

# PACIFICA

GRADUATE INSTITUTE

## 2014–2015 Course Catalog

Masters and Doctoral Programs  
in the Tradition of Depth Psychology



## Table of Contents

<b>M.A./Ph.D. in Mythological Studies .....</b>	<b>3</b>
<b>M.A./Ph.D. in Depth Psychology .....</b>	<b>17</b>
Emphasis in Jungian and Archetypal Studies .....	19
Emphasis in Community Psychology, Liberation Psychology, and Ecopsychology .....	31
Emphasis in Somatic Studies.....	47
<b>Ph.D. in Depth Psychology with Emphasis in Psychotherapy .....</b>	<b>63</b>
<b>M.A. in Engaged Humanities and the Creative Life .....</b>	<b>79</b>
<b>M.A. in Counseling Psychology.....</b>	<b>90</b>
<b>Doctoral Programs in Clinical Psychology.....</b>	<b>114</b>
Psy.D. in Clinical Psychology with Emphasis in Depth Psychology..	116
Ph.D.. in Clinical Psychology with Emphasis in Depth Psychology ..	140
<b>Administration and Staff .....</b>	<b>162</b>
<b>Faculty.....</b>	<b>164</b>
<b>Admissions Requirements and Procedures.....</b>	<b>188</b>
<b>2014-2015 Tuition and Fees.....</b>	<b>192</b>
<b>Financial Aid.....</b>	<b>195</b>
<b>Administrative Information.....</b>	<b>207</b>
<b>Visiting and Applying to Pacifica Graduate Institute .....</b>	<b>211</b>

# M.A./Ph.D in Mythological Studies

## With Emphasis in Depth Psychology

“Myth has the power to touch and exhilarate the deepest creative energies of the psyche, and to generate symbolic images that confer shape and significance upon what often seems the chaotic anarchy of contemporary life and history. Engaging those energies in the experience of deep reading, writing, and discussion in the classroom has been the joy of my career as a teacher and writer. To transmit that joy to the next generation, in challenging times of radical change; to tend the soul that animates the world; and to continue the inspired quest for myths to live by—these are responsibilities that fuel my passionate engagement in the mission of Pacifica.”

**—Evans Lansing Smith, Program Chair**

Pacifica Graduate Institute’s program in Mythological Studies explores the understanding of human experience revealed in mythology and in the manifold links between myth, ritual, literature, art, and religious experience. Special attention is given to depth psychological and archetypal approaches to the study of myth. The Mythological Studies Program is a doctoral program designed as an integrated M.A./Ph.D. sequence with courses in four areas of study:

- Mythology and Religious Traditions
- Myth and Literature
- Depth Psychology and Culture
- Research

The Master of Arts degree is awarded after the first two years of study and a comprehensive examination. The -program continues with a third year of classes including a sequence of research courses and the development of an acceptable concept paper for the dissertation. The fourth and fifth years of study focus on dissertation writing and research. Continuing supervision is provided for the completion of the dissertation.



## **Curriculum Overview**

Mythological Studies Classes take place either Monday, Tuesday, and Wednesday or Friday, Saturday and Sunday, approximately once **each** month during fall, winter, and spring. There is also a five-day summer session each year.

### **FIRST YEAR**

#### **Fall**

Greek & Roman Mythology I – MS 505, 2 Units

Hindu Traditions – MS 503, 2 Units

Approaches to the Study of Myth – MS 521, 2 Units

#### **Winter**

Joseph Campbell: Metaphor, Myth and Culture – MS 516, 2 Units

Ritual – MS 603, 2 Units

Dreams, Visions, Myths – MS 521, 2 Units

#### **Spring**

Arthurian Romances of the Holy Grail – MS 502, 2 Units

Myth and Philosophy – MS 515, 2 Units

Jungian Depth Psychology – MS 511, 2 units

#### **Summer**

Colloquium – MS 540, 1 Unit

Archetypal Psychology – MS 611, 3 Units

### **SECOND YEAR**

#### **Fall**

Alchemy and the Hermetic Tradition – MS 616, 2 Units

Greek & Roman Mythology II – MS 705, 2 Units

African & African Diaspora Traditions – MS 506, 2 Units

Integrative Studies Process I – MS 627, 0 Units

## **Winter**

Native Mythologies of the Americas – MS 522, 2 Units

Buddhist Traditions – MS 605, 2 Units

Mythic Motifs in Cinema, MS 626, 2 Units

Integrative Studies Process II – MS 628, 0 Units

## **Spring**

Folklore & Fairy Tales – MS 602, 2 Units

Psyche and Nature – MS 615, 2 Units

Epic Imagination – MS 604, 2 Units

Integrative Studies Process III – MS 629, 0 Units

## **Summer**

Colloquium – MS 640, 1 Unit

Myth and the Underworld – MS 619, 3 Units

Integrative Studies – MS 630, 1 Unit

## **THIRD YEAR**

### **Fall**

Religious Studies Approaches to Mythology – MS 720, 2 Units

Hebrew and Jewish Mythology – MS 702, 2 Units

Islamic Traditions – MS 608, 2 Units

### **Winter**

Dante's Commedia: A Triple Journey into Depth & Individuation – MS 727, 2 Units

Research Strategies for Dissertation Writing – MS 730, 2 Units

Egyptian Mythology – MS 717, 2 Units

### **Spring**

Dissertation Formulation – MS 733, 2 Units

Christian Traditions – MS 703, 2 Units

The God Complex – MS 711, 2 Units

## **Summer**

Colloquium – MS 740, 1 Unit

Myths of the Self: Memoir and Autobiography – MS 726, 3 Units

## **Continuing**

Dissertation Writing\* – MS 900, 15 Units

\*Writing projects for this course take place away from campus. This curriculum may vary depending upon changing academic needs.

The required fourth and fifth years of study focus on reading, research, and dissertation writing.

## **Evans Lansing Smith, Ph.D.**

Chair, M.A./Ph.D. Program in Mythological Studies with Emphasis in Depth Psychology

Evans Lansing Smith, Ph.D., has degrees from Williams College, Antioch International, and The Claremont Graduate School. He is the author of eight books and numerous articles on comparative literature and mythology, and has taught at colleges in Switzerland, Maryland, Texas, and California. In the late 1970s, he traveled with Joseph Campbell on study tours of Northern France, Egypt, and Kenya, with a focus on the Arthurian Romances of the Middle Ages and the Mythologies of the Ancient World.

## **Mythology and Religious Traditions**

The foundation of Mythological Studies at Pacifica is the close reading of primary texts from a variety of cultural and religious traditions. These courses encourage interdisciplinary scholarship, giving particular attention to myths, iconography, symbols, religious beliefs, and ritual practices. Historical and contemporary approaches to the study of myth are also carefully reviewed.

## **The Arthurian Romances of the Holy Grail**

### **MS 502, 2 units**

An exploration of the origins and development of the mythologies of the Arthurian knights and quests for the Holy Grail. The course begins with the sacred traditions of the European Middle Ages, as manifested in the literature and arts of the period and then tracks the transmission and transformation of the myths in the Romantic and Modern periods of the nineteenth and twentieth centuries.

## **Hindu Traditions**

### **MS 503, 2 units**

This course explores selected aspects and primary texts of Hindu traditions. Special attention is given to prominent myths and symbols in Indian culture, epic literature, and other primary texts, as well as influential philosophical systems such as Yoga, Sankhya, Vedanta, Tantra, and Kashmir Shaivism. Depth psychological interpretations of key thematic issues, doctrines, and practices will also be examined.

## **Greek and Roman Mythology I**

### **MS 505, 2 units**

This course explores the most important contemporary approaches to the study of classical mythology. It also looks at how the poets of ancient Greece reworked inherited mythic themes and plots. It engages in close readings of the cultic and bardic poems known as The Homeric Hymns and of the lyric poetry of Sappho. Dramatic poetry, both tragic and comic, of the 5th century Athens is also -examined. Attention is given both to the role these myths played in their original -historical context and to their ongoing archetypal significance.

## **African and African Diaspora Traditions**

### **MS 506, 2 units**

The myths and rituals of Africa are a rich legacy, still vital today. Moreover, they endure in adaptive form, in Vodou, Santeria, and other religions of the African Diaspora. The course explores common mythic characters, themes, rituals, -symbol systems, and worldviews in Africa and traces their connection to New World Traditions.

## **Myth and Philosophy**

### **MS 515, 2 units**

This course examines the historical relationship between myth and philosophy in the West. Rationality and science emerged as the revolutionary critique of myth, but that revolution is not beyond criticism. Myth represents a meaningful expression of the world, different from, and not always commensurate with, the kind of understanding sought by philosophers. The notion that philosophy has corrected the ignorance of the past is challenged while philosophy itself is shown to exhibit elements of the mythic world from which it emerged.

## **Native Mythologies of the Americas**

### **MS 522, 2 units**

This course explores the meanings of selected mythic texts from North American, Mesoamerican, and South American traditions. It considers these texts not only in regard to their manifest narratives and images, but also seeks an understanding of their potential interpreters. This factor, involving history and hermeneutics within a context of Euro-American colonialism, presents important methodological as well as political issues for working in mythological studies, and the course engages such issues as it surveys these texts.

## **Colloquium**

### **MS 540, 640, 740, 1 unit each**

This series is an exploration of critical issues pertaining to the study of myth in relation to religious traditions, literature, depth psychology, and culture. The course is based on a guest lecture by a major scholar in the field of mythology. Pass/No Pass

## **Ritual**

### **MS 603, 2 units**

Myth and ritual are inextricably related. This course proposes that ritual offers an equally eloquent, though non-discursive, commentary on the human condition. The aims are: to make students familiar with classic theories of ritual process; to explore comparatively fundamental ritual phenomena across cultures, such as initiation, divination, purification and healing, pilgrimage, sacrifice, masking, and funerary rituals; and to assess the association of myth and ritual in -religious traditions and depth psychology.

## **Buddhist Traditions**

### **MS 605, 2 units**

This course focuses on selected aspects and primary texts of Theravada, Mahayana, and Vajrayana traditions. Particular attention is given to the life story of Shakyamuni Buddha, as well as the myths associated with major bodhisattvas. Key thematic issues, doctrines, and practices are examined from a depth psychological perspective.



## **Alchemy and the Hermetic Tradition**

### **MS 616, 2 units**

This course focuses on the Hermetic tradition (broadly conceived as a synthesis of alchemy, Kabbalah, Platonic philosophy, theology, and mythology) from its Egyptian, Greek, and Arabic origins during the Hellenistic era, to its development in the twelfth to the twentieth centuries. The approach is interdisciplinary, embracing Jungian psychology, literature, music, and the visual arts.

## **Integrative Studies Process I, II, III**

### **MS 627, 628, 629, 0 units**

Preparation for the Comprehensive Exam is -facilitated by class discussion pertaining to -theoretical perspectives and thematic issues raised by first and second year coursework. This process also includes guest lectures on -special topics. Pass/No Pass

## **Integrative Studies**

### **MS 630, 1 unit**

This course is designed to assess students' understanding of theoretical perspectives on myth and their ability to apply these perspectives to a particular tradition. It also evaluates the ability to reflect on myth in relation to depth -psychology, literature, and cultural issues. This course serves as the Comprehensive Exam for the Mythological Studies Program. Pass/No Pass

## **Greek and Roman Mythology II**

### **MS 705, 2 units**

This course explores the critiques of myth and poetry put forward by Plato and Aristotle in 4th century Greece, as well as the new understandings and revisionings of myth put forward in the Hellenistic period and in early imperial Rome. Particular attention is given to the works of Virgil, Ovid, and Apuleius.

## **Egyptian Mythology**

### **MS 717, 2 units**

The mythology that informs the ancient Egyptian way of life and death is the subject of this course. It explores the principal Egyptian creation myths, gods, goddesses, motifs, symbols, temple ritual, pyramid building, and mummification. The night sea journey of the sun god Re and that of the

deceased Pharaoh, and eventually of all deceased Egyptians, is studied through Pyramid, Coffin, and mortuary texts, particularly the Amduat. The Isis and Osiris myth receives particular attention, and its reverberations across literature, alchemy, and depth psychology are followed.

### **Hebrew and Jewish Mythology**

#### **MS 702, 2 units**

This course studies Hebrew and Jewish monotheism from a mythological perspective. The focus is on the emergence of monotheism in early Israel and on trying to understand the ways in which this mythic system differs from polytheistic traditions. Attention is given to how this mythology develops and changes in relation to changing historical circumstances, not only within the Biblical period but throughout the course of Jewish history.

### **Christian Traditions**

#### **MS 703, 2 units**

This course examines Christian narratives, images, archetypes and symbols within a historical context. It provides an epistemological basis for a mythological and depth psychological hermeneutics. Key themes include cultural influences and theological paradigms of the Greek East and the Latin West, mysticism, iconoclasm, and post-Reformation worldviews.

### **Islamic Traditions**

#### **MS 608, 2 units**

This course explores the major historical traditions of Islam, including Sufism, as well as modern religious movements. Special attention is given to central themes in the Qur'an and the life of Mohammad. The cultural clash between Islam and the West is also examined.

### **MYTH AND LITERATURE**

These courses focus on the interpretation of classical literature, poetry, and literary works from the medieval, modern, and postmodern periods.

## **Cultural Mythologies I, II, III**

**MS 514, 614, 714, 2 units each**

These courses are taught on a periodic basis as means for investigating a cultural tradition or thematic topic that is not addressed in the current curriculum.

## **Joseph Campbell: Metaphor, Myth and Culture**

**MS 516, 2 units**

Following on Joseph Campbell's insight that "metaphor is the native tongue of myth," this course explores the centrality of myth in subjects as diverse as history, cosmology, religion, poetry as well as the wide range of world narratives as inflections of one great monomyth. These explorations examine the nature of mythic consciousness and provide insight into the power of myth in psyche and culture.

## **Folklore and Fairy Tales**

**MS 602, 2 units**

The archetypal interpretation of folktales and fairy tales is the focus of this course. Principal themes include: theories concerning the origin and dissemination of folktales; review of mythological, sociological, and psychological approaches to the study of fairy tales; the purpose and meaning of violence in fairy tales; parallels between the archetypal motifs of fairy tales and their manifestation on psychology and culture.

## **Epic Imagination**

**MS 604, 2 units**

Epics are stories created by poets to give an entire people a sense of their history and their destiny. As stories that give shape and coherence to the collective myth, epics engage the figure of the epic hero, who either breaks through the conventional wisdom of the people or re-establishes their most profound wishes.

## **Myth and the Underworld**

**MS 619, 3 units**

The underworld is place, condition, and situation. This course explores the journey to, the dwelling within, and the departure from, this nether region of the soul. Poetic renderings of the Underworld offer the richest repositories for the insights gleaned in this arena. The inescapable journey down and

into the realm of the invisibles, where figures who journey there begin to discern its patterns, its darkness, and its treasures, is the focus of this course. In the Underworld, the archetypal ground of being is confronted most directly. Works from the early Sumerian period to contemporary psychological and literary illustrations amplify the complexity of this depth.

### **Myths of the Self: Memoir and Autobiography**

**MS 726, 3 units**

This course examines the mythic aspects of two literary genres (memoir and autobiography) and engages questions concerning the relation of memory and the imagination, the individual and the archetypal, self and others, and narcissism and guilt. Attention is given to classic examples of the genres, as well as reflections on the defining characteristics of these genres by literary critics, depth psychologists, and feminists. Pass/No Pass

### **Selected Topics in Mythological Studies I, II, III, IV**

**MS 599, 699, 799, 899, 1-4 units each**

Course content varies.

### ***Dante's Commedia*: A Triple Journey into Depth and Individuation**

**MS 727, 2 units**

Beginning with a brief study of *La Vita Nuova*, a collection of Dante's poems that placed him on the poetic path to write his grand work, the *Commedia*, this course studies the three canticas that comprise the poem: *Inferno*, *Purgatorio* and *Paradiso*. Through a close reading of the text, students engage in Dante's progression through these three stages of increased awareness to investigate the 14th century mythos that guided the poet and to ask what relevance such a worldview might have for us today.

### **DEPTH PSYCHOLOGY AND CULTURE**

Depth psychology is an important resource for the study of myth, literature, religious traditions, and culture. These courses draw substantially on the work of Freud, Jung, and Hillman and provide hermeneutical approaches that complement methods used in other disciplines such as religious studies and literature.

## **Jungian Depth Psychology**

### **MS 511, 2 units**

Key Jungian concepts such as the collective unconscious, archetypes, and the individuation process are surveyed with attention to the evolution of these theoretical constructs. The influence of Jung's ideas on the arts, literature, and religious thought is explored.

## **Dreams, Visions, Myths**

### **MS 521, 2 units**

Examination of dreams arises out of certain assumptions: that psyche is nature revealing herself in images, that psyche is multidimensional, and that the images of dreams give form to the various expressions of psychological life. The focus is on dream theory and amplification methods. Pass/No Pass

## **Archetypal Psychology**

### **MS 611, 3 units**

The depth psychology of C.G. Jung and his successors enables us to see how mythology expresses psychology and how psychology may be understood as mythology. Special attention is given to insights from James Hillman's archetypal psychology, including the notions of personifying, pathologizing, psychologizing, and dehumanizing. The works of other post-Jungian writers are also examined to exemplify selected aspects of the archetypal approach.

## **Psyche and Nature**

### **MS 615, 2 units**

Geographies of paradise, wilderness, frontier, desert, and ocean are mythic interior landscapes as well as external habitations of divinities and demons, where individuals experience tests, revelations, and illuminations. This course explores external landscapes and their (archetypal) analogues as mythopoetic spaces to discern how mythic consciousness is rooted in the poetry of landscapes.

## **Mythic Motifs in Cinema**

### **MS 626, 2 units**

An application of the concepts of depth psychology to the analysis of film. Using the archetypal method, the instructor presents selected portions of films to disclose underlying themes and



archetypal patterns, in an effort to illustrate as wide a range of archetypal characters as possible. Television fiction series may occasionally be included.

## **The God Complex**

### **MS 711, 2 units**

Nietzsche's announcement of the "death of God" still ripples through the Western psyche. In its wake lies both a decline of religiosity and the emergence of new God images. Alongside these trends we may place Jung's notion that lost divinities return as symptom. Against the backdrop of individual and cultural dependence on a fundamental mythos, this course examines our "God-complex" from a depth psychological and mythological perspective. Pass/No Pass.

## **RESEARCH**

Research skills are cultivated through a series of courses leading to dissertation writing.

## **Approaches to the Study of Myth**

### **MS 620, 2 units**

This course investigates different approaches to the study of sacred narratives, stories derived from oral traditions, and cultural events that invite symbolic analysis. These approaches are examined with reference to their historical and disciplinary contexts. Sir James George Frazer's *The Golden Bough* exemplifies anthropological approaches to study of traditional myths and archetypes in early cultures. Psychological, structural and folkloric approaches are studied in relation to how polarity functions in myth. Contemporary approaches are considered to elucidate some of the ways in which literary, philosophical, and ethnographic scholars interpret myth.

## **Religious Studies Approaches to Mythology**

### **MS 720, 2 units**

In many ways Religious Studies can be seen as a forerunner of Mythological Studies. Awareness of the debates that shaped this field and the methodological approaches that emerged from them can help students determine how best to hold the phenomenon of myth up to view. The aim of this course is to understand these various possible approaches and the wider implications of those choices.

## **Research Strategies for Dissertation Writing**

### **MS 730, 2 units**

This course examines dissertation research options supported by the program including theoretical studies in the humanities, humanistic social sciences approaches, and production style projects. It explores the technical aspects of conducting research such as style, rhetoric, and utilization of library resources. The psychological aspects of research and writing processes are also addressed.

Pass/No Pass

## **Dissertation Formulation**

### **MS 733, 2 units**

The issues, tasks, and processes of conducting research and drafting initial concepts are addressed. This course provides the framework for implementing a research idea and writing the concept paper which serves as the basis for the dissertation proposal. The classes also teach strategies and techniques for research and completion of the concept paper. Pass/No Pass. No incompletes are allowed in MS 733.

## **Dissertation Writing**

### **MS 900, 15 units**

Under the supervision of a Dissertation Committee, students submit a proposal, conduct original research, write and defend a doctoral dissertation. Additional fees will be assessed for this course.

Pass/No Pass. *Prerequisite: MS 733*

## **Requirements for Graduation**

1. Students must complete 82 quarter units to fulfill the unit requirement for graduation.
2. A minimum grade of "C" is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must attend at least two-thirds of each course.
4. Students must successfully pass a Comprehensive Examination during the second year of course work. Each exam essay must receive at least 70 points. The M.A. degree is awarded when this is achieved along with the completion of 45 quarter units. To be eligible to continue taking course work for the Ph.D. degree, students must receive at least 80 points for each exam question.
5. Students must pass an Oral Consultation pertaining to a concept paper for the dissertation.

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

### **Comprehensive Examination**

The Comprehensive Examination is a written exam taken during the second year of the program that examines students' understanding of theoretical perspectives pertaining to myth, as well as their ability to apply them to particular cultural traditions. It also assesses students' ability to reflect on myth in relation to depth psychology, literature, and cultural issues. In addition, an oral consultation takes place in the Dissertation Formulation course during the third year of the program. The purpose of this assessment is to raise critical questions pertaining to the proposed dissertation project. Students must successfully incorporate the critique of this consultation into their dissertation concept papers in order to be advanced to candidacy.

### **Doctoral Dissertation**

The dissertation requirements include successful completion of the advanced research courses: Religious Studies Approaches to Mythology, Research Strategies for Dissertation Writing, and Dissertation Formulation. Students must produce an acceptable Dissertation Concept Paper before enrolling in Dissertation Writing. The Dissertation Committee is composed of a Chair, a Reader, and an External Reader. Each member must possess an earned doctorate degree based on a dissertation, unless this requirement is waived by the Research Coordinator of the Mythological Studies Program.

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

# 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 Jungian and Archetypal Studies**

The M.A./Ph.D. Program in Depth Psychology with Emphasis in Jungian and Archetypal Studies centers around the philosophy that the theories and practices within the Jungian tradition continue to offer valuable insights and tools into working with the psyche beyond the analytic encounter. For students who are called to work with the personal and/or collective psyche, but not within the clinical milieu, this specialization responds to Marie-Louise von Franz's visionary idea: "The real psychology is a psychology that is for everybody. It naturally includes the problems of clinicians, but is not concentrated solely on that area."

This specialization offers a container where students can explore, apply, and advance depth psychology both personally and vocationally, where the through-line in every course is the direct engagement with two basic questions: how is this material meaningful to me and my life, and how is it meaningful to the world within which I live and work? Because of its emphasis on the application and advancement of Jungian and archetypal studies into the vocational and occupational arena, it seeks to provide skills, tools, and practices to those who work directly with other people, truly becoming a psychology for everybody. In addition, those who work in any creative field will find that this

specialization provides an understanding and experience of the personal and collective psyche that can inform the creative process and enhance their creative products.

Students in the Jungian and Archetypal studies specialization

- Read deeply and broadly from the Collected Works of C.G. Jung, Jung's recently published Red Book, as well as other core texts in the depth psychological tradition
- Engage with the creative, dynamic unconscious in both its personal and collective dimensions
- Deepen the capacity for imagistic, symbolic, mythic, and archetypal thinking and being in the world
- Hone the expression of a unique voice and vision through courses in research, writing, publication, and presentation
- Study side-by-side with Jungian scholars and analysts interested in envisioning new possibilities for extending Jungian theories and practices into the world

### **Pacifica Graduate Institute online**

This degree program takes advantage of online technology which allows students to work and learn in their home environments in conjunction with residential sessions on the tranquil Ladera Lane campus. Classes begin online and meet during four-day residential sessions (Thursday, Friday, Saturday, Sunday) once a quarter. During these on-campus sessions, students have access to the Institute's extensive resources and are able to engage with their classmates and instructors in face-to-face learning, combining lecture, discussion, and experiential and embodied learning. Residential sessions also allow time for community-building through shared meals, social events, film screenings, guest lectures, and circle councils.

### **Curriculum Overview**

#### **FIRST YEAR**

Introduction to Depth Psychology – DJA 700, 3 Units

Jungian Psychology: The Individuation Journey – DJA 720, 3 Units

C. G. Jung in Context – DJA 710, 3 Units

Foundations for Research in Depth Psychology – DJA 900, 3 Units

Our Soul's Code: Depth Psychological Views of Vocation – DJA 910, 3 Units

Archetypes: Universal Patterns of the Psyche – DJA 800, 3 Units

Mythopoetic Imagination: Viewing Film, Art, and Literature from a Jungian Perspective – DJA 805, 3 Units

Reflective Studies I – DJA 920, 3 Units

## **SECOND YEAR**

Imaginal Ways of Knowing: Active Imagination, *The Red Book*, and Psychic Creativity – DJA 820, 3 Units

Archetypal Psychology – DJA 730, 3 Units

Depth Psychology and the Mythic Tradition – DJA 815, 3 Units

Dreamwork: Tending the Living Images – DJA 825, 3 Units

Complexes: Jung's "Royal Road" to the Unconscious – DJA 810, 3 Units

The Psychoanalytic Tradition: The Ongoing Conversation – DJA 740, 3 Units OR

Post-Jungian Critiques and Perspectives- DJA 770, 3 Units

Psychological Types – DJA 835, 3 Units

Reflective Studies II – DJA 930, 3 Units

## **THIRD YEAR**

Psyche and Eros: The Psychology and Mythology of Relationships – DJA 840, 3 Units

Somatic Studies: The Psyche-Soma Connection – DJA 845, 3 Units

Ecopsychology: The Psyche in Nature – DJA 860, 3 Units

Depth Psychology and the Sacred: Approaching the Numinous – DJA 850, 3 Units

Synchronicity and the New Sciences – DJA 855, 3 Units

Dissertation Development – DJA 950, 3 Units

The Alchemy of Transformation – DJA 865, 3 Units

Reflective Studies III – DJA 940, 3 Units

## **CONTINUING**

Self-Directed Studies – DJA 970, 3 Units

Dissertation Writing – DJA 960, 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.

## **PAST, PRESENT, AND FUTURE**

This portion of the curriculum grounds students in the trajectory of depth psychology from its ancient roots to its modern manifestations. Students learn about the psychoanalytic, Jungian, post-Jungian, archetypal, and developmental lineages of depth psychology, paying special attention to the cultural and historical contexts in which they arose. Commentaries and critiques of these fields are discussed, and controversies are explored in order for students to develop a critical and reflective eye about depth psychology, both its strengths and its limitations.

### **Introduction to Depth Psychology**

#### **DJA 700, 3 units**

Though its antecedents stretch backward toward the ancients, the modern field of depth psychology is usually traced forward beginning with Sigmund Freud and C.G. Jung. This course provides an overview of the trajectory of depth psychology from its ancient roots up to Sigmund Freud and the advent of psychoanalysis.

### **C. G. Jung in Context DJA**

#### **710, 3 units**

In order to fully appreciate, understand, and critique Jungian psychology, it is necessary to understand the personal, social, cultural, religious, and historical context in which it arose. This necessarily entails studying the life and times of C.G. Jung himself, for as Jung knew, the psychology one professes can never be separated from the context and milieu of the psychologist.

