychodrama, client-centered therapy, group psychotherapy, systematic desensitization, psychoanalytic individual therapy, implosive therapy, psychochemotherapy, intervention, etc. Prerequisite: fourth year standing or higher.

569 PROFESSIONAL PSYCHOLOGY SEMINAR (2)
Intensive treatment of specific topics in professional psychology; e.g., ethics, legal problems, institutional relations, politics, etc. Prerequisite: fourth year standing or higher.

570 COMMUNITY PSYCHOLOGY SEMINAR (2)
Intensive treatment of specific topics in community psychology; e.g., the police, courts, schools, youth organizations, rest homes, political and governmental bodies, etc. Prerequisite: fourth year standing or higher.

571 CHURCH CONSULTATION SEMINAR (2)
Intensive treatment of specific topics in church consultation. Prerequisite: fourth year standing or higher.

577 CLINICAL COLLOQUIUM (0)
One evening each month all students plus their spouses meet to hear a prominent psychologist speak about his interests and work. Prior to the speaker’s presentation the students hold a business meeting. Following the formal meeting everyone at the colloquium is invited to a faculty or student home for refreshments and interaction. All students in the Graduate School of Psychology register for Clinical Colloquium each quarter.

579 FIELD TRAINING (variable credit)
Each student receives his first assignment to a field training agency; e.g., a hospital, clinical or psychological center, between his third and fourth years. The assignment begins on July 1 and runs through the following June 30 with the student spending not less than 12 hours a week in the clinical facility. The student receives supervised experiences in psychological assessment and intervention procedures with a wide range of troubled people. One and a half credits a quarter are given for each four hours a week the student spends at the training agency.

Each student is also assigned to a hospital, clinic or psychological center during his fifth and sixth years. Normally he spends 12 months in one institution and 12 months in another. One of these two years must be spent in an internship approved by the American Psychological Association. The student must spend a minimum of 20 hours a week in field training during both years. Two calendar years are required. The typical student spends one year full-time and one year on a half-time basis. Prerequisite for all field training: permission of the director of clinical training.
580 INTRA-PERSONAL INTEGRATION [0]
All students participate in encounter groups with other members of their class throughout their first two years in the School. The goals of this experience are to help each student become more aware of his impact on others and to work toward becoming a more integrated person. Students are encouraged to examine the relationship between their faith and their decision to enter clinical psychology.

581 INTEGRATION SEMINAR [3]
Each quarter a professor of psychology and a professor of theology jointly chair a seminar which deals with some aspect of the relationship between psychology and theology. The topics change quarterly. Students are required to take six quarters of Integration Seminar for graduation. Prerequisite: third year standing or higher and completion of the basic theology requirements for psychology students.

582 SPECIAL PROJECTS IN INTEGRATION (variable credit)
Special projects in conceptual-theoretical integration of psychology and theology, research in religious behavior, integration in professional practice or inter-professional integration. Prerequisite: third year standing or higher and permission of the faculty. May be repeated for credit.

590 STATISTICS [4]
Concepts and techniques involved in the analysis and interpretation of research data. Descriptive statistics (frequency distributions), central tendency, variability, introduction to statistical inference (normal curve sampling theory, t-tests), introduction to correlation and regression, introduction to analysis of variance, and introduction to non-parametric statistical methods. This is a required course and should be taken in the fall quarter of the year by all first year students.

591 INTRODUCTION TO EXPERIMENTAL DESIGN [4]
Fundamentals of the application of the experimental method in the study of behavior. Prerequisite: Statistics. Required course for first year students in the winter quarter.

592 ADVANCED EXPERIMENTAL DESIGN [4]
Emphasis is placed on the discovery of a problem, the formulation of hypotheses, experimental controls, fundamental design for drawing inferences and generalizing from samples and data.

Stress is placed on individual work in the planning, execution and reporting of an experimental investigation, emphasizing the conceptual aspects of experimental design. This is a required course and should be taken in the spring quarter of the first year.

593 PSYCHOLOGICAL TESTS AND MEASUREMENTS [4]
An overview of the psychological methodologies and statistical concepts involved in the construction and use of assessment instruments together with a study of the most commonly used psychological instruments.

594 SEMINAR IN STATISTICS [2]
Intensive treatment of specific topics in statistics. Prerequisites: Psychology 590-592 or permission of the professor.

