

The top half of the cover features a photograph of several dried, pressed leaves against a textured, warm-toned background of yellow and orange. The leaves are translucent, showing their intricate vein patterns and some dark spots. The stems are visible at the bottom of the leaves.

**PACIFICA**  
GRADUATE INSTITUTE

2015–2016 COURSE CATALOG

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Ph.D. in Clinical Psychology

Pacifica Graduate Institute is an accredited, employee-owned graduate school dedicated to excellence in education. The Institute's programs in psychology, the humanities, and mythological studies are informed by the rich tradition of depth psychology.

Depth psychology calls attention to the importance of what lies beneath the surface of conscious awareness. That vital importance is clearly revealed in the arts and literature of every culture, as well as through the dreams and collective symptoms of individuals and societies.

At Pacifica, leading scholars have developed a cutting-edge curriculum that meets the complex needs of a diverse student body. Educational formats include three- and four-day monthly learning sessions, and blended distance learning, low-residency degree programs.

The Institute's two campuses lie between the Pacific Ocean and Santa Ynez Mountains, a few miles south of Santa Barbara, California. Tranquil and beautiful, they form ideal settings for contemplation and study.

Pacifica was born during the cultural upheaval of the early 1970s—a time when existing paradigms were questioned and new ones came into being. That sense of innovation, coupled with an abiding respect for the power of ideas, has remained central to the Institute's culture and curriculum.

Pacifica is accredited by the Western Association of Schools and Colleges (WASC). For gainful employment information, visit [pacifica.edu/gainfulemployment](http://pacifica.edu/gainfulemployment)

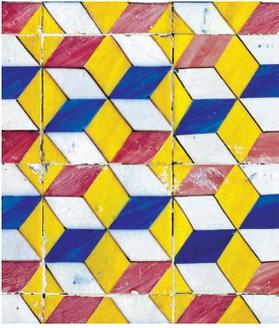
The information in this catalog is as accurate as possible at the time of publication; however, the Institute reserves the right to make changes during the life of this catalog.

# Doctoral Programs in Clinical Psychology

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Pacifica Graduate Institute's Clinical Psychology Programs have been designed to engage students' intellectual and relational capacities in addition to inviting them toward a transformative relationship with themselves and the world. The programs offer training within both the human sciences and natural sciences paradigms, including broad and general foundational courses in psychology as well as courses that draw on areas outside of psychology such as humanities, philosophy, anthropology, cultural studies, and medicine.

The programs' foundational courses provide training in areas of psychology required for licensure as a clinical (health service) psychologist, including social, affective, cognitive and biological bases of behavior, assessment, ethics, and research. These courses are taught by faculty who actively bridge prevailing and depth psychological approaches in their scholarship and practice. Students also gain direct experience in advanced clinical and research training specific to depth psychological traditions. Depth psychology, found in multiple cultural contexts and perspectives, often includes the systematic explorations of S. Freud, C.G. Jung, and those who followed their exploration into the significance of the unconscious and relational phenomena in human experience. The programs' depth orientation is infused throughout the curriculum and includes the student of recent scholars of relational psychoanalysis, archetypal psychology, phenomenology, social constructivism, post-colonial and feminist approaches, and other recent developments related to psychoanalytic and Jungian practices.



# Ph.D. in Clinical Psychology

## WITH EMPHASIS IN DEPTH PSYCHOLOGY

Students are prepared for professional practice by extensive clinical training that is enhanced by scholarship and enriched by the analytical and interpretative skills developed through engagement with research.

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### In this program, the education of scholar-practitioners

integrates theory, research and clinical practice within depth psychological traditions. The program's commitment to human science psychology (as an alternative to conventional psychology's experimental, natural science approach) emphasizes meaning as the fundamental component of psychological life. Understanding human meaning, the goal of the descriptive and interpretative (hermeneutic) methods utilized within a qualitative research orientation, is reflected in grasping how things matter for people within their life situations. Further, in acknowledgement of the worldly (not merely subjective), cultural-historical character of meaning, human science psychology is deliberately affiliated with humanities. Accordingly, the curriculum is infused with the study of mythology, the arts, history, religion, and philosophy.

Aligned with Pacifica's forty-year history, the Ph.D. program is devoted to the traditions of depth psychology within a human science model. Beginning with Freud and Jung, depth psychologies are distinguished by their recognition of a latent or unconscious dimension of psychological life. This unconscious element, or depth in human experience, is understood as essential to the transformative character of the therapeutic relationship. The program is inspired by psychoanalytic, Jungian, and existential-phenomenological perspectives in their historical and contemporary formulations, including relational, archetypal, and hermeneutic psychologies. Significant attention is given to dialogue with related disciplines such as multiculturalism, postmodernism, feminist theory, gender studies, indigenous psychology,

complexity theory, post colonialism, ecological studies, Eastern thought and contemplative practices/traditions.