### **Jungian Psychology: The Individuation Journey**

#### **DJA 720, 3 units**

The central process in Jungian psychology is the individuation process, which can be defined as the psyche's journey toward wholeness, an embodiment of the archetype of the Self. In Jungian psychology, this is done in large part by balancing or uniting the opposites within the psyche, including the feminine and masculine principles, known as the anima and animus. This course explores the centrality of the individuation process to Jungian psychology, reviewing terms such as the ego-Self axis, the persona and the shadow, the transcendent function, and the personal and collective unconscious.

## **Archetypal Psychology**

### **DJA 730, 3 units**

Archetypal psychology is one of the central strands of post-Jungian theory. As envisioned by its main proponent, James Hillman, it emphasizes the development of a mythic sensibility in confronting the complexity and multiplicity of psychological life. Students learn the history and central ideas of this psychology, and become conversant with its four basic moves: personifying, or imagining things; pathologizing, or falling apart; psychologizing, or seeing through; and dehumanizing, or soul-making.

## **The Psychoanalytic Tradition: The Ongoing Conversation**

### **DJA 740, 3 units**

The first conversation between Sigmund Freud and C.G. Jung lasted over 13 hours, and explored many places of convergence and divergence. In many ways, this conversation continues today, with places of convergence and divergence in post-Freudian and post-Jungian theory and practice. Students will study the psychodynamics of early development and psychopathology and examine the influence of the object-relations, self-psychology, and other modern psychoanalytic theories on contemporary Jungian theory and practice.

## **Post-Jungian Critiques and Perspectives**

### **DJA 770, 3 units**

Depth psychology after Jung both has and has not exploited his deep-rooted commitment to cultural criticism as expressed as early as 1933 in the English publication of the *Modern Man in Search of a Soul*. This course explicitly takes up this dimension of Jung's work as it engages a range of perspectives that extend the application of Jungian and/or archetypal psychology into various fields of inquiry, which may include cultural history and cultural criticism, technology, deconstructive postmodernism, queer theory, gender theory, ecocriticism, politics, film theory, mythological studies, and more. It draws on key contributions of a selection of prominent figures in depth psychology, such as James Hillman, Jacques Lacan, Wolfgang Giegerich, Andrew Samuels, Rafael Lopez-Pedraza, Peter Cushman, Patricia Berry, and Michael Fordham. The course invites students and scholars to explore together the leading edges of depth psychology, and, thus, the specific choice of topics may vary from year to year.



## **WORKING WITH THE PSYCHE: PRINCIPLES AND PRACTICES**

These courses focus on the theories, concepts, and principles primarily arising from the Jungian and archetypal traditions which are most applicable to working with the individual and collective psyche today. Here the psyche is envisioned as having mythological, spiritual, political, archetypal, creative, mystical, erotic, and embodied dimensions. Students are exposed to practices of working with these multiple dimensions of psyche, such as dream-tending, active imagination, typology, authentic movement, art-making, and image work. Mentored by faculty and with the support of their peers, students are encouraged to adapt or refine these practices, or develop new practices most suited to their work in and with the world.

### **Archetypes: Universal Patterns of the Psyche**

#### **DJA 800, 3 units**

Robert Hopcke states that “perhaps the most fundamental and distinctive concept in analytical psychology” is “that of the archetypes of the collective unconscious.” This course focuses on Jung’s major writings on the collective unconscious and archetypes, tracing the development of Jung’s conceptualization and exploring the evidence he gave in support of it (ranging from myth, religion, literature, art, and culture). Students will research a contemporary scholar who is working with the archetypes today, such as Caroline Myss, Robert Moore and Douglas Gillette, and Michael Conforti.

### **Mythopoetic Imagination: Viewing Film, Art, and Literature from a Jungian Perspective**

#### **DJA 805, 3 units**

Symbols are one of the ways the unconscious speaks to us and through us, its visual language for conveying the deep mysteries of life. After exploring the psychological importance of symbols, we turn our focus to the manifestation of symbol-making in literature, film, and art. In addition, students will explore and amplify a symbol that speaks to their psyches through artistic creations of their own.

### **Complexes: Jung’s “Royal Road” to the Unconscious**

#### **DJA 810, 3 units**

In his seminal essay “A Review of the Complex Theory,” Jung calls complexes the *via regia*, or royal road, to the personal and collective unconscious. The course explores complexes on multiple levels—personal, familial, group, workplace, cultural, and political—looking at their phenomenology, their

autonomy, and their biology. Jung's and Freud's relationship and subsequent separation will be viewed in light of the complexes that gripped the men, leading to a discussion of the relationship between the psychological theories we may develop or be drawn to and our personal complexes. Andrew Samuel's concept of the political psyche will be discussed, and the theory of cultural complexes laid out by Thomas Singer and Samuel Kimbles will be applied to a particular cultural or organizational group of interest to the student, and assessed for its efficacy in depotentiating the complex.

### **Depth Psychology and the Mythic Tradition**

#### **DJA 815, 3 units**

James Hillman wrote, "Psychology shows myths in modern dress and myths show our depth psychology in ancient dress." Understanding the connection between mythology and psychology, Jung argued that it is important to our psychological health to know the myth we are living. The course will focus on archetypal motifs in fairy tales and myths as they appear in our personal and collective psychological lives. Students will study Jungian and post-Jungian mythological theory and interpretation; in addition, they will choose one author who has successfully brought the mythological psyche before the public eye, such as Joseph Campbell, Clarissa Pinkola Estes, Jean Shinoda Bolen, Marion Woodman, Robert Bly, etc., critically reviewing his or her contribution.

### **Imaginal Ways of Knowing: Active Imagination, The Red Book, and Psychic Creativity**

#### **DJA 820, 3 units**

Active imagination is the name given to the technique Jung pioneered for working with unconscious material in the psyche, often through working with an image or through dialogue with an inner figure. *The Red Book* contains 16 years of Jung's active imagination within its covers, and thus is the text *par excellence* for exploring this powerful technique and its relationship to psychic creativity and consciousness.

### **Dreamwork: Tending the Living Images**

#### **DJA 825, 3 units**

Ever since Freud released *The Interpretation of Dreams* in 1900, these mysterious nocturnal visitors have been of seminal importance to the field of depth psychology. In this course, students learn historical and cultural approaches to dreams, and practice a variety of dreamwork methods including

working with dreams in groups, drawing upon Freudian, Jungian, post-Jungian, and archetypal theories.

## **Psychological Types**

### **DJA 835, 3 units**

Jung is probably best known in mainstream culture for his theory of psychological types, the basis for the Myers-Briggs Type Indicator™ which is now known and used throughout the world. Students learn about Jung's theory, including the rational and irrational functions, the eight basic types of people, and the importance of developing the inferior function. Various typological assessment tools are introduced, and discussions center around their reliability and validity, ethical use, and their contemporary and cross-cultural applicability. Attention will be paid to primary applications of typology, such as increasing self-awareness, decreasing stress by living "in type," increased understanding of and appreciation of others, type development over the lifespan, and fostering tolerance in groups and organizations.

## **Psyche and Eros: The Psychology and Mythology of Relationships**

### **DJA 840, 3 units**

Romantic relationships are often laden with psychological expectations of mythic proportions. This course examines key relationship fairy tales and myths, including the myth of Psyche and Eros, as it mines the treasures of depth psychological thinking about love, desire, sexuality, and marriage. Concepts such as libido, anima and animus, projection, transference, and the influence of typology on relationships will be discussed.

## **Somatic Studies: The Psyche-Soma Connection**

### **DJA 845, 3 units**

Jung wrote, "The spirit is the life of the body seen from within, and the body the outward manifestation of the life of the spirit—the two really being one." This course explores this interrelationship between psyche and soma. Topics may include the body as shadow in depth psychology; the body as a site of trauma, healing, and contact with the divine; bodywork practices like dance, authentic movement, yoga, and breathwork; non-Western and indigenous healing traditions; the relationship of the body with the collective unconscious, including concepts like cellular memory, morphic fields, and archetypes as bodily-based inherited images; an exploration of various depth psychologists who have

championed the importance of the psyche-soma connection; or the current interest in the intersection of neuroscience and psychology.

### **Depth Psychology and the Sacred: Approaching the Numinous**

#### **DJA 850, 3 units**

This course begins by contrasting Freud's and Jung's views of the psychology of religion. Though Freud was dismissive of religion, Jung explored it extensively from the beginning to the end of his life, arguing unequivocally for its psychological importance, going so far as to declare that all psychological problems are essentially spiritual problems which can be cured through an encounter with the numinosum, or god-image. This course focuses on the spiritual function of the psyche through key Jungian and post-Jungian works, exploring the variety of ways people approach and experience the divine.

### **Synchronicity and the New Sciences**

#### **DJA 855, 3 units**

Jung's concept of synchronicity is a central concept in understanding the psyche-world relationship, which was a recurring theme in his later work. This course will examine the generation of this concept and associated studies, including Jung's thoughts on the *I Ching* and astrology. Advancing the understanding of the archetypal level of the psyche through considerations of the psychoid realm, and in dialogue with the findings of quantum physics, the course explores the intertwined and interpenetrating relationship of psyche and matter.

### **Ecopsychology: The Psyche in Nature**

#### **DJA 860, 3 units**

As Jung saw it, "Natural life is the nourishing soil of the soul." Many of us feel split off from that nourishment today, living within a worldview which divides the inner from the outer, spirit from matter, and humans from nature. An ecopsychological perspective remedies this malaise by considering individuation as rooted not only in our relationship to self and human others, but to the natural world as well. The importance of place to the psyche will provide rich discussion material, including an observation of the natural world as it appears in our dreamscapes. Students will explore archetypal and mythological motifs which emerge from the ensouled world, including differing natural landscapes and the animal world, which in turn resonate within the human soul. Means of (re)connecting psyche

and nature will be discussed, including traditional and contemporary wilderness rites of passage and nature-based healing practices from indigenous cultures. The course will contain a strong experiential engagement with the natural world as well.

## **The Alchemy of Transformation**

### **DJA 865, 3 units**

When Jung realized that the ancient practice of alchemy contained a rich symbolic language which mirrored the process of transformation inherent to individuation, he called it “a momentous discovery.” This course explores alchemical symbolism and processes, including nigredo, separatio, mortificatio, and dissolutio, looking for their manifestations in our personal and cultural lives. As Rumi once said, “The alchemy of a changing life is the only truth.”

## **THE PSYCHE AT WORK: RESEARCH AND REFLECTION**

In *The Art of Inquiry*, authors Joseph Coppin Ph.D. and Elizabeth Nelson Ph.D. note, “Although psychological inquiry can be a joy, it is unusually demanding. It asks one to be fully involved with the opus on every level. This kind of inquiry is not merely an intellectual exercise. It obligates the person to participate intellectually, spiritually, and physically, because the work extends well beyond the ego to reverberate in the depths of the soul... Many who have done this kind of work have realized at some point that they were engaging in soul retrieval. That is, their work integrates aspects of the personal psyche to restore their individual health, and it integrates aspects of the objective psyche to enhance humanity’s collective wisdom. The personal and archetypal nature of psychological inquiry makes the work especially meaningful and especially arduous.” The courses in this sequence serve as a container for this soul work.

## **Foundations for Research in Depth Psychology**

### **DJA 900, 3 units**

This course introduces students to the distinctive theory and practice of research in depth psychology, with its unique demands—and rewards—that come from working in partnership the autonomous psyche. This course raises the all-important question: if we take seriously the existence of the personal and collective unconscious, what are the implications for our research? Special attention is paid to the vocational and transferential aspects of research, as research is conceived as a path to both personal and collective healing and transformation. Students begin exploring potential

ideas for research topics, and learn about a variety of qualitative research methodologies. Students are encouraged to publish and present their work while in the program, and are introduced to some of the venues in the Jungian world for such ventures.

### **Our Soul's Code: Depth Psychological Views of Vocation**

#### **DJA 910, 3 units**

Freud claimed that love and work are the cornerstones of our humanness. And yet, compared to love, relatively little has been written in the depth psychological literature about our work in the world, with the exception of James Hillman's most popular book, *The Soul's Code*, where he views work as vocation, our calling in the world. This course explores Hillman's seminal text, then asks, what other depth psychologists have contributed to our thinking about vocation? Turning to the vocation of depth psychology itself, this course also asks, outside of psychotherapy, what vocations call to/call for a depth psychologist, and how does one work with the psyche of others both efficaciously and ethically?

### **Reflective Studies I**

#### **DJA 920, 3 units**

The courses in this sequence offer students an opportunity to engage in reflection upon their studies thus far. The intention is threefold: students will integrate the coursework they have completed in the past, reflect on their learning process in the present, and articulate how they are being called to work with the material in the future. In addition, in this first course, students are introduced to the dissertation process at Pacifica, and assess their personal desire and academic readiness to undertake such a venture by creating a mini-dissertation proposal. Pass/No Pass

### **Reflective Studies II**

#### **DJA 930, 3 units**

Taken at the end of the second summer, this course serves as the container for the written comprehensive examination which assesses how well students have met the program's learning objectives. In addition, students wishing to pursue the Ph.D. will make an oral presentation of their scholarly journal article required for advancement into the third year, and turn in the written article for formal evaluation. *Prerequisite: DJA 920.* Pass/No Pass

## **Reflective Studies III**

### **DJA 940, 3 units**

Taken at the end of the third summer, this course serves as a container for the oral comprehensive examination where, in part, students articulate the conceptualization of their dissertations. This course offers a final opportunity for students who did not have their concept papers approved during Dissertation Development in the spring to seek approval.

*Prerequisite: DJA 920, 930. Pass/No Pass*

## **Dissertation Development**

### **DJA 950, 3 units**

Writing a dissertation is arguably the most rigorous and ultimately rewarding work of any doctoral student's academic life. This course prepares students for the task, guiding them through the crafting of a research project which culminates in the first research product required by Pacifica: an approved concept paper. Students learn how to navigate through the dissertation landscape, including forming a committee, organizing a project of such magnitude, and confronting psychological roadblocks along the way.

## **Dissertation Writing**

### **DJA 960, 15 units**

During this course, the student assembles a committee, submits a proposal, writes the dissertation, and defends the dissertation in a public forum. This course traditionally follows the completion of all other coursework and successful completion of the comprehensive exams. However, a student who demonstrates readiness may choose to apply for this course while enrolled in regular coursework.

This option requires approval from the Program Chair. Addition fees are assessed for this course.

*Pass/No Pass. Prerequisites: DJA 900, 950, and an approved concept paper*

## **Self-Directed Studies**

### **DJA 970, 3 units**

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/s 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. All hours must be pre-approved through discussion with the program's Associate Chair. Pass/No Pass

## **M.A/Ph.D. in Depth Psychology**

### **with Emphasis in Community Psychology, Liberation Psychology, and Ecopsychology**

This specialization is a bold initiative to forge interdisciplinary, transformative approaches to personal, community, cultural, and ecological challenges of our time. While grounding students in psychoanalytic, Jungian, archetypal, and phenomenological lineages of depth psychology, Euro-American depth psychological theories and practices are placed in dynamic dialogue with ecopsychology, cultural studies, critical community psychology, and indigenous and liberation psychologies from diverse cultural settings.

To study community and ecopsychology in the light of liberation psychology is to commit to the exploration of the profound effects of injustice, violence, and the exploitation of others and nature in psychological, communal, and ecological well-being. It is a commitment to create paths to peace and reconciliation, justice, and sustainability.

Through community and ecological fieldwork and research, students work in the areas of their calling, while deepening their ethical discernment, practicing their repertoire of dialogue and arts-based approaches, and gathering the theoretical insight and practical skills to conduct participatory action research, community and organizational program evaluation, and transformative work.

Praxis classes mentor students in innovative group approaches: council/circle, appreciative inquiry, theater of the oppressed, public conversation, open space technology, community dreamwork, liberation arts, restorative justice, somatic approaches to trauma healing, conflict transformation, and imaginal and ritual approaches to community health and healing.

Students in the community psychology, liberation psychology, and ecopsychology specialization

- Deepen insight about individual, group, and cultural life through study of depth psychological concepts and practices

- Develop scholarly and creative writing skills
- Learn innovative approaches to trauma healing, restorative justice, ecological sustainability, community building, economic justice, forced migration, alternatives to violence, peacebuilding, and reconciliation
- Practice participatory action research and program and organizational evaluation, while deepening ethical discernment regarding issues of power and privilege
- Train in a wide variety of group approaches to cultural and ecological work
- Heighten sensitivity to the imaginal, the metaphorical, and the mythical
- Develop the capacity to teach in academic and community learning environments
- Apply insights to a wide variety of professions and leadership positions

Students and alumni work in fields such as education (high schools, colleges, universities, prisons, alternative learning centers, adult education, youth programs); prison reform and restorative justice initiatives; arts-based community building; trauma healing; advocacy and grassroots coalitions; social justice; organizational development and transformation; peacebuilding and community dialogue; health services (including hospice); non-profits; NGO's (nongovernmental organizations); planning and evaluation; land preservation; peak oil planning and sustainability issues; local food initiatives; philanthropy; microlending and economic alternatives.

Classes take place in nine, three-day sessions (Monday, Tuesday, Wednesday), approximately once each month during fall, winter, and spring. In the first and second summers, students complete community or ecopsychological fieldwork and research in their home communities or other off-campus sites. In the third summer and subsequent years, students are involved in writing their dissertations in their home communities.

## **Curriculum Overview**

### **FIRST YEAR**

#### **Fall**

Introduction to Depth Psychology – DPC 730, 2 Units

Introduction to Critical Community Psychology – DPC 700, 2 Units

Psychoanalytic Tradition: Social Psychoanalysis – DPC 760, 2 Units

Council Practice – DPC 871, 2/3 Unit

## **Winter**

Jungian Psychology – DPC 761, 2 Units

Psychologies of Liberation – DPC 781, 2 Units

Ecopsychology I: The Ethics of Place – DPC 732, 2 Units

Appreciative Inquiries – DPC 872, 2/3 Unit

## **Spring**

Indigenous Psychologies I – DPC 710, 2 Units

Foundations for Research in Depth Psychology: Participatory Qualitative Research – DPC 881, 2 Units

Mythopoetic Imagination: Community Theater – DPC 873, 1-1/3 Units

Community Dreamwork – DPC 874, 1-1/3 Units

## **Summer**

Community/Ecological Fieldwork Practicum – DPC 783, 5 Units

## **SECOND YEAR**

### **Fall**

Archetypal Psychology – DPC 762, 2 Units

Phenomenology and Communication of Depth Psychological Cultural and Ecological Work – DPC 880, 2 Units

Depth Psychology of Violence and its Prevention – DPC 731, 2 Units

Restorative Justice – DPC 875, 2/3 Unit

### **Winter**

Post-Jungian Psychology: Jungian Approaches to Culture and Ecology – DPC 862, 2 Units

Indigenous Psychologies II – DPC 860, 2 Units

Community Program and Organization Evaluation – DPC 879, 2 Units

Public Conversation – DPC 876, 2/3 Units

## **Spring**

Hermeneutic and Phenomenological Traditions – DPC 991, 2 Units

Ecopsychology II: Engaged Deep Ecology – DPC 847, 2 Units

Individual and Collective Trauma – DPC 923, 2 Units

Somatic Approaches to Trauma Healing – DPC 877, 2/3 Unit

## **Summer**

Community/Ecological Fieldwork and Research Practicum – DPC 883, 5 Units

Depth Transformative Practices – DPC 997, 0 Units

## **THIRD YEAR**

### **Fall**

Participatory Research Practicum: Creating an Interpretive Community – DPC 990, 2 Units

Community Building and Empowerment – DPC 720, 2 Units

Social Network Analysis – DPC 878, 1 Unit

Frontiers of Psyche-in-Community-and-Nature: Myth, Image, and the Sacred – DPC 925, 1.66 Units

### **Winter**

Advocacy and Policy Development – DPC 886, 2 Units

Coalition Building and Resource Mobilization – DPC 885, 1 Unit

Community and Organizational Careers Skill Building – DPC 884, 1 Unit

Reconciliation and Peacebuilding – DPC 740, 2 Units

Dissertation Development I – DPC 932A, 2/3 Unit

### **Spring**

Frontiers of Depth Psychology – DPC 963, 2 Units

Frontiers of Liberation Psychologies – DPC 964, 1 Unit

Liberatory Pedagogy – DPC 992, 2 Units

Frontiers of Ecopsychology – DPC 832, 1 Unit

Dissertation Development II – DPC 932B, 2/3 Unit

## **Summer**

Research Writing: Conceiving the Dissertation – DPC 933, 5 Units

## **Continuing**

Dissertation Writing – DPC 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.

## **TRADITIONS, LEGACIES, AND FRONTIERS OF DEPTH PSYCHOLOGY**

This portion of the curriculum grounds students in the psychoanalytic, Jungian, archetypal, and phenomenological lineages of depth psychology, as well as in the contemporary flowering of these traditions that aid cultural, community, and ecological understanding and transformation.

### **Introduction to Depth Psychology**

#### **DPC 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 ancient approaches to healing, encounters with the unconscious, and soul making through literature and mythology.

### **Psychoanalytic Tradition: Social Psychoanalysis**

#### **DPC 760, 2 units**

Freud’s students, colleagues, and dissenters generated a body of work that extended the focus of psychoanalysis to the relation between psyche and culture. The works of key psychoanalysts who have made important contributions to this body of work are explored.

### **Jungian Psychology**

#### **DPC 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. We explore the usefulness of Jungian concepts

for understanding inter and intrapsychic processes, as well as for seeing more deeply into the issues of our time.

### **Post-Jungian Psychology: Jungian Approaches to Culture and Ecology**

#### **DPC 862, 2 units**

In recent decades a number of theorists within Jungian circles as well as figures outside who use Jungian and archetypal ideas have offered needed perspectives on psyche in relation to culture, politics, and ecology. These voices will be studied as we discern future directions for Jungian studies.

### **Archetypal Psychology**

#### **DPC 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.

### **Hermeneutic and Phenomenological Traditions**

#### **DPC 991, 2 units**

This course introduces students to hermeneutics and phenomenology, two broad philosophical traditions that underlie the theory and practice of research in depth psychology. Historical, conceptual, and methodological foundations of both traditions are examined. Critical problems and conundrums in the theory and practice of hermeneutics and phenomenology are addressed, as well as cultural and ethical perspectives and implications.

### **Indigenous Psychologies II**

#### **DPC 860, 2 units**

Psychological knowledge with scientific ambitions has primarily emerged in the Western World. New movements around the world are seeking to create ownership of psychological and cultural knowledge in an expanded sense as a means of liberation from centuries of intellectual imposition. As a result, indigenous psychologies are proposing emic versus etic research, ethno-cultural methodologies, ethno-semantics, and ethno-epistemologies. These movements are furnishing the

making of a promising Ethno-Depth Psychology. This course will address the plurality of perspectives and voices representing cultural analyses of Depth Psychology and psychological phenomena in diverse geographical settings. Students will critically apply indigenous psychologies' methodologies, tools, and approaches and discern the interplay of intersubjectivity in the description of depth psychological cultural phenomena, as well as in the interaction of self-subject-culture-ecology.

### **Frontiers of Psyche-in-Community-and-Nature: Myth, image, and the Sacred**

#### **DPC 925, 1.66 units**

In their commitment to witnessing and understanding the unconscious dimensions of subjectivity, depth psychologies have practiced an interdisciplinarity that has welcomed the imaginal, the mythic, and the sacred. In the light of liberation psychologies, it is important to attend to the decolonization of our approaches to image, art, myth, and religion as we very psychological life in the context of community and nature. This class welcomes emerging perspectives on these topics.

### **Frontiers of Depth Psychology**

#### **DPC 963, 2 units**

Depth psychological theories and practices are placed in dynamic dialogue with ecopsychology, psychologies of liberation, and cultural studies from diverse cultural settings as we create a critical depth oriented community psychology for the 21st century. Contemporary work in Freudian, Jungian, archetypal, and phenomenological schools is explored, enabling students to begin to place their own evolving scholarship in dialogue with the frontiers of depth psychology.

### **CRITICAL COMMUNITY PSYCHOLOGY, LIBERATION PSYCHOLOGY, ECOPSYCHOLOGY**

These courses enlist us to create a depth psychologically informed critical community and ecopsychology for the 21st century. Community psychology, liberation psychologies, and ecopsychology are placed in conversation with depth psychology to explore the interface between psyche, culture, and nature, as we seek to create paths for psychological, community, cultural, and environmental well-being.



## **Introduction to Critical Community Psychology**

### **DPC 700, 2 units**

Students will be introduced to the history of community psychology and the application of critical theory to examine its concepts, methodologies, and frameworks within diverse socio-cultural, economic, and political contexts (i.e., social and human services, schools, youth development, the health care system, non-governmental, governmental, and community-based organizations). The process and outcome of the community mental health movement will be examined, showing how a depth psychological understanding of community assets and stressors, coping strategies, social networks, and social support contributes to the application of community-based approaches to holistic community health and well-being. Discourse on key concepts such as oppression, social class, ethnicity and racism, social justice, and social change will lead to the acquisition of practical skills in assessing community health and in utilizing lessons learned for social change and policy development.

## **Psychologies of Liberation**

### **DPC 781, 2 units**

This course places Euro-American approaches to depth psychology into conversation with psychologies of liberation arising from Asia, Africa, Central, and South America. By focusing on dialogue as their common methodology, we reflect on how one can integrate psychologies that have focused primarily on the individual and the intrapsychic with psychologies that look at the psychological through the lens of culture. How does this integration lead us to work with dream, symptom, image, and calling? How does it help us imagine depth psychological work with psychological suffering and well-being through small group and community participatory fieldwork and research? We examine the development of dialogical capacities across the intrapsychic, interpersonal, and group domains. This course lays the theoretical and practical foundation for depth psychologically oriented community fieldwork and research.

## **Indigenous Psychologies I**

### **DPC 710, 2 units**

The goal of this course is to initiate the student into the practice of seeing culture and cultural variation through a depth psychological lens, and into the practice of seeing depth psychology as a cultural phenomenon in itself. Students will learn how psychoanalysis has been applied in diverse

cultural settings, integrating disciplines such as anthropology, sociology, religion, mythology, and philosophy. Students will apply depth psychological methods and approaches to conduct cultural analysis of rituals, symbols, myths, magic, and healing strategies from indigenous cultures. Critical reflection will be used to nurture awareness of cultural counter-transference in understanding depth psychological cultural phenomena.

## **Community Building and Empowerment**

### **DPC 720, 2 units**

Students will analyze studies on community participation and empowerment, learning to assess (diagnose) pathways of community change, and designing interventions to foster community health. Students will learn to apply community capacity building strategies, interventions, and assessments to promote community empowerment, organizing, mobilization, and social activism. Lastly, students will be exposed to the analysis and development of participatory community visioning, planning and action models, and community learning, fostering a sense of community efficacy to strengthen holistic community health.

