M.A./Ph.D in Depth Psychology

Since its inception in 1996, the Depth Psychology Program has made a radical commitment to tend the history and the future of depth psychology. The program has held in the center of its mission two related commitments: to educate students in the history and lineage of depth psychology and to explore the non-clinical frontiers of the field. While deepening the understanding of the roots and development of depth psychology, faculty, students, and alumni are also extending the theories and practices of the field beyond the limits of clinical work and across the traditional lines of professional and academic disciplines. Through scholarship, teaching, and work in a wide array of professional and community roles utilizing the insights of depth psychology, students and alumni contribute to understanding and addressing many contemporary personal, community, ecological, and cultural issues.

Over the years these commitments have led to a branching of interests that call for a further diversification of coursework and training. The Depth Psychology Program offers incoming students four options for specialization:

- Emphasis in Jungian and Archetypal Studies
- Emphasis in Community Psychology, Liberation Psychology, and Ecopsychology
- Emphasis in Somatic Studies
- Emphasis in Psychotherapy

All students in the program share a core course of study in depth psychological theory, interdisciplinary studies, and depth psychological approaches to research. This core curriculum includes the following courses:

- Introduction to Depth Psychology
- Dreamwork
- Ecopsychology
- Foundations for Research in Depth Psychology
- Dissertation Development
- Depth Psychology and the Sacred
- Jungian Psychology
- Post-Jungian Psychology
• The Psychoanalytic Tradition
• Archetypal Psychology
• Somatic Studies
• Depth Psychology and the Mythic Tradition
• Mythopoetic Imagination

Each specialization blends this core curriculum with additional courses in the area of emphasis, leading to a highly focused and innovative graduate education true to the original radical dual intentions of our program.

An Emphasis in Jungian and Archetypal Studies is a hybrid online/low-residency program that affirms Pacifica’s mission to tend soul in and of the world through an in-depth engagement with the work of C.G. Jung and post-Jungians. It surveys Jungian and archetypal theories and practices most applicable to healing, transformation, self-expression, and the development of consciousness. Students critically evaluate both the limitations and the potentials of Jungian psychology in contemporary contexts, and work together in a dynamic learning community to advance, apply, and imagine new extensions for these theories and practices in the world.

An Emphasis in Community Psychology, Liberation Psychology, and Ecopsychology is creating a 21st century depth psychologically informed critical community psychology. To address the personal, community, cultural, and ecological challenges of our time, Euro-American depth psychological theories and practices are placed in dynamic dialogue with ecopsychology, cultural studies, indigenous, and liberation psychologies. Nourished by depth psychology, students become sensitive to the interdependence of individual, cultural, and collective dynamics, and to the arts and the imaginal as catalysts to vision and transformation. Praxis classes mentor students in creative approaches to working in organizations, non-profits, community groups, and educational settings. Community and ecological fieldwork and research are designed to help students pursue their distinctive areas of interest, gathering the theoretical understanding and fieldwork and research skills to deepen their engagement.

An Emphasis in Somatic Studies extends into practice one of the foundational ideas of Pacifica Graduate Institute—healing can occur through working with profound experiences stemming from
myth, imagination, and unconscious motivation. This specialization builds upon the deep conviction that there are forces of the psyche that stimulate the body’s capacity to heal itself. The many traditions and practices that address the body—be they old, new, Western, non-Western, scientifically based, or indigenous—call for our attention in this specialization.

Allen Bishop, Ph.D.
Chair, Depth Psychology
Allen Bishop came to Pacifica in 1995 and served for 10 years as the Chair of the Clinical Psychology Department. Allen is a graduate psychoanalyst and a Training and Supervising analyst at the Institute for Contemporary Psychoanalysis in Los Angeles. His education also includes a two year Post-Doctoral Fellowship in Psychoanalytic Child Psychotherapy at the Reiss-Davis Child Study Center in Los Angeles. Dr. Bishop’s research interests center on the intersection of psychoanalytic treatment, musical experience and creativity. Allen has served as Pacifica’s Accreditation Liaison Officer for more than 13 years.
M.A/Ph.D. in Depth Psychology
with Emphasis in Somatic Studies