By emphasizing the importance of scholarship in the education of psychologists, the Ph.D. program continues depth psychology's long-standing approach to clinical practice. A clinical orientation is infused throughout the curriculum, facilitating the engagement of theory and research in addressing individual, community, and global concerns. Students receive comprehensive clinical training that is informed by both Jungian and psychoanalytic traditions as well as contemporary depth approaches to psychotherapy. Clinical instruction emphasizes the importance of the therapeutic relationship, particularly transference and counter-transference dynamics, the significance of dreams, early development including attachment and trauma, developmental stages across the lifespan, individuation as a process of psychic transformation, mind-body integration, therapeutic presence, and the cultural context of healing. A critical dialogue is maintained with contemporary developments in the field such as neuroscience.

The Ph.D. program's strong research curriculum is guided by depth psychology's human scientific understanding of psychological phenomena. Hence, courses focus on qualitative research methodologies that affirm the interpretative or hermeneutic dimension of description as well as the unconscious dynamic between researcher and what is being researched. Student research is framed as encompassing the pursuit of knowledge, personal transformation, and the practice of social engagement.

# Ph.D. in Clinical Psychology

## CURRICULUM OVERVIEW

Clinical Psychology Ph.D. classes take place in four-day sessions (Thursday evening through Sunday afternoon) once each month during fall, winter, and spring. There is also one seven-day summer session each year. Between learning sessions, advising, mentoring, study and instruction continue through individual and group mentorship from faculty, web-enhanced learning, and cohort support groups.

### First Year

#### Practicum Seminars

Professional Development Seminar I, II, III  
– CL 755, CL 756, CL 757, 1 Unit each

#### Annual Assessments

1st Year Assessment for Program Advancement – CL 758, 0 Units

#### Clinical Practice Courses

History and Systems of Psychology – CP 700, 2 Units  
Psychological Assessment I, II – CP 930, CP 931, 2 Units each  
Legal, Ethical, & Professional Practice – CP 832, 2 Units  
Phenomenological Psychology: Theory and Practice – CL 917, 2 Units  
Advanced Psychopathology I – CP 730, 2 Units  
Biological Foundations of Human Behavior – CP 735, 2 Units  
Psychoanalytic-Based Psychotherapy I – CP 711, 2 Units  
Introduction to Depth Psychology and the Human  
Science Traditions – CL 819, 2 Units  
Jungian-Based Psychotherapy I – CP 810, 2 Units  
Special Topics – CP 799, 2 Units

#### Research and Scholarly Inquiry Courses

Research Designs & Methodology I: Overview – CP 932, 2 Units  
Research Designs & Methodology II: Qualitative Methods  
– CP 933, 2 Units  
Quantitative Design and Univariate Statistical Analysis  
– CP 926, 3 Units

### Second Year

#### Practicum Seminars

Supervision Practicum Seminar I, II, III,  
– CL 759, CL 760, CL 761, 1 Unit each

#### Annual Assessments

2nd Year Assessment for Program Advancement – CL 762, 0 Units

#### Clinical Practice Courses

Principles of Psychopharmacology – CP 873, 2 Units  
Developmental Psychology Through the Lifespan – CP 830, 3 Units  
Alcohol, Chemical Dependency, and Addictive Behaviors  
– CL 900, 2 Units  
Social Foundations of Human Behavior – CL 800, 2 Units  
Indigenous Approaches to Psychology – CP 803, 1 Unit  
Cognitive Foundations of Human Behavior – CL 837, 2 Units  
Affective Foundations of Human Behavior – CL 838, 2 Units  
Psychoanalytic-Based Psychotherapy II – CP 712, 2 Units

Archetypal Psychology: Theory and Practice – CP 840, 2 Units  
Special Topics – CP 799, 2 Units  
Jungian-Based Psychotherapy II – CP 811, 2 Units

#### Research and Scholarly Inquiry Courses

Depth Psychological Methods I – CL 928, 2 Units  
Dissertation Development I – CP 961, 1 Unit  
Research Designs & Methodology III:  
Test and Measurement – CP 934, 2 Units

### Third Year

#### Practicum Seminars

Psychotherapy Practicum Seminar I, II, III  
– CL 763, CL 764, CL 765, 1 Unit each

#### Annual Assessments

3rd Year Assessment for Program Advancement – CL 766, 0 Units

#### Clinical Practice Courses

Advanced Psychopathology II – CP 731, 2 Units  
Psychotherapy with Diverse Populations – CP 845, 2 Units  
Principles of Clinical Supervision and Consultation – CL 752, 2 Units  
Projective Personality Assessment – CL 938, 1 Unit  
Evidence-Based Best Practices – CL 912, 2 Units  
Violence and Trauma – CP 834, 1 Unit  
Gender and Human Sexuality – CP 901, 1 Unit  
Post-Jungian Psychotherapy: Theory and Practice – CP 745, 2 Units  
Imaginal Psychotherapy – CP 814, 2 Units  
Special Topics – CP 799, 2 Units

#### Research and Scholarly Inquiry Courses

Dissertation Development II – CP 962, 2 Units  
Depth Psychological Methods II – CL 929, 2 Units  
Dissertation Development III – CP 963, 2 Units  
Research Designs & Methodology IV:  
Advanced Qualitative Methods – CL 940, 2 Units

#### Capstone Projects and Program Requirements

Comprehensive Portfolio – CP 989, 0 Units (Degree Requirement)  
Dissertation Writing – CP 990, 15 Units (Degree Requirement)  
Personal Psychotherapy – CP 950, 0 Units (Degree Requirement)

Selected Courses have web-enhanced learning components. The curriculum is not intended to meet all the requirements of each state for licensure in clinical psychology. The curriculum may vary depending upon changing academic needs. The required fourth and fifth years of study focus on internship training, reading, research, and dissertation writing.