## **Advocacy and Policy Development**

### **DPC 886, 2 units**

This course will address processes and outcomes of community advocacy that address policy development for sustainable systems change. Students will learn skills in analyzing the social, cultural, economic, and ecological impacts of policies. Strategies and interventions that mobilize communities to participate in advocacy and policy development from the bottom up will be highlighted. Further, students will understand, analyze, and evaluate diverse procedures such as rapid response briefs, bills, and ordinances to influence legislation. Depth psychological factors that influence community mobilization will shed light into conscious and unconscious dynamics that emerge in the process of coalition and partnership formations to effect sustainable policy change. Important lessons learned from community case studies will bring these strategies and techniques into real life scenarios from which students will learn how to apply skills to influence policy development for social and environmental justice.

## **Individual and Collective Trauma**

### **DPC 923, 2 units**

The ever-enlarging literature on personal and community trauma is reviewed. The trauma literature is linked to the social and cultural environments that historically produced depth psychologies as well as contemporary perspectives. We explore the roles of victim, oppressor, collaborator, bystander, witness, and ally in relation to traumatic events. Approaches to the healing of collective trauma are discussed.

## **Depth Psychology of Violence and Its Prevention**

### **DPC 731, 2 units**

With the hope of deepening our capacities for both the prevention and treatment of violent behaviors, we will explore the archetypal foundations of violence in various myths, cultural beliefs about violence, and psychological theories that account for it. Innovative community treatment and prevention programs will be presented.

## **Frontiers of Ecopsychology**

### **DPC 832, 1 Unit**

This course explores ecopsychological approaches to selected environmental issues, such as climate change, environmental justice, interspecies communication, sustainability, addiction to consumerism, and the human/earth interface.

## **Ecopsychology I: The Ethics of Place**

### **DPC 732, 2 units**

Our human selves are part of a vast nexus that includes other selves, animals, plants, earth, and sky. The psychological is always already ecopsychological. The collective unconscious as well as conscious being in the world are continuous with the natural world. We shall move from Jung's writings on nature and spirit to new approaches to be found in contemporary ecopsychologists, anthropologists, poets of place, environmentalists, and ecologists. The aim is to rethink nature and psyche at once and together, and to illuminate our place as humans within the surrounding environment.

## **Ecopsychology II: Engaged Deep Ecology**

### **DPC 847, 2 units**

Many of us have become increasingly alienated from the natural world and its life-sustaining principles of interdependence, diversity, and reciprocity. Through practices such as wilderness rites of passage, nature/council circles, ecotherapies, and nature-based healing practices, we are given the opportunity to practice an ecopsychology that both honors the ways of our ancestors and also increases our responsiveness to the environmental crises that we face.

## **Phenomenology and Communication of Depth Psychological Cultural and Ecological Work**

### **DPC 880, 2 units**

Students orally present their community and ecological fieldwork and research, examining how depth, community, and liberation psychologies oriented their work. Through reflection on the array of fieldwork, students work toward discerning a phenomenology of depth psychological cultural and ecological work. Attention to the interfaces between culture and intrapsychic experience, between cultural/ecological symptom and individual suffering or psychopathology, ecological/cultural/institutional transformation and psychological and communal healing are stressed. Students study how such community based depth psychological work is of value to cultural work and to the evolution of depth psychological theory and practice. Scholarly and community based communication is explored, including approaches to oral presentation, development of posters, and community publication venues.

## **Reconciliation and Peacebuilding**

### **DPC 740, 2 units**

This course explores how cycles of revenge can be interrupted, as well as how efforts of reconciliation and reparation in postconflict situations can pave the path to ongoing and sustainable peace. The limits of peacebuilding in the aftermath of violent conflict will be confronted.

## **Frontiers of Liberation Psychologies**

### **DPC 964, 1unit**

This course offers theoretical and experiential study of various participatory, dialogical, and restorative approaches being developed throughout the world to foster critical consciousness, build

community, reconcile divisive differences, heal community trauma, transform oppressive social conditions, and imagine utopic possibilities.

### **Liberatory Pedagogy**

#### **DPC 992, 2 units**

In this culminating course students create their philosophies of teaching, and then embody them as they teach the work that draws them into their dissertations and professional work beyond the dissertation. This course fulfills the oral exam requirement. Pass/No Pass.

### **APPROACHES TO GROUP AND COMMUNITY PRACTICE**

These didactic-experiential classes introduce students to a wide variety of dialogical, arts, and image based approaches to community and organizational issues and dynamics.

### **Council Practice**

#### **DPC 871, 2/3 unit**

Circle and council practices build on ancient traditions of many cultures. They draw upon practices of deep listening to self and other, the honoring of contributions of all participants, and the sharing of leadership. Attention will be given to the use of council in educational and organizational environments.

### **Appreciative Inquiries**

#### **DPC 872, 2/3 unit**

This is an innovative approach used to guide communities in visualizing their community assets and how these can contribute to community health and well-being. Using participatory methodologies, students will learn to identify and map community assets and their impacts as well as design individual, group, and community applications.

### **Mythopoetic Imagination: Community Theater**

#### **DPC 873, 1-1/3 units**

Theater of the Oppressed, Legislative Theater, and Playback Theater will be explored for their potential to raise awareness, to build community, and to support community visioning and future planning.

## **Community Dreamwork**

### **DPC 874, 1-1/3 units**

This class will reclaim dreams as a community resource and practice methods (i.e., social dreaming, cultural dreaming, dream theater, communal vision questing) that allow us to hear the metaphorical resonance between dreaming and waking life, and to widen our perception to include the imaginal.

## **Restorative Justice**

### **DPC 875, 2/3 unit**

From Gacaca rituals in Rwanda to juvenile justice courts in the U.S., people are exploring both old and new alternatives to retributive justice. In the hope of re-including perpetrators into the human community, practices are developed to share the effects of the action in question and to search for ways to make human recompense, opening the path for forgiveness and mutual understanding.

## **Public Conversation**

### **DPC 876, 2/3 unit**

Students will learn approaches to working with groups when there is a history of divisive conflict. Structured conversation to promote mutual understanding and conflict transformation will be practiced.

## **Somatic Approaches to Trauma Healing**

### **DPC 877, 2/3 unit**

Community based somatic approaches to healing trauma, re-establishing a sense of trust, and engendering resilience will be explored.

## **Social Network Analysis**

### **DPC 878, 1 unit**

Students will learn the theory and methodological approaches to conduct Social Network Analysis. They will learn how to assess group and community relations and to determine pathways to improve community health, identifying key organizational and community assets to design and evaluate community and group interventions.

### **Depth Transformative Practices DPC 997, 0 units**

Various schools of depth psychology have created therapeutic contexts for personal transformation and/or healing. These practices are related to transformative rituals and rites across cultures and history. Ecological, cultural, and organizational work has also created transformative practices. During the first two years of the program, students are expected to engage in a minimum of 60 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, individual depth psychotherapy, group dialogue work, community theater, facilitated vision questing, rites of passage, arts based community work, appreciative inquiry. Students are invited to use this requirement to gain experience and further training in a group or community modality they hope to use in their work. Students are required to submit a proposal in advance of beginning and a log recording the hours they complete. Pass/No Pass.

### **PARTICIPATORY FIELDWORK AND RESEARCH**

Through participatory and dialogical fieldwork and research, students learn how to apprentice to community groups and issues, to be a witness to the ongoing work of such groups, to work collaboratively toward mutually desired transformations and actions, and to evaluate to what extent these goals have been reached. Research approaches—such as hermeneutic, phenomenological, critical, participatory action, and feminist—enable students to deeply engage a group's questions and concerns, while deepening ethical discernment around issues of power and privilege.

### **Foundations for Research in Depth Psychology: Participatory Qualitative Research DPC 881, 2 units**

Students are provided with the theoretical perspective and methodological tools to engage in community and ecological fieldwork and research. This form of research draws on the critical theories of feminist, third world, and indigenous research practices. It requires that researchers participate collaboratively with those in their research community to foster individual and community self-reflection, knowledge, and empowerment.



## **Community/Ecological Fieldwork Practicum: Tending the Soul of the World**

### **DPC 783, 5 units**

This summer externship helps students to create a bridge from their growing theoretical knowledge of depth and liberation psychologies to cultural and ecological fieldwork that supports psychological and community well-being. Through participatory work in community settings connected to a contemporary cultural, community, or ecological issue that interests them, students explore and practice applications of depth psychology that extend beyond the consulting room. Pass/No Pass.

## **Community/Ecological Fieldwork and Research Practicum**

### **DPC 883, 5 units**

In this externship students either return to the site of their original fieldwork or choose a new one. Some fieldwork may involve the student in the ongoing work at that site; some may involve depth psychologically oriented work that is initiated by the student in consultation with members of the community. This summer students also have the option to engage in a pilot piece of research in order to hone the research skills that will assist them in the work of their dissertation. Through deep listening to or dialogue with the community where they are working, students generate research questions that may be explored using various phenomenological/heuristic/hermeneutic methodologies and/or participatory action research approaches. Pass/No Pass.

## **Community and Organizational Careers Skill Building**

### **DPC 884, 1 unit**

Students will learn skills in proposing and conducting research and advocacy in non-governmental and community-based organizations. Further, students will acquire grant-writing skills to help organizations and grassroots groups find economic means to conduct their own projects.

## **Coalition Building and Resource Mobilization**

### **DPC 885, 1 unit**

A resource mobilization approach to community organizing emphasizes the critical study of structural and natural ecologies that both enable and constrain the availability and equitable distribution of existing and future assets and their impact on the sociopolitical and built and natural environments. It examines these assets and resources, the existing and potential social networks, and the necessary strategies and opportunities to mobilize them for social justice, peace building, and sustainability. In

this course students will gain foundational skills in community organizing to mobilize community assets to attain desired community and/or ecological goals, and in the critical discernment of conscious and unconscious dynamics of collective action and solidarity. Students will acquire skills in grant writing, community asset mapping, and strategy development to identify key community organizations and groups to build coalitions for sustainable systems change.

## **Community Program & Organization Evaluation**

### **DPC 879 2 units**

Students will learn to conduct community program and organizational evaluations using depth psychological frameworks, for example, collecting and analyzing symbols, rituals, myths, and collective dreams, interpreting results and applying lessons learned for community and organizational healing and development. Particular emphasis will be given to the role of worldview and political ideology in addressing evaluative inquiry and the framing of an evaluation approach. Students will learn to design evaluations, develop evaluation plans, and align evaluation questions to program and organizational learning needs. In addition, students will conduct needs assessments, define and prioritize program goals and objectives, and develop procedures and techniques to identify evaluation data sources and target population. Emphasis will be placed on participatory and empowering evaluation approaches that increase program sustainability.

## **Participatory Research Practicum: Creating an Interpretive Community**

### **DPC 990, 2 units**

Students will work with a variety of qualitative interpretive frameworks, including phenomenological, heuristic, voice-centered, and intuitive inquiry, in order to learn how to deepen their analysis of interview data. By engaging together in research, students will deepen their sensitivity to ethical issues and the impact of social location on interpretation, as well as practice strategies to include interviewees in the analysis of their own experiences.

## **Dissertation Development I**

### **DPC 932A, 2/3 unit**

The Dissertation Development two-course sequence provides the framework for writing the concept paper, which serves as the basis for the dissertation proposal. The focus of the first course is on

crafting a research question/area and choosing a methodological approach that is appropriate to it.  
Pass/No Pass.

## **Dissertation Development II**

### **DPC 932B, 2/3 unit**

Students complete a concept paper and learn to craft a literature review. Prerequisite: DPC 932A.  
Pass/No Pass.

## **Research Writing: Conceiving the Dissertation**

### **DPC 933, 5 units**

For students who do not yet have an approved concept paper, this course provides another opportunity to have their concept paper submitted and approved. Students begin to craft their dissertation literature review. Prerequisites: DPC 932A, DPC 932B. Pass/No Pass.

## **Dissertation Writing**

### **DPC 980, 15 units**

During this course, students assemble their dissertation committees, write their proposals, complete the dissertation process, and defend their dissertations in a public forum. This course may be taken concurrently with other courses. Additional fees are assessed for this course. Prerequisites: DPC 932A, DPC 932B, DPC 933. Pass/No Pass.

# **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 ECOPSYCHOLOGY 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.

## Ph.D in Depth Psychology

### With Emphasis in Psychotherapy

“Paraphrasing Wilfred Bion’s summary of his life as a psychoanalyst, it is the therapists responsibility to ‘make the best of a bad job.’ Psychotherapy is a meeting of two personalities which will likely lead to an emotional storm with an uncertain outcome. There is risk for both parties. The experience is a thrilling mutual descent into the unconscious. The education at Pacifica is designed to help each student discover the unique healing music hidden in our own developmental history. To expand our awareness and build the mental muscle to live in the transference field in an empathic and transformative manner.”

**—Allen Bishop, Program Chair**

At the heart of Depth Psychotherapy, we discover a radical connection to the living psyche that reaches beyond the individual and crosses the boundaries of time and culture. Rooted in a profound commitment to psyche, the Depth Psychology with Emphasis in Psychotherapy Program draws on three important streams of knowledge: Jungian and psychoanalytic theory and practice; current psychological research, including the latest developments in fields such as neurobiology and complex adaptive systems theory; and the perennial wisdom found in the world’s myths, literature, art, and spirituality. Students are challenged to find and develop their own unique talents as psychotherapists by reimagining the practice of psychotherapy for the 21st century.

We view the work of being a psychotherapist as a lifelong process of personal transformation – a process Jung referred to as individuation. As faculty and students together, we are committed to the development of consciousness – striving to become aware of our own unseen aspects, the hidden depths in our clients, and the unexamined assumptions that underlie our cultural and world views. Students in this program build their clinical skills, deepen their understanding of the archetypal

dimensions of human experience, and develop the capacity to conduct independent scholarly research.

The curriculum is designed for students who have completed sufficient coursework for licensure at the master's level. The Ph.D. in Depth Psychology with Emphasis in Psychotherapy includes three years of coursework and the successful completion of a dissertation. Courses are offered in the following three areas:

- Theory and traditions of Depth Psychotherapy
- Psychotherapy informed by the humanities and interdisciplinary studies
- Integrated praxis: Research and casework

## **Curriculum Overview**

Depth Psychology with Emphasis in Psychotherapy classes take place during three-day sessions approximately once each month during the fall, winter, and spring quarters. Summer quarter coursework is offered in a single five-day session.

### **FIRST YEAR**

- |        |  |
|--------|--|
| FALL   | Psychoanalytic Psychotherapy I – DPP 763, 2 Units                        |
|        | Psychotherapy Informed by the Mythic Tradition – DPP 921, 2 Units        |
|        | Foundations for Research in Depth Psychotherapy I – DPP 784, 2 Units     |
| WINTER | Jungian Psychotherapy I – DPP 761, 2 Units                               |
|        | Depth Approaches to Psychopathology – DPP 760, 2 Units                   |
|        | Practicum II: Face-to-Face Group Case Consultation – DPP 781, 2 Units    |
| SPRING | Historical Foundations of Depth Psychology – DPP 730, 2 Units            |
|        | Practicum III A: Processes of Therapy and Supervision – DPP 783, 2 Units |
|        | Practicum III B: Scholarly Research and Writing – DPP 785, 2 Units       |

SUMMER    Practicum I: Working with Dreams – DPP 780, 2 Units  
             Arts, Psychology, and the Poetic Imagination – DPP 896, 2 Units

## **SECOND YEAR**

FALL        Psychoanalytic Psychotherapy II – DPP 863, 2 Units  
             Dissertation Development I – DPP 832, 2 Units  
             Psychotherapy and Culture I: Diverse Healing Traditions – DPP 830,  
             2 Units

WINTER    Foundations for Research in Depth Psychotherapy II: Imaginal  
             Perspectives – DPP 882, 2 Units  
             Jungian Psychotherapy II – DPP 861, 2 Units  
             Practicum IV: Face-to-Face Group Case Consultation – DPP 880,  
             2 Units

SPRING    Archetypal Psychotherapy - DPP 762, 2 Units  
             Literary Foundations for Depth Psychotherapy – DPP 835, 2 Units  
             Practicum V: Face-to-Face Group Case Consultation – DPP 890, 2 Units

SUMMER    Practicum VI A: Processes of Therapy and Supervision – DPP 883,  
             2 Units  
             Introduction to Research: Overview of Qualitative Methods – DPP 782,  
             2 Units

## **THIRD YEAR**

FALL        Jungian Psychotherapy III – DPP 961, 2 Units  
             Interpersonal Neurobiology, Affective Neuroscience, and Depth  
             Psychology – DPP 870, 2 Units  
             Practicum VIII: Face-to-Face Group Case Consultation – DPP 985,  
             2 Units  
             Dissertation Development II – DPP 932A, 2/3 Unit

- WINTER Psyche in Nature – DPP 732, 2 Units  
Practicum VII: Face-to-Face Group Case Consultation – DPP 980,  
2 Units  
Selected Topics in Theory and Practice II – DPP 993, 2 Units  
Dissertation Development III – DPP 932B, 2/3 Unit
- SPRING Psychotherapy and Culture II: Culturally-Based Symptoms – DPP 831,  
2 Units  
Psyche and the Sacred – DPP 920, 2 Units  
Practicum IX: Face-to-Face Group Case Consultation – DPP 990,  
2 Units  
Dissertation Development IV – DPP 932C, 2/3 Unit
- SUMMER Oral Comprehensive Presentation – DPP 994, 2 Units  
Imaginal Psychotherapy – DPP 962, 2 Units

## **CONTINUING**

Dissertation Writing—DPP 999, 15 Units

This curriculum may vary depending upon changing academic needs.

Selected courses may have online components. The required fourth and fifth years of study focus on reading, research, and dissertation writing.

## **Allen Bishop, Ph.D.**

### **Chair, Ph.D. Program in Depth Psychology with Emphasis in Psychotherapy**

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.

## **THEORY AND TRADITIONS OF DEPTH PSYCHOTHERAPY**

### **Historical Foundations of Depth Psychology**

#### **DPP 730, 2 units**

Students explore the organizing perspectives and therapeutic approaches which have shaped contemporary Western psychology. The philosophical principles of psychological models from antiquity to the present era are examined, such as those associated with religious traditions, medicine, and the schools of psychoanalysis, behaviorism, existential, humanistic, post-modern, and multicultural and cross-cultural psychology. The course includes a discussion of the history and development of psychology as an intellectual and scientific discipline, and depth psychotherapy as a practice.

### **Jungian Psychotherapy I**

#### **DPP 761, 2 units**

Classical Jungian concepts such as ego, persona, shadow, animus/anima, Self, complex, archetype, collective unconscious, transcendent function, and individuation are studied. In addition, the centrality of dreams, active imagination, typology, and transference/countertransference considerations are all reviewed in the context of psychotherapeutic practice. Further clinical application of Jungian thought is demonstrated through readings of primary texts and secondary source material as they elucidate Jung's original work. Particular attention is paid to how various forms of psychopathology can be viewed on multi-dimensional levels from the personal and cultural-historical, to the archetypal, mythic, and imaginal.

### **Jungian Psychotherapy II**

#### **DPP 861, 2 units**

This course explores the phenomena of synchronicity and paranormal experience, which marked a new creative phase in Jung's later work that has far-reaching theoretical and psychotherapeutic implications. Synchronicity involved a redefinition of reality based on acausality, nonlocality, and the participation of consciousness and imagination, leading towards what Jung calls *creatio continua*,

continuing creation. Students examine the implications of these shifts for clinical practice including the centrality of the dream, the power of anomalous experience during waking consciousness, and the religious function of the psyche.

### **Jungian Psychotherapy III**

#### **DPP 961, 2 units**

In this course the later work of Jung is reviewed within the context of those post-Jungians who have focused on the application of these ideas to psychotherapy. Jung wrote extensively on the cultural/historical background to his psychology of the unconscious and its archetypal foundation, in part because symbols and mythic images from cross-cultural sources (and their modern variants) appear in patients' dreams, fantasies, and symptoms. Knowledge of this background is useful in understanding, amplifying, and providing a foundation for such case material. Topics for this course may include Jung's studies of alchemy as applied to clinical practice by Edward Edinger and Marie Louise von Franz; the archetype of the feminine and its amplification by von Franz, Mary Esther Harding, Marion Woodman, and others; the archetype of the shadow and its exploration by Adolf Guggenbühl-Craig; current developments in neuroanatomy that relate to core Jungian ideas such as archetypes and complexes, and other areas at the discretion of the instructor. Fairy tales, creation myths, the mystery traditions, or various mythologies (Greek, Egyptian, etc.), as they represent psychological processes, may also be addressed.

### **Imaginal Psychotherapy**

#### **DPP 962, 2 units**

This course explores the traditions that comprise the field of Imaginal Psychology and elaborates the unique features of Imaginal Psychotherapy that flow from these traditions. Utilizing a phenomenological attitude, which is attentive to the process of psychotherapy and to the experience of being a psychotherapist 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.

This course has two further major intentions:

To review and study the traditions that comprise the field known as Imaginal Psychology, and to honor your own experiences of the imaginal realm;

To appreciate that imaginal psychotherapy begins with the vocational depths rather than technical dimensions of our work, and as such envisions the awakened heart as the organ of vision and imagination in a healing process that focuses on dreams, active imagination, feeling and intuition, as well as a recognition of the symbolic and mythic depths of the soul.

### **Psychoanalytic Psychotherapy I**

#### **DPP 763, 2 units**

With the publication of *Interpretation of Dreams* (1900), Freud set the foundation for psychoanalytic scholarship the first 100 years. This course provides an overview of the seminal clinical insights harvested by Freud and his early followers, paying attention paid to clinical technique in the psychoanalytic situation. Building on Freud's ideas, two major theoretical paradigms have emerged in the last century. Students engage the clinical ideas of Melanie Klein and Heinz Kohut and discuss how they both elaborate and depart from Freud's initial vision. The core concepts of technique studied include the transference/countertransference field, the therapeutic alliance, projective identification, the psychoanalytic frame, insight and interpretation, and-termination.

### **Psychoanalytic Psychotherapy II**

#### **DPP 863, 2 units**

This course continues explorations of the work of Freud, Klein, Bion, and others and focuses primarily on current trends in psychoanalysis and in psychoanalytic psychotherapy. Students look at approaches to specific problems and pathological structures and delineate the dynamics and treatments of various psychological symptoms including borderline and psychotic conditions.

### **Archetypal Psychotherapy**

#### **DPP 762, 2 units**

Focusing primarily on the work of James Hillman, this course first examines his critique of clinical psychology and analytical practice and his call to enlarge the frame of practice to include the greater community and culture. Students learn the theoretical connections and differences between Archetypal Psychology and the works of other depth psychologists including Freud, Adler, and Jung. In addition there is particular focus on moving from theory to practice, specifically regarding the use of images to deepen one's work.

## **Depth Approaches to Psychopathology**

### **DPP 760, 2 units**

This course examines various psychoanalytic original formulations and continues with contemporary psychoanalytic and Jungian views. Students study the psychodynamic view of character formation and looks at the major character disorders, neuroses, and psychotic states both from the point of view of their phenomenology and their unconscious underpinnings. In each case we describe the ways in which theorists of different schools have approached these disorders, and various psychotherapeutic approaches, especially noting Freudian, Kleinian, self-psychological, intersubjectivist, and Jungian attitudes to them.

## **Selected Topics in Theory and Practice**

### **DPP 993, 2 units**

These courses provide flexible opportunities to explore a variety of selected topics important to the practice of psychotherapy from a depth perspective. The content areas may highlight current trends in theory and practice, work with special populations, diversity, law and ethics, or interdisciplinary themes not already covered.

## **Interpersonal Neurobiology, Affective Neuroscience, and Depth Psychology**

### **DPP 870, 2 Units**

Examining recent developments in affective neuroscience and interpersonal neurobiology, this course will explore contemporary research across a group of disciplines that illustrate the principles of transformation common to living systems, including various hypotheses concerning the evolutionary role of ancient subcortical, emotional, bodily and imagistic processes. Developments in these areas constitute a paradigm shift in our thinking about the brain and mind. This course examines embodied models of mind/brain emphasizing intersubjectivity, nonlinearity, and self-organization, centering on the prototypic concept of regulation. Using our current neurobiological understandings of subjective states, consciousness, and the self, the course will describe contemporary issues within depth psychology such as embodiment, the nature of the self, and the radical interdependence of psyche, nature, and culture.

## **Arts, Psychology, and the Poetic Imagination**

### **DPP 896, 2 Units**

The philosophical underpinnings of the relationship between our internal muse, emotion, psychological states (including psychosis) and creativity will be examined, both didactically and experientially. Immersing ourselves in the interrelationship of the arts, psychology, and poetic imagination will provide a platform for expanding affect tolerance and a greater facility in the utilization of countertransference in the course of the therapeutic hour.

## **PSYCHOTHERAPY INFORMED BY THE HUMANITIES AND INTERDISCIPLINARY STUDIES**

### **Psyche in Nature**

#### **DPP 732, 2 units**

The ethos of psyche-centered psychotherapy is not merely a construct of interiority. It has important implications for how we situate our lives within the context of a field or system. If we depart from the fantasy of the autonomous ego and engage instead with the image of ego as a constellation within the psyche, our imagination about the nature of our individual relationship to the world also shifts. This course focuses on the ecological view of human interactions, including the particular interaction of psychotherapy. The metaphors of ecology offer valuable directions for understanding systemic perspectives on couples, family, group, and organizational psychological practice, and provide lenses through which to regard our relationships.

### **Psychotherapy and Culture I: Diverse Healing Traditions**

#### **DPP 830, 2 units**

This course places the practice of psychotherapy in dialogue with diverse traditions of counseling and healing from one or more non-Western cultural settings. By examining similarities and differences with other traditions students can begin to appreciate the deep common ground that unites all forms of work with the psyche. Students also develop greater awareness of culture-specific attitudes about pathology and health that tend to become codified in clinical practice.

## **Psychotherapy and Culture II: Culturally-Based Symptoms**

### **DPP 831, 2 units**

Cultures and communities themselves may be symptomatic, and symptoms felt at the personal level are often culturally based. Alienation, poverty, oppression, violence, and trauma sometimes provide the context for psychological development that often become the focus of treatment as if they were intra-psychic in origin. This course examines the special nature of psychotherapy in the context of culturally-based stressors. It may include focus on issues related to work with patients from diverse backgrounds, problems of language, and the role of the therapist in cultural criticism and culture change. Various theorists who describe the relationship between culture and depth psychology will be discussed.

## **Literary Foundations for Depth Psychotherapy**

### **DPP 835, 2 units**

When Aristotle wrote of tragedy in his *Poetics* in the 5th century BCE, he observed that some cathartic or therapeutic cleansing occurred by means of poetry. His discovery has remained true of poetry's power to assist psyche's healing by acknowledging its shadowed contours. Classic narratives have contemporary relevance. Through revealing the movement of soul in its struggles to know itself and its relation to a larger world order, literature holds up a mirror to the personal and collective psyche.