595 RESEARCH SEMINAR [2]
Intensive study of research methodologies in a particular area specified in psychology, specialized topics in experimental design, identification of problems for meaningful research, etc. Prerequisites: Psychology 590-592 or permission of the professor.
596 INDIVIDUAL RESEARCH PROJECTS (variable credit)
Experimental, field observations or survey research on a special problem. The doctoral dissertation does not fall under this course number; however, master's-level research projects should be registered under this course number. The investigation is supervised by a faculty member. May be repeated for credit. Prerequisites: Psychology 590-592 and permission of the sponsoring professor.

600 INDEPENDENT READINGS (variable credit)
Special or advanced readings in various areas of psychology which are not covered by other courses or seminars in the curriculum. The particular topic covered is indicated in the student's transcript. May be repeated for credit, if new topics are chosen. Prerequisite: permission of a sponsoring professor.

700 DISSERTATION (variable credit)
Work on the doctoral dissertation under faculty supervision. Prerequisite: fourth year standing or higher and sponsorship by the student's dissertation chairman.
Clinical Training

The clinical training program stresses a functional approach to case management. In such an approach the emphasis is placed on psychological assessment which is aimed at decision making and at psychological interventions which are aimed at producing specified therapeutic changes. The primary commitment is to help people solve their problems and to prevent them from the development of new ones. Although the various faculty members represent many theoretical orientations, the traditional “schools of psychotherapy” are deemphasized. Students are expected to become familiar with the major assessment and therapeutic tools which have been scientifically validated.

Several assumptions underlie the clinical training:
1. Clinical psychology is a new field that is rapidly growing and changing.
2. A flexible training program which encourages questioning research and innovation provides the greatest benefits to the future demands of psychology and society.
3. A sound knowledge of general psychology is important to the practice of clinical psychology regardless of the direction that the latter may take.
4. Since clinical psychology deals mainly with interpersonal relationships, the clinical psychologist must learn to be sensitive to the major variables which affect the way one person responds to another.
5. Quality and breadth of experience are more important than the number of experiences.
6. No department of psychology has adequate staff or facilities to expose its students to an ideal range of clinical populations and procedures; therefore, each clinical psychology training program must seek the cooperation of the major mental health facilities in its locale to assist in the clinical training of its students.

Major Components

Training in clinical psychology includes experiences and supervision in research, psychological assessment (interviewing, observing, testing, etc.), psychological intervention (behavior modification, community, consultation, crisis intervention, psychotherapy, etc.), personal growth and integration, and communication of information.

Experience in Research. Research training is begun in the student's first year and continues until he receives his Ph.D. degree. He needs to acquire an appreciation for the relationship between psychological research and high quality clinical practice. The functional approach considers clinical practice to be one type of applied research.
Experiences in Psychological Assessment. When he graduates, each student will have had exposure to several target groups. He will have assessed children, adolescents, adults and the aged. Cutting across these age groups, he will have had assessment experiences with normals, inpatients, outpatients, the physically handicapped, the mentally defective, the economically and socially deprived, minority groups and other client populations that confront the clinical psychologist. In addition to acquiring experience with a large number of different target populations, he will have been introduced to the major assessment techniques. These include observation and description of behavior, interviewing, individual and group testing, special techniques of assessment such as psychophysiological measures of autonomic reactivity, and any other techniques which seem to show promise of having usefulness in psychological assessment. Meaningful assessment is oriented toward clinical decision making.

Experiences in Psychological Intervention. The target groups for experiences in intervention are essentially those listed for experiences in assessment. Each student is exposed to several systems of individual and group treatment techniques. In addition to formal treatment techniques, he has the opportunity to provide psychological consultation to such people as teachers, parents, ministers and probation officers.

Experiences Designed to Facilitate Personal Growth. In order to maximize the sensitivity of the future clinical psychologist, three formal programs are offered as part of the training:

1. During his first two years in the Graduate School of Psychology each student participates in sensitivity training where emphasis is placed on making the student aware of his social stimulus impact on others (see Psychology 580).

2. There is intensive clinical supervision of all of his work with a focus placed on the student’s own personality as well as on the personality of his client.

3. Individual and/or group psychotherapy is arranged for students who need it. Need is normally determined by the student; however, if a faculty member feels that the student could not be an effective clinical psychologist without first receiving personal therapy, he can advise the student to obtain therapy.