# Ph.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### **PRACTICUM AND SUPERVISION SEMINARS**

The Seminars prepare students for applied clinical work in practicum and internship sites. The seminars serve as a context for students to be mentored into the profession by the Clinical Psychology Faculty, through a seminar format wherein students learn from the clinical expertise of the faculty. Seminars are also designed to offer students a forum in which to integrate clinical experiences gained in practicum with academic coursework. The Practicum Seminars act in conjunction with the focus of the academic program.

### **Professional Development Seminar I**

#### **CL 755, 1 unit**

In this initial seminar of the first-year series, students will be asked to develop educational and career goals, and strategies to eventually become licensed as psychologists. Students will begin the process of developing a professional identity as a clinical psychologist, the needed interpersonal and emotional capacities vital to the discipline, and the importance of organizational knowledge about mental health systems and licensure. Topics covered in this seminar include overview of Pacifica's clinical psychology training program, the professional identity of a clinical psychologist, and the career path to licensure. Pass/No Pass

### **Professional Development Seminar II**

#### **CL 756, 1 unit**

Students will continue the process of developing a professional identity as a clinical psychologist, the needed interpersonal and emotional capacities vital to the discipline, and the importance of organizational

knowledge about mental health systems and licensure. Planned topics include basic psychotherapeutic processes and interview skills, including cross-cultural competencies. A practicum application workshop will also be included in this seminar. Pass/No Pass

### **Professional Development Seminar III**

#### **CL 757, 1 unit**

The final seminar in the first-year series is intended to introduce the student to professional practice as a clinical psychologist, and to prepare the student to begin applied clinical work in a field practicum setting in the 2nd year. The seminar will include topics of the public mental health care system, levels of care, ethical and legal issues, career planning, and self-care. Pass/No Pass

### **1st Year Annual Assessment for Program Advancement**

#### **CL 758, 0 units**

In this module, each student will have a face-to-face evaluation by Clinical Psychology Faculty to assess academic, clinical, and research progress in order to advance to the second year of the clinical program and to a Supervision Practicum. Pass/No Pass

### **Supervision Practicum Seminar I**

#### **CL 759, 1 unit**

This seminar is designed to assist students in the integration of clinical training and issues at their practicum sites with the academic coursework at Pacifica. The students discuss issues of case formulation, assessment, and treatment planning. Ethical and cultural aspects of clinical practice and supervision are emphasized. Prerequisite: CL 758. Pass/No Pass

### **Supervision Practicum Seminar II**

#### **CL 760, 1 unit**

This seminar continues assisting students in the ongoing integration of clinical training and issues at their practicum sites with coursework at Pacifica. The students discuss issues related to affective regulation, therapeutic communication, symptomology, and function of defenses. Ethical and cultural aspects of clinical practice and supervision are emphasized. Prerequisite: CL 758. Pass/No Pass

### **Supervision Practicum Seminar III**

#### **CL 761, 1 unit**

This seminar completes the second-year diagnostic practicum sequence. It offers students a forum by which to further integrate clinical training and issues at their practicum site with academic coursework at Pacifica. Issues of transference and countertransference, boundaries, and projective functions are discussed. Ethical and cultural aspects of clinical practice and supervision are emphasized. Prerequisite: CL 758. Pass/No Pass

### **2nd Year Annual Assessment for Program Advancement**

#### **CL 762, 0 units**

In this assessment, each student will be evaluated to assure readiness to perform in the advanced practicum. Prerequisite: CL 758. Pass/No Pass

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## COURSE DESCRIPTIONS

### Psychotherapy Practicum Seminar I

#### CL 763, 1 unit

This seminar offers students a forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. This seminar will include topics on empathy and attunement to affect, relational function, managing boundaries in psychotherapy, and evidence-based best practices. Prerequisite: CL 762. Pass/No Pass

### Psychotherapy Practicum Seminar II

#### CL 764, 1 unit

This seminar offers students an additional forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. Scheduled topics include imaginal techniques in therapy, use of dreams, the therapeutic frame, transference/countertransference, and continued discussion of appropriate therapeutic boundaries. Prerequisite: CL 762. Pass/No Pass

### Psychotherapy Practicum Seminar III

#### CL 765, 1 unit

This seminar is the final seminar in psychotherapy; it provides students a last forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. Scheduled topics include active listening, making psychodynamic interpretations, additional consideration of boundaries in psychotherapy, and issues related to the development of a private practice. Prerequisite: CL 762. Pass/No Pass

### 3rd Year Annual Assessment for Program Advancement

#### CL 766, 0 units

In this module, each student will have a face-to-face evaluation by Clinical Psychology Faculty to assess academic, clinical, and research progress in order to advance to the fourth year of the clinical psychology program. Pass/No Pass

### CLINICAL PRACTICE COURSES

The Clinical Practice courses provide a broad foundation for the development of a generalist practitioner, with diverse training in multiple psychotherapeutic orientations, assessment, consulting, and empirically-validated approaches.