## **Psyche and the Sacred**

### **DPP 920, 2 units**

The psyche's capacity and affinity for sacred experience, as expressed in religion, ritual, and encounters with the numinosum, continually remind us of the importance of a spiritual consideration in all psychological work. Jung once said that all psychological problems are essentially religious problems. If true, this idea becomes especially interesting to practitioners of depth psychotherapy in the ways it calls for a revision of our notions of self, suffering, pathology, and of approaches to treatment. This course explores ways that a depth psychotherapist might work with the religious function of the psyche.

## **Psychotherapy Informed by the Mythic Tradition**

### **DPP 921, 2 units**

Freud, Jung, and many of their critics and followers have consistently and directly recognized the natural connection between mythology and psychology. Mythology is often seen as a kind of psychology in its use of images, stories of struggle and transformation, and in the way it connects us across boundaries of culture, time, and space. Students examine this historical connection between mythology, psychology, and psychotherapy as well as the mythic base of psychology and the healing arts.

## **INTEGRATED PRAXIS: RESEARCH AND CASEWORK**

### **Practicum I: Working with Dreams**

#### **DPP 780, 2 units**

Throughout time and across cultures, dreams have opened the door to the psyche, offering contact with the transcendent and nourishment for the soul. This class considers Jungian and post-Jungian approaches to the dream and explores their careful integration into psychotherapeutic work. The main focus of the class is on developing personal ability and style in relating to dreams. We invite a lived experience of dream consciousness to be present by sharing our own dreams and images throughout the class.

### **Introduction to Research: Overview of Qualitative Methods**

#### **DPP 782, 2 units**

This course provides an in-depth study of major qualitative methodologies, including their theoretical basis as well as their practical and ethical implications. It shows how questions of methodology are organically related to the research topic and affect the organization and outcome of the work. The emphasis on data gathering and data analysis is intended to give students practical hands-on experience working with research data.

### **Foundations for Research in Depth Psychotherapy I**

#### **DPP 784, 2 units**

This course invites students to contemplate how the fathomless psyche affects the process of research. Taking seriously the core philosophical assumption of depth psychology, the reality of the

unconscious, introduces profound shifts in one's ontology, epistemology, and methodology. In light of this, what can researchers claim to know and how do they know it? This course introduces students to some of the key ideas that affect research including psyche, archetype, and image, explains Jung's technique of active imagination, and teaches close reading and textual analysis as part of a general introduction to the practice of hermeneutics.

## **Foundations for Research in Depth Psychotherapy II: Imaginal Perspectives**

### **DPP 882, 2 units**

In complex research the wounded researcher is called into his or her work through his or her complexes. In this regard, research is a vocation. A topic chooses a researcher as much as, and perhaps even more than, he or she chooses it. The primary task of doing research that keeps soul in mind is, therefore, to differentiate among the researcher's conscious intentions for the work, his or her complex projections onto the work, and the voices of the soul of the work. This work of differentiation takes place at different levels of the transference field between the researcher and the work. These dialogues are an alchemical, hermeneutic process, and consideration is given to how this variation differs from more traditional conceptions of hermeneutics. It is a process that is applicable to all methods. Consideration is also given to how this process shapes psychological writing.

## **Dissertation Development I**

### **DPP 832, 2 units**

In this second year course, students begin to conceive of the dissertation by refining some of the ideas or topics of interest into research questions that might well become dissertation topics. In a combination of readings, lectures, and group discussions, students begin to imagine the shape, focus, and methodologies of their dissertations. Students become familiar with the dissertation process at Pacifica as described in the Dissertation Handbook. In addition, students begin to explore issues related to forming a Dissertation Committee. Some students may use this course to seek approval for the Concept Paper, which is the first formal step in the dissertation process.

## **Dissertation Development II, III, IV**

### **DPP 932 A, B, C, 2/3 unit per quarter**

These classes span the third year of coursework, slowly and organically guiding students toward the completion of an approved dissertation concept paper. Over the three quarters, each student sets



individual learning goals that reflect their place in the research process. The instructor monitors and guides students' progress in meeting those goals so that, by the end of the spring quarter, most or all students will emerge with an approved concept paper. The course answers any and all questions concerning dissertation writing at Pacifica, including how to refine a research question, select and review relevant literature, choose an appropriate research methodology, articulate a thoughtful approach to research ethics, and form a dissertation committee. *Prerequisites: DPP 932 A for DPP 932 B and DPP 932 B for DPP 932 C.* Pass/No Pass

## **Oral Comprehensive Presentation**

### **DPP 994, 2 units**

A key aspect of the doctoral degree is that it moves us from the realm of student into the realm of professor. Whether or not we ultimately become teachers, we must still come to see ourselves as professors, giving back to the world a synthesis of what we have learned. In this course we develop effective teaching and presentation skills. Students present to colleagues and professors addressing all three of the program's educational domains—Theory and Traditions of Depth Psychotherapy; Psychotherapy Informed by the Humanities and Interdisciplinary Studies; and Integrated Praxis: Research and Casework. The course is conducted in a seminar format combining readings, lecture, and experiential elements. Listening and responding to one another is an important part of the process. Pass/No Pass

## **Practica II, IV, V, VII, VIII, and IX: Face-to-Face Group Case Consultation**

### **DPP 781, DPP 880, DPP 890, DPP 980, DPP 985, and DPP 990, 2 units each**

The practica are conducted in groups of seven to ten students and involve case consultation supervised by faculty. The goals of these courses are to integrate theoretical learning with practical experience, and to demonstrate a variety of approaches to practice from a depth perspective. Students present a case for depth supervision at least once per quarter in the practica. In addition to case consultation, each quarterly practicum announces a particular theme that typically mirrors specific material in other coursework including topics such as race and cultural diversity in the practice of psychotherapy, depth approaches to assessment, and ethical problems in a Depth Psychotherapy Practice. During the clinical practica third-year students present a control paper, examining their clinical work with one client in depth. Pass/No Pass

## **Practica IIIA and VIA: Processes of Therapy and Supervision**

### **DPP 783 and DPP 883, 2 units each**

These two courses combine lecture and small group discussions that focus on various – processes of depth psychotherapy. Topics may include working to build therapeutic relationship, resolving transference issues, and depth approaches to both case presentation and supervision. Techniques such as dreamwork, active imagination, psychodrama, and uses of other therapies such as body work, and pharmacological treatments are also topic considerations. The format of these courses often includes guest speakers and may combine all three years of students for presentations.

Pass/No Pass

## **Practica IIIB: Scholarly Writing and Publication**

### **DPP 785, 2 units**

These two courses combine lecture and small group discussion to introduce and augment students' research and writing skills with the aim of publishing their work. The intention is to use the student's clinical experience with patients as the starting point and ground for theoretical contributions to scholarship in psychology. What research questions that have personal, professional, and cultural relevance live in the clinician's practice itself? The courses help students develop ideas for short journal articles as well as imagine and formulate their dissertation topic. As a result, topics may include a review of research methods and approaches, essential research skills such as finding and reviewing key literature, and a discussion of dissertation writing at Pacifica.

## **Dissertation Writing**

### **DPP 999, 15 units**

Under the supervision of a Dissertation Committee, the student submits a proposal, conducts original research, writes, and defends the doctoral dissertation. This course traditionally follows the completion of all other coursework and successful completion of the comprehensive exams.

However, students who demonstrate readiness may choose to apply for this course while enrolled in regular coursework. This option requires approval from the Chair of the program. Additional fees will be assessed for this course. Pass/No Pass

## Requirements for Graduation

1. Students must complete a total of 83 quarter units to fulfill the degree requirement 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 comply with attendance requirements as stated in the Student Handbook.
3. Students must successfully pass a comprehensive written examination at the end of the second year of coursework.
4. Students must successfully present a Control Paper describing their clinical work with one client to two faculty members during the third year of the clinical practica.
5. Students must successfully complete a -comprehensive oral presentation at the end of the third year of course work.
6. Students must write, submit, and defend an original dissertation accepted by the faculty.
7. *Students are advised to take part in depth-oriented psychotherapy or analysis while enrolled in this program. While this is not monitored or required for graduation, it is strongly recommended.*

## Practicum requirements

There is no minimum number of required hours of practice, but students must be engaged in the practice of psychotherapy while enrolled in coursework. This assures that all students will be able to participate fully in the sequence of practicum courses. Pacifica does not provide supervision as required for licensure or any other purpose. Students must provide for their own insurance coverage for professional liability.

## Notice regarding internship and licensure

The Depth Psychology with Emphasis in Psychotherapy Program is designed specifically for those who are already licensed or already have sufficient academic and other credentials to pursue licensure at the level in which they intend to practice. The degree program provides in-depth education in the theory and practice of psychotherapy and related research practices. Although some students may wish to pursue licensure after earning the doctorate, this curriculum does not contain any license-specific coursework. Furthermore, although students will engage in some form of psychotherapeutic practice while in this program, Pacifica Graduate Institute does not authorize, monitor, or supervise that practice in this particular program, nor do we arrange or administratively support traineeships, pre- or post-doctoral internships, or other licensing practice requirements.

## **Comprehensive examinations**

The comprehensive examination consists of a written portion taken in the spring of second year and an oral portion taken in the summer of third year. The written exam is divided into three sections corresponding to the three study tracks of the program: Theory and Traditions of Depth Psychotherapy; Psychotherapy Informed by the Humanities and Interdisciplinary Studies; and Integrated Praxis: Research and Casework. It is designed to assess knowledge gained in the first two years of coursework and serves as a qualifying exam that students must pass in order to continue into the third year of study. 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.

## **Control Paper**

During the third year clinical practica series, each student presents a control paper that demonstrates his or her clinical work and the ability to synthesize a variety of appropriate clinical perspectives while maintaining his or her own unique style of practice.

## **Doctoral Dissertation**

The dissertation process involves the completion of all coursework in research methodologies, dissertation development, and dissertation writing. Students must complete Dissertation Development I and have an approved Concept Paper before enrolling in Dissertation Writing. The Dissertation Committee is composed of a Chair, a Reader, and an External Reader. Each committee member must possess an earned doctorate based in part on a dissertation unless the Chair of the program waives this requirement.

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

# M.A. in Engaged Humanities and the Creative Life

## A Hybrid Online/Low-Residency Program

“Pacifica’s M.A. in Engaged Humanities and the Creative Life enables you to conceive and incubate your own creative project—either drawn from professional life in the world, or from your desire to live more authentically. Come and learn with us arts practice enhanced by the creative psyche and the ecological humanities.”

- Susan Rowland, Ph.D., Program Chair

“The creative act is not hanging on, but yielding to a new creative movement.”

—Joseph Campbell

In today’s rapidly changing world, we are constantly called to yield, as Joseph Campbell writes, to a new creative movement, to create and recreate all fields and invent new forms, structures, designs, and products that address the needs of our era. Campbell suggests that “we are at this moment participating in one of the very greatest leaps of the human spirit,” a leap fueled by the creative impulses manifested in part by the new sciences, and in part by technology, the arts, and humanities. The Internet has democratized the creative movement: never before has it been so easy to share in the creative process and products of humanity. Indeed, we live in awe-inspiring times.

At Pacifica Graduate Institute, we believe the wisdom traditions of the humanities and depth psychology influence the arts and new media, and this influence and confluence can help inform and enrich the creative life. In keeping with Pacifica’s mission to tend soul in and of the world, this program suggests there is no fundamental difference between art-making and soul-making. We can tend to soul in the world by tending to our creative life in the world. The world itself has a creative life, manifested in the archetypes of the collective unconscious, whose symbols, images, metaphors, and movements are all the *prima materia* for the creative movement of humanity.

The program invites students in the visual, performing, narrative, studio, and media arts; the creative side of advertising, marketing, and product development; teachers of art, literature, and the humanities; professionals in creative fields such as architecture, interior design, and fashion, and the film, television, and music industries; and any others who want to live and work more creatively, or foster creativity in themselves and others. It combines intellectual rigor with creative expression, encouraging dialogue amongst students and faculty working in all mediums in an effort to deepen and

broaden our individual and collective potential to make our contribution to the humanities. The program culminates in the completion of a substantial creative project or portfolio.

What does it mean to live a creative life? How can we contribute to the leap in human spirit of our times, and move forward in awe? Join us in this one-of-a-kind degree program dedicated to exploring these questions, and expanding the answers.

Students in the M.A. in Engaged Humanities and the Creative Life Program:

- Discover strategies for tapping into the deep well of the collective unconscious as a source of creativity, including studying imagery, symbolism, and the archetypal patterns and stories that underpin our everyday lives
- Study how people working in any creative capacity in any creative medium inspire and influence each other, and experience that same inspiration and influence inside of their cohort
- Increase their generativity and cultivate their aesthetic sensibility and sensitivity by being in constant conversation about the creative life with faculty and peers, with great literature, classic films, and works of art spanning diverse genres, cultures, and periods of time
- Find rich sources of inspiration in the humanities, including the study of mythology, philosophy, psychology, history, literature, and ecology as they affect the art and craft of living and working artfully
- Collaborate with a community of creative individuals from across a wide variety of artistic disciplines, educational backgrounds, and life experiences
- Complete two substantial creative projects and reflect upon their creative process
- Receive a degree which expands their job options or opens up new career tracks

The approach is broad, strongly interdisciplinary, and satisfying for those who seek to combine intellectual exploration with creativity. Candidates from a variety of backgrounds are encouraged to apply.

## Curriculum Overview

The M.A. program in Engaged Humanities and the Creative Life with provides an education in the humanities informed by mythology and depth psychology. The program's unique learning format combines the best aspects of a connected, heartfelt, inter-personal experience with the convenience of distance-learning technology.

## **Pacifica Graduate Institute Online**

This degree program takes advantage of online distance-learning technology that allows students to work and learn in their home environments. Additionally, once each quarter, students gather on Pacifica's Ladera Lane Campus for a four-day weekend (Thursday– Sunday) in residence. During these on-campus sessions, students have access to the Institute's extensive resources and are able to further community involvement and professional collaboration. They join classmates from around the world in forming professional relationships and networks of like-minded individuals. This convenient format brings Pacifica's graduate degree programs to global citizens and the life-long learners who would otherwise might not be able to fulfill their educational calling.

### **First Year**

Creativity and Aesthetic Sensibility – HMC 100, 3 Units  
Joseph Campbell and the Mythmaker's Path – HMC 110, 3 Units  
The Complex Nature of Inspiration – HMC 120, 3 Units  
Creative Influence Across the Humanities – HMC 130, 3 Units  
The Expressive Power of Archetypes – HMC 140, 3  
C. G. Jung, Individuation, and the Symbolic Life – HMC 150, 3 Units  
The Purpose and Power of Image –HMC 160, 3 Units  
Project Workshop I: Creative Dialogue and Design – HMC 170, 3 Units

### **Second Year**

Active Imagination, Dreams, and Psychic Creativity – HMC 200, 3 Units  
Mythic Narratives: Eternal Sources and Contemporary Inflections – HMC 210, 3 Units  
Time, Place, Space, and the Ecology of Creative Expression – HMC 220, 3 Units  
The Healing Power of Creativity – HMC 230, 3 Units  
The Artist as Activist and Agent of Social Change – HMC 240, 3 Units OR  
The Purpose and Power of the Moving Image—HMC 180  
Technology and the Psyche – HMC 250, 3 Units  
From Starving Artist to Working Artist: Sustaining the Creative Life – HMC 260, 3 Units Project  
Workshop II: Creative Expression and Reflection – HMC 270, 3 Units  
Selected Topics in Engaged Humanities – HMC 280, 3 Units\*

This curriculum may vary depending upon changing academic needs.

\* This course may replace any of the above and the curriculum may vary depending upon changing academic needs.

### **Susan Rowland, Ph.D.**

#### **Chair, M.A. Program in Engaged Humanities and the Creative Life with Emphasis in Depth Psychology**

Susan Rowland, Ph.D., was educated at the universities of Oxford, London and Newcastle in the UK and before joining Pacifica in 2011 was Professor of English and Jungian Studies at the University of Greenwich, London. Her research and teaching is based on Jung, literary theory, gender, ecocriticism and the arts and includes book such as *Jung as a Writer* (2005); *C.G. Jung in the Humanities* (2010); *Jung: A Feminist Revision* (2002); *The Ecocritical Psyche: Literature, Complexity Evolution and Jung* (2012). Susan teaches courses in Humanities on Depth Psychology and Creativity, Art, Myth, Nature, and Engaged Shakespeare; as well as courses in Jungian/Archetypal Studies on Jung in Context, Mythopoetic Imagination; Jung and The Red Book. She is working on a project on Jung and James Hillman in relation to literary theory and another on mystery fiction by women and goddesses.

### **Creativity and Aesthetic Sensibility**

#### **HMC 100, 3 units**

While on the surface, creativity seems a simple phenomenon, it is actually quite complex. Though often studied, it is still not completely understood. Nor do we know the source of creativity: is it the right-brain, is it our unconscious psyche, is it the muse, or is it God? In the first half of the course, students read a wide variety of interdisciplinary texts on the nature of creativity, ranging from science to psychology to spirituality to philosophy, identifying some of the key debates in the field. In the second half of the course, students will read about aesthetics and ponder questions such as is the sense of beauty in our biology, or is it socially constructed? Throughout the course, students critically reflect upon their own beliefs about creativity and the cultivation of aesthetic sensibility.

### **Joseph Campbell and the Mythmaker's Path**

#### **HMC 110, 3 units**

Joseph Campbell understood mythology to be humankind's most creative act. Throughout his career Campbell focused on the creative mythopoetic act as manifested in the art and literature of the



world's culture in order to explore mythology itself. Through an exploration of Campbell's work, students will learn the methods of comparative mythology which give them eyes to see the universal themes of humanity expressed through image and story. The story of Campbell shows how he saw the mythmaker's path as extending into the present moment—the mythmakers of the ancient times become the modern day teachers, writers, painters, and poets, and it is through their works that the cosmos continues to come forth.

## **The Complex Nature of Inspiration**

### **HMC 120, 3 units**

Creative people have all experienced those moments when our work seems like it is coming from somewhere wholly “Other.” Characters become autonomous, surprising their writers. The hands chip away at the stone until a figure emerges. The fingers hover over the keyboard, then move seemingly with their own will. Later, we wonder to ourselves, “Who created that?” What is it that inspires, even possesses the creative artist? Do we draw from mythology and consider it the arrival of a Muse? Do we envision it as our daimon, an ancient idea revived by James Hillman? Or dare we wonder whether it is the presence of a psychological complex, which Jung called the *via regia*, or royal road, to the personal and collective unconscious. This course explores multiple theories of the source of inspiration. Students will read case studies of well-known creatives, their sources of inspiration and the complexes which are reflected in their work, and consider their own personal complexes and their connection to their creative life.

## **Creative Influence Across The Humanities**

### **HMC 130, 3 units**

This course explores the rich terrain of creative influence by examining several notable case studies of artists who have influenced one another, other forms of art, and history and culture at large. We define “artist” broadly as anyone working creatively in their fields; in this sense, environmentalist John Muir was an artist who was influenced by poets such as William Wordsworth, John Milton, and Ralph Waldo Emerson; civil rights activist and preacher Martin Luther King, Jr. was an artist who was influenced by Mahatma Gandhi and Henry David Thoreau; psychoanalyst and dancer Marion Woodman is an artist who was influenced by Emily Dickinson, William Shakespeare, and many other poets. Students will present their personal case studies of the artists, pieces of art, art forms, and movements which have most influenced them.

## **The Expressive Power of Archetypes**

### **HMC 140, 3 units**

Archetypes can be defined as universal patterns which reside in the collective psyche. We all know the characters when we see them: the Lover, the Innocent, the Sage, the Villain, etc. We all recognize the themes when we see them: the Fall from Innocence, the Battle Between Good and Evil, the Hero's Journey, etc. These archetypes are found in classic pieces of art as well as the artifacts of pop culture; the stronger the archetypal presence, the more powerful, evocative, and resonant the product is likely to be. This course begins with an overview of archetypal theory, and then turns toward an examination of art and cultural artifacts which express archetypal themes. Particular emphasis is placed on the archetypes of the Artist and the Creator as they are manifested in film, literature, and other mediums. Throughout the course, students will become more aware of the archetypes which manifest in their creative projects, and discuss ways to amplify their presence and make them more emotionally satisfying to the audience.

## **C. G. Jung, Individuation, and the Symbolic Life**

### **HMC 150, 3 units**

Classical Jungian concepts such as ego, Self, persona, shadow, anima/animus, collective unconscious, transcendent function, and individuation are studied in light of the creative process. Jung's own relationship with his creativity will be explored, especially his struggle between what he called Personality Number One and Personality Number Two, between the Scientist and the Artist within. This course also takes a tour through some of Jung's seminal essays in Volume 18 of the *Collected Works, The Symbolic Life*, including the title essay which states that people "are far more civilized and creative on account of the symbolic life." Jung's example and theoretical works provide a process whereby students can utilize creativity in the individuation process, including finding their voice, following their calling, and discovering the myth they are living in order to create a more authentic life.

## **The Purpose And Power of Image**

### **HMC 160, 3 units**

Depth psychology has always maintained a close relationship with Image—the literal images which visit in our sleep, the fantasy images we flirt with while awake, the autonomous images that appear

“out of nowhere,” the metaphorical images we have of ourselves and others. The psyche is always creating images. In turn, those images give shape to our psyches, an idea which archetypal psychologist James Hillman explored in his work. Hillman proposed that “at the soul’s core we are images,” and that life can be defined as “the actualization over time” of the images in our hearts and souls. Hillman went even further by suggesting that our unique images are the essence of our life, and “calls [us] to a destiny.” Students will study the writings of James Hillman and others on the purpose and power of Image in psychological and creative life, and meditate upon the core images meaningful to their lives and work.

### **Active Imagination, Dreams, and Psychic Creativity**

#### **HMC 200, 3 units**

Active imagination is the name given to the technique C. G. Jung pioneered for accessing unconscious material in the psyche, often by working with an image or by dialoging with an inner figure; *The Red Book* contains 16 years of Jung’s active imagination within its covers. Students will study *The Red Book* in addition to Katherine Sanford’s *The Serpent and the Cross: Healing the Split through Active Imagination* which contains 62 archetypal paintings along with dreams and active imaginations representing 30 years of Sanford’s personal inner journey. In addition to active imagination, the role of dreams in the creative life will be explored. Across the humanities, people have received inspiration and guidance from their dreams while asleep, their visions while awake, and from the rituals they have undertaken to explore the creative unconscious. As one of the final products in this course, students will create and share an artistic product inspired by one of their own dreams or active imaginations.

### **Mythic Narratives: Eternal Sources and Contemporary Inflections**

#### **HMC 210, 3 units**

In the book series *The Myths*, contemporary world renowned authors retell ancient myths, writing them in their unique styles with their own particular spins. Though a relatively new series, there is nothing new about the concept: artists across mediums have always drawn on myths for inspiration and source material. Sometimes, they recreate them using modern technology, such as the animated version of *Hercules*, or the 3-D version of *Clash of the Titans*. Other times, they borrow ancient mythic themes to create an entirely new story; for example, C. S. Lewis’ novel *Till We Have Faces* retells the Cupid and Psyche myth; the South African novel *Cry the Beloved Country* by Alan Paton retells the

myth of the prodigal son. In truth, the most impactful films, novels, plays, and other artistic expressions not only reflect eternal mythic narratives, but do so in a way that feels fresh and timely. Students will compare several original myths with both historical and contemporary retellings of them, and will produce their own creative retellings of a myth.

### **Time, Place, Space, and the Ecology of Creative Expression**

#### **HMC 220, 3 units**

Artists and creators have long been influenced and inspired by place. Ansel Adams had Yosemite; Woody Allen had Manhattan; and Georgia O'Keefe had the American Southwest. The Lost Generation had Paris in the 20's; while in America at that time, what was known then as the New Negro Movement had Harlem, bringing about the Harlem Renaissance. In fact, it is difficult to imagine what these artists or groups of artists would have been without being in that place during that time in their lives, so intricately is the sense of time and place woven into the fabric of their creative being. Would anyone know the name "Julia Child" had she not found herself with time on her hands in post-war France? Could reggae have emerged anywhere else but Jamaica in the late 60's? Students will explore the importance of time and place to the creative artist, including the literal space in which one creates, and consider ways to enhance their own creative ecologies.

### **The Healing Power Of Creativity**

#### **HMC 230, 3 units**

Sand-tray therapy, dance therapy, psychotherapy, art therapy, music therapy, and narrative therapy are recently established therapeutic modalities in psychology today. An Internet search adds other therapeutic forms such as bibliotherapy, landscape therapy, film therapy, horticultural therapy, and architectural therapy, to name a few. Though these forms of therapy are relatively new to Western psychology, they have ancient roots and cross-cultural shoots. This course will study those roots and shoots, along with their contemporary manifestations. It will discuss the ethical implications of working with the creative psyches of others with the intent to heal or transform, meditating on relationship of the artist and therapist. Throughout the course, students will reflect upon the pieces of art, art forms, and creative practices that have been a source of personal healing and transformation.

## **The Artist As Activist and Agent of Social Change**

### **HMC 240, 3 units**

Artistic expression has always had the power to raise consciousness and contribute to social change such as, the photographs of Dorothea Lange which chronicled the tragic poverty of the Great Depression, Upton Sinclair's novel *The Jungle* which highlighted the corruption of the meatpacking industry at the turn of the 20th century, the documentary films of Michael Moore. In fact, art and artists have played a powerful role in many revolutionary movements: for example, Mexican muralism which arose in the 1930's in post-revolutionary Mexico, and the Black Arts Movement in the United States during the 1960's. Great works of art often open up taboo conversations: one recalls movies like *Guess Who's Coming to Dinner* which used humor to explore interracial relationships, and *Brokeback Mountain* which used tragedy to challenge heteronormality. Through examples like these and more, this course explores the artist as activist and agent of social change. Working in groups, students will select a social issue of importance to them, and use various forms of creative expression to raise critical consciousness.

## **The Power and Power of the Moving Image**

### **HMC 180, 3 units**

Film is one of the most dominant mediums of contemporary life and culture. As such, it can inspire numerous archetypal connections and transformational themes via the cinematic framing of reality, the complex process of creating a story in the moving visual idiom, and through the use of mythic themes, which have certainly been essential throughout cinema's history. This course takes a relevant and useful approach to understanding films' vocabulary of form and mythic connections by carefully examining some specific mythological patterns contained within notable films and specific genres. The course will also explore selected films and television shows through an archetypal and depth psychological lens that will allow us to recognize and analyze archetypal patterns contained within them. The discussion will further include the amplifications of personal and cultural resonances contained within these mythic themes. A main aim of the course is to heighten our awareness of film as a primary vehicle for personal and cultural narratives, cross-cultural understanding, and the impact film has to give voice to the collective psyche. Students will also have the opportunity to creatively explore the course content by making their own short (30sec-1min) video.