In the classical world when the healing god Asklepios was still afoot, the powers of imagination and the spirit of place were integral to the practice of medicine. In modern times, C. G. Jung thought that these should be combined with and tested by the continuing developments of science. Non-Western healing traditions and practices, many that have never needed to split psyche from soma as we have in the West, are increasingly found working side-by-side with Western medicine. Neuroscience has now convincingly demonstrated the functional unity between mind and body. By doing so, science is validating one of the foundational principles of depth psychology which is an understanding that there are forces in the psyche that stimulate the body’s capacity to heal itself. This new paradigm of healing
has led us to offer this opportunity to pursue an M.A. and/or Ph.D. in Depth Psychology while specializing in Somatic Studies.

Students choosing this specialization have a variety of interests, experiences, and callings that have led them to believe that in order to study the psyche one must give primary attention to the body—its sensibilities, movements, symptoms, and many ways of healing. They come from many different backgrounds—some with established healing practices, some with a passion for researching this new field, and some with a desire to move forward in their study of depth psychology with the lived experience of the body as the primary focus. Students in the somatic studies specialization

• Read, interpret, and critically reflect upon the theories and traditions of Depth Psychology, remembering the body and recalling its voice
• Develop the capacity and skill to maintain awareness of and connection to the unconscious
• Learn techniques and practices of dream work, body movement, and active imagination as healing practices
• Develop literacy in the emerging domain of neuroscience as it applies to Depth Psychology and somatic studies
• Develop skills in research and writing that will support their efforts to articulate and promote effective healing practices
• Participate with like-minded scholars and healers in an emerging field of study

Students in this specialization come to campus ten times each year for three years of course work following the pattern of three day sessions per quarter during fall, winter, and spring and one extended five day session for summer. During each residential session students attend lectures and seminars, engage experiential and embodied learning, and have time for reflection and research in the Pacifica Library and archives.

**Curriculum Overview**

Students in this specialization come to campus ten times each year for three years of course work following the pattern and research in the Pacifica Library and archives.
FIRST YEAR

Fall
Complementary and Alternative Medicine I – DPS 740, 2/3 Unit
Introduction to Depth Psychology - DPS 730, 2 Units
History of Healing Traditions I: Ancient Greece a Model of Integrative Medicine - DPS 710, 2 Units
Imagery in Somatic Studies I: The Technique of Active Imagination and the Practice of Dream Tending –
DPS 770, 2 Units

Winter
Foundations in Fieldwork – DPS 900, 2 Units
Jungian Psychology - DPS 761, 2 Units
History of Healing Traditions II: Non-Western and Indigenous Healing Traditions - DPS 711, 2 Units

Spring
Scholarly Writing and Publication - DPS 812, 2 Units
Neuroscience and Somatic Depth Psychology I - DPS 720, 2 Units
The Psychoanalytic Tradition - DPS 760, 2 Units

Summer
Summer Fieldwork I – DPS 905, 4 Units

SECOND YEAR

Fall
Foundations for Research in Somatic Depth Psychology - DPS 782, 2 Units
Ecopsychology: The Body on the Earth - DPS 732, 2 Units
Research Methods I: Quantitative Research Methods- DPS 883, 2 Units
Complementary and Alternative Medicine II - DPS 840, 2/3 Unit

Winter
Alchemy - DPS 750, 2 Units
Research Methods II: Qualitative Research Methods - DPS 884, 2 Units
Archetypal Psychology - DPS 762, 2 Units

Spring
Chronic Illness, Terminal Illness, and Conscious Dying - DPS 951, 2 Units
Complementary and Alternative Medicine III - DPS 841, 2/3 Unit
Trauma, Pain, and Dissociation - DPS 850, 2 Units
Written Comprehensive Examination - DPS 892, 0 Units

Summer
Summer Fieldwork II – DPS 906, 4 Units

THIRD YEAR

Fall
Transference and Counter-transference in Somatic Healing Practice - DPS 851, 2 Units
Human Sexuality – DPS 925, 2 Units
The Body in Literature: Mythopoetic Approaches to Sickness and Health - DPS 950, 2 Units
Dissertation Development IIA - DPS 932A, 2/3 Unit