Experiences in Community. All students receive experiences and supervision in writing both clinical and research reports. The students are given special help in learning to write different kinds of reports for different kinds of consumers. Public speaking and formal teaching are often included as part of the student’s clinical training.
Sequence

The following indicates the general sequence in which the various aspects of the clinical training take place. The general policy is to provide breadth of coverage so that the student can obtain maximum experience. The assumption is made that if the student is going to specialize in some sub-area of clinical psychology he will do so post-doctorally.

1. Two years in intra-personal integration.
2. Two years of course work and course-related practicum experiences as part of the clinical psychology sequence.
3. Placement in a hospital, clinic or mental health center for twelve months at twelve hours a week. This first field training is taken by all fourth year students.
4. Placement in a hospital, clinic, or mental health center for 24 months at not less than twenty hours a week. Normally a student spends twelve months at one institution and then twelve months in another. At least one of these placements must be in an internship approved by the American Psychological Association.
5. Successfully taking the Clinical Examination.

Clinical Facilities for Field Training

The institutions listed below are those which were directly engaged during the 1970-71 and the 1971-72 years in providing clinical experiences and training to fourth, fifth and sixth year students. Some of the institutions listed have an on-going training agreement with Fuller so that they accept a fixed number of trainees each year. Others have accepted Fuller students for internships in open competition with students from many other universities. This list of institutions changes somewhat from year to year.

Camarillo State Hospital, Camarillo, California. [APA approved internship.] Two students.
Child Development Center, Fuller Seminary School of Psychology. No students had regular placements at this facility during 1970-71 but approximately thirty students received some supervised clinical experiences here.
Church Consultation Service, Fuller Seminary School of Psychology. One student.
Harbor General Hospital, Torrance, California. Three students.
Ingleside Psychiatric Hospital, San Gabriel, California. One student.
Kennedy Child Study Center, Santa Monica, California. [APA approved internship.] One student.
Los Angeles County-University of Southern California Medical Center. [APA approved internship.] Six students for pre-internship field training and one student for an internship.
Metropolitan State Hospital, Norwalk, California. [APA approved internship.] One student.
Neuropsychiatric Institute, University of California at Los Angeles. [APA approved internship.] Two students.
Pacific State Hospital, Pomona, California. (APA approved internship.)
One student.

Pasadena Community Counseling Center, Fuller Seminary School of Psychology.
Eight students.

Pasadena Child Guidance Clinic, Pasadena, California. One student.

San Fernando Valley Child Guidance Clinic, Van Nuys, California. (APA approved internship.) One student.

Southern California Permanente Medical Group, Hollywood, California. (APA approved internship.) One student.

There were many other clinical facilities in the greater Los Angeles area in addition to those listed. Most of them are potentially available to students in the Fuller School of Psychology. Every attempt is made to place a student in those clinical facilities which will provide him with the kinds of experiences he needs and desires to round out his clinical training.

Research Training

Clinical psychology is a science as well as a profession. As a new field on which strong demands for service are being made, it stands in critical need of increased knowledge. Thus, while an adequate training program for this discipline should endeavor to help students develop their clinical abilities, it must place an equal emphasis on the training of competent and enthusiastic researchers.

Recognizing the continual need in this field for the discovery of new truths, the faculty of the Fuller Seminary School of Psychology feels it is not enough to train students to do a competent piece of dissertation research. We recognize the necessity of designing our training program to increase the probability that our graduates will continue to pursue research activities after the dissertation has been completed.

The developing pattern of research training at Fuller involves three overlapping learning processes. These include classroom instruction, apprenticeship and faculty modeling. First, a thorough program of classroom instruction is viewed as a necessary base for each student. In this connection, the student involves himself during his first year in the basic sequence of statistics and experimental psychology. This instruction culminates in the planning and execution of a Master's Level Research Project. This project is completed under the close supervision of a faculty member.

Secondly, a basic notion of the training design requires the student to be involved continuously in research on an apprenticeship basis throughout the program. From as early in the student's program as possible, he works under the immediate supervision of a faculty member. During the first two years, the student becomes involved in the faculty member's own ongoing research program. Early in the third year, the student begins work on research of his own—identifying a problem and performing various research operations more independently. During the fourth year, a student is expected to complete a proposal for his dissertation research, and the final three years are spent in the completion and writing of this project.
Communication about research is kept at a high level during these years by a required weekly research seminar and by various small groups and teams with unique research interests.