## **Technology and the Psyche**

### **HMC 250, 3 units**

From the alphabet to motion capture, technologies have been integral to human expression. Technologies shape the landscape of the physical worlds we inhabit as well as the stories and images of the human experience. The interchange between technology and the psyche stimulates the flow of creative thinking, influences our dreams, and is the gift from the gods that fires human enterprise. This gift brings with it light (literally, as in the case of Edison's invention of the light bulb) and shadow (literally, as in the case of the atomic bombs which covered Hiroshima and Nagasaki in a shroud of darkness). Students will consider how technology affects not only the way we live, but more specifically, the ways we create and what we create, and what's more, the ways we share what we create. A particular focus will be placed on the Internet and digital technologies as a democratizing force in human expression.

## **From Starving Artist to Working Artist: Sustaining the Creative Life**

### **HMC 260, 3 units**

We're all familiar with the reality of the starving artist, and we are equally familiar with the reality of star artists, those who make millions for their art and are bloated with fame and fortune. In contrast, most of us just hope to be somewhere in between, the working artist. The first half of this course examines through literature and film the psychological effects of being on either end of the spectrum, either a starving artist or a star artist. In the second half, students will explore together strategies for being a working artist, including applying for grants or fellowships, writing query letters and book proposals, getting an agent or representative, finding performance venues or galleries likely to be interested in one's work, creating a portfolio of sample works, writing an artist's statement, networking at events, using new media for self-promotion, developing a freelance business, marketing oneself and/or selling one's work on the Internet, and more, focusing on the specific career goals of the students in the class.

## **Project Workshop I: Creative Dialogue and Design**

### **HMC 170, 3 units**

This course takes place at the end of the first year, and asks students to work together in dyads or small groups to envision, design, and then create a shared artistic product that arises from a creative, collaborative dialogue between them. For example, an animator may pair with a dancer, a chef may

pair with a painter, a poet may pair with a photographer, a writer may pair with a filmmaker and a musician, etc. Students share their process through online journals, and share their final outcomes during the residential session. Readings for the course focus on the collaborative process and on examples of artists who have worked together. Pass/No Pass

## **Project Workshop II: Creative Expression and Reflection**

### **HMC 270, 3 units**

This course takes place at the end of the second year. Students will reflect upon what they have learned in the program, and will create a project or portfolio that expresses and reflects their learning. This may take the form of a performance piece, a series of photographs, a collection of essays or poetry, a digital media expression, collage work, sculpture, a film, etc. Students will share their work at the final residential session, and will submit to their instructor a written essay which summarizes their learning and growth while in the program. Pass/No Pass

## **Selected Topics in Engaged Humanities**

### **HMC 280, 3 units**

Course content may vary. May be repeated for credit.

## **Requirements for Graduation**

1. Students must complete a total of 48 units to fulfill the unit requirement for graduation.
2. A minimum grade of "C" is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must attend at least two-thirds of each course.

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

# M.A. in Counseling Psychology

“The dynamism and joy of this program has always been most vividly experienced for me through our offerings of enriched coursework, opportunities for collaborative and experiential learning, and an absolutely unique course of study that integrates professional counseling and marriage and family therapy with depth psychology. At the same time that the program prepares students for a meaningful professional career, it also serves for many as a formal step towards the fulfillment of a life-long vocation engaged in learning and relationship with the mystery of the depths. It is a pleasure to see students working individually and in groups to develop the relational facility necessary to the profession of counseling and therapy.”

—Willow Young, Program Chair

The M.A. Counseling Psychology Program with Emphasis in Marriage Family Therapy, Professional Clinical Counseling, and Depth Psychology is dedicated to offering students unique and comprehensive education and training in the art, science, and practice of professional clinical counseling and marriage, family, couples, and individual psychotherapy.

Depth psychology invites a curiosity about the psyche and encourages respect for the diversity of life and human experience. Interdisciplinary courses in literature, mythology, religion, and culture deepen students' ability to link archetypal themes to sociopolitical and personal issues in the lives of individuals, families, and communities.

As preparation for licensure in both Marriage and Family Therapy and Professional Clinical Counseling, this rigorous academic program emphasizes both theoretical understanding and experiential training in clinical skills. Research studies prepare students to explore and contribute to the continuing development of scholarship within the depth psychological tradition furthering Pacifica's dedication to tending the soul of the world.

Students in the M.A. Counseling Psychology Program are required to pursue two and half years of coursework in the following areas:

Professional Clinical Counseling

Marriage and Family therapy

Theory and Praxis



## Humanities and Depth Traditions

### Curriculum Overview

Counseling Psychology classes take place in three-day sessions approximately once each month during fall, winter, and spring. There is also a seven-day summer session each year.

### First Year

#### Fall

Counseling and Psychotherapeutic Theories and Techniques – CP 501, 2.5 Units

Introduction to the Theories of the Depth Tradition – CP 534, 2 Units

Counseling Skills: Process of Psychotherapy – CP 515, 3 Units

Professional Skills Development I.A. – CP 565, .25 Unit

#### Winter

Human Growth and Development – CP 520, 2 Units

Geropsychology & Long Term Care – CP 526, 1 Unit

Ethics and the Law: Child Abuse Assessment and Treatment – CP 525, 1 Unit

Depth Psychology Theory & Practice I: Analytical Psychology – CP 541, 2 Units

Counseling Skills: Process of Psychotherapy II – CP 516, 3 Units

Professional Skills Development I.B. – CP 566, .25 Unit

#### Spring

Psychopathology – CP 502, 4.5 Units

Family Systems & Domestic Violence – CP 605, 1.5 Units

Depth Psychology Theory & Practice II: Imaginal and Archetypal Psychology – CP 542, 1.5 Units

Counseling Skills: Process of Psychotherapy III: Imaginal Psychology – CP 517, 3 Units

Professional Skills Development I.C. – CP 567, .25 Unit

#### Summer

Multicultural Counseling Theories and Techniques – CP 530, 2.5 Units

Professional Orientation: Ethics & the Law – CP 523, 3.5 Units

Research in Psychology – CP 620, .75 Unit

Group Counseling Theories and Techniques I – CP 527, 1.5 Units

Professional Skills Development I.D. – CP 568, .25 Unit

## **Second Year**

### **Fall**

Clinical Practice I – CP 610, 3 Units

Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions – CP 660A, 3 Units

Advanced Theories and Techniques: Human Sexuality – CP 522, 1 Unit

Community Mental Health Counseling – CP 607A, 3 Units

Seminar in Directed Research I.A. – CP 650A, .3 Unit

Professional Skills Development II.A. – CP 665, .2 Unit

### **Winter**

Clinical Practice II – CP 611, 3 Units

Marriage, Family, and Relationship Counseling I – CP 601, 3 Units

Depth Psychology Theory and Practice III: Archetypal Symbols and Dynamics in Psychotherapy A. – CP 543, 1 Unit

Psychological Assessment I – CP 630A, 2.5 Units

Seminar in Directed Research I.B. – CP 650B, .45 Unit

Professional Skills Development II.B. – CP 666, .25 Unit

### **Spring**

Clinical Practice III – CP 612, 3 Units

Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions II – CP 660B, 1.5 Units

Marriage, Family, and Relationship Counseling II – CP 602, 3 Units

Community Mental Health Counseling II – CP 607B, 1.5 Units

Seminar in Directed Research I.C. – CP 650C, .3 Unit

Professional Skills Development II.C. – CP 667, .25 Unit

## **Summer**

Seminar in Directed Research II.A. – CP 651A, .75 Unit

Child Psychotherapy – CP 532, 1.5 Units

Depth Psychology Theory & Practice IV: Dreamwork in Clinical Practice – CP 544, 1 Unit

Group Counseling Theories and Techniques II – CP 528, 2 Units

Clinical Practice IV – CP 613, 1 Unit

Professional Skills Development II.D. – CP 668, .25 Unit

## **Third Year**

### **Fall**

Cultural Psychology – CP 511, 2 Units

Psychological Assessment II – CP 630B, 2 Units

Career Development I – CP 608A, .75 Units

PsychoPharmacology I- CP 670A, 2 Units

Seminar in Directed Research II.B. – CP 651B, 1 Unit

Depth Psychology Theory and Practice V: Archetypal Symbols and Dynamics in Psychotherapy B – CP 545, 1 Unit

Clinical Practice V – CP 614, 1 Unit

### **Winter**

PsychoPharmacology II – CP 670B, 2.5 Units

Career Development II- CP 608B, 3.75 Units

Depth Psychology Theory and Practice VI: Somatic Psychotherapy – CP 546, 1 Unit

Seminar in Directed Research II.C. – CP 651C, 1 Unit

Group Counseling Theories and Techniques III – CP 529, 1 Unit

Clinical Practice VI – CP 615, 1 Unit

Selected courses are conducted online or have online components. This curriculum may vary depending on academic needs.

**Willow Young, M.A., L.M. F. T.**

**Chair, M.A. Program in Counseling Psychology with Emphasis in Marriage Family Therapy, Professional Clinical Counseling, and Depth Psychology**

Willow Young joined Pacifica's faculty in 2000, became Core Faculty in 2005, and has served as Director of Clinical Training before becoming Chair of the Counseling Psychology Program. Willow is a practicing psychotherapist in private practice, an IAAP Certified Jungian Analyst, and Training Analyst. She has supervised trainees and interns at various counseling centers and served as the Mental Health Consultant to the families of migrant farm workers. Willow is passionate about the emergence of the archetypes of the collective unconscious as they are expressed in world cultures and the inner resilience in response to suffering that characterizes those who engage in depth psychotherapy.

**Humanities and Depth Traditions Courses**

**Introduction to the Theories of the Depth Tradition**

**CP 534, 2 units**

The field of depth psychology is based on multiple historical, cultural, and theoretical perspectives. This course examines these perspectives and formulates an introductory understanding of the theories of depth psychology. Topics include the multidisciplinary role of myth and metaphor, the nature of the unconscious, multicultural approaches to wellness and prevention, contemporary theory and technique, and empirical evidence for the efficacy of depth psychotherapy.

**Depth Psychology Theory and Practice I: Analytical Psychology**

**CP 541, 2 units**

This course introduces the foundational concepts and theories of analytical psychology including the ego, persona, shadow, anima and animus, typology complexes, transference, and counter-transference. The personal and archetypal dimensions of the unconscious, the individuation process, the nature and function of psychopathology, and the role of dreams and active imagination are explored. The emphasis is on the application of these concepts to psychotherapeutic practice. Populations and specific treatment issues amenable to analytic approaches are examined. The contributions of C.G. Jung, as well as post-Jungian theorists, to the field of analytical psychology are appraised.

## **Depth Psychology Theory and Practice II: Imaginal and Archetypal Psychology**

### **CP 542, 1.5 units**

Imaginal and archetypal psychology are examined for the ways in which they revision depth psychological approaches to therapy and culture. Consideration is given to the development of a poetic/metaphorical sensibility in confronting the complexity of psychological life. Emphasis is placed on moving from theory to practice specifically regarding the use of images to deepen clinical work.

## **Depth Psychology Theory and Practice III: Archetypal Symbols and Dynamics in**

### **Psychotherapy A**

#### **CP 543, 1 unit**

To be fully present to the polyphonic nature of experience and imagination, psychology must pay close attention to the perennial issues that guide the understanding of being human. This course develops knowledge of the archetypal dimensions of psychotherapeutic practice through interdisciplinary studies in the humanities. From the depth psychological perspective, the course explores ways in which mythology and literature reveal the complex metaphoric and symbolic nature of the human psyche and its search for meaning within the context of psychologically challenging experiences.

## **Depth Psychology Theory and Practice IV: Dreamwork in Clinical Practice**

### **CP 544, 1 unit**

Dreams have been foundational to modern depth psychotherapy since Sigmund Freud's publication in 1900 of *The Interpretation of Dreams*. This course provides students with knowledge of how, when, and with which populations to work clinically with dreams. Personal and archetypal dimensions of dream imagery, reductive and prospective approaches, techniques of association, amplification, creative expression, and the role of dreams in the individuation process are explored.

## **Depth Psychology Theory and Practice V: Archetypal Symbols and Dynamics in**

### **Psychotherapy B**

#### **CP 545, 1 unit**

Building on Depth Psychology Theory and Practice III, we continue to develop a depth psychological application of the humanities to the archetypal dimensions of psychotherapy, including therapeutic relationships, psychopathology, therapeutic interventions, and healing. An interdisciplinary approach

to specific treatment issues such as depression, psychosis, narcissism, anxiety and others, as well as specific populations is explored.

### **Depth Psychology Theory and Practice VI: Somatic Psychotherapy**

#### **CP 546, 1 unit**

Neuroscience has demonstrated the functional unity between mind and body. Students will be introduced in this course to theories and therapeutic modalities that emphasize awareness of sensory, affective, cognitive, and imaginal impressions as manifestations of psyche in the sensed-felt-known field of the body. These impressions and images are manifestations of the *prima materia* and ground somatic psychotherapeutic in depth psychology.

### **Theory and Praxis Courses Counseling Skills: Process of Psychotherapy I, II, III**

#### **CP 515, CP 516, CP 517, 3 units each**

The Counseling Skills courses occur in sequence and are designed to assist students in developing the personal and professional qualities and skills that are related to becoming effective mental health practitioners. Each course also introduces students to theoretical concepts, including those from the depth tradition, and clinical application related to special treatment issues and populations. Each course builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. Students must pass an assessment of clinical readiness at the end of the final course in this sequence in order to progress to the clinical practicum.

### **Research in Psychology**

#### **CP 620, .75 unit**

This course introduces students to the distinctive theory and practice of research in counseling psychology including designing and conducting qualitative research, quantitative research designs, and mixed methods at both the conceptual and applied levels. The organic relationship between methodological approach, research problems, and research findings will be studied. An emphasis will be placed on the identification of research problems related to personal healing, collective healing, and human services with a depth psychological perspective. During this course students begin to organize their research for the Master's Thesis. This course culminates in the submission of draft statements of a research problem and research question and submission of a thesis proposal.

## **Clinical Practice I**

### **CP 610, 3 units**

The course material and discussion in Clinical Practice I introduces and elaborates the therapeutic work of Licensed Professional Clinical Counselors, Marriage and Family Therapists, and depth-oriented counselors. Focus is placed on the *temenos* of the therapeutic container, and the development of a therapeutic alliance through the utilization of specific techniques that include genuineness, positive regard, empathic attunements, active listening skills, and reflection. Coursework helps students develop skills to successfully complete intake assessments, and frame theory-based case formulation and treatment planning. Students are taught note-taking procedures, case reporting, case management, crisis intervention, and strategies for working with, and advocating for, diverse populations in community health settings. Principles of the diagnostic process, including differential diagnosis, the use of the *Diagnostic and Statistical Manual*, the *Psychodynamic Diagnostic Manual*, and Family Systems diagnostic procedures are covered through case discussion and case presentation. Students learn to integrate the art of depth psychotherapy by maintaining an awareness of the unconscious and its continuous healing and disruptive presence.

## **Seminar in Directed Research I.A**

### **CP 650A, .3 UNIT**

Students enroll in this course in the fall quarter of the second year and participate in a small group seminar with an instructor. Students are introduced to hermeneutic and heuristic methodologies that involve library literacy and an imaginative approach to a research problem. Students research recovery models and incorporate a depth perspective in the integration of the material. The course culminates in the submission of a first draft of the thesis outline. Pass/No Pass

## **Clinical Practice II**

### **CP 611, 3 units**

Clinical Practice II continues the sequence of courses supporting students' clinical training. During this course students will receive focused instruction on developing theory-based case formulation, the identification of treatment goals and interventions, as well as learning to select appropriate clinical strategies and methods for evaluating treatment progress.

## **Seminar in Directed Research I B**

### **CP 650B, .45 unit**

Students enroll in this course in the winter quarter of the second year and participate in a small group seminar with an instructor. This course continues working with hermeneutic and heuristic methodologies to hone the research question and develop understanding of the use of research to inform evidence-based practice with a depth perspective. This course culminates in the submission of an ethics application, statements of the research problem and research question, a statement regarding the proposed research's clinical applicability, and a second draft of the thesis outline.

Pass/No Pass

## **Clinical Practice III**

### **CP 612, 3 units**

Students are expected to present case material from their respective traineeship sites to small groups where they will receive specific feedback to improve their skills in assessments and multi-axial diagnoses, clinical interventions, and tracking progress of treatment. Issues of law and ethics, interfacing with other healthcare disciplines, diversity, crises management, suicidality, family violence, trauma and recovery, vicarious traumatization, depression, anxiety, and schizophrenia will be examined from multi-theoretical perspectives.

Clinical Practice III continues the sequential focus on the practice of psychotherapy emphasizing the practical integration of depth psychology with the recovery model and other evidence-based treatment models that are utilized in community mental health settings. Particular attention is given to assisting students to refine their diagnostic and assessment skills, as well as supporting students to master the elements that go into building treatment plans and intervention strategies that are commensurate with the practice of professional psychology standards. Ethical and legal matters, therapeutic efficacy, termination, and the vocational pursuit of the depth psychological tradition are carefully examined in this course.

## **Seminar in Directed Research I.C**

### **CP 650C, .3 unit**

Students enroll in this course in the spring quarter of the second year and participate in a small group seminar with an instructor. Students will identify designs used in published research, and hone critical thinking skills in depth psychological research and methodology. This course focuses on the



vocational aspects of depth psychological research and its impact on clinical practice. The course culminates in the submission of a reflective paper summarizing students' process of understanding research as a path to personal healing and progress regarding the review of the literature and their thesis outline. Pass/No Pass

### **Seminar in Directed Research II.A.**

#### **CP 651A, .75 unit**

Students enroll in this course when they are ready to begin writing the thesis. Methodology required by depth psychological research is reviewed according to the design or approach to be used in the student's thesis. The transferential aspects of depth psychological research and the importance of research in advancing the profession of depth and counseling psychology are presented in a small group seminar. The research and writing of the thesis is supervised by an instructor who guides the students in their critiques of the reflective paper assigned in the previous quarter and the methods section of the thesis assigned this quarter. Pass/No Pass

### **Clinical Practice IV**

#### **CP 613, 1 unit**

In this online course, students continue to refine assessment, diagnostic, and treatment skills. The importance of administrative and clinical management of client files, case notes, and other documentation is emphasized, as well as mastering a working knowledge of law, ethics, and HIPPA that regulates client confidentiality and privilege. Students will also learn self-care practices for therapists.

### **Seminar in Directed Research II.B.**

#### **CP 651B, 1 unit**

In small group seminars, students deepen their understanding of the vocational and transformational aspects of depth psychological research as a container for soul work and to foster individual, community, and cultural well-being. Methods of analyses are reviewed according to the methodological approach of the student's thesis as well as those needed for formative and summative program evaluation. Research and writing of the thesis is supervised by an instructor who provides feedback on the first draft of the literature review and the first draft of the research findings.

## **Clinical Practice V**

### **CP 614, 1 unit**

In this online course, students continue their professional development in the vocations of Licensed Professional Clinical Counselor, Marriage and Family Therapist, and community mental health service delivery systems. Students will develop a working knowledge of community mental health, client advocacy, and diverse populations. To assist the student in career preparation for community mental health work, and/ or the management of professional practice, the distinction and understanding between clinical supervision and clinical consultation will be further refined.

## **Seminar in Directed Research II.C.**

### **CP 651C, 1 unit**

In small group seminars, research and writing of the thesis is supervised by an instructor who gives feedback on the final draft of the thesis. Successful completion of the course requires completion and submission of the thesis approved by the Research Coordinator.

## **Clinical Practice VI**

### **CP 615, 1 unit**

Students learn to measure and track what is important in a successful private practice. The ethical standards and liability of private practice will be presented in manageable components and students will learn how to start and run an office. Students will learn to respond to managed care, minimize risk, set fees, generate referrals, and advertise their practice. Additional vocational opportunities such as marketing practices through clinical presentations, workshops, print, web, and organizational resources will also be reviewed. Pass/No Pass

## **PROFESSIONAL CLINICAL, COUNSELING AND MARRIAGE, FAMILY THERAPY COURSES**

### **Counseling and Psychotherapeutic Theories and Techniques**

#### **CP 501, 2.5 units**

This course introduces students to the theory and practice of psychotherapy, marriage and family therapy, and professional clinical counseling and how they can be utilized in order to intervene therapeutically with couples, families, adults, children, and groups. To provide a thorough cultural and historical perspective, this course includes counseling process in a multicultural society, an

orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, as well as training in multidisciplinary responses to crises, emergencies, and disasters. The course traces the development of psychotherapy from precursors in ancient and indigenous culture to the contemporary Western world. Both the profession and vocation of being a psychotherapist are considered, as well as some of the fundamental assumptions of the main theories that define contemporary psychotherapy. This course is comparative; including Person-Centered therapy, Gestalt, Cognitive Behavior, Feminist, Post-Modern and Depth Psychological approaches.

### **Professional Skills Development I.A., I.B., I.C., I.D.**

#### **CP 565, CP 566, CP 567, CP 568, .25 unit each**

Courses CP 565, CP 566, CP 567 and CP 568 are designed to assist students in developing knowledge of their state educational and licensure requirements for applicant eligibility as a Licensed Professional Clinical Counselor and/or Licensed Marriage and Family Therapist. Each course builds upon the previous one, and must be taken in sequential order as prerequisites to enter Professional Skills Development II. A, B, C, and CP 610. Throughout the series of Professional Skills Development courses students will learn to recognize the value of continuing education in advanced clinical training, while developing knowledge that will assist them to professionally prepare and manage their trainee experience in a field study/traineeship practicum.

### **Human Growth and Development**

#### **CP 520, 2 units**

Human growth and development are addressed in order to understand diverse approaches to developmental stages and issues across the lifespan, with particular emphasis paid to developmental crises, psychopathology and the situational and environmental factors that affect both normal and abnormal behavior and development. The socio-cultural context of development and of theories about development will be emphasized, as well as the impact of socioeconomic status and other contextual issues affecting social position. Biological, social, cognitive, and psychological aspects of aging and development will be addressed within the context of depth psychotherapy.

## **Geropsychology & Long Term Care**

### **CP 526, 1 unit**

This online course examines psychological, social, biological, and cognitive aspects of the aging process including theories of aging, developmental tasks of older life, normative changes in memory versus disease processes, ageism, sexuality and intimacy in later life, life review, end of life and grief, diversity in aging, and myths and misconceptions about the elderly. Assessment, diagnostic formulation, and treatment planning guidelines are explored in working with the elderly and their significant others regarding housing, health care options, long term care needs, and end of life issues.

## **Ethics and the Law: Child Abuse Assessment and Treatment**

### **CP 525, 1 unit**

This course provides a comprehensive overview of the ethics and laws regarding child abuse assessment, reporting, and intervention pertaining to clinical practice. The course integrates an understanding of various cultures and the social and psychological implications of socioeconomic status as well as the principles of mental health recovery oriented care and methods of service delivery in recovery oriented practice environments.

## **Psychopathology**

### **CP 502, 4.5 units**

The history and varieties of psychopathology in the *Diagnostic and Statistical Manual of Mental Disorders* are studied in this course. Mental illness, severe mental disorders, and co-occurring disorders, are examined with an understanding of the social and psychological implications of socioeconomics, age, gender, and other cultural matters that affect social position and social stress. Systemic dysfunction in marriages, couples, and families are evaluated to develop awareness of psychopathology in a relational context. In the spirit of Freud's drives and conflicts, and Jung's "the gods are in the diseases," suffering and the soul are explored in the tradition of depth psychology.

## **Family Systems & Domestic Violence**

### **CP 605, 1.5 units**

This course introduces family systems and psychodynamic concepts and theories, with an emphasis on spousal or partner abuse assessment, detection, prevention, and intervention strategies.

Coursework includes development of safety plans, identification of community resources, awareness

of cultural factors, and same gender abuse dynamics. Ethical considerations are explored and the activation of community and familial support are considered as they impact effective prevention and treatment.

## **Multicultural Counseling Theories and Techniques**

### **CP 530, 2.5 units**

This course is designed to expand and deepen an awareness of intercultural competency and sensitivity. Intercultural development and interaction includes experiences of race, ethnicity, class, spirituality, sexual orientation, gender and disability and their incorporation into the psychotherapeutic process.

Emphasis is placed on integrating an understanding of various cultural values and the psychological orientations of various cultural groups as well as an awareness of social and psychological implications of socioeconomic and other contextual issues affecting social position.

The student will also gain an understanding of multicultural counseling theories and techniques, including the counselor's ethical responsibility in developing cultural self-awareness, identity development, and the promotion of cultural social justice, as well as individual and community strategies for working with diverse populations. A special emphasis will be placed on developing a greater personal awareness of the rich healing traditions of various cultures through the lens of Depth Psychology. The student will be able to identify cultural metaphors, symbols, and archetypes that may be outside the parameters of Western counseling and psychotherapy.

Students will also have the opportunity to examine the counselor's responsibility to uncover and address biases, assumptions, and stereotypes. Students will gain an understanding of the processes of intentional and unintentional oppression, prejudice, discrimination, and the role of privilege.

Students will be encouraged to explore and challenge their own experiences and responses in regard to diversity.

## **Professional Orientation: Ethics and the Law**

### **CP 523, 3.5 units**

This course provides an in-depth consideration of legal and ethical issues related to the development of an ethical conscience in order to recognize, examine, respond, and apply ethical considerations to professional practice. The course includes contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice of professional clinical counseling and

marriage and family therapy. Professional behavior and ethics are applied to the differences in legal and ethical standards for different types of work settings. The course focuses on the current legal patterns and trends in the mental health professions, including psychotherapist-patient privilege, confidentiality, patients dangerous to self or others, and the treatment of minors with and without parental consent. This course concentrates attention on the recognition and exploration of the relationship between a practitioner's sense of self and human values, functions, and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. Case vignettes expand students' conceptualization of the ethical and legal concerns in a variety of potential situations, including but not limited to mandated reporting laws and professional standards of conduct.

### **Group Counseling Theories and Techniques I**

#### **CP 527, 1.5 units**

This course focuses on theories, principles, and methods of a variety of psychotherapeutic orientations related to group counseling. This includes principles of group dynamics, group process components, and therapeutic factors of group work. Special emphasis will be placed on individual and interpersonal dynamics of therapy groups fostering resilience and the improvement, restoration, and maintenance of healthy relationships. In class participation in an extensive group experience is designed to further the understanding of group interaction and strengthen facilitator skills.

### **Advanced Theories and Techniques: Human Sexuality**

#### **CP 522, 1 unit**

This course focuses on the development of a therapeutic approach that recognizes the diversity of human sexual expression, the assessment and treatment of psychosexual dysfunction with emphasis on resiliency and recovery-oriented care, and the study of physiological, psychological, and socio-cultural variables associated with sexual behavior and gender identity.

### **Community Mental Health Counseling I & II**

#### **CP 607A, 3.0 Units & CP 607B, 1.5 units**

These courses will explore how the depth psychological traditions enhance community mental health service delivery. They address the theories and skills required in contemporary community mental

Health settings, including recovery oriented treatment for people with severe mental illness, disaster and trauma response, services for survivors of abuse, case management, client advocacy and empowerment, home-based and school-based services, bilingual client services, a collaborative approach to treatment, and knowledge of community resources. These courses provide a practical overview of public and private systems of care as well as opportunities to meet with people with severe mental illness and their families.