Winter
Imagery in Somatic Studies II: Embodied Dreamwork - DPS 970, 2 Units
Eros, Isolation, and Relationship - DPS 953, 2 Units
Neuroscience and Somatic Depth Psychology II - DPS 721, 2 Units
Dissertation Development IIB - DPS 932B, 2/3 Unit

Spring
Integration of Theory, Practice, and Teaching (Oral Comprehensive Examination) - DPS 992, 2 Units
Depth Psychology and the Sacred - DPS 920, 2 Units
Non-Western and Indigenous Healing Practices - DPS 952, 2 Units
Dissertation Development IIC - DPS 932C, 2/3 Unit
Summer
Post-Jungian Psychology: Marion Woodman and the Embodied Psyche - DPS 862, 4 Units

Continuing
Depth Transformative Practices - DPS 997, 5 units
Dissertation Writing - DPS 980, 15 units

This curriculum may vary depending upon changing academic needs.
The required fourth and fifth years of study focus on reading, research, and dissertation writing.

Theory and Traditions of Somatic Depth Psychology
Courses in this domain ground students in the psychoanalytic, Jungian, and archetypal lineages of depth psychology. In addition, connections are made across time and cultures to traditions that reconnect psyche and soma as we explore the ways that new developments in neuroscience challenge and affirm the understandings of somatic depth psychology.

Introduction to Depth Psychology
DPS 730, 2 units
The term depth psychology evokes many associations and images yet is often difficult to define. In this course we formulate a definition of our field by investigating historical, cultural, and conceptual traditions that shape its identity. Topics include a history of soul, ancient approaches to healing and encounters with the unconscious through dreams, literature, mythology, as well as a reflection on the ways that depth psychology has both emphasized and, at times, ignored the body in the course of its own theoretical development.

Neuroscience and Somatic Depth Psychology I
DPS 720, 2 units
Students in this course develop a thorough understanding of the functional organization of the brain and how it is relevant for healing practices. Students will familiarize themselves with the language of neuroscience in order to be able to read and interpret ongoing research in neurobiology, the neuroscience of affect and emotion, behavioral genetics, functional neuroanatomy, and
developmental science. They will be introduced to the methodologies of neuroscience focusing on studies using fMRI and EEG equipment.

**Neuroscience and Somatic Depth Psychology II**

**DPS 721, 2 units**

An extensive exploration of the placebo/nocebo response will lead to a discussion of the relationship between expectation and healing and the difference between healing and cure, especially where end of life is concerned. Students will take a critical look at the medical and pharmaceutical approaches to illnesses that are most responsive to the placebo response, such as depression and anxiety disorders.

**History of Healing Traditions I: Ancient Greece: A Model of Integrative Medicine**

**DPS 710, 2 units**

The birth of modern western medicine is attributed to Hippocrates because he was the first to define the clinical approach that today in turn defines modern medicine. Hippocrates was the first to offer causal and somatic explanations instead of attributing all sickness to divine intervention. Nevertheless, on the islands of Cos and Delos, where Hippocratic medicine was put into practice, other influences prevailed. For example, the mythological figures of Asklepios and his daughters were revered as the symbols of another form of healing that Hippocrates himself found essential to restore health. Students will examine how this model still offers inspiration for rethinking integrative medicine.

**Alchemy**

**DPS 750, 2 units**

Marie-Louise von Franz tells us that alchemy was born at the meeting place of the speculative mind of the west and the experimental techno-magical practices of the east. This course revisits the work of alchemy in relation to somatic studies. Students will work the alchemical metaphor and its explicit and implicit connection to the body. Students will review the ways that neuroscience uses terms and concepts that have a long history, appearing not only in the repertoire of symbols from alchemy, but also in the concepts and vocabulary of depth psychology, including "imagination," "transformation," "dream," "symptom," and "healing."
History of Healing Traditions II: Non-Western and Indigenous Healing Traditions
DPS 711, 2 units
This course addresses various non-western correlates to the concepts of mind, body, and disease with an emphasis on alternative modalities of healing. It includes an exploration of healing traditions of Africa, Asia, Central, and South America and brings focus to the diverse ways that health and disease are interpreted and treated within these varied cultural contexts.