Thirdly, the student is expected to benefit from faculty models as he moves toward a career of inquiry. Each faculty member is engaged in an ongoing program of research and he strives through his association with his students to communicate the model of the professional scientist. The student who invests six years in the program at Fuller is expected to become a sensitive clinician and a competent researcher. He will hopefully make discoveries in the laboratory which will greatly increase the effectiveness of his practice of psychology in the clinic.

Comprehensive Examination

This examination is designed to evaluate the student’s knowledge and integration of the basic data of psychology. It is normally taken during the last three days of the week prior to the fall quarter.

Basically, it is a screening examination which may be used to eliminate students from the program because of academic-intellectual deficits. If a student fails the examination, he is counseled and recommendations are made for special areas of study. He may take a special Comprehensive Examination during the first week of the winter quarter. This special examination only covers those areas in which he failed the preceding time.

If the student fails to pass the examination on his second attempt, he may petition the faculty for further opportunity to meet the requirement. After careful examination of the student’s previous record and his written petition, the faculty will determine whether it is in the best interests of the student for him to continue in the program.

The examination includes the following areas of psychology: (1) history, (2) learning, (3) developmental, (4) social, (5) perception, (6) personality, (7) physiological, (8) psychopathology, and (9) statistics and experimental design. It will consist of two parts:

1. Essay examination consisting of nine broad questions, one question for each area listed above. All students must write on the question covering statistics and experimental design; however, each student has to respond to only five additional questions out of the remaining eight. The student may choose those five areas in which he feels most competent.

2. The Psychology Specialty Examination of the Graduate Record Examination. All students who have completed the equivalent of our core courses in psychology must take the Comprehensive Examination at the end of their first year at Fuller. If they transfer having completed only part of our core courses, they must take Comprehensives during the academic year in which they complete their core courses. The psychology section of the Graduate Record Examination will not be used to fail anyone; however, our students should attain raw scores of 700 or more on this examination.
Clinical Examination

This is not a screening examination by which some students are eliminated from the program. Rather, it is an examination in which the student demonstrates: (1) his clinical skills, (2) his ability to deal with the ethical and legal problems which he may have to face as a clinical psychologist, (3) his familiarity with the contemporary literature in clinical psychology, (4) his knowledge of the major psychological problems and issues confronting psychology today, and (5) his special interests and professional goals. The Clinical Examination normally will be taken late in the student’s fifth year or early in his sixth year.

In addition to providing the student with an opportunity to demonstrate his knowledge and skills as he approaches the end of his formal training, this examination helps prepare him to pass the important post-doctoral examinations which face him (e.g., a state licensing or certification examination, the Diplomate examination of the American Board of Professional Psychology, etc.)

The following is an outline of the Clinical Examination:

1. The examinee is asked to assess a client or problem situation using any techniques or tools that he feels are appropriate to the case. He may have up to three hours of face-to-face contact with his client(s) and must submit his written report of the case to the clinical secretary by the end of the same day on which the assessment takes place. Three faculty members will observe the student during his direct contact with the client(s).

2. The examinee submits five copies of a recent work sample to the faculty. The work sample should be of some type of psychological intervention carried out by the student. Each candidate should obtain the specific instructions for preparing the work sample from the clinical secretary.

3. A two-hour oral examination is scheduled after the assessment and work samples have been completed. The examining committee consists of the three faculty members who observed the student during his assessment case, the director of clinical training and one psychologist from the greater Pasadena area. All faculty members may attend the oral.
Theology

Biblical Languages

A reading knowledge of New Testament Greek is a prerequisite for commencing the first year of biblical studies. Reading knowledge means a knowledge of Greek vocabulary and syntax that is sufficient to begin exegetical work in the New Testament. A non-credit course designed to give a student this ability through an inductive study of the text of Acts will be taught every summer in either an extended (twelve weeks) or concentrated (six weeks) session. Classes for the extended session will meet three evenings a week (Monday, Tuesday, and Thursday at various times between 6 and 10 p.m.); classes for the concentrated sessions will meet five days a week (Monday through Friday at various times from 8 a.m. to 4 p.m.). Both sessions cover the same amount of material (90 class hours). Outside employment is not feasible for those enrolled in the concentrated session.

Students who have acquired a knowledge of New Testament Greek, either by course work or by self-study, will be required to take an entrance examination in Greek as part of the registration process. Incoming students are required to be present at the stated time of the examination. This examination will be graded pass, fail, or probation. Students who receive a probation grade will be required to take Greek Review 11 until they attain satisfactory ability in the language.