### **Professional Skills Development II.A., II.B., II.C., II.D.**

#### **CP 665 (.2 unit), CP 666, CP 667, CP 668, .25 unit each**

The online Professional Skills Development II., A, B, C, and D courses are designed to complement the Clinical Practice I, II, and III course lectures, experiential exercises, and assignments in which students continue to refine and apply the course curriculum and their assessment, diagnostic, and treatment skills to the Field Study/Traineeship experience within their community. The supervised practicum integrates a multi-theoretical approach to psychotherapy through clinical application and provides students with an introduction to the scope and practice of Licensed Professional Clinical Counseling and Licensed Marriage and Family Therapy.

### **Marriage, Family & Relationship Counseling I, II**

#### **CP 601, CP 602, 3 units each**

Students complete coursework in theories, principles, and methods of assessment, diagnosis, and treatment of marriage, domestic partnership, and family while developing a working knowledge of systems theory. This course examines how these theories and principles can be applied therapeutically with individuals, couples, same sex couples, families, children, adolescents, and groups to improve, restore, or maintain healthy relationships. Course content includes life span issues, genealogy, ethnicity, and cultural factors that affect individuals, couples, and families. The psychological, psychotherapeutic, and health implications that arise within couples, families, adolescence, adulthood, marriage, divorce, blended families, intercultural families, and step parenting are also investigated. Students learn to integrate depth psychology as it applies to professional clinical counseling and marriage and family therapy. *Prerequisites: CP 515, 516, 517, 523*

## **Psychological Assessment I & II**

### **CP 630A, 2.5 units/ CP 630B, 2.0 units**

This course covers psychological assessment, appraisal, and testing of children, adults, couples, and families, including basic concepts of standardized and non-standardized tests, norm-referenced and criterion referenced assessment, statistical concepts, test theory and construction, and the appropriate and ethical use of assessment for those from diverse backgrounds and within diverse settings including community mental health. Coursework includes how to select, administer, score, and interpret tests, instruments, and other tools designed to measure attributes, abilities, aptitude, achievement, interests, personal characteristics, disabilities, and mental, emotional functioning and behavior. Students are familiarized with neuro-psychological tests, intelligence and personality tests, and psychological reports. Qualitative analysis and mythic inquiry are explored within a depth psychological perspective.

## **Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions**

### **CP 660A, 3.0 units & CP 660B, 1.5 units**

Theories, skills, and techniques of bio-psycho-social therapy for substance abuse are studied in these courses. Students learn models for assessment, diagnosis, and treatment of drug and alcohol abuse, addiction, and co-occurring disorders. Coursework includes the study of at-risk populations, community resources, the role of support persons and support systems, follow-up programs for the affected person and family, methods for prevention and relapse prevention, and the legal and medical issues related to substance abuse. Students learn how to work with both sides of the therapeutic relationship and through motivational interviewing techniques to increase conditions which support change in substance abusers. The relation of alcohol to spirits and the drug experience, articulated in symbols and mythological motifs, allows for the study of substance use and abuse in psychological depth.

## **Child Psychotherapy**

### **CP 532, 1.5 units**

This course covers the history and treatment of childhood disorders including learning, behavioral, and emotional problems. Emphasis is placed on imaginative processes and expressive techniques useful in psychotherapy with children, such as drawings, sand tray, board games, puppets, and clay as well as analytical and phenomenological evaluations of the expressed content. Affective



neuroscience with its recent attention to emotion, attachment, and child development, along with traditional play therapy and gestalt approaches to working with children, are integrated throughout the course. Students continue to increase their understanding of contextual issues such as the impact of culture, socioeconomics, and family systems in the treatment of children.

## **Group Counseling Theories and Techniques II**

### **CP 528, 2 units**

This course focuses on theories, principles, and methods of psychotherapeutic modalities related to group counseling. Special emphasis will be placed on theories of developmental stages related to group work, group leadership styles and approaches, pertinent research and literature, and evaluation of effectiveness. In class participation in an extensive group experience is designed to further the understanding of group interaction and strengthen facilitator skills.

## **Cultural Psychology**

### **CP 511, 2 units**

Psychological experience, development, and pathology occur in a cultural context. This class examines cultural phenomena such as race, gender, age, sexual orientation, group affiliation, environment, socioeconomics, politics, violence, media, and education to illuminate how they affect the individual and the community. The intermingling of cultural and depth psychologies brings culture into the consulting room of counseling psychology and psyche to the world whereby individual souls are found to be interrelated and interdependent. Special emphasis is given to liberation psychology and strategies for recovery from dependence, building individual and community resilience to crisis, multidisciplinary approaches to research and intervention that limit social barriers to mental health services and other resources, advocacy for diverse populations, fostering social justice, and develop greater awareness of mental health consequences which result from bias and oppression.

## **Career Development I & II**

### **CP 608A, .75 Units/ CP 608B, 3.75 units**

This course examines career development theories and techniques, such as career development decision making models and interrelationships among, and between, work, family, and other life roles, including the role of multicultural issues. Students evaluate assessment tools for determining skills, values, interests, personality traits, psychological types, and archetypal categories. Emphasis is given

to the importance of the relationship between work and vocation through the study of the organizational psyche and individual calling, destiny, and self-understanding.

## **PsychoPharmacology I & II**

### **CP 607A, 2 Units/ CP 607B, 2.5 Units**

The basic principles of psychopharmacology are presented including the biology, and neurochemistry, of behavior. The use of common psychoactive medications, their drug classification, benefits, and side effects are studied. Students learn models for collaborative treatment, methods and clinical considerations for making referrals for medication evaluations, and procedures for continued client assessment of medicinal impact. The historical, philosophical, ethical, socio-cultural, political, and psychological issues, well represented in the Greek *pharmakon* with its play of oppositions and contaminations: remedy-poison, good-bad, and positive-negative, are explored from depth psychology's alchemy as a precursor to chemistry and a focus on mythological, spiritual, and psychological matters.

## **Group Counseling Theories and Techniques III**

### **CP 529, 1 unit**

This course focuses on theories, principles, and methods of psychotherapeutic modalities related to group counseling. Special emphasis will be placed on developing effective group leadership styles and approaches, and evaluation of effectiveness. In class participation in an extensive group experience is designed to further the student's understanding of group interaction and strengthen facilitator skills.

## **Requirements for Graduation**

1. Each student must complete a total of 93 quarter units in order to fulfill the unit requirement for graduation.
2. A minimum grade of "C" is required in each completed course.  
A cumulative grade point average of 3.0 must be maintained.
3. Students must attend at least two-thirds of each course.
4. Students must complete a Master's Thesis accepted by the faculty.
5. Students must complete a 280-hour traineeship, including a minimum of 225 direct service hours.

6. Students must participate in 50 hours of personal psychotherapy. A minimum of 15 hours must be completed during the first year.
7. Students must pass the Comprehensive Examination and the Written Clinical Vignette Examination

### **Traineeship Requirement**

During the second year of study, students are required to be actively engaged in a supervised traineeship experience, approved by the administration, in order to be eligible to sit for Pacifica's Comprehensive Examinations. Students may complete the traineeships as a trainee at a charitable social service agency, hospital, or other approved facility. The Institute's clinical staff provides guidelines and consultation for students as they select traineeship sites in their home settings. The choice of a culturally diverse site is encouraged.

### **First Year Assessment**

During the spring quarter of a student's first year, the faculty will assess each student's progress in process skills and readiness to begin a clinical practicum. The result of this assessment may include:

1. Endorsement of the student's progress as satisfactory.
2. Endorsement with reservations and recommendations.
3. Recommendation that the student discontinues the program.

### **The Comprehensive Examination and Master's Thesis**

A comprehensive examinations and a master's thesis are to be completed in partial fulfillment of degree requirements. Students work closely with the instructors of Clinical Practice and Directed Research courses during the second year of the program in preparation for the Comprehensive Examinations and master's thesis processes. For a full description of all requirements, consult the current edition of the Pacifica Student Handbook.

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

The curriculum content areas required by the Board of Behavioral Sciences in the State of California are covered by the following Counseling Psychology Program courses. Each student is responsible for determining and remaining informed of licensure requirements in his or her own state.

## **Preparation for California Marriage and Family Therapy Licensure**

The Counseling Psychology Program meets the requirements of the California Board of Behavioral Sciences, Senate Bill 33, Section 4980.36 of the Business and Professional Code.

## **Applied Psychotherapeutic Techniques of Marriage, Family and Child Counseling**

CP 609, 610, 611, 612, 613, 614, 615, Clinical Practice I, II, III, IV, V, VI

## **Cross Cultural Mores & Values**

CP 530 Multicultural Counseling Theories and Techniques

CP 511 Cultural Psychology

## **Human Communication**

CP 515, 516, 517 Counseling Skills: Process of Psychotherapy I, II, III

## **Human Growth and Development**

CP 520 Human Growth and Development

## **Human Sexuality**

CP 522 Advanced Theories and Techniques: Human Sexuality

## **Aging and Long Term Care**

CP 526 Geropsychology & Long Term Care

## **Family Violence**

CP 605, Family Systems and Domestic Violence

## **Psychological Testing**

CP 630A Psychological Assessment I

CP 630B Psychological Assessment II

## **Psychopathology**

CP 502 Psychopathology

## **Research Methodology**

CP 620 Research in Psychology

CP 650 A, B, C, Seminar in Directed Research I, A, B, C

CP 651 A,B, C, Seminar in Directed Research II, A, B, C

## **Theories of Marriage, Family & Child Counseling**

CP 601, 602 Marriage, Family, & Relationship Counseling I, II

CP 527, 528, 529 Group Counseling Theories and Techniques I, II, III

CP 501 Counseling and Psychotherapeutic Theories and Techniques

CP 532 Child Psychotherapy

**Alcohol and Drug Abuse**

CP 660 Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions

**Psychopharmacology**

CP 670A PsychoPharmacology I

CP 670B PsychoPharmacology II

**Professional Ethics & Law**

CP 523 Professional Orientation: Ethics and the Law in Counseling

**Child Abuse Assessment and Reporting**

CP 525 Ethics and the Law: Child Abuse Assessment and Treatment

**Community Mental Health**

CP 607 Community Mental Health Counseling I

CP 607B Community Mental Health Counseling II

**Preparation for California Professional Clinical Counselor Licensure**

The Counseling Psychology Program meets the requirements of the California Board of Behavioral Sciences, Senate Bill 788, Section 4999.33 of the Business and Professional Code.

**Core Courses**

CP 501 Counseling and Psychotherapeutic Theories and Techniques

CP 534 Introduction to the Theories of the Depth Tradition

CP 520 Human Growth and Development

CP 532 Child Psychotherapy

CP 526 Geropsychology and Long Term Care

CP 608A Career Development I

CP 608B Career Development II

CP 527 Group Counseling Theories and Techniques I

CP 528 Group Counseling Theories and Techniques II

CP 529 Group Counseling Theories and Techniques III

CP 630A Psychological Assessment I

CP 630B Psychological Assessment II

CP 530 Multicultural Counseling Theories and Techniques

CP 511 Cultural Psychology  
CP 502 Psychopathology  
CP 620 Research in Psychology  
CP 650 A Seminar in Directed Research I. A  
CP 650 B Seminar in Directed Research I. B  
CP 650 C Seminar in Directed Research I. C  
CP 651 A Seminar in Directed Research II.A  
CP 651 B Seminar in Directed Research II.B  
CP 651 C Seminar in Directed Research II.C  
CP 523 Professional Orientation, Ethics, and Law in Counseling  
CP 525 Ethics and the Law: Child Abuse, Assessment, and Reporting  
CP 670A PsychoPharmacology I  
CP 670B PsychoPharmacology II

CP 660 Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions  
CP 607A Community Mental Health Counseling I  
CP 607B Community Mental Health Counseling II  
CP 522 Advanced Theories and Techniques: Human Sexuality  
CP 605 Family Systems and Domestic Violence  
CP 565 Professional Skills Development I. A  
CP 566 Professional Skills Development I. B  
CP 567 Professional Skills Development I. C  
CP 568 Professional Skills Development I. D  
CP 665 Professional Skills Development II A  
CP 666 Professional Skills Development II B  
CP 667 Professional Skills Development II C  
CP 668 Professional Skills Development II D

### **Advanced Coursework**

CP 515 Counseling Skills: Process of Psychotherapy I  
CP 516 Counseling Skills: Process of Psychotherapy II  
CP 517 Counseling Skills: Process of Psychotherapy III  
CP 601 Marriage, Family, and Relationship Counseling I

CP 602 Marriage, Family, and Relationship Counseling II

**Depth Psychology Theory And Practice**

CP 541 Depth Psychology Theory and Practice I: Analytical Psychology

CP 542 Depth Psychology Theory and Practice II: Imaginal Psychology

CP 543 Depth Psychology Theory and Practice III: Archetypal Symbols and Dynamics in Psychotherapy A

CP 544 Depth Psychology Theory and Practice IV: Dreamwork in Clinical Practice

CP 545 Depth Psychology Theory and Practice V: Archetypal Symbols and Dynamics in Psychotherapy B

CP 546 Depth Psychology Theory and Practice VI: Somatic Psychotherapy

**Supervised Practicum**

CP 609 Clinical Practice a

CP 610 Clinical Practice I

CP 611 Clinical Practice II

CP 612 Clinical Practice III

CP 613 Clinical Practice IV

CP 614 Clinical Practice V

CP 615 Clinical Practice VI

# Doctoral Programs in Clinical Psychology

## **Psy.D. in clinical psychology with emphasis in Depth Psychology**

The Psy.D. program represents Pacifica's commitment to grounding the principles of depth psychology in clinical practice. It is designed to produce exquisitely trained clinical psychologists who are skilled in a broad range of clinical work, including psychotherapy, assessment, supervision, and consultation, informed and enriched by psychodynamic perspectives. Pacifica trains students to achieve the powerful combination which results from combining core clinical skill sets and knowledge with primary, personal experience of the unconscious factors which motivate behavior.

The Psy.D. program includes four years of coursework designed to teach increasingly complex, sequential, competency based and integrative content which makes up the building blocks of professional competence in clinical psychology. The first two years include emphasis on knowledge and practice skills in such core topics as psychopathology, diagnosis, psychological testing and assessment, ethics, and research, including depth psychology approaches in all these areas. The third and fourth years include increasing focus on advanced psychotherapy skills, with particular focus on Jungian, archetypal, psychoanalytic, and other psychodynamic perspectives. Pacifica's Psy.D. program offers a uniquely integrative and depthful education which carefully preserves the importance of the role of unconscious life in clinical practice, while ensuring a solid education in the universally recognized attitudes, competencies, skill sets, and knowledge bases critical to a successful career as a clinical psychologist.

## **PH.D. in Clinical psychology with emphasis in depth psychology**

The Ph.D. program includes three years of coursework in foundational clinical psychology with an emphasis in Jungian and psychoanalytic psychology. After completion of the three year academic program students complete a dissertation in the fourth and fifth years and a 1,500 hour clinical internship. In the current national clinical psychology environment, the Ph.D. has become the degree of choice for students interested in clinical research, teaching, and other academic pursuits.

Over the past five years, faculty from the Clinical Psychology Program have exhibited significant scholarship by the completion of over 350 research articles, 13 books and have presented over 250 professional papers at conferences; students have written and/or presented over 75 professional papers. The Clinical Psychology Program is committed to the expansion of depth-oriented research to improve clinical outcomes.



“When I was a student and later a tenure-track faculty at a large state university, I thought that my inner life and my professional life had to be divided. When I found Pacifica and our program, I was delighted to work in a place where we can openly integrate depth psychological principles in all aspects of our lives and work. It is this integration that I believe inspires us to be a community of students, faculty, and staff that share a commitment to tending the Soul in and of the World.”

**Oksana Yakushko, Program Chair**

Pacifica has offered a Ph.D. program in clinical psychology since 1987. It is preparing to offer a Psy.D. program beginning in Fall 2012. The mission and curriculum of the Clinical Psychology programs are to educate the mind, heart, and soul in ways that liberate a high level of intellectual and creative response which is capable of interacting with the needs of a fast-paced, ever-changing world. The Clinical Psychology programs teach students to master the natural and human science traditions within a broad and general curriculum. In order to prepare students to be successful in the world of clinical psychology, the programs provide strong foundational courses in clinical psychology both in content and sequence. The curriculum offers current developments in clinical psychology in quantitative and qualitative research methods, the biological and social foundations of human behavior, professional ethics and standards, psychological testing and assessment, cultural competency and individual differences, and evidence-based psychotherapeutic interventions. Pacifica’s clinical curriculum enriches the foundational courses with courses in depth psychology. Depth psychology is found in multiple cultural contexts and perspectives, including the systematic explorations of Freud, Jung, and their followers. This depth emphasis also includes the study of recent scholars of archetypal psychology (Hillman) and theorists and practitioners of Interpersonal (Sullivan), Object-Relations (Klein/Winnicott), and Self (Kohut) psychologies. The depth psychology specialty provides coursework in current clinical and research developments in psychoanalytic and Jungian practices.

**Oksana Yakushko, Ph.D.**

**Chair, Doctoral Programs in Clinical Psychology**

Oksana Yakushko, PhD joined Pacifica’s Clinical Psychology program in 2009 as a core faculty and a Research Coordinator. She first discovered depth psychology growing up in the Soviet Union when she read black-market, censored books by Freud and Jung. After immigrating to the U.S., she studied Medieval History and later psychology. Her graduate training included foci on psychodynamic

psychotherapy, psychoanalysis, feminism, and multiculturalism. In addition to these interests, she began to explore the work of Jung and the Jungians through her interest in women's spirituality. She remains deeply engaged by depth psychological topics and perspectives, and integrates these with scholarly interests in immigration, multiculturalism, and feminism. Dr. Yakushko has published over 35 peer reviewed scholarly articles and 10 book chapters as well as presented over 60 conference symposia and poster presentations. She enjoys scholarly writings, and most of her recent contributions are collaborations with Pacifica clinical students and faculty. At Pacifica, she teaches classes on research methods, qualitative research, social psychology, and dissertation/clinical research project development. As a Chair of the Clinical Psychology Program she focuses on creating collaborative learning communities, nurturing students' development, attending to diverse voices and perspectives, and academic as well as clinical excellence. Her favorite ways to listen to and nurture herself include spending time with her family, screenwriting, and long runs.

## **Psy.D. in Clinical Psychology**

### **with emphasis in Depth Psychology**

Pacifica Graduate Institute's Psy.D. Program in Clinical Psychology includes four years of coursework designed to teach increasingly complex, sequential, competency based and integrative content which makes up the building blocks of professional competence in clinical psychology.

The first two years include emphasis on knowledge and practice skills in such core topics as psychopathology, diagnosis, psychological testing and assessment, ethics, and research, including depth psychology approaches in all these areas. The third and fourth years include increasing focus on advanced psychotherapy skills, with particular focus on Jungian, archetypal, psychoanalytic, and other psychodynamic perspectives. Clinical Psychology Psy.D. courses draw from these four areas of study:

Practicum seminars

Clinical practice courses

Depth psychology and the humanities courses

Research and scholarly inquiry courses

## **Curriculum Overview**

Clinical Psychology Psy.D. classes take place in four-day sessions (Thursday evening through Sunday afternoon) once each month during fall, winter, and spring. Between learning sessions, study and instruction continues through individual mentorship from faculty, online learning, and cohort support.

## **FIRST YEAR**

### **PRACTICUM SEMINARS**

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

### **CLINICAL PRACTICE COURSES**

Cognitive and Intellectual Assessment – CY 930, 3 Units

Objective Personality Assessment – CY 931, 3 Units

Advanced Psychopathology I – CP 730, 2 Units

Legal, Ethical, & Professional Practice – CP 832, 2 Units

History and Systems of Psychology – CP 700, 2 Units

### **DEPTH PSYCHOLOGY COURSES**

Intro to Depth Psychology and the Human Science Traditions – CY 819, 2 Units

Cultural Foundations of Depth Psychology I – CL 723, 1 Unit

### **RESEARCH AND SCHOLARLY INQUIRY**

Statistics and Quantitative Research Designs and Methods I – CY 950, 3 Units

Statistics and Quantitative Research Designs and Methods II – CY 951, 3 Units

Theories of Psychometric Measurement – CY 933, 3 Units

### **ANNUAL ASSESSMENT**

1<sup>st</sup> Year Annual Assessment for Program Advancement – CL 758, 0 Units

## **SECOND YEAR**

### **PRACTICUM SEMINARS**

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

## **CLINICAL PRACTICE COURSES**

Projective Personality Assessment – CL 938, 2 Units

Clinical Interviewing – CY 940, 1 Unit

Biological Foundations of Human Behavior – CY 735, 3 Units

Cognitive-Affective Foundations of Human Behavior – CL 836, 3 Units

Social Foundations of Human Behavior I – CY 800, 3 Units

Developmental Psychology I: Childhood through Adolescence – CY 830, 2 Units

## **DEPTH PSYCHOLOGY AND HUMANITIES COURSES**

Jungian-Based Psychotherapy I – CP 810, 2 Units

Depth Psychology and Contemporary Culture I –CL 920, 1 Unit

Psychoanalytic Psychotherapy I – CP 711, 2 Units

## **RESEARCH AND SCHOLARLY INQUIRY COURSES**

Qualitative Research Designs and Methods CY 952, 2 Units

Clinical Research Project Development – CY 955, 2 Units

Advanced Qualitative Research: Depth Psychological Research – CY 953, 3 Units

## **ANNUAL ASSESSMENT**

2<sup>nd</sup> Year Annual Assessment for Program Advancement - CL 762, 0 Units

## **THIRD YEAR**

### **PRACTICUM SEMINARS**

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

## **CLINICAL PRACTICE COURSES**

Cognitive-Behavioral Psychology – CL 835, 2 Units

Advanced Psychopathology II – CP 731, 2 Units

Principles of Psychopharmacology – CP 873, 2 Units

Comparative Approaches to Psychotherapy – CP 770, 2 Units

Cognitive Behavioral Psychotherapy – CY 912, 2 Units

## **DEPTH PSYCHOLOGY AND HUMANITIES COURSES**

Jungian-Based Psychotherapy II – CP 811, 2 Units

Psychotherapy with Diverse Populations – CP 845, 2 Units

Psychoanalytic Psychotherapy II – CP 712, 2 Units

## **RESEARCH AND SCHOLARLY INQUIRY COURSES**

Advanced Research Methods in Clinical Psychology I – CY 956, 2 Units

Advanced Research Methods in Clinical Psychology II – CY 957, 2 Units

Clinical Research Project Completion I – CY 958, 3 Units

## **ANNUAL ASSESSMENT**

Third Year Annual Assessment for Program Advancement – CY 766, 0 Units

Comprehensive Exam – CP 989, 0 Units

## **FOURTH YEAR**

### **CLINICAL PRACTICE COURSES**

Developmental Psychology II: Adulthood through Old Age – CY 801, 2 Units

Alcohol, Chemical Dependency and Addictive Behaviors – CL 900, 2 Units

Social Foundations of Human Behavior II – CY 802, 2 Units

Principles of Clinical Supervision and Consultation – CL 752, 2 Units

## **DEPTH PSYCHOLOGY AND HUMANITIES COURSES**

Depth Psychology and Contemporary Culture II – CY 921, 2 Units

Archetypal Psychology: Theory and Practice – CP 840, 2 Units

Cultural Foundations of Depth Psychology II – CL 724, 2 Units

Post-Jungian Psychotherapy: Theory and Practice – CP 745, 2 Units

Psychoanalytic Psychotherapy III – CY 715, 2 Units

Psychoanalytic Psychotherapy IV – CY 716, 2 Units

Imaginal Psychotherapy – CP 814, 2 Units

## **RESEARCH AND SCHOLARLY INQUIRY COURSES**

Clinical Research Project Completion II – CY 959, 3 Units

## **ORAL DEFENSE** Faculty Approval of Clinical Research Project

### **FIFTH YEAR**

**INTERNSHIP** Completion of 1,500 hours of a Pre-Doctoral Internship in Clinical Psychology- CY 980, 3 units & CY 980A 0 units

Selected courses may have online components. This curriculum is not intended to meet all the requirements of each State for licensure in clinical psychology. This curriculum may vary depending upon changing academic needs.

### **Practicum Seminars**

The Practicum Seminars prepare students for applied clinical work in practicum and internship sites. Practicum Seminars offer students a forum to integrate academic coursework with the clinical experiences from their practicum sites. Practicum Seminars also serve as a place for students to be mentored into the profession by the Clinical Psychology Faculty. Seminars are typically limited to six to eight students. Through this intimate seminar setting students are exposed to the clinical diversity of the faculty in order to develop a strong professional identity as a clinical psychologist with a depth specialty.

During the first year Practicum Seminars focus on professional development in preparation for a diagnostic practicum. During the first year students begin the process of developing an identity as a professional psychologist with a depth psychology specialty. The second year focus is on diagnostics and preparation for psychotherapeutic practicum. Second year seminars are designed to offer students a forum by which to integrate diagnostic experiences of their practicum sites with their academic coursework. The third year focus is on the practice of psychotherapy, particularly from a depth psychological perspective. Third year seminars are designed to offer students a forum by which to integrate psychotherapeutic experiences of practicum sites with academic coursework.

### **Professional Development Seminar I**

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

In this initial seminar of the first-year series, students are asked to develop educational and career goals and strategies to become licensed as a clinical psychologist. Students 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. Topics covered in this seminar include an overview of Pacifica's clinical training program, the development of a professional identity as a clinical psychologist and the career path to licensure.

### **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 requirements for licensure. Topics include basic psychotherapeutic processes and interview skills, including cross-cultural competencies. This seminar provides a practicum application workshop in order for students to be successful in the practicum application process.

### **Professional Development Seminar III**

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

The final seminar of the first-year Practicum Seminar series continues the introduction to the profession of clinical psychology. The seminar finalizes preparation for applied clinical work in a practicum setting during the second year and beyond. The seminar includes topics related to the public mental health system, levels and systems of care, ethical and legal issues, career planning and the importance of self-care.