The Psychoanalytic Tradition
DPS 760, 2 units
Students develop a working understanding of Freud’s model for body/mind dynamics and how it challenged the materialism and the body/mind split of his time. They will also see how the psychoanalytic tradition is currently blended with studies in body movement and movement therapies.

Jungian Psychology
DPS 761, 2 units
The basic concepts of Jungian psychology such as persona, anima, animus, shadow, the ego-Self axis, and others are studied. Attention is brought to the historical, philosophical, psychological, and religious influences acting upon Jung’s psychology and in particular the scientific and philosophical milieu in which Jung developed his ideas about psyche and soma. Students will develop a critical perspective on this material and explore the usefulness of Jung’s psychology for seeing more deeply into the issues of our time.

Archetypal Psychology
DPS 762, 2 units
Archetypal psychology, as envisioned by James Hillman, moves beyond clinical inquiry and locates its identity within the western imagination, finding affiliation with the arts, culture, and history of ideas. Its central aim is the appreciation and development of soul through the cultivation of the life of the imaginal. We investigate the history and central ideas of this rich psychological perspective, focusing on concepts such as archetype, image, seeing-through, and the soul of the world, anima mundi.
Post-Jungian Psychology: Marion Woodman and the Embodied Psyche
DPS 862, 4 units
This course focuses primarily upon the work of noted Jungian Analyst, Marion Woodman with a particular emphasis on her theories about Body Soul Integration. This intensive course emphasizes embodied learning and deep self-exploration. It blends theoretical material with experiential exercises in dreamwork, movement, voice, and creative expression. Students will also study and examine the contributions of other post-Jungian thinkers such as Hillman, Stein, Whitmont, and Perera. Pass/No Pass.

Practices and Frontiers of Somatic Depth Psychology
Courses in this domain focus on training in particular therapeutic and healing practices and on extensions of theory and knowledge that derive from connecting depth psychology with somatic psychology. Students will prepare and present material and casework drawn from their fieldwork or from their own healing practices.

Imagery in Somatic Studies I: The Technique of Active Imagination and the Practice of Dream Tending
DPS 770, 2 units
This course will offer an introduction to Jung’s technique of active imagination and how it has evolved into contemporary applications, such as the Dream Tending approach of Dr. Stephen Aizenstat. Students will start by reviewing the experimental evidence of the impact of imagery on the healing process. Students will learn to apply active imagination and Dream Tending as therapeutic measures for coping with medical illness and emotional disorders.

Imagery in Somatic Studies II: Embodied Dreamwork
DPS 970, 2 units
Students will study and learn to practice a contemporary approach to the ancient practice of dream incubation, now called “Embodied Dreaming” by Robert Bosnak. Based upon the phenomenological perspectives of C.G. Jung, James Hillman, and Henry Corbin, the supposition in this practice is that all psychological events can be best understood as embodied phenomena.
**Trauma, Pain, and Dissociation**
**DPS 850, 2 units**
This course reviews new approaches to trauma therapy, the treatment of PTSD, and other symptoms that are now being looked at from the perspective of a holistic integrative approach. The course also focuses on the nature of the healing process, including a review of health care practices within diverse cultural systems and historical contexts.

**Chronic Illness, Terminal Illness, and Conscious Dying**
**DPS 951, 2 units**
The culturally dominant allopathic medical approaches for treating chronic and terminal illnesses are increasingly criticized as being inefficient, cost prohibitive, and failing to contribute to the overall well-being of the patient. Students will review the alternatives to traditional practices, reviewing new approaches for the training of nurses, doctors, and support personnel working in hospices and hospitals for the chronically ill.

**Eros, Isolation, and Relationship**
**DPS 953, 2 units**
In this course students examine the ways that the dynamics of love and relationship may produce or prevent symptoms and contribute to healing. Students will learn to use a depth psychological approach which goes beyond the symptom, treating the pain of betrayal and abandonment, for example, as a push from nature to evolve into a new form of loving and relating. Instead of “treating” the heartbreak, the client is offered an initiation into the darker aspects of the Lover’s archetype.