In order to help the student estimate the probable outcome in the Greek examination, a trial examination will be made available to the applicant for self-administration. Upon acceptance by the admissions committee, he will receive instruction concerning preparation for this examination. When he feels ready, and upon his request, he will receive an examination designed to test his ability to read New Testament Greek, to recognize and identify the common forms, and to explain the more common syntactical construction. He will be expected to take this examination without assistance of any kind. The results will indicate to him whether he has a reasonable chance of passing the examination to be administered at the time of registration. It will not serve as a substitute for the entrance examination. Incoming students are required to take the trial examination prior to July 15.
Modern linguistic and teaching devices (including a language laboratory, tapes and specially-prepared syllabi) are used in this course.

The course in Greek 10 earns nine credits, but these do not apply toward graduation at Fuller.

The dates for summer Greek are:

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<td>1972</td>
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<tr>
<td>1973</td>
<td>June 28-Sept. 18</td>
<td>Aug. 8-Sept. 18</td>
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10. NEW TESTAMENT GREEK. The elements of Koine grammar and syntax, taught inductively from the text of Acts. Satisfactory completion of this course or its equivalent, to be determined by an entrance examination, is prerequisite for first-year core courses in biblical studies. The course is equal to a full-year, three-hour, upper-level course; it may be taken in either a concentrated or an expanded form in the summer or in an evening course in fall and winter quarters. Tuition for the evening course is non-refundable. No credit is given toward a Fuller degree. However, nine credits may be transferred to another school.

11. GREEK REVIEW. A review of the essentials of grammar and syntax for those who have not attained the minimum requirements of Greek exegesis, offered in the fall quarter for students who receive a probationary grade either in course 10, in the entrance examination, or do not satisfactorily complete the Greek portion of B13 or B23. Three hours credit, in lieu of a special interest seminar.

12. GREEK RAPID READING. The translation of selected portions of the New Testament with special attention to syntax and the building of vocabulary. This course is required in the spring of each year (in lieu of a special interest seminar) for those whose progress in Greek by the end of the B12 course remains substandard. Others may take this course by permission from the instructor. Three hours credit.

Biblical Studies

B11. HERMENEUTICS. The presuppositions and method by which one comprehends biblical authors so that their individual communications and the Bible as a whole confront one as the Word of God. Skill in hermeneutics is developed through work in Philippians.


B21. PENTATEUCH AND FORMER PROPHETS. The content of the five books of Moses and the Former Prophets in the light of their historical background and theological messages. An introduction to O.T. textual criticism, and an examination of the various theories of higher criticism, including the documentary hypothesis.
B22. LATTER PROPHETS. General introduction, historical background and an understanding of the message of the Latter Prophets.

B23. NEW TESTAMENT II. Romans to Revelation studied as to content, characteristics, background and major critical problems. Exegesis of crucial passages.


Theology

T11. PROLEGOMENA. A study in the nature, purpose and method of the dogmatic enterprise. Special attention will be given to the authority of Scripture and tradition for dogmatics.

T12. PHILOSOPHY OF RELIGION. An analysis of the premise, form and validity of certain philosophical criticisms of Christian theology, in particular such problems as the character and validity of theological statements, the problem of evil, the problem of human freedom and the question of divine transcendence.

T21. SYSTEMATIC THEOLOGY I. Theology and anthropology. The doctrine of God; his attributes and trinitarian mode of existence. The doctrines of creation, of divine providence, of angels. The doctrine of man; his origin, nature and fall. The doctrine of sin.

T22. CHURCH HISTORY. The further development of the Church especially in the West, from Chalcedon to the early stages of the Reformation.

T23. SYSTEMATIC THEOLOGY II. Christology and soteriology. The doctrine of divine election, the covenant of grace, the person and work of Christ the Mediator. The doctrines of divine calling, regeneration, repentance, faith, justification, adoption and sanctification.

T31. CHURCH HISTORY. The shaping of modern movements and churches from the Reformation to the Ecumenical Movement and the Second Vatican Council.

T32. SYSTEMATIC THEOLOGY III. Ecclesiology and eschatology. The doctrine of the Church; its nature and authority. The worship of the Church, the sacraments and prayer. The doctrine of last things; death and resurrection, the final judgment, heaven and hell.

T33. ETHICS. An exposition of the theological foundations which determine the texture of Christian moral decision, with a survey of the competing systems of Christian ethics, and discussion of the shape of Christian love in selected areas of moral responsibility.