### Violence and Trauma

#### CP 834, 1 unit

The course will review the occurrence of violence in intimate relationships and families with special focus on partner abuse, detection, intervention and prevention. The intrapersonal and interpersonal dynamics related to trauma and recovery will be discussed. The impact of early trauma, including splitting, dissociation, and interjection as well as depth psychological treatment approaches will be emphasized. The course meets the criteria set forth by the California Board of Psychology for training in Child Abuse and Spousal/Partner Abuse required for licensure.

### Gender and Human Sexuality

#### CP 901, 1 unit

This course will focus on cultural, historical, theoretical and clinical constructions of gender and sexuality. Biological and psychological as well as socio-cultural variables associated with gender, sexual

identity, sexual desire, sexual behavior are discussed. Feminist, critical, cross-cultural and depth psychological lens will be applied within the material. The course meets the criteria set forth by the California Board of Psychology for training in Human Sexuality required for licensure.

### Affective Foundations of Human Behavior

#### CL 838, 2 units

This course aims to provide an overview and clinical implications of understanding the development of affective regulation related to psychological functioning. In addition to discussing theories of emotions and emotional regulation, the course focuses on how capacity for affective self-regulation and communication is influential in intrapersonal and relational functioning of individuals and communities. Discussion of emotion involves the biological and social bases of emotion, its cognitive correlates, and the impact on emotional states. Specifically, the course emphasizes classic and contemporary psychoanalytic literature on affect.

### Cognitive Foundations of Human Behavior

#### CL 837, 2 units

This course will cover the phenomenology, structural organization and psychodynamics of neurotic and psychotic processes. Psychoanalytic and depth therapeutic approaches to psychopathology will be illustrated. Basic anxiety states, hysteria, conversions, obsessions, phobias, and compulsions will be studied. Major affective states and the psychodynamics, disorganization of personality, and the language of schizophrenia will be explored.

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### Indigenous Approaches to Psychology

#### CP 803, 1 unit

The course will introduce students to indigenous approaches to psychology, which emphasize integration of folk healing, traditions in addressing the psychological, physical and spiritual challenges faced by individuals, families, and communities. Integrative views on mind-body-spirit will be discussed. The course will review this history and current practices employed by indigenous healers both outside and inside the U.S. The efficacy of alternative healing traditions will be explored in the context of cultural diversity as well as current psychological practices.

### History and Systems of Psychology

#### CP 700, 2 units

Depth Psychotherapy and Nuclear Physics are new phenomena of the 20th century, yet Depth Psychotherapy can be considered heir to three traditions in the western psyche: the philosophical tradition and the search for truth; the medical tradition and care of patients; and the religious tradition and care for the soul. This course will trace the evolution of consciousness and explore how the soul has expressed itself at different historical/cultural phases, and what the prime myths are that support these phases, from Homeric through Medieval to Modern-Scientific, Industrial and Post-Modern times. The magical, mythological, and mental phases will lead to a consideration of the current emerging integrative phase and the rise of the archetypal feminine and planetary consciousness in our own times. The course considers that the 'dream of the cosmos' is to come to know itself through us. The historical/archetypal perspective allows depth

psychotherapists to imagine who they are as clinicians, by reclaiming the various traditions and evolutionary phases of soul as levels of and perspectives on psychological life.

### Psychological Assessment I

#### CP 930, 2 units

The course focuses on the foundations of assessment practices in clinical practice, including integrative and multiculturally focused assessment strategies. Specifically, the course emphasizes cognitive and intellectual administration, scoring, and interpretation of the Wechsler intelligence scales including a depth psychology analysis of linguistic and imaginal activity, Wechsler Memory Scales-IV with analysis of working memory as a brain metaphor for Practical Hermeneutics, and the Bender Visual Motor Gestalt Test for its neuropsychological value as well as the opportunity to examine the lived imagination through an analysis of Merleau-Ponty's Reflective, and Tacit, Cogito. Special emphasis will be placed on integrating the results with clinical judgment, report writing, evidence-based and imagination informed treatment planning, depth psychological perspectives, and communication of assessment results.

### Psychological Assessment II

#### CP 931, 2 units

Students will learn the principles of personality assessment and become familiar with, and learn how to administer, score, and interpret the MMPI-2, MCMI-III, CPI, PAI, MBTI, and BDI-II. Students will also be provided with an overview of neuropsychological assessment including interviewing, familiarity with common tests, and strategies of interpreting and integrating neuropsychological assessment

data. A focus is given to integrating results into case-focused and problem oriented reports for clinical, vocational, medical, and forensic settings. In addition, theories and applications of projective personality assessments will be evaluated by including Jung's idea of personality as the supreme realization of the innate idiosyncrasies of a living being and Hillman's "The Soul's Code" as the most comprehensive container for understanding personality, character, necessity, and freedom.