**Non-Western and Indigenous Healing Practices**
**DPS 952, 2 units**
This course will focus on the theories and techniques of several different healing practices including shamanic practices from a variety of cultural contexts: curanderos, plant medicine healers, diviners, spirit healers, and others. As with similar reviews of western healing traditions, students will also examine these practices for clear connections to, and enrichments for, depth somatic psychology.
The Body in Literature: Mythopoetic Approaches to Sickness and Health
DPS 950, 2 units
Stories from literature and from worldwide oral traditions abound with metaphorical and literal references to the symptomatic and wounded body as a rich context for suffering and remedy. As such, the body becomes a narrative in its own right. Students will examine various works of myth and literature and learn how to critically interpret them from the perspective of somatic depth psychology. In addition they will critically reflect on the cultural role of these works in forming ideas about the body. The intention of this course is to develop an aesthetic approach that will reconnect the mythopoetic imagination with the art of healing.

Depth Psychology and the Sacred
DPS 920, 2 units
When Jung said that all psychological problems are essentially religious problems, he was calling attention to the spiritual function of the psyche. In this course we examine the psyche’s capacity for sacred experience as it finds expression in religion, ritual, and encounters with the numinosum. Students will examine non-medical approaches for managing pain and symptoms due to mourning, heartbreak, and the loss of meaning in life that comes from an impoverished sense of the sacred.

Ecopsychology: The Body on the Earth
DPS 732, 2 units
The evolution of homo sapiens, both body and mind, is inextricably connected to everything on earth. Carl Jung even suggested that the collective unconscious is patterned from the body’s contact with the seasonal rhythms, textures, sounds, and shapes of the natural world. Thus, to be a psychological being is to be an embodied being: to be firmly placed on terra firma, the ground from which all of us have emerged. Through lecture and experiential exercises, this course concentrates on the embodied psyche in nature as an important means for dissolving the artificial boundaries between body and earth.

Transference and Counter-transference in Somatic Healing Practice
DPS 851, 2 units
This course has an experiential component in which students develop a subjective awareness of the body and a capacity to constantly monitor and interpret their own somatic responses to clinical
situations. Students learn to listen with an awareness of fluctuations in somatic cues during the narrative meaning-making process. Therapeutic skills and dynamics such as transference and counter-transference, diagnosis, interpretation, intervention, timing, and others are reimagined from an embodied perspective. Pass/No Pass.

**Complementary and Alternative Medicine I, II, III**  
**DPS 740, 840, 841, 2/3 unit each**  
Western medicine has developed alongside many other systems of thought and many types of therapies that have been shown to be effective as either complementary or alternative approaches to healing and wellness. Some of these approaches, such as hypnosis, art therapy, aromatherapy, bioenergetics, biofeedback, music therapy, dance therapy, breath work, ayurveda, meditation, yoga, naturopathic medicine and many others, have begun to be shown as efficacious even when standard medical practice has exhausted its options. This sequence of short courses is available for engaging with practitioners in such diverse healing traditions. Pass/No Pass.

**Foundations in Fieldwork**  
**DPS 900, 2 Units**  
This course lays the theoretical and practical foundation for somatic based depth psychological oriented fieldwork and research. Students are asked to deeply consider the reality of how cultural and ecological phenomena have impacted our psyches and symptoms and, in turn, how our bodies and minds effect and shape the world and communities we live in. Recognizing the interdependence of body and mind this fieldwork course invites us to engage with the soul of the world, the *anima mundi*, listening closely to its expressions and tending to its suffering. Pass/No Pass

**Summer Fieldwork I**  
**DPS 905, 4 units**  
Beginning in the first year of summer fieldwork students will participate in a minimum of 70 hours of on-site fieldwork or therapeutic practice that will further their own learning goals and provide an opportunity to integrate the theories, ideas, and experiences within the somatic program. It is also expected that the student will devote a minimum of 130 hours of adjunctive hours to completing this four unit course. Fieldwork will involve entering into a particular community setting with the intention of studying some aspect of community experience that relates to the learning goals of this program.
Practice will involve actually practicing therapeutically with clients or patients in a mode in which the student is qualified. Pass/No Pass Prerequisite DPS 900