Four electives are required to be selected from the electives offered in the fields of biblical studies and theology (see Theology Catalog).
Integration Seminars

In medieval times knowledge, as taught in the monastic schools and the universities, was bound together into a cohesive unity which was set in an over-arching and all-encompassing context of theology and philosophy.

By degrees the sciences, and later the humanities, found this context too confining for the pursuit of certain kinds of knowledge and skills. Thus, they began to separate themselves from theology and develop their own methods to deal with their own subject matter. The subject matter to be dealt with was in turn sometimes determined by the available methods, with the result that man—and the studies about him—were not only splintered, but there remained gaps in what had formerly been a comprehensive system.

The process of differentiation of the disciplines has produced the characteristic structure of the modern university in which these various disciplines are represented by semi-independent colleges or departments which either ignore or do battle with each other.

From time to time it becomes apparent that knowledge does not yield well to such splintering. Interdisciplinary areas grow up in the attempt to gather up that part of fact or truth which has been left homeless between the disciplines; or to reconcile areas of overlap and mutual concern among the disciplines. Such examples are numerous and one need only mention a few, such as biochemistry, audiovisual education, or social psychology, to illustrate this trend.

In recent years the discipline of psychology has discovered that the study of man, even when so narrowly defined as the study of human behavior, leads psychologists into a proliferation which spills over into a host of neighboring disciplines, occupations and skills. So, we not only have physiological psychologists, but varying degrees of integration and adaptation in such fields as educational psychology, human factors, engineering and psycho-linguistics. The further psychology has moved in attempting to understand and work with the whole person, the more it has inter-related with other specialties.

It is only fitting that theology and psychology should once again meet as they mutually concern themselves with the nature and behavior of man, for Christianity has always insisted upon a vital relevance between God and man, between theology and human behavior. In the past, these meetings of the disciplines of theology and psychology have been conducted largely by persons who are sophisticated in one field and relatively naive in the other. Therefore, the interaction has tended to be
prejudiced from both sides, and has resulted in little addition to the sum total of knowledge or skills. Yet, as the growing overlap between these fields has increased, the press for integration has grown.

The School of Psychology at Fuller Theological Seminary was established with the inter-relationship of theology and psychology as one of its major purposes. The method of approach to this task has been an expression of several guiding principles.

1. Integration can best be pursued when at least many of the persons involved in the task are sophisticated in both disciplines, not just one of them. This principle underlies the curriculum which includes the core courses of the School of Theology, in addition to the psychology courses. In this way, at least a minimum competence in theology is assured, and it is hoped that there will be a thorough acquaintance with, if not a full identification with, the methods and values of the theologian. Many students, of course, begin from the position of a full theological training plus professional experience in the Church.

2. Integration must begin from a position of mutual respect for each of the disciplines involved, as well as for the integrity of the persons involved in the task. For this reason, each discipline is asked to teach and discuss its own material and methods in its own way, and each discipline is represented by persons who are identified with it and fully competent within that discipline.
3. Integration occurs within individuals more readily and effectively than in methods, institutions, or situations. However, situations can be created that give individual persons the materials with which to affect their personal integration. It is hoped that out of such personal integrations will arise the ground for a broader integration of these disciplines. For this reason, the student is brought into confrontation with each discipline in its own locus (theology is taught in the School of Theology and psychology in the classrooms of the School of Psychology, as well as in the mental health facilities of the larger community). This principle, however, also leads to the most distinctive characteristic of the Fuller program in psychology—the integration seminars and joint research projects.

4. Integration can take place at a number of levels, including conceptualization of ideas and theories, interpersonal relationships between members of several disciplines, personal experience, research and clinical practice. Such considerations as those above underlie Fuller’s distinctiveness—the interdisciplinary encounter provided by the integration seminars. It is here perhaps even more than elsewhere that this community of scholars seeks ways of over-arching the common ground of theology and psychology and reconciling the apparent conflicts.