### Projective Personality Assessment

#### CL 938, 1 unit

This course will focus on psychometric theory, controversies, and practical applications of Projective instruments with an emphasis on the Rorschach but will include the Thematic Appreciation Test, Sentence Completion Test, and projective drawings. Information derived from performance-based personality assessment will be used to develop case-focused reports that focus on clinically relevant personal, contextual, and emerging phenomena. There will also be an emphasis on using assessment results to enhance the therapeutic process utilizing evidence-based and imagination informed best practices. Prerequisites: CP 930, CP 931

### Legal, Ethical, and Professional Practice

#### CP 832, 2 units

The ethical and legal considerations involved in the practice of clinical and scientific psychology are reviewed, with an emphasis on the American Psychological Association's ethical guidelines. Ethical Theory will be examined with emphasis on Ethical Subjectivity, The Ethics of Desire,

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## COURSE DESCRIPTIONS

and Ethical Foundations of Imaginal Psychology. The course features discussion of key issues involved in academic work, research, and professional practice with a view towards the development of ethical and professional judgment. Topics include: forensic psychology, cultural competence, malpractice, and legal responsibilities, ethics as first philosophy, ethics and desire, and postmodern ethical practice. This course meets the criteria set forth by the California Board of Psychology for training in Legal, Ethical, and Professional Practice required for licensure.

### Advanced Psychopathology I

#### CP 730, 2 units

In the context of the historical and cross-cultural perspectives of psychopathology, students focus on the diagnosis, etiology, treatment, and prognosis of disturbed behavior. The multi-axial system of the Diagnostic and Statistical Manual of Mental Disorders is the central organizing structure of the course. Emphasis is on major Axis I disorders.

### Biological Foundations of Human Behavior

#### CP 735, 2 units

Students examine the theoretical concepts and constructs that explain the phylogenetic origins underlying human experience, behavior and the processes of change. This course reviews anatomical and neurological functioning, examining the importance on behavior of micro biological systems (neuron, synapse, neurotransmitter systems) and macro-level biological systems (central and autonomic nervous systems). Current trends in psychological research regarding the neurobiological foundation of consciousness,

dreaming, sensory-motor systems, cognitions, motivation, memory mindfulness, and attention will be evaluated. The sense of a biological self in relation to attachment, trauma, empathy, neuroplasticity, and the expression of archetypes throughout the life cycle will be examined.

### Alcohol, Chemical Dependency, and Addictive Behaviors

#### CL 900, 2 units

This course covers the theory and treatment of addictive behaviors. Areas covered in this course include: current theories of etiology, physiological and medical aspects, dual-diagnosis, cultural and ethnic considerations, iatrogenic dependency, treatment approaches, family issues, prevention and education, and ethical and legal issues. The course meets the criteria set forth by the California Board of Psychology for training in Alcoholism/Chemical Dependency Detection and Treatment required for licensure.

### Principles of Psychopharmacology

#### CP 873, 2 units

This course covers the general principles of psychopharmacology, as well as an overview of the pertinent neurochemistry. The indications and side effects of common psychoactive medications will be evaluated. The impact of medications on psychotherapy process and working with a prescribing psychiatrist will be examined. Prerequisite: CP 735

### Advanced Psychopathology II

#### CP 731, 2 units

This course will focus on the diagnosis, psychodynamics, and treatment of disintegrated and disordered personality organizations. Borderline, narcissistic, hysterical, obsessive,

and paranoid organizations of self and consciousness will be focused. Issues of negation, destructiveness, masochism, and narcissism will be studied in depth. Envy, rage, shame, humiliation, and their relationship to early traumas and primitive mental states will be explored. Impairment in symbol formation, blank depression and difficulties in mourning will be studied. Prerequisite: CP 730

### Evidence-Based Best Practices

#### CL 912, 2 units

This course is an overview of clinical treatments that are supported by scientific study and data. The latest findings in outcome research regarding therapeutic interventions are evaluated. Optimal interventions or combinations of interventions for the major disorders are examined, as well as the integration of individual, group, and psychopharmacological therapy.

### Psychotherapy with Diverse Populations

#### CP 845, 2 units

Cultural competency or the knowledge, skills, and attitudes necessary to work effectively as a diversity-sensitive clinician is an ethical responsibility in a multicultural society. This course examines the role of culture in counseling, psychotherapy, and assessment, as well as key issues in the provision of psychological services to under-represented populations. Biases in traditional clinical theory and practice are discussed, while appropriate intervention strategies with individuals of different cultural backgrounds are introduced. Depth psychological concepts in relation to culture, such as the notion of an ethnic or minority unconscious, are also explored.

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### **Developmental Psychology Through the Lifespan**

#### **CP 830, 3 units**

Students study developmental theories, constructs, research, and methods as they contribute to understanding normative human development and its variants. Emphasis is on the psychological and neurological development from conception through old age and attachment issues that shape development through the lifespan. Clinical implications, cultural considerations, and contemporary trends are examined.

### **Social Foundations of Human Behavior**

#### **CL 800, 2 units**

This course explores human science approaches in social psychology - hermeneutic, existential-phenomenological, depth psychological, social-constructionist, deconstructionist, etc. - as alternatives to the conventional natural scientific orientation in the field. Social psychology is first situated in relation to a critical appraisal of the underlying philosophical assumptions, models of science, and disciplinary goals of both human science and natural science approaches. Next, psychological understandings of social influence are utilized in the analysis of contemporary relationship between self, others, and the world. Current research findings in human science social psychology are emphasized.