Summer Fieldwork II
DPS 906, 4 units
Continuing into the second year of summer fieldwork students will participate in a minimum of 70 hours of on-site fieldwork or therapeutic practice that will further their own learning goals and provide an opportunity to integrate the theories, ideas, and experiences within the somatic program. It is also expected that the student will devote a minimum of 130 hours of adjunctive hours to completing this four unit course. Fieldwork will involve entering into a particular community setting with the intention of studying some aspect of community experience that relates to the learning goals of this program. Practice will involve actually practicing therapeutically with clients or patients in a mode in which the student is qualified. Pass/No Pass Prerequisite DPS 905

Human Sexuality
DPS 925, 2 units
This Human Sexuality course will take a distinctively depth psychological approach by emphasizing the inextricable interconnections between psyche and soma, soul and body. This course will explore sexuality's relation to pleasure, connection, and generativity, and to transcendence—and look at the interconnectedness of sex, gender and sexual orientation. This Human Sexuality course brings in the perspectives of myth, anthropology, depth psychology, and cultural studies.

Depth Transformative Practices
DPS 997, 5 units
Various schools of depth psychology have created therapeutic contexts for personal transformation and/or healing. These practices are dynamically linked to transformative rituals and rites across cultures and through time. The provision of a witness, a guide, or teacher has been seen as essential to the containing vessel for such transformative experiences. During the first two years of the program, students are expected to engage in a minimum of 50 hours of depth transformative practice within a relational context. Latitude is given to students to choose the form of this practice in accordance with their needs and interests. Examples of such practice may include, but are not limited to, body work, breath work, individual depth psychotherapy, group dialogue work, facilitated vision
questing, rites of passage, meditation, artistic engagement, or other psycho-spiritual practices. Students are required to submit a proposal in advance of beginning and a log recording the hours they complete. Pass/No Pass.

**Research, Writing, and Publication**

There are three primary goals of the research domain. First, students learn to read and critically evaluate current research literature in the areas of depth psychology, somatic psychology, and neuroscience. Second, students learn to use a variety of quantitative, qualitative, and hybrid methodologies typically employed in such research. Third, students will acquire the necessary skills in order to engage in their own research and write for a scholarly and scientific audience. Ultimately, this domain guides students to design, propose, and complete an original doctoral dissertation.

**Foundations for Research in Somatic Psychology**

**DPS 782, 2 units**

Students read and interpret current research in somatic psychology, neuroscience, and related research in depth psychology. This serves the need for literacy in the field as well as the development of a resource guide for the student’s ongoing research. Examples of theoretical, qualitative, and quantitative research will be addressed.

**Research Methods I: Quantitative Research Methods**

**DPS 883, 2 units**

This course will provide an introduction to the design and methodology of quantitative research projects and clinical studies. The emphasis will be on the role of this type of research in the emerging field of somatic based depth psychology and its relationship to research in neuroscience that is increasingly important in studying the efficacy of various approaches to treatment.

**Research Methods II: Qualitative Research Methods**

**DPS 884, 2 units**

Students learn how to integrate significant shifts in ontology, epistemology, and methodology required by depth psychological research. They develop literacy and capability in the use of various qualitative methods and approaches including hermeneutics, case study, ethnography, and phenomenology.
The Phenomenology of Fieldwork Inquiry

DPS 880, 2 units

This course will provide an instruction to the design and methodology of quantitative research projects and clinical studies. The emphasis will be on the role of this type of research in the emerging field of somatic psychology and its relationship to research in neuroscience that is increasingly important in studying the efficacy of various approaches to treatment.

Scholarly Writing and Publication

DPS 812, 2 units

Students will develop skills in scholarly research aimed at publication. They are guided in choosing a field, topic, and approach required to produce a publishable paper. This will include writing or revising a paper and exploring options for publishing both online and in print media. Pass/No Pass.

Dissertation Development II A, B, C

DPS 932A, 932B, 932C, 2/3 unit each

Students master the elements of a research concept paper and its relationship to the proposal and final draft of a dissertation. This sequence of courses will result in the writing of a complete and approved concept paper. Pass/No Pass.