Having completed the basic courses in psychology and theology in his first three years, the student is involved in one integration seminar per quarter for his last three years. Each seminar addresses itself to a subject area that is of mutual interest to psychology and theology, and each is taught by a team consisting of at least one member from each of the faculties of psychology and theology—with occasional participation by faculty of the School of World Mission. The subjects and the methodological approaches of the integration seminars remain constantly open for revision and amendment. Both faculty and students are invited to give evaluations and suggestions so that the seminars will remain a vital growing edge of the program.
Sample Program

for students who enter with a B.A. or B.S. degree

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<td>Systematic Theology Hermeneutics</td>
<td>Statistics Elective(s) Clinical Colloquium Intra-personal Integration</td>
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<td>Church History New Testament</td>
<td>Introduction to Experimental Design Elective(s) Clinical Colloquium Intra-personal Integration</td>
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<td>Advanced Experimental Design Elective(s) Clinical Colloquium Intra-personal Integration</td>
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<td>Old Testament [without Hebrew] Church History</td>
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<td>Systematic Theology Philosophy of Religion</td>
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Sample Program

for students who enter with a B.A. or B.S. plus a B.D. degree or its equivalent

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<td>Year II</td>
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| **Fall** | Statistics  
Electives  
Clinical Colloquium  
Intra-personal Integration |
| **Winter** | Introduction to Experimental Design  
Electives  
Clinical Colloquium  
Intra-personal Integration |
| **Spring** | Advanced Experimental Design  
Electives  
Clinical Colloquium  
Intra-personal Integration |
| Year III | **Hurdle: Master's Level Research Project**                                          |
| **Fall** | Clinical Psychology A  
Electives  
Clinical Colloquium  
Intra-personal Integration |
| **Winter** | Clinical Psychology B  
Electives  
Clinical Colloquium  
Intra-personal Integration |
| **Spring** | Clinical Psychology C  
Electives  
Clinical Colloquium  
Intra-personal Integration |
| Year IV | **Same program as for B.A./B.S. students**                                        |
| Year V | **Same program as for B.A./B.S. students**                                        |
| Year VI | **Same program as for B.A./B.S. students**                                        |
APPENDICES
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Alumni

Doctor of Philosophy in Psychology

*William Oren Evans 1969
James R. Bell 1969
*David W. Donaldson 1970
Kenneth Lott, Jr. 1970
James Lewis Mylar 1970
Ronald Winfred Ohlson 1970
James R. Oraker 1970
Donald Dean Roberts 1970
Jack Wright 1970
John S. Fry 1971
Haddon E. Klingberg, Jr. 1971
Samuel N. Lo 1971
Clifford L. Penner 1971
Joseph R. Venema 1971

*Licensed by the State of California to practice clinical psychology.

Master of Arts in Psychology

Remigio Bon Gabriel 1969
Masayoshi Kawashima 1969
William Pickering 1969
Joseph Solman 1969
David Corbin 1971
James Ramsey 1971
Statement of Faith

Doctrinally the institution stands for the fundamentals of the faith as taught in Holy Scripture and handed down by the Church. Consistent with this purpose, the faculty and trustees of the Seminary acknowledge the creeds of the early church and the confessions of the Protestant communions to which they severally belong. Under God, and subject to Biblical authority, they also bear concerted witness to the following articles, to which they subscribe, and which they hold to be essential to their ministry.

I. God has revealed Himself to be the living and true God, perfect in love and righteous in all His ways; one in essence, existing eternally in the three persons of the Trinity: Father, Son and Holy Spirit.

II. God, who discloses Himself to mankind through His creation, has savingly spoken in the words and events of redemptive history. This history is fulfilled in Jesus Christ, the incarnate Word, who is made known to us by the Holy Spirit in sacred Scripture.

III. Scripture is an essential part and trustworthy record of this divine self-disclosure. All the books of the Old and New Testaments, given by divine inspiration, are the written Word of God, the only infallible rule of faith and practice. They are to be interpreted according to their context and purpose and in reverent obedience to the Lord who speaks through them in living power.

IV. God, by His Word and for His glory, freely created the world of nothing. He made man in His own image, as the crown of creation, that man might have fellowship with Him. Tempted by Satan, man rebelled against God. Being estranged from his Maker, yet responsible to Him, he became subject to divine wrath, inwardly depraved and, apart from grace, incapable of returning to God.

V. The only Mediator between God and man is Christ Jesus our Lord, God's eternal Son, who, being conceived by the Holy Spirit and born of the Virgin Mary, fully shared and fulfilled our humanity in a life of perfect obedience. By His death in our stead, He revealed the divine love and upheld divine justice, removing our guilt and reconciling us to God. Having redeemed us from sin, the third day He rose bodily from the grave, victorious over death and the powers of darkness. He ascended into heaven where, at God's right hand, He intercedes for His people and rules as Lord over all.
VI. The Holy Spirit, through the proclamation of the Gospel, renews our hearts, persuading us to repent of our sins and confess Jesus as Lord. By the same Spirit we are led to trust in divine mercy, whereby we are forgiven all our sins, justified by faith alone through the merit of Christ our Savior, and granted the free gift of eternal life.