### **Principles of Clinical Supervision and Consultation**

#### **CL 752, 2 units**

This course provides an exposure to the professional role of psychologists as supervisors and consultants. Approaches to clinical supervision and consultation are examined with special attention paid to the interpersonal and psychodynamic aspects of the supervisor-supervisee interaction. The goal is for students to develop an "internal supervisor." Ethics, diversity, and other professional issues are examined.

### **Personal Psychotherapy**

#### **CP 950, 0 units (Degree Requirement)**

During the program, students must take part in a total of 60 hours of personal psychotherapy (preferably with a depth orientation) with a licensed psychotherapist or a certified analyst of their choice.

### **DEPTH PSYCHOLOGY AND HUMANITIES COURSES**

These classes stimulate dialogue among the traditions of clinical psychology, depth psychology, and cultural studies. The student is encouraged to understand that a wide variety of cultural sources inform the craft of psychotherapy. Literature, myth, history, and art infuse the science of clinical psychology with an essential sense of our connection to the recurring archetypal motifs of the psyche.

### **Phenomenological Psychology: Theory and Practice**

#### **CL 917, 2 units**

This course provides a detailed theoretical and historical introduction to the clinical practice and research orientation of phenomenological psychology. Topics to be investigated include:

the nature of psychological life; the structure of thought, emotion, and embodiment; the character of psychopathology; and the dynamics of psychotherapy. Phenomenological understandings of freedom, engagement, and meaning will be explored in light of their relationship to existential philosophy, and in critical dialogue with both natural science psychology and depth psychology.

### **Introduction to Depth Psychology and the Human Science Traditions**

#### **CL 819, 2 units**

This course is a scholarly introduction to the theories and traditions of depth psychology with an emphasis on the role that depth psychology attributes to the unconscious. Exploration of the cultural-historical contexts of depth psychology in relation to myth, religion, philosophy, art and literature is explored. Particular attention is given to the origins of depth psychology in the works of Sigmund Freud and C.G. Jung, the traditions that followed, as well as contemporary developments in depth psychology.

### **Jungian-Based Psychotherapy I**

#### **CP 810, 2 units**

Classical Jungian concepts such as ego, Self, persona, shadow, anima/animus, archetype, collective unconscious, transcendent function, and individuation are studied. Clinical application of Jungian thought is demonstrated through theoretical discussions, case examples, and the reading of primary sources. Particular attention is brought to understanding how various forms of psychopathology can be imagined as manifestations of ego-Self axis dynamics. Critiques from postmodern and multicultural perspectives are covered.

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## COURSE DESCRIPTIONS

### **Psychoanalytic-Based Psychotherapy I**

#### **CP 711, 2 units**

This course focuses on the fundamental assumptions underlying psychoanalytic treatment beginning with the seminal contribution of Sigmund Freud. The establishment of the therapeutic frame and the building of a therapeutic alliance are examined. Students explore the complexities of the transference-countertransference field and develop an understanding and rationale of specific types of psychoanalytic interventions. The work of Nancy McWilliams serves as a basis for exploration of current trends in psychoanalytic assessment and treatment.

### **Psychoanalytic-Based Psychotherapy II**

#### **CP 712, 2 units**

This course continues examining psychoanalytic theory and practice, including a focus on cultural dimensions of practice. In particular, the contributions of Winnicott, Klein, Lacan, Bion, and Green who helped delineate the dynamics and treatment of Borderline, narcissistic, and psychotic conditions. Prerequisite: CP 711

### **Archetypal Psychology: Theory and Practice**

#### **CP 840, 2 units**

This course formulates a differentiated understanding of archetypal psychology as exemplified in the works of James Hillman. "Archetypal psychology," according to Hillman, "can be seen as a cultural movement part of whose task is the re-visioning of psychology, psychopathology, and psychotherapy in terms of the Western

cultural imagination." The theory and practice of archetypal psychology will be critically engaged by way of an in depth examination of seminal texts and key themes including soul, imagination, psychologizing, the anima mundi, polytheism, pathologizing, and character.

### **Jungian-Based Psychotherapy II**

#### **CP 811, 2 units**

This course will expand consideration of classical Jungian concepts such as the individuated ego, personal and collective shadow, the contra-sexual archetypes anima/animus, manifestations of the Self, dreams and numinous experiences, and their application to clinical practice. In addition, typology will be examined, other archetypal figures and patterns explored, and the use of myths in depth psychotherapy elaborated. Students will also continue the work of self-reflection to further their individuation process as central to their work as clinical depth psychologists. Prerequisite: CP 810

### **Post-Jungian Psychotherapy: Theory and Practice**

#### **CP 745, 2 units**

This course examines the works of post-Jungian theorists and psychotherapists such as Edinger, von Franz, Hannah, Woodman, Perera, Whitmont, Cambray, Kalsched, and other current scholars doing innovative work in Jungian/Post-Jungian psychotherapy. The course discusses recent developments in the evolution of Jungian thought and practice which includes cultural, alchemical, somatic, and ecological considerations. The importance of creation myths, fairytales, the mystery traditions and various cultural mythologies (Greek, Egyptian, Native American, et al.) is explored (selectively)

in relation to their applicability to clinical practice. Students continue the work of self-reflection to further their individuation process as central to their work as clinical and depth psychologists. Prerequisites: CP 810, CP 811.