Dissertation Writing

DPS 980, 15 units

During this course, students assemble their dissertation committee, write the proposal, complete the dissertation process, and defend the dissertation in a public forum. This course may be taken concurrently with other courses. Additional fees are assessed for this course. Prerequisites: DPS 932 A, B, C. Pass/No Pass

Written Comprehensive Examination

DPS 892, 0 units

Pass/No Pass.
Requirements for Graduation

1. Students must complete a total of 90 quarter units for the Ph.D. to fulfill the degree requirements for graduation. A minimum grade of C is required in each completed course. A cumulative grade point average of 3.0 must be maintained.

2. Students must attend at least 2/3 of each course.

3. During the second year of coursework, students must pass a written comprehensive examination. The M.A. degree is awarded when the exam is passed and:
   a. 50 units of first and second year coursework and fieldwork, and 60 hours of depth transformative practices are completed (Community Psychology, Liberation Psychology, and Ecopsychology)
   b. 48 units of first and second year coursework are completed (Jungian and Archetypal Studies)
   c. 46 units of first and second year coursework, and 50 hours of depth transformative practices are completed (Somatic Studies)

4. Students must petition to proceed with the third year. Faculty approval is based on a comprehensive review of coursework, exam results, writing skills, and readiness to conduct research. In addition, in Jungian and Archetypal Studies, students must prepare and submit a scholarly article suitable for publication.

5. Students must pass an oral examination at the end of the third year of coursework.

6. Students must submit and defend an original dissertation accepted by the faculty.

COMPREHENSIVE EXAMINATION

The comprehensive examinations consist of a written portion at the end of the second year, and an oral portion at the end of the third. The written examination is designed to assess knowledge gained in the first two years, and is a requirement for the awarding of the M.A. degree. The third year oral examination consists of the student’s formal oral presentation addressing the ways the three years of study have informed and seeded their work leading to the dissertation.

DOCTORAL DISSERTATION

The dissertation process involves the completion of Dissertation Development and Dissertation Writing courses. Students must have completed all requirements for the M.A. degree and have an approved concept paper before enrolling in Dissertation Writing. The Dissertation Committee is comprised of a Chair, a Reader, and an External Reader. Each member of the committee must
possess an earned doctorate based in part on a dissertation unless this requirement is waived by the Program Chair.

OTHER REQUIREMENTS: JUNGIAN AND ARCHETYPAL STUDIES
SELF-DIRECTED STUDIES
The purpose of Self-Directed Studies is to allow students to explore areas of interest in Depth Psychology outside the boundaries of the curriculum. This may take the form of attending conferences, workshops, lectures, and/or seminars; engaging with an analyst or other practitioner for personal therapy or healing work; or seeking training in a modality that augments their practice of Depth Psychology. Students must complete a total of 30 hours and submit a reflective paper; this may occur anytime during the course of the program, and is required for the awarding of the Ph.D. degree. All hours must be pre-approved.

OTHER REQUIREMENTS: COMMUNITY PSYCHOLOGY, LIBERATION PSYCHOLOGY, AND ECOPSYCHOLGY
COMMUNITY FIELDWORK (DPC 783, 883)
Students are required to arrange for community/ecological fieldwork in their home communities or other settings during the first and second summers. A minimum of 70 hours of direct participation in a setting, and 140 hours of related reading, writing, imaginal engagement, and reflection are required in the first summer. This is also true in the second summer, unless a student chooses to engage in community/ecological research, in which case hours of direct participation may be less to allow for in-depth data analysis.

OTHER REQUIREMENTS: SOMATIC STUDIES
FIELDWORK AND PRACTICE
Students are required to participate in at least 60 hours of fieldwork or somatic therapeutic practice in their home communities or other settings during their third year of coursework. This will provide students with the opportunity to integrate the theories, ideas, and experiences they have gained in the first two years, while furthering their own learning goals.

NOTE: The Depth Psychology Program and its specializations are designed to provide students with knowledge of theoretical traditions of depth psychology and its contemporary applications to personal, cultural, community, and ecological health and well-being. The program does not prepare students to
become licensed or to practice psychotherapy. Although some students may wish to pursue licensure after gaining their doctorate in this program, the curriculum does not contain specific coursework aimed at any type of licensure, nor does it arrange or administratively support traineeships, pre- or post-doctoral internships, or other practice requirements related to licensure.