### **First Year Annual Assessment and Diagnostic**

#### **1<sup>st</sup> Year Annual Assessment for Program Advancement**

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

Each student will have a face-to-face evaluation by the 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 Diagnostic Practicum. Pass/No Pass

## **Diagnostic Practicum Seminar I**

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

This seminar is designed to assist students in the integration of diagnostic assessment issues at their practicum site with academic coursework. Topics for discussion include clinical and diagnostic interviewing, risk assessment, and culturally appropriate psychological test selection. *Prerequisite: CL 758*

## **Diagnostic Practicum Seminar II**

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

This seminar continues the ongoing integration of diagnostic assessment issues at practicum sites with academic coursework. This seminar covers the mental status exam, motivational interviewing, stages of change models, and ASAM criteria for assessment of substance abuse. *Prerequisite: CL 758*

## **Diagnostic Practicum Seminar III**

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

This seminar completes the second-year diagnostic practicum sequence. It offers students a forum to further integrate diagnostic issues at their practicum site with academic coursework. This seminar covers diagnostics with personality disorders, psychological report writing and integrative assessment. *Prerequisite: CL 758*

## **2<sup>nd</sup> Year Annual Assessment for Program Advancement**

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

Each student will have a face-to-face evaluation by the Clinical Psychology Faculty to assess academic, clinical, and research progress in order to advance to the third year of the clinical program and to a Psychotherapy Practicum. Pass/No Pass

## **Psychotherapy Practicum Seminar I CL 763, 1 unit**

This seminar offers students a forum to integrate psychotherapeutic experiences of their practicum site with academic coursework. This seminar includes topics of empathy and attunement to affect, Jung's transcendent function, managing boundaries in psychotherapy and evidence-based best practices. *Prerequisite: CL 762*



## **Psychotherapy Practicum Seminar II**

### **CL 764, 1 unit**

This seminar offers students a forum to integrate the psychotherapeutic experiences of their practicum site with academic coursework. Scheduled topics include Imaginal techniques in therapy, therapeutic use of dreams, the therapeutic frame, transference/countertransference, and continued discussion of appropriate therapeutic boundaries. *Prerequisite: CL 762*

## **Psychotherapy Practicum Seminar III**

### **CL 765, 1 unit**

This seminar is the final seminar in the psychotherapy sequence. This seminar provides students a forum to continue the integration of their psychotherapeutic experiences at their practicum site with academic coursework. Topics include active listening, appropriate use of psychodynamic interpretations, importance of personal and professional boundaries in psychotherapy and issues related to the development of a private practice. *Prerequisite: CL 762*

## **3<sup>rd</sup> Year Annual Assessment for Program Advancement**

### **CL 766, 0 units**

Each student will have a face-to-face evaluation by the Clinical Psychology Faculty to assess academic, clinical, and research progress in order to assure readiness for predoctoral internship. Pass/No Pass

## **CLINICAL PRACTICE COURSES**

The Clinical Practice courses provide a broad foundation for the development of a generalist practitioner in clinical psychology with diverse training in multiple psychotherapeutic orientations, assessment, consulting, and evidence-based best practices.

## **History and Systems of Psychology**

### **CP 700, 2 units**

Students analyze the scientific evolution of psychological systems from antiquity to the present era. The course examines the historic development of the schools of psychoanalysis, behaviorism, gestalt, humanistic, and postmodern psychology. There is an evaluation of the systems developed throughout history to treat mental illness. The course also examines the history of the American

Psychological Association in the context of current trends in clinical psychology as a scientific discipline and profession.

### **Theories of Psychometric Measurement**

#### **CY 933, 3 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.

### **Cognitive and Intellectual Assessment**

#### **CY 930, 3 units**

The psychological assessment course series begins with the study of psychometric theory including test construction, standardization, validity, reliability, and the appropriate and ethical use of assessment for individuals from diverse backgrounds. The administration, scoring, and interpretation of the Wechsler intelligence scales, Wechsler Memory Scales-IV, and Bender Visual Motor Gestalt Test are highlighted with special emphasis on integrating the results with clinical judgment, effective report writing, evidence-based treatment planning, and communication of assessment results. The course will focus on foundational psychometric theory in the context of emphasizing practical, evidence-based best practices in cognitive assessment.

### **Objective Personality Assessment**

#### **CY 931, 3 units**

The course focuses on foundational psychometric theory in the context of emphasizing practical, evidence-based best practices in personality assessment. Students 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 are provided with an overview of neuropsychological assessment including interviewing, familiarity with common tests, and strategies of interpreting and integrating neuropsychological assessment data. There is a focus on integrating results into user-friendly, case-focused, problem-oriented reports for clinical, vocational, medical, and forensic settings. *Prerequisite: CP 930*

## **Projective Personality Assessment**

### **CL 938, 2 units**

This course focuses on psychometric theory, controversies, and practical applications of performance-based personality instruments (projectives) with an emphasis on the Rorschach. Course includes examination of the Thematic Apperception Test, Sentence Completion Test and projective drawings. Information derived from performance-based personality assessment will be used to develop clear, user-friendly, case-focused reports that describe the psychological context of the client as well as answer the referral question. There is an emphasis on using assessment results to enhance the therapeutic process utilizing evidence-based best practices. *Prerequisites: CP 930, CP 931*

## **Clinical Interviewing**

### **CY 940 1 unit**

Students learn the essential skill sets involved in biospsychosocial assessment and related clinical interviewing. The course focuses on how to conduct a clinical interview as part of an initial assessment. The course also examines the ethical dilemmas, interdisciplinary conflicts, human diversity and system of care issues that surface during the clinical interview. Students practice their interviewing skills through mock case presentations, role play, vignettes, and other forms of case applications.

## **Comparative Approaches to Psychotherapy**

### **CP 770, 2 units**

This course provides a theoretical and applied introduction to current approaches in psychotherapeutic treatment. Students examine the therapeutic applications and the theoretical tenets of the schools of psychoanalysis, Jungian analysis, cognitive-behavioral, person-centered, humanistic existential, and postmodern psychology. Students develop the ability to compare, contrast and integrate psychotherapeutic approaches in the context of clinical research, and evidence-based best practices.

## **Legal, Ethical, and Professional Practice**

### **CP 832, 2 units**

The ethical and legal considerations involved in the practice of clinical and scientific psychology are examined with an emphasis on the American Psychological Association's ethical guidelines. The course features discussion of key issues involved in academic work, research and professional practice with an emphasis on the development of ethical and professional judgment. Topics include forensic psychology, cultural competence, malpractice, and legal responsibilities. This course meets the criteria set forth by the California Board of Psychology for training in Legal, Ethical, and Professional Practice required for California 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.

## **Advanced Psychopathology II**

### **CP 731, 2 units**

This course continues the examination of major syndromes included in the Diagnostic and Statistical Manual of Mental Disorders with an emphasis on Axis II disorders and the multi-axial diagnostic system. The course also examines other psychopathology classification systems, the role of biology, society and culture in the understanding of psychopathology. *Prerequisite: CP 730.*

## **Biological Foundations of Human Behavior**

### **CY 735, 3 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.

### **Principles of Psychopharmacology**

#### **CP 873, 2 units**

This course examines the principles of psychopharmacology as well as an overview of pertinent neurochemistry. The indications and side effects of common psychoactive medications are evaluated. The impact of medications on the psychotherapeutic process and the importance of a coordinated treatment plan with the prescribing psychiatrist are examined. *Prerequisite: CP 735*

### **Alcohol, Chemical Dependency, and Addictive Behaviors**

#### **CL 900, 2 units**

This course examines the theoretical foundation for the treatment of addictive behaviors. The focus of the course includes the current theories related to etiology, physiological and medical aspects, dual-diagnosis, cultural and ethnic considerations, iatrogenic dependency, current evidence-based treatment approaches, family issues, prevention and education, and ethical and legal issues. The course meets the criteria of the California Board of Psychology for training in Alcoholism/Chemical Dependency Detection and Treatment required for California licensure.

### **Cognitive-Behavioral Psychology**

#### **CL 835, 2 units**

This course presents the foundational theories of cognitive behavioral psychology. Topics include the behavioral integration of attention, learning, perception, attribution, schema development, memory, context, language, problem solving, and decision making. Contemporary theories and applications common to cognitive behavioral psychology as well as cognitive neuroscience are addressed. Advanced topics of consciousness and intuition are explored. The role of evidence-based, cognitive-behavioral interventions are examined within the conceptual framework of integrative models of cognitive-behavioral psychology.

## **Cognitive Affective Foundations of Human Behavior**

### **CL 836, 3 units**

This course examines the interdependence of cognition and emotion in psychological experience and behavior. Discussion of this relationship includes the interactive influence of perception, attention, learning, memory, contextual appraisals and biases, emotional regulation, creative thinking, conscious and unconscious processing and problem solving. Related topics include sensation, perception, memory, cognition, emotion, motivation, and psychophysiological processes. The neurobiological, biological and social bases of emotion, its cognitive correlates, and the impact of emotional states on behavior are examined.

## **Cognitive Behavioral Psychotherapy**

### **CY 912, 2 units**

This course examines Cognitive Behavioral Psychotherapy as an example of clinical treatments that are supported by scientific study and data. Contemporary theory, research and practice in state of the art applications of evidence-based cognitive behavioral practices are evaluated, compared and contrasted. The optimal cognitive-behavioral interventions, or combination of psychotherapeutic interventions, for the major mental disorders are examined. The latest findings of outcome research and evidence-based practices in cognitive behavioral psychotherapeutic treatment are evaluated, including mindfulness, acceptance, and commitment psychotherapies.

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

### **CY 800, 3 units**

This course studies current advancements in social psychology and provides an overview of the three main areas of social psychological thought which include social thinking, social influence, and social relations. Social thinking area includes discussion of self, beliefs, judgments, and attitudes. The study of social influence includes the impact of culture, conformity, persuasion, and group behavior on social functioning. Social relations area examines social relationships and how they are influenced by prejudice, aggression, attraction, and helping. This course emphasizes social thinking and social relationships as well as current social psychological research findings and the role of depth psychology in each of these areas.

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

### **CY 802, 2 units**

This course continues the examination of social psychology with an emphasis on social influence which includes the principles and theory of group formation and development, impact of culture on group behavior, conformity, and persuasion. The course also examines current research in group dynamics, interpersonal behavior, intimacy, leadership, and helping. Discussion also includes relevance of social psychological research to clinical practice and depth psychology.

## **Psychotherapy with Diverse Populations**

### **CP 845, 2 units**

The knowledge, skills, and attitudes necessary to work effectively as a diversity-sensitive clinician are an ethical responsibility in a multicultural society. This course examines the role of culture in 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 analyzed. Appropriate intervention strategies with individuals of different cultural backgrounds are developed. Depth psychological concepts in relation to culture, such as the unique attributes of an ethnic or minority unconscious are explored.

## **Developmental Psychology I - Childhood through Adolescence**

### **CY 830, 2 units**

Students study developmental theories, constructs, research, and methods as they contribute to understanding normative human development and its variants in early childhood and adolescence. Emphasis is on the psychological and neurological development from conception through childhood and adolescence and attachment issues that shape early human development. Current developmental research, clinical implications, cultural considerations, and contemporary trends in childhood and adolescent development are examined.

## **Developmental Psychology II - Adulthood through Old Age**

### **CY 801, 2 units**

This course continues the study of developmental theories, constructs, research, and methods as they contribute to understanding normative human development and its variants in adulthood through old age. Emphasis is on the psychological and neurological development during adulthood and the

later stages of life. Current developmental research, clinical implications, cultural considerations, and contemporary trends in adulthood and old age are examined.

### **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 given 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 related to clinical supervision and consultation are examined.

### **Personal Psychotherapy**

#### **CP 950, NO UNITS ASSIGNED (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 THE HUMANITIES COURSES**

The Depth Psychology and the Humanities courses prepare clinical students for the practice of a specialty in depth (psychoanalytic and Jungian) psychology. This includes an understanding of the rich traditions of depth psychology, the humanities, and interdisciplinary and cultural studies. Students learn how literature, culture, myth, history, and art infuse the science of clinical psychology and the practice of psychotherapy.

The coursework in the theory and practice of Jungian and psychoanalytic psychotherapy is presented in an organized and sequential manner in order for students to develop strong psychotherapeutic skills in the practice of depth psychology throughout the academic program.

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

#### **CY 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 examined. Clinical application of Jungian thought is demonstrated through theoretical discussions, case examples, and the reading of primary Jungian sources. Particular attention is given to understanding how various forms of psychopathology can be imagined as manifestations of ego-Self axis dynamics. An analysis is provided of the critiques of Jungian concepts from postmodern and multicultural perspectives,

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

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

This course will expand consideration of classical Jungian concepts to include 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, Jungian typology is examined, archetypal figures and patterns explored and the use of myths in depth psychotherapy elaborated. The course also examines the works of post-Jungian scholars. Students continue the work of self-reflection to further their individuation process as central to their work as clinical and 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 Hillman, Edinger, von Franz, Hannah, Woodman, Perera, Whitmont, Cambray, and current scholars or group of scholars doing innovative work in Jungian psychotherapy. The course discusses recent developments in the evolution of Jungian thought and practice which includes cultural, alchemical, neuroscientific, somatic and ecological considerations. The importance of creation myths, fairytales, the mystery traditions and various cultural mythologies (Greek, Egyptian, Nation American, et al.) is explored 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*

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

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

Students revision basic psychological concepts through the study of archetypal psychology as exemplified in the works of James Hillman. Emphasis is placed on the development of a mythic sensibility in confronting the complexity of psychological life. Subjective and Imaginal realities are considered as they relate to therapeutic intervention. The therapy room is extended to include the wider realm of the collective imagination, the arts, culture, multicultural reflections, and philosophy.

### **Imaginal Psychotherapy**

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

Utilizing a phenomenological attitude an Imaginal approach is developed in order for the clinical psychologist to be attentive to the process of psychotherapy and to the experience of being a psychotherapist. Within this approach issues such as transference, countertransference, the unconscious, clinical symptoms, and dreams are examined. Special attention is paid to the development of Imaginal capabilities which foster sensitivity to the symbolic depths and metaphorical richness of language in the client/therapist relationship. In this context diversity and cultural considerations are analyzed.

### **Psychoanalytic Psychotherapy I**

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

This course focuses on the fundamental assumptions underlying psychoanalytic treatment beginning with the seminal contributions 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 Psychotherapy II**

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

The contributions of Klein helped to delineate the dynamics and treatment of borderline and psychotic conditions. This course articulates the Klein-Bion model of psychoanalytic theory and practice. Special attention is given to projective identification and utilization of countertransference in the treatment of borderline and psychotic problems. Contemporary modifications of object relations approaches are examined. Current research on developmental issues and mentalization are evaluated. *Prerequisite: CP 711*

## **Psychoanalytic Psychotherapy III**

### **CY 715, 2 units**

This course examines contemporary relational psychoanalysis as derived from the work of Kohut and Stolorow. The implications of conflict versus deficit psychology on psychoanalytic technique will be examined. The major paradigmatic changes brought forth by Self psychology are compared and contrasted with classical theory illuminating the different approaches to the therapeutic frame and to psychoanalytic interpretation. *Prerequisites: CP 711, CP 712*

## **Psychoanalytic Psychotherapy IV**

### **CY 716, 2 units**

The final course in the psychoanalytic sequence addresses current trends in psychoanalytic thought including neurophysiological and psychodynamic research and psychoanalytic psychotherapy. The seminal work of Alan Schore serves as a basis for the exploration of therapeutic issues related to affect regulation and construction of the self. The recent efficacy research of Jonathan Shedler, which establishes psychodynamic psychotherapy as an evidence-based best practice, serves as a model for further psychodynamic research. Students examine ways to integrate the variety of psychoanalytic perspectives into an analytic perspective in their clinical practice. *Prerequisites: CP 711, CP 712, CY 715*

## **Cultural Foundations of Depth Psychology I, II**

### **CL 723, 1 unit, CL 724, 2 units**

These courses focus on the formative contexts which have given rise to depth psychology. For example, healing systems from different cultures and the archetypal images they evoke are studied to

provide a deeper appreciation and critique of contemporary clinical practice. Other emphases include an examination of cultural and historical issues which have shaped the emergence of depth psychology. Philosophical antecedents of depth psychology as well as the relationship between depth psychology, the arts, and the poetic imagination are explored. The implications of depth psychology for a multicultural world view are examined.

### **Depth Psychology and Contemporary Culture I, II**

**CL 920, 1 unit, CY 921, 2 units**

These courses apply the principles of depth psychology to various crises in contemporary society. Examples include social justice and community activism as manifestations of depth psychology. Postmodern critiques and depth psychological theory and research and their applicability to clinical practice are examined. Individual psychopathology is seen as having collective, historic and contextual sources. Recent developments in the study of spirituality, literary foundations for depth psychotherapy, alchemy, ecology, mind/body studies, and organizational change are evaluated for their impact at the community and societal levels. Consideration is given to non-Western, postcolonial, and minority perspectives.

### **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 providing the skills necessary to complete a Clinical Research Project (CRP) in order to make a significant research contribution to the practice of clinical psychology.

The Clinical Research Project research process is integrated throughout the academic program in order to model the importance of research and scholarly inquiry in the daily practice of a clinical psychologist. The integration of the Clinical Research Project with the academic program assures the completion of doctoral research in order to advance in a timely manner toward Internship and licensure as a clinical psychologist.

## **Statistics and Quantitative Research Designs and Methods I**

### **CY 950, 3 units**

This course provides an overview of univariate 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: (1) Descriptive statistics (Measurement scales, frequency distributions, measures of central tendency, measures of spread (variability), measures of linear relationships, and standard scores), and (2) Inferential statistics (hypothesis testing, correlation and regression, Z-tests, t-tests, one way analysis of variance [ANOVA], Chi-Square tests and estimation of population parameters from sample data). Survey and experiential approaches to research and clinical investigations are examined.

## **Statistics and Quantitative Research Designs and Methods II**

### **CY 951, 3 units**

This course continues to prepare students to be competent and critical consumers of quantitative research for clinical practice by the examination and applicability of advanced quantitative methods including multivariate statistical analysis. This course assists students in becoming skilled in reading, understanding, and using quantitative research designs. Course also examine the broad principles and application of multivariate statistical models for the design of quantitative studies and the treatment of data as well as the statistical methods employed in clinical research studies. Topics include multivariate analysis of variance and covariance, factor analysis, binary logistic regression, multiple regression, discriminant analysis, power, and meta-analysis. *Prerequisite CY 950.*

## **Qualitative Research Designs and Methods**

### **CY 952, 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 examined with students having an experience with a particular qualitative approach (i.e., phenomenology). Emphasis is given to ethics and cultural diversity as well as the parallels between research and clinical practice.

## **Advanced Qualitative Methods: Depth Psychological Research**

### **CY 953, 3 units**

This course continues to expand understanding of the major human science traditions and their applicability to qualitative research. The vocational and transference dimensions of the research process are explored with students practicing psychological dialogues as a means to make more conscious their own unconscious transference to their research material. In addition this course evaluates the ways in which quantitative, qualitative, and hermeneutic methods both reveal and conceal their topics. A key focus of the course is the development of a critical attitude toward the multiple levels of the psyche as it presents itself in the selection of research topics through an exploration of personal history, diverse cultures, and the collective and ecological dimensions of experience. *Prerequisite: CY 952*

## **Clinical Research Project Development**

### **CY 955, 2 units**

This course emphasizes the development of critical thinking skills related to evaluating research studies and the writing of a Clinical Research Project (CRP) in clinical psychology. The course focuses on the completion of an initial proposal, which contains a literature review of the seminal sources, a well-defined clinical research question, a preliminary review of method(s) to be used in addressing the question and an explication of the relevance of the question for the practice of clinical psychology.

## **Advanced Research Methods in Clinical Psychology I**

### **CY 956, 2 units**

This course focuses on the review of current approaches to applied research in clinical psychology. Particular attention is given to research methodologies as well as the philosophical and epistemological foundations of clinical research. The course results in an advanced review of the literature on a selected topic related to the clinical research question developed for the Clinical Research Project.

## **Advanced Research Methods in Clinical Psychology II**

### **CY 957, 2 units**

This course critically examines the variety of applied methods in clinical psychology, including both quantitative and qualitative methods as well as theoretical and interpretative approaches. The course results in an advanced application of selected research method(s) to the clinical research question of the Clinical Research Project. *Prerequisite: CY 955*

## **Clinical Research Project Completion I**

### **CY 958, 3 units**

At the beginning of the third year in order to assure timely completion of the Clinical Research Project students must (1) complete the composition of their CRP committee, (2) complete Introduction, Literature Review and Methods sections and (3) finalize their ethics application. In addition students are encouraged to begin their data collection and analysis. This course is taken under the direction of the Chair of the CRP committee and concurrently with third year academic courses. Students are required to complete all three units by the end of the third academic year. Pass/No Pass.

## **Clinical Research Project Completion II**

### **CY 959, 3 units**

At the beginning of the fourth year in order to assure timely completion of the Clinical Research Project students must (1) complete data collection (2) complete data analysis (3) complete the final CRP document including Results and Discussion sections (the Discussion section needs to include implications of CRP for the advancement of the practice of clinical psychology), (4) participate successfully in the Oral Defense of the CPR and (5) complete the final document edits as required by the Dissertation Office. This course is taken under the direction of the Chair of the CRP committee and concurrently with fourth year academic courses. *Prerequisite: CY 958* Students are required to complete all three units by the end of the fourth academic year to advance to Internship. Pass/No Pass.

## **Clinical Research Project Completion Extension**

### **CY 959A, 3 units**

Students who have not completed CRP I or CRP II during the third and/or fourth year register for a CRP extension. Students will be billed at the regular per unit rate.

## **Comprehensive Examination**

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

Upon completion of nine quarters of academic coursework, a student in good academic standing is eligible to take the Comprehensive Examination. The Comprehensive Examination is designed to assess student competencies in the area of each of the three Program Domains: Clinical Practice, Research and Scholarly Inquiry, and Depth Psychology and Humanities. Students must pass all components of the Comprehensive Examination in order to advance to the fourth year in this Clinical Psychology Program. Students must retake any failed portion of the exam 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. The inability to pass any aspect of the Comprehensive Exam within two attempts results in academic disqualification from the Clinical Psychology Program.

## **Pre-Doctoral Internship in Clinical Psychology**

### **CY 980, 3 units**

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, CRP, 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. Students may apply for financial aid for the initial 3 quarter enrollment period. A quarterly fee will apply. Students must submit quarterly evaluations to be eligible to pass the quarter and register for the next quarter. The inability to pass Internship may result in loss of enrollment status, financial aid, and possible disqualification from the Clinical Psychology Program.

## **Pre-Doctoral Internship Extension in Clinical Psychology**

### **CY 980A, 0 units**

Upon completion of three quarters of pre-doctoral internship, all students who are continuing to accrue pre-doctoral internship hours will be eligible to enroll in pre-doctoral internship extension. Students must submit quarterly evaluations to be eligible to pass the quarter and register for the next quarter.



## REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 116 quarter units to fulfill the unit requirement for graduation. A total of 107 academic units and a total of 9 pre-doctoral internship units.
2. A minimum grade of “B” is required in each completed course.
3. A cumulative grade point average of 3.0 must be maintained.
4. Students must meet attendance requirements as articulated in the Student Handbook. *Students can only miss four classes throughout the academic year, and no more than one class in a specific academic course.*
5. Students must submit and defend a Clinical Research Project accepted by the faculty.
6. Students are required to complete a minimum 1,000 hours of practicum.
7. Students are required to complete 1,500 hours of internship.
8. Students are required to complete 60 hours of personal therapy.
9. Students must successfully pass the Comprehensive Examination at the end of the third year.
10. Students must comply with all the policies and procedures articulated in the Student, Clinical Research Project, and Clinical Handbooks.

## CLINICAL TRAINING

A minimum of 1,000 hours of practicum and 1,500 hours of internship are required. Students will be placed in practicum by the Director of Clinical Training. Students must obtain Internship through a competitive application process. It is recommended that internships be completed in a multidisciplinary setting offering a variety of training experiences. The choice of a culturally diverse site is encouraged.

For a full description of all clinical training requirements consult the current edition of the Clinical Training 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 Clinical Research Project progress, 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. California students acquire regional 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.

## **Ph.D. in Clinical Psychology**

### **with emphasis in Depth Psychology**

Pacifica Graduate Institute's Ph.D. Program in Clinical Psychology offers a course of study situated within the depth psychological tradition. It is designed to prepare students for the independent general practice of professional clinical psychology in the 21st century. Guided by a scholar-practitioner model, the program integrates theory, practice, and ethics, and stresses a broad range of perspectives on psychopathology, assessment, intervention, and research. A unique emphasis of the program is our commitment to honoring the full complexity of psychological life in a diverse society. Toward this end, the program provides advanced training in depth psychological and human science traditions, as well as a focus on the humanities. Cultural competency is a core value of the program and comprises an important dimension in all courses. Clinical Psychology Ph.D. courses draw from four areas of study:

#### **Practicum Seminars**

#### **Clinical Practice**

#### **Depth Psychology**

#### **and Humanities**

#### **Research and**

#### **Scholarly Inquiry**

### **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 a seven-day summer session each year. Between learning sessions, study and instruction continues through individual mentorship from faculty, online learning, and cohort support groups.

### **FIRST YEAR**

## **PRACTICUM SEMINARS**

Professional Development Seminar I, II, III –

CL 755, CL 756, CL 757, 1 Unit each

1<sup>st</sup> Year Annual 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

Advanced Psychopathology I – CP 730, 2 Units

Biological Foundations of Human Behavior – CP 735, 2 Units

Comparative Approaches to Psychotherapy – CP 770, 2 Units

Evidence-Based Best Practices – CL 912, 2 Units

Social Foundations of Human Behavior – CL 800, 2 Units

## **DEPTH PSYCHOLOGY AND HUMANITIES COURSES**

Introduction to Depth Psychology and the Human Science

Traditions – CL 819, 2 Units

Jungian-Based Psychotherapy I – CP 810, 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, 2 Units

## **SECOND YEAR PRACTICUM SEMINARS**

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

2<sup>nd</sup> Year Annual Assessment for Program Advancement – CL 762, 0 Units

## **CLINICAL PRACTICE COURSES**

Principles of Psychopharmacology – CP 873, 2 Units

Cognitive-Behavioral Psychology – CL 835, 2 Units

Cognitive-Affective Foundations of Human Behavior – CL 836, 3 Units  
Developmental Psychology Through the Lifespan – CP 830, 3 Units  
Advanced Psychopathology II – CP 731, 2 Units  
Alcohol, Chemical Dependency, and Addictive Behaviors – CL 900, 2 Units  
Principles of Group Dynamics – CL 751, 2 Units  
Projective Personality Assessment – CL 938, 2 Units

### **DEPTH PSYCHOLOGY COURSES**

Psychoanalytic-Based Psychotherapy I – CP 711, 2 Units  
Psychoanalytic-Based Psychotherapy II – CP 712, 2 Units  
Archetypal Psychology: Theory and Practice – CP 840, 2 Units

### **RESEARCH AND SCHOLARLY INQUIRY COURSES**

Research Designs & Methodology III: Advanced Quantitative Analysis & Scale Development – CL 939, 2 Units  
Depth Psychological Methods I – CL 928, 2 Units  
Dissertation Development I – CP 961, 1 Unit

### **THIRD YEAR PRACTICUM SEMINARS**

Psychotherapy Practicum Seminar I, II, III – CL 763, CL 764, CL 765, 1 Unit each  
3<sup>rd</sup> Year Annual Assessment for Program Advancement – CL 766, 0 Units

**CLINICAL PRACTICE COURSES** Psychotherapy with Diverse Populations – CP 845, 2 Units  
Principles of Clinical Supervision and Consultation – CL 752, 2 Units

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

Depth Psychology & Contemporary Culture I – CL 920, 1 Unit  
Jungian-Based Psychotherapy II – CP 811, 2 Units  
Post-Jungian Psychotherapy: Theory and Practice – CP 745, 2 Units  
Imaginal Psychotherapy – CP 814, 2 Units  
Cultural Foundations of Depth Psychology I, II – CL 723, 1 Unit, CL 724, 2 Units  
Depth Psychology & Contemporary Culture II – CL 921, 1 Unit

## **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

## **CONTINUING**

Comprehensive Exam – CP 989, 0 Units (Degree Requirement)

Dissertation Writing – CP 990, 15 Units (Degree Requirement)

Personal Psychotherapy – CP 950, 0 Units (Degree Requirement)

Selected Courses may have online components. This curriculum is not intended to meet all the requirements of each State for licensure in clinical psychology. This curriculum may vary depending upon changing academic needs.