### **Imaginal Psychotherapy**

#### **CP 814, 2 units**

Utilizing a phenomenological attitude, which is attentive to the process of psychotherapy and to the experience of being a psychotherapist and doing psychotherapy, an imaginal approach is developed. Within this approach, issues such as transference, the unconscious, symptoms, and dreams are examined. Special attention is paid to the development of those imaginal capabilities which foster sensitivity to the symbolic depths and metaphorical richness of the patient's and therapist's ways of using language. Diversity and cultural considerations are discussed in these contexts.

### **Special Topics in Clinical Psychology**

#### **CP 799, 2 units**

This course utilizes a rotating schedule to introduce students to a wide range of topics relevant for psychological theory, practice and research. An interdisciplinary approach is applied to transformative practices, and community, diversity, and cultural issues. The goal of each course is to engage the students in a dialogue between their current clinical and research practices and depth psychological traditions that address vital global, community, and individual questions.

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## COURSE DESCRIPTIONS

### RESEARCH AND SCHOLARLY INQUIRY COURSES

The program of study in research provides a solid grounding in both quantitative and qualitative research traditions, while specializing in innovative human science methodologies addressing the multiple dimensions of psychological life. Research courses emphasize the complementary interdependence of clinical intervention and empirical inquiry, and provide the skills necessary to complete the doctoral dissertation as well as contribute to the academic field of clinical and depth psychology as a lifelong researcher.

#### Research Designs and Methodology III: Test and Measurement

##### CP 934, 2 units

The course covers classical and current psychometric theory and procedures involved in constructing and evaluating measurement instruments in clinical psychology including the key concepts of scale development. Cronbach's alpha, exploratory and confirmatory factor analysis, types of reliability and validity, multi-trait and multi-method validation, item response theory, psychometric scaling and structural equation modeling are examined. Prerequisites: CP 932.

#### Research Designs and Methodology I: Overview

##### CP 932, 2 units

The intent of this course is to foster an introductory knowledge of design and methodology in psychological research, including an understanding of the history and characteristics of quantitative, qualitative, and mixed methods approaches. The theoretical frameworks, techniques, and

critiques of a variety of research perspectives are surveyed, with a focus on the human science traditions. Additional issues discussed include: bias, ethics, diversity, postmodernism and critical theory, and the relationship between research and clinical practice. The course also emphasizes the development of critical thinking and proficiency with a representative method of the student's choosing.

#### Research Designs and Methodology II: Qualitative Methods

##### CP 933, 2 units

The course examines the strengths and weaknesses of the major human science traditions, such as: phenomenology, hermeneutics, heuristic approaches, ethnography, grounded theory, biography, and case study. Theory and praxis of these approaches are covered, and students gain hands-on experience with a particular qualitative approach (i.e., phenomenology). Emphasis is given to ethics and diversity, as well as the parallels between research and clinical practice. Prerequisite: CP 932

#### Quantitative Design and Univariate Statistical Analysis

##### CP 926, 3 units

This course provides an overview of univariate and multivariate statistical methods or those pertaining to analysis of a single, continuous, dependent variable. The goal of this overview is to prepare students to be competent and critical consumers of quantitative research for clinical practice. An applied overview of both descriptive and inferential statistics is provided. Topics covered include: Descriptive statistics, measures of linear relations; inferential statistics, multivariate analysis of variance

and covariance, factor analysis, binary logistic regression, multiple regression, discriminant analysis, power, and meta-analysis. Prerequisite: CP 932

#### Depth Psychological Methods I

##### CL 928, 2 units

The foundation for a complex psychological epistemology that honors the autonomous character of soul, and an approach to research that keeps soul in mind are developed. Students dialogue with traditions of empirical psychology, depth psychology with particular emphasis on Jung's psychology, and phenomenology. The course articulates an ethical and therapeutic approach to research which takes into account dynamic unconscious factors in research. In addition to this focus on approach, this course briefly introduces the processes of research that arise from it and discusses the role of method. A key aim of the course is the development of a critical attitude toward the multiple levels of the psyche as it presents itself through personal history, diverse cultures, and the collective and ecological dimensions of experience.