VII. God graciously adopts us into His family and enables us to call Him Father. As we are led by the Spirit, we grow in the knowledge of the Lord, freely keeping His commandments and endeavoring so to live in the world that men see our good works and glorify our Father who is in heaven.

VIII. God by His Word and Spirit creates the one holy catholic and apostolic Church, calling sinful men out of the whole human race into the fellowship of Christ's Body. By the same Word and Spirit, He guides and preserves for eternity that new, redeemed humanity, which, being formed in every culture, is spiritually one with the people of God in all ages.

IX. The Church is summoned by Christ to offer acceptable worship to God and to serve Him by preaching the Gospel and making disciples of all nations, by tending the flock through the ministry of the Word and sacraments and through daily pastoral care, by striving for social justice and by relieving human distress and need.

X. God's redemptive purpose will be consummated by the return of Christ to raise the dead, to judge all men according to the deeds done in the body, and to establish His glorious kingdom. The wicked shall be separated from God's presence, but the righteous, in glorious bodies, shall live and reign with Him forever. Then shall the eager expectation of the creation be fulfilled and the whole earth shall proclaim the glory of God who makes all things new.
Communicating with the Fuller Theological Seminary
Graduate School of Psychology

Correspondence will be expedited if the initial communication is directed as follows:

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<th>Address</th>
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<td>Admission, General Matters, Faculty Personnel, and Curriculum</td>
<td>Dean</td>
<td>Fuller Theological Seminary Graduate School of Psychology 177 North Madison Avenue Pasadena, California 91101</td>
<td>(213) 795-5164 and 681-6781</td>
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<td>135 North Oakland Avenue Pasadena, California 91101</td>
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<tr>
<td>Telephone Number</td>
<td>(213) 449-1745 and 681-9481</td>
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Application for Admission
Fuller Theological Seminary School of Psychology
177 North Madison Avenue, Pasadena, California 91101

Name_________________________ Date_________________________

Permanent Address_________________________ Phone_________________________

Present Address_________________________ Phone_________________________

Place of Birth_________________________ Date_________________________ Nationality_________________________

If not a citizen, how long in the U.S.A. Student Visa Other, explain_________________________

Single WIdowed Divorced Separated ____________________________

Married How long Children and ages ____________________________

Military service Dates Rank ____________________________

Employment or business experience. Kind and length_________________________

Member of what church_________________________ Where_________________________ Denomination_________________________

Vocational background_________________________ No. of years_________________________

If admitted, when do you plan to enter ____________________________

What is your anticipated source of income while a student here ____________________________

Have you ever been refused admission to or dismissed from any theological school or graduate school ____________________________

If so, give full details ____________________________

EDUCATION: (It is your responsibility to see that the transcripts and Graduate Record Examination scores are sent to the office of the dean.)

Undergraduate major ____________________________

If no major in psychology, indicate number of hours taken in psychology ____________________________

College_________________________ Where_________________________ From 19__ to 19__ Degree_________________________

College_________________________ Where_________________________ From 19__ to 19__ Degree_________________________

Seminary_________________________ Where_________________________ From 19__ to 19__ Degree_________________________

Bible Institute_________________________ Where_________________________ From 19__ to 19__ Degree_________________________

Correspondence Courses-InstitutionWhere_________________________ From 19__ to 19__ Degree_________________________

The above is a complete list of the schools I have attended beyond high school.

Signed_________________________

REFERENCES: Give complete address in each case. It is customary to let your references know that you are using their names.

Professor_________________________

Professor_________________________

Professor_________________________

Professor_________________________

Pastor_________________________

The Statement of Purpose form will be sent to you.

MEDICAL EXAMINATION: (A form for your physician to complete will be sent to you.)

PHOTOGRAPH: Please enclose three photographs (approximately 2½ x 2½ inches) or snapshots of yourself. A closeup of head and shoulders is preferred.

PERSONALITY ASSESSMENT may be requested of each applicant.

APPLICATION FEE: (The $10.00 application fee is to be enclosed with this form.)

Please state on the back of this form how you learned of this School and why you wish to study here.

APPLICATION SHOULD BE RECEIVED BY: February 15 preceding anticipated enrollment.