#### Dissertation Development I

##### CP 961, 1 unit

This course emphasizes the development of critical thinking skills, related to evaluating research studies and the writing of a doctoral dissertation in clinical psychology. Other basic skills covered include: APA format, library research skills, grant-writing, as well as ethics and professional issues regarding writing and publishing. In addition, the course focuses on the identification of appropriate topics for one's dissertation within the academic field of clinical psychology, and the beginnings of a literature review. Faculty members review students' potential topics and their initial literature review efforts. Pass/No Pass

# Ph.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### **Research Designs and Methodology IV: Advanced Qualitative Methods**

#### **CL 940, 2 units**

The course focuses on one or two of the major human science traditions, such as: phenomenology, hermeneutics, heuristic approaches, ethnography, grounded theory, biography, and case study. This quarter the theory and praxis of hermeneutics, with an emphasis on social constructionism and metaleptics (investigation of historical changes) are covered in depth, and students gain more extensive, hands-on experience with these particular qualitative approaches. Emphasis is given to ethics and diversity, as well as the parallels between research and clinical practice. Prerequisites: CP 932, CP 933, CP 934

### **Dissertation Development II**

#### **CP 962, 2 units**

This course continues addressing the knowledge, skills, and personal process involved with the development of a dissertation. This second course focuses on refining one's dissertation topic into a specific research question. By reviewing the literature on prospective topics as well as deep introspection and self-exploration, a unique query and potential contribution to the field of clinical psychology is discerned. The student begins to construct the literature review relevant to the chosen research question and considers appropriate research methods. Students present research questions and literature reviews for faculty review. Advanced students may present Concept Papers for formal approval. Professional and diversity issues relevant to dissertation writing are discussed. Prerequisite: CP 961. Pass/No Pass

### **Depth Psychological Methods II**

#### **CL 929, 2 units**

This course expands upon the research processes introduced in the first Depth Psychological Methods course. The vocational and transference dimensions of the research process are explored, and students practice psychological dialogues as a means to make more conscious their own unconscious transference to their material. In addition this course revisions the role of method as a metaphoric perspective and looks at the ways in which various research methods, such as imaginal and archetypal methods, both reveal and conceal their topics. Prerequisite: CL 928

### **Dissertation Development III**

#### **CP 963, 2 units**

The last course in the dissertation sequence focuses on the completion of the Concept Paper, which contains a literature review of the seminal sources, a well-defined research question, a sketch of the method(s) to be used in addressing the question, and an explication of the relevance of the question for clinical psychological practice. Students present Concept Papers for formal approval. For advanced students with approved Concept Papers, work will be directed toward Proposal completion (i.e., expanding literature review, explicating method). Committee formation, professional, and diversity issues relevant to dissertation writing are discussed. Prerequisites: CP 961, CP 962. Pass/No Pass

### **Dissertation Writing**

#### **CP 990, 15 units**

During this course, students assemble their dissertation committees, write their dissertation proposals, and complete the dissertation process. Students are required to complete all 15 units. This course may be taken concurrently with other courses. Additional fees are assessed for this course. Pass/No Pass

### **Comprehensive Portfolio**

#### **CP 989, 0 units**

Upon completion of nine quarters of Ph.D. coursework, a student in good academic standing is eligible to take the Comprehensive Portfolio. The Comprehensive Portfolio is designed to assess student competencies in the area of each of the Program Domains: Clinical Practice and Research and Scholarly Inquiry. Students must pass all components of the Comprehensive Portfolio in order to advance in the Clinical Psychology Program to Dissertation Writing (CP 990) or Internship. Students must retake any failed portion of the Portfolio by the end of the fall quarter of the year in which the exam was administered. A student is eligible to take an academic tutorial in preparation for re-examination. If a student does not pass any aspect of the Comprehensive Portfolio within two attempts he or she will be academically disqualified. Pass/No Pass

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## REQUIREMENTS

### DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 105 quarter units to fulfill the unit requirement for graduation.
2. A minimum grade of “B” is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must meet attendance requirements as articulated in the Student Handbook.
4. Students must submit and defend an original dissertation accepted by the faculty.
5. Students are required to complete a minimum 1,000 hours of practicum, 1,500 hours of internship, and 60 hours of personal therapy.
6. Students must successfully pass the Comprehensive Portfolio at the end of the third year.

### CLINICAL TRAINING

A minimum of 1,000 hours of practicum and 1,500 hours of internship are required. Students will be placed in practicum in coordination with the Director of Clinical Training. Students must obtain Internship through a competitive application process. It is highly recommended that these internships be completed in a multidisciplinary setting offering a variety of training experiences. Pre-doctoral internship in clinical psychology is a supervised summative training experience, which integrates academic learning and previous applied clinical training at the practicum level. Upon completion of the academic program, comprehensive exam, dissertation, and 1,000 hours of practicum training, students in good standing are required to complete 1,500 hours of pre-doctoral internship in clinical psychology. Students from California may participate in the California matching system for internships through the California Psychology Internship Council (CAPIC). Candidates for internship must demonstrate readiness to apply for internship to the Director of Clinical Training.

For a full description of all requirements, consult the current edition of the Pacifica Student Handbook, the Clinical Training Handbook, and the Dissertation Handbook.

### FACULTY MENTORSHIP

Each student is assigned a Faculty Advisor for mentorship throughout the program. Faculty Advisors meet regularly with their student advisees to monitor their academic performance, discuss research interests, oversee clinical development, assist with dissertation decisions, and provide personal and professional support.

### PREPARATION FOR CLINICAL PSYCHOLOGY LICENSURE

This curriculum is not intended to meet all the requirements of each state for licensure in clinical psychology. Students will acquire the accredited doctoral training necessary for licensure as a clinical psychologist in the state of California. Students may need to meet additional licensure requirements in their home states. Each student is responsible for determining and remaining current on their state licensure requirements.