The required fourth and fifth years of study focus on reading, research, and dissertation writing.

## **Practicum Seminars**

The Practicum 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.

The first year focus is on Professional Development and preparation for a Diagnostic Practicum. During the first year students will begin the development of an identity as a professional psychologist, with a depth psychology emphasis. The second year focus is on diagnostics and preparation for a Psychotherapeutic Practicum. These seminars are designed to offer students a forum in which to integrate diagnostic experiences gained in practicum with academic coursework at Pacifica. The third year focus is on psychotherapy, particularly from a depth psychological perspective, and preparation for a pre-doctoral Internship. These seminars are designed to offer students a forum in which to

integrate psychotherapeutic experiences of practicum with academic coursework at Pacifica and to prepare students for their pre-doctoral Internship.

### **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. 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 and beyond. 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

## **1<sup>st</sup> Year Annual Assessment for Program Advancement**

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

Each student will have a face-to-face evaluation by the Clinical Psychology Faculty to assess academic, clinical, and research progress in order to advance to the third year of the clinical program and to a Psychotherapy Practicum. Pass/No Pass

### **Diagnostic Practicum Seminar I**

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

This seminar is designed to assist students in the integration of diagnostic issues at their practicum sites with the academic coursework at Pacifica. Topics scheduled for discussion in this seminar include clinical and diagnostic interviewing, risk assessment, and culturally appropriate psychological test selection. *Prerequisite: CL 758.* Pass/No Pass

### **Diagnostic Practicum Seminar II**

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

This seminar continues assisting students in the ongoing integration of diagnostic issues at their practicum sites with coursework at Pacifica. This seminar will cover topics such as the mental status exam, motivational interviewing, stages of change models, and ASAM criteria for assessment of substance abuse. *Prerequisite: CL 758.* Pass/No Pass

### **Diagnostic 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 diagnostic issues at their practicum site with academic coursework at Pacifica. This seminar covers diagnostics with personality disorders, psychological report writing, and integrative assessment. *Prerequisite: CL 758.* Pass/No Pass

## **2<sup>nd</sup> Year Annual Assessment for Program Advancement**

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

Each student will have a face-to-face evaluation by the Clinical Psychology Faculty to assess academic, clinical, and research progress in order to advance to the third year of the clinical program and to a Psychotherapy Practicum. Pass/No Pass

## **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, Jung's transcendent 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*

## **3<sup>rd</sup> Year Annual Assessment for Program Advancement**

### **CL 766, 0 units**

Each student will have a face-to-face evaluation by the Clinical Psychology Faculty to assess academic, clinical, and research progress in order assure readiness for predoctoral internship.

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.



## **History and Systems of Psychology**

### **CP 700, 2 units**

Students will explore the scientific evolution of psychological systems from antiquity to the present era. The course will examine how the historic development of the schools of psychoanalysis, behaviorism, gestalt, humanistic and postmodern psychology has led to current practices in clinical psychology. The importance of a multicultural perspective will be emphasized. The systems developed throughout history to treat mental illness will be evaluated. The course will examine the history of the American Psychological Association in the context of current trends in clinical psychology as a scientific discipline and profession.

## **Psychological Assessment I**

### **CP 930, 2 units**

The psychological assessment course series begins with the study of psychometric theory including test construction, standardization, validity, reliability, and the appropriate and ethical use of assessment for individuals from diverse backgrounds. The administration, scoring, and interpretation of the Wechsler intelligence scales, Wechsler Memory Scales-IV, and Bender Visual Motor Gestalt Test are highlighted with special emphasis on integrating the results with clinical judgment, report writing, evidence-based treatment planning, and communication of assessment results. The course will focus on foundational psychometric theory in the context of emphasizing practical, evidence-based best practices in cognitive assessment.

## **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. There will be a focus on integrating results into user-friendly, case-focused, problem oriented reports for clinical, vocational, medical, and forensic settings. The course will also focus on foundational psychometric theory in the context of emphasizing practical, evidence-based best practices in personality assessment. *Prerequisite: CP 930*

## **Projective Personality Assessment**

### **CL 938, 2 units**

This course will focus on psychometric theory, controversies, and practical applications of performance-based personality instruments (projectives) with an emphasis on the Rorschach but will also include the Thematic Apperception Test, Sentence Completion Test, and projective drawings. Information derived from performance-based personality assessment will be used to develop clear, user-friendly, case-focused reports that describe a person and his/her psychological context as well as answer the referral question. There will also be an emphasis on using assessment results to enhance the therapeutic process utilizing evidence-based best practices. *Prerequisites: CP 930, CP 931*

## **Comparative Approaches to Psychotherapy**

### **CP 770, 2 units**

This course provides a theoretical and applied introduction to current approaches in psychotherapeutic treatment. Students will examine the therapeutic applications of the theoretical tenets of the schools of Psychoanalysis, Jungian Analysis, Cognitive-Behavioral, Person-Centered, Humanistic-Existential, and Postmodern psychology. Students will develop the ability to compare, contrast, and integrate psychotherapeutic approaches in the context of clinical research and evidence-based best practices.

## **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. 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. 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 phylogenic 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*

## **Cognitive-Behavioral Psychology**

### **CL 835, 2 units**

This course presents the foundational theories of cognitive behavioral psychology. Topics include the integration of attention, perception, attribution, schema development, memory, context, language, problem solving, and decision making. Theories common to cognitive-behavioral assessment and treatment are evaluated. The role of evidence-based, cognitive-behavioral interventions is examined within the conceptual framework of integrative models of cognitive-behavioral psychology.

## **Cognitive-Affective Foundations of Human Behavior**

### **CL 836, 3 units**

This class examines the interdependence of cognition and emotion in psychological experience. Discussion of the cognitive processes include: creative thinking, conscious and unconscious processing, and problem solving. Related areas are also covered: sensation, perception, memory, learning, cognition, emotion, motivation, and psychophysiological processes. Discussion of emotion involves the biological and social bases of emotion, its cognitive correlates, and the impact of emotional states.

## **Advanced Psychopathology II**

### **CP 731, 2 units**

Building on Advanced Psychopathology I, this course examines major syndromes included in the *Diagnostic and Statistical Manual of Mental Disorders*, with an emphasis on Axis II disorders. Other classification systems, multi-axial diagnosis, the role of society, culture, and biology, as well as meta-issues surrounding the diagnostic enterprise are evaluated. *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.

## **Principles of Group Dynamics**

### **CL 751, 2 units**

This class provides a critical overview of principles, theories, and practical applications of various techniques in group psychotherapy, as well as issues in group process, including: stages in group formation and development, cohesiveness, transference and countertransference, cross-cultural dynamics, strategies and specific interventions. The curative forces operating in a group setting are illuminated through role-playing, case discussions, readings, experiential exercises, and intensive group participation. Pass/No Pass

## **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.

## **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 studies current advancements in social psychology. Students examine three main areas of social psychological thought which include social thinking, social influence, and social relations. Social thinking area includes discussion of self, beliefs, judgments and attitudes. Social influence area includes the impact of culture, conformity, persuasion, and group behavior on social functioning. Social relations area examines social relationships and how they are influenced by prejudice, aggression, attraction, and helping. The class also emphasizes current research findings and the role of depth psychology in each of these areas.

### **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.

## **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.

## **Cultural Foundations of Depth Psychology I**

### **CL 723, 1 unit**

This course focuses on the formative contexts which have given rise to depth psychology. For example, healing systems from different cultures and the archetypal images they evoke are studied to provide a deeper appreciation of contemporary clinical practice. Other emphases include an examination of cultural and historical issues which have shaped the emergence of depth psychology. Philosophical antecedents of depth psychology are a focus of study as well as the relationship between depth psychology, the arts, and poetic imagination. The implications of depth psychology for a multicultural world are discussed.

## **Psychoanalytic-Based Psychotherapy I**

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

This course focuses on the evolution of psychoanalytic thought from Freud's seminal writings through British traditions of Object Relations, up to and including contemporary Self and intersubjective approaches. Working within the transference-countertransference field is a major focus.

## **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 Klein and Bion, who helped to delineate the dynamics and treatment of Borderline and Psychotic conditions. *Prerequisite: CP 711*

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

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

Students re-vision basic psychological concepts through the study of archetypal psychology as exemplified in the works of James Hillman. Emphasis is placed on the development of a mythic sensibility in confronting the complexity of psychological life. Subjective and imaginal realities are considered as they relate to therapeutic intervention. The therapy room is extended to include the wider realm of the collective imagination, the arts, culture, multicultural reflections, and philosophy.

## **Depth Psychology and Contemporary Culture I**

### **CL 920, 1 unit**

This course applies the principles of depth psychology to addressing various crises in contemporary society. Activist, social justice, and community fieldwork manifestations of depth psychology are presented. Postmodern critiques are discussed, and depth psychological theory and clinical practice are viewed through non-Western, post-colonial, and minority perspectives. Individual psychopathology is seen as having collective, historic, and contextual sources. Symbolic healing is explored at community and societal levels.



## **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**

The works of Post-Jungian psychotherapists such as Fordham, Samuels, and Jacobi are studied. Issues of transference and ego development are explored. Recent post-Jungian research and diversity considerations are discussed. *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.

## **Cultural Foundations of Depth Psychology II**

### **CL 724, 2 units**

This course continues the focus on formative contexts which have given rise to depth psychology. For example, healing systems from different cultures and the archetypal images they evoke are studied to provide a deeper appreciation of contemporary clinical practice. Other emphases include an examination of cultural and historical issues which have shaped the emergence of depth psychology. Philosophical antecedents of depth psychology are a focus of study as well as the relationship

between depth psychology, the arts, and poetic imagination. The implications of depth psychology for a multicultural world are examined.

## **Depth Psychology and Contemporary Culture II**

### **CL 921, 1 unit**

This course considers the role of depth psychology in contemporary culture and explores the cutting edges of depth psychology. Topics may include current works in transpersonal psychology, psychology and quantum physics, spirituality, body/mind studies, alternative healing forms, and the latest research in the field.

## **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 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, 2 units**

This course provides an overview of univariate 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: (1) Descriptive statistics (Measurement scales, frequency distributions, measures of central tendency, measures of spread (variability), measures of linear relationships, and standard scores), and (2) Inferential statistics (Hypothesis testing, correlation and regression, Z-tests, t-tests, one way analysis of variance [ANOVA], Chi-Square tests, and estimation of population parameters from sample data). *Prerequisite: CP 932*

## **Research Designs and Methodology III: Advanced Quantitative Analysis and Scale Development**

### **CL 939, 2 units**

The goal of this class is to provide students with an overview of advanced quantitative methods including multivariate statistical analysis and scale development procedures. This course will help students become skilled in reading, understanding, and using these designs. It will also examine the broad principles and application of multivariate statistical models for the design of quantitative studies and the treatment of data as well as statistical methods employed in scale development. Topics include multivariate analysis of variance and covariance, factor analysis, binary logistic regression, multiple regression, discriminant analysis, power, and metanalysis. These methods will also be used to understand scale development along with knowledge and application of reliability, validity, types of scales, item analysis, multi-trait multi-method validation, and item response theory. *Prerequisite: CP 932, CP 926*

## **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

## **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 metabletics (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*

## **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 revisits 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 Examination**

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

Upon completion of ten quarters of Ph.D. coursework, a student in good academic standing is eligible to take the Comprehensive Examination. The Comprehensive Examination is designed to assess student competencies in the area of each of the three Program Domains: Clinical Practice, Research and Scholarly Inquiry, and Depth Psychology and Humanities. Students must pass all components of the Comprehensive Examination in order to advance in the Clinical Psychology Program to Dissertation Writing (CP 990) or Internship. Students must retake any failed portion of the exam 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 Exam within two attempts he or she will be academically disqualified. Pass/No Pass

## **Requirements for Graduation**

1. Students must complete a total of 104 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 Examination 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 by 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. The choice of a culturally diverse site is encouraged.

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.

# Executive Administration

Chancellor and Founding President.....Stephen Aizenstat, Ph.D.  
Vice President of Academic Affairs and Provost..... Patricia Katsky, Ph.D.  
Vice President of Business Services and Chief Financial Officer .....David Henkel, M.B.A.  
Pacifica has the good fortune to be supported by a uniquely gifted and hard-working Board of Trustees. They have fiduciary responsibility for the Institute, approving and monitoring the budget. The Board oversees all policy and long-range planning.  
In addition, they provide ongoing advice in their various areas of expertise. Pacifica wishes to acknowledge the outstanding contributions of these individuals. Their ongoing involvement is significant in the growth and well-being of our school.

## Ernest E. Zomalt, Ph.D., Chair

Dr. Zomalt has worked in educational administration for over 30 years. His career included 20 years at the University of California, Santa Barbara, culminating with the position of Assistant Vice Chancellor, Student Affairs. He then moved to California State University at San Marcos. In 1993, he was appointed Executive Vice President, the position he held until his retirement in 2000. He has been a member of Pacifica’s Board since 1991 and has served as Chair since 1997.

## Russ Revlin, Ph.D., Vice Chair

Dr. Revlin was an early faculty member in Pacifica’s Clinical Psychology Program and is a Professor of Psychology at the University of California at Santa Barbara. He has served on Pacifica’s Board since 1995.

## Harvey Bottelsen, Trustee

Long active in Santa Barbara area banking, real estate, educational, and charitable endeavors, Harvey Bottelsen joined Pacifica’s Board of Trustees in 2007. He is also a Trustee and the Executive Director of the James S. Bower Foundation, which supports Santa Barbara area projects helping the early years, the later years, the environment, and consciousness in the world view.

## Nancy Swift Furlotti, Ph.D., Trustee

Nancy Swift Furlotti, Ph. D. is a Jungian Analyst in private practice in Los Angeles and Carpinteria, CA. She is past president of the Philemon Foundation and the C.G. Jung Institute of Los Angeles,



where she trained. She has numerous publications and lectures internationally on Jungian topics, mythology, and the environment. Dr. Swift Furlotti established the Carl Jung Professorial Endowment in Analytical Psychology at the Semel Institute for Neuroscience and Human Behavior at UCLA. She is also on the board of the Foundation for Anthropological Research & Environmental Studies (FARES) and is delighted to have recently joined the Pacifica Graduate Institute Board of Trustees in 2014.

### **Thyonne Gordon, Ph.D., Trustee**

Holding a Ph.D. in Human and Organizational Development from Fielding Graduate University, Thyonne Gordon also brings an extensive experiential background in organizational structure and management to Pacifica's Board of Trustees. Dr. Gordon is Executive Director of Coach Art, an organization that assists children and adolescents who have chronic or life-threatening illnesses. She joined the Pacifica Board of Trustees in 2007.

### **Patrick McNally, MBA, CPA (ret), Trustee**

Pat is a strategy consultant, facilitates executive management retreats, and coaches international MBA teams at the University of Chicago. He advised Pacifica on business practices in 1998, facilitated Pacifica Trustee retreats in 1999 and 2003 before joining the Board in 2004. He is a graduate of Occidental College (Economics) and UCLA (MBA-Finance). Pat was with Accenture for 26 years, where, as a Senior Partner, he specialized in strategy and performance metrics.

### **Norman Terry Pearce, M.A., Trustee**

Terry Pearce, an alumnus of Pacifica's Mythological Studies program, brings a background in business and religious philosophy as well as extensive business leadership experience to Pacifica's Board. He is an Adjunct Professor (retired) at the University of California at Berkeley, and a visiting faculty member at The London Business School and the Sloan Fellowship Programme. He is the founder and President of Leadership Communication, a company that coaches corporate, political, and community leaders. He joined Pacifica's Board in 2009.

### **Marilyn Schlitz, Ph.D., Trustee**

Dr. Schlitz is a social anthropologist, researcher, writer, and charismatic public speaker. She is currently the President Emeritus and a Senior Fellow at the Institute of Noetic Sciences, where she

has also served as President and CEO. Additionally, she is a Senior Scientist at the California Pacific Medical Center, where she focuses on health and healing. For more than three decades, Dr. Schlitz has been a leader in the field of consciousness studies. Her research and extensive publications focus on personal and social transformation, cultural pluralism, and mind body medicine. She has a depth of leadership experience in government, business, and the not-for-profit sectors. Her broad and varied work has given her a unique ability to help individuals and organizations identify and develop personal and interpersonal skills and capacities needed by 21st century leaders. She is currently producing a feature film with Deepak Chopra. Dr. Schlitz joined the Pacifica Graduate Institute Board of Trustees in 2013.

### **Thomas L. Steding, Ph.D., Trustee**

Dr. Steding has been CEO of ten high tech companies and active Chairman of several others. He is also Chairman and Founder of Quadrix Partners, a leadership consulting organization providing powerful leading edge consultation and intervention for creating high execution organizations. Dr. Steding holds a Ph.D. in Electrical Engineering from University of California, Berkeley, California, and a MS in Management (Sloan Fellow) from Stanford University Graduate School of Business, Stanford, California where he graduated top of his class. He was a commissioned officer and the Distinguished Graduate of Armor Officer Basic at Ft. Knox, Kentucky. He is the co-author of Built on Trust – How to Gain Competitive Advantage in Any Organization, Contemporary Press, 2000, and The Execution Handbook, currently in manuscript. He is also a member of the leadership team of the Chief Executive Council, the Executive in Residence of the Palo Alto-based Venture Capital – Private Equity Roundtable, and a founding member of The Silicon Valley Angel group. Dr. Steding joined the Pacifica Graduate Institute Board of Trustees in 2013.

### **PH.D. PROGRAM IN CLINICAL PSYCHOLOGY**

Chair, Oksana Yakushko, Ph.D.

Program Administrator, Tamara Wilson

Director of Clinical Training, Juliet Rohde-Brown, Ph.D.

Director of Research, Michael Sipiora, Ph.D.

Clinical Training Coordinator, Elira Gjata, M.S.W.

Student Affairs and Accreditation Coordinator, Phi Bui

## **M.A. PROGRAM COUNSELING PSYCHOLOGY**

Program Chair, Willow Young, M.A., L.M.F.T.

Director of Clinical Training, Lou Ann Wallner, M.A., L.M.F.T.

Clinical Practicum Associate II, Marilyn Owen, M.A., L.M.F.T.

Clinical Practicum Associate II, TBA

Director of Research, Avrom Altman, M.A., L.M.F.T., L.P.C.C.

Associate Director of Research, Jemma Elliot, M.A., L.P.C.

Research Associates, Tina Panteleakos, Ph.D., Sukey Fontelieu, L.M. F. T.,

Jemma Elliott, L. P. C. C.

Research Coordinator, TBA

Program Coordinator of Program Assessment, Michael Elliot, Ph.D.

Program Coordinator of Process Courses Sequence, Jorgé de la O, M.A., L.M.F.T.

Program Coordinator of Depth Curriculum, Willow Young, M.A., L.M.F.T., Jungian Analyst

Program Coordinators of Faculty Liaison, Diana Ferrari, M.A., L.M.F.T., Kathee Miller, M.A., L.M.F.T.

Program Administrators, Joanne Hayden, M.A., Sybille Wesner-Salperto, M.S.

Student Affairs Coordinator, Oralia Limon, B.S.

Administrative Coordinator, Linda Price

Traineeship Coordinators, Cassy Marcum, M.A., Cynthia Fredericksen, M.A., L.M.F.T.i.

## **M.A./PH.D. PROGRAM IN DEPTH PSYCHOLOGY**

Chair Allen Bishop, Ph.D.

Specialization Chair, Jungian and Archetypal Studies, Keiron LeGrice, Ph.D.

Program Administrator, Jungian and Archetypal Studies, Susan Gary

Research Coordinator, Jennifer Selig, Ph.D.

Specialization Chair, Somatic Studies, Caylin Huttar, Ph.D.

Associate Specialization Chair, Somatic Studies, Rae Johnson, Ph.D.

Program Administrator (Lead), Nina Falls

Research Coordinator, Elizabeth Nelson

Specialization Co-Chairs, Community Psychology, Liberation Psychology, and Ecopsychology Nuria Ciofalo Ph.D., Susan James, Ph.D.

Program Administrator (Lead), Nina Falls

Community/Ecological Fieldwork Coordinator, Mary Watkins, Ph.D.  
Research Coordinator, Susan James

### **PH.D. PROGRAM IN DEPTH PSYCHOLOGY WITH EMPHASIS IN PSYCHOTHERAPY**

Specialization Chair, Allen Bishop, Ph.D.  
Program Administrator, Emily Berson, M.A.  
Research Coordinator, Elizabeth Nelson, Ph.D.

### **M.A. PROGRAM IN ENGAGED HUMANITIES AND THE CREATIVE LIFE**

Chair, Susan Rowland, Ph.D.  
Program Administrator, Susan Gary

### **M.A./PH.D. PROGRAM IN MYTHOLOGICAL STUDIES**

Chair, Evans Lansing Smith, Ph.D.  
Associate Chair, Patrick Mahaffey, Ph.D.  
Program Administrator, Meghan Saxton Sandoval  
Research Coordinator, Elizabeth Terzian, Ph.D.

### **DISSERTATION OFFICE**

Dissertation Office Director, Patricia Katsky, Ph.D.  
Academic Director of Dissertation Policy, Elizabeth Nelson, Ph.D.  
Senior Dissertation Administrator, Robyn Cass  
Dissertation Administrator, Rachel Reeve

### **CORE AND ADJUNCT FACULTY**

#### **David Abram**

Ph.D., Philosophy, State University of New York at Stony Brook  
PUBLICATIONS INCLUDE: *Becoming Animal: An Earthly Cosmology*; *The Spell of the Sensuous: Perception and Language in a More-Than-Human World*  
AREAS OF EMPHASIS: Ecological Philosophy, Environmental Ethics; Environmental Literature and Poetics; Continental Philosophy and Phenomenology; EcoPsychology;

Ethical and Cultural Consequences of Scientific and Technological Change; Philosophy of Religion; Indigenous Philosophies and Worldviews

**Stephen Aizenstat**

Ph.D., Clinical Psychology, Fielding Graduate University

PUBLICATIONS INCLUDE: *DreamTending; Imagination and Medicine* (co-editor)

AREAS OF EMPHASIS: Depth Psychotherapy; Dream Research; Archetypal Psychology

**Francisco Humberto Eduardo Almeida Acosta**

Ph.D., Social Psychology and Personality, Cornell University

PUBLICATIONS INCLUDE: *Conocimiento y Acción en Tzinacapan [Knowledge and Action at Tzinacapan]* (Co-edited with María Eugenia Sánchez); *Las Veredas de la Incertidumbre [Paths of Uncertainty]* (Co-authored with María Eugenia Sánchez); *International Community Psychology: Community Approaches to Contemporary Social Problems, Vols. I and II* (Main editor of the 2010 Proceedings)

**Avrom Altman**

M.A., University of Missouri, Kansas City; Licensed Marriage & Family Therapist; Licensed Professional Counselor; Certified Hakomi Psychotherapist

AREAS OF EMPHASIS: Research in Psychology; Directed Research; Clinical Practice, Process of Psychotherapy; Group Process; Body-Centered Depth Psychotherapy; Human Sexuality; Matrixial Borderspace and Aesthetics

**Matthew Bennett**

Psy.D., Clinical Psychology, Georgia School of Professional Psychology

AREAS OF EMPHASIS: Diagnosis and treatment of personality disorders; Comparative Personality theory; Psychology in Literature and Art; Psychological assessment and testing

**Allen Bishop**

Ph.D., Educational Psychology, University of Southern California; Certified Psychoanalyst, Psychoanalytic Center of California; Licensed Psychologist

AREAS OF EMPHASIS: Psychoanalysis; Music and Psychoanalysis; Psychoanalytic Practice

**Robert Bosnak**

Psy.A., Jungian Psychoanalyst, C.G. Jung Institute, Zürich

PUBLICATIONS INCLUDE: *A Little Course in Dreams; Embodiment: Creative Imagination in Medicine, Art and Travel*

AREAS OF EMPHASIS: Embodied Imagination and Psychoanalysis; Therapeutic Training; Dreamwork; Cyberdreamwork—Interactive Real-Time Voice and Video Work with Imagery

**Linda Branch**

Ph.D., Human Development, Fielding Graduate University

AREAS OF EMPHASIS: Cultural Diversity; Social Justice; Art; Writing; Healing

**James Broderick**

Ph.D., Clinical Psychology & Community Change, California School of Professional Psychology, San Diego; Licensed Clinical Psychologist

AREAS OF EMPHASIS: Evidence-Based Practices and Diagnostics; Phenomenology; Critical Theory (of Frankfurt School of Social Research); Sand Tray Therapy; Humanistic-Existential Psychology; Innovative Approaches to Serious Mental Illness; Depth Psychology in Management

**Linda Buzzell**

M.A, Social Science, Azusa Pacific University; M.J., Journalism, UCLA; Marriage & Family Therapist

PUBLICATIONS INCLUDE: *Ecotherapy: Healing with Nature in Mind; How to Make it in Hollywood*

AREAS OF EMPHASIS: Ecopsychology; Ecotherapy

**Joseph Cambray**

Ph.D., Chemistry, University of California, Berkeley

Certified Jungian Analyst, C. G. Jung Institute, Boston

PUBLICATIONS INCLUDE: *Synchronicity: Nature and Psyche in an Interconnected Universe; Analytical Psychology: Contemporary Perspectives in Jungian Analysis, (ed).*

**Patricia Cane**

Ph.D., Multicultural Wellness Education, Union Institute and University

PUBLICATIONS INCLUDE: *Trauma Healing and Transformation*; *Capacitar for Kids: Multicultural Wellness for Children, Schools & Families*

AREAS OF EMPHASIS: Trauma Healing and Wellness; Multicultural Wellness and Energy therapies; Spirituality and Wellness Education; International Trauma Healing/Wellness trainings in the Americas, Africa, Europe, Middle East, Asia

**Edward Casey**

Ph.D., Philosophy, Northwestern University

PUBLICATIONS INCLUDE: *Imagining: A Phenomenological Study*; *Getting Back Into Place*; *Spirit and Soul: Essays in Philosophical Psychology*

AREAS OF EMPHASIS: Philosophical foundations of archetypal psychology; Phenomenological psychology; Phenomenology and hermeneutics; Ecopsychology; Frontiers of depth psychology; Somatic psychology

**Nuria Ciofalo**

Ph.D., University of Hawaii

AREAS OF EMPHASIS: Depth psychology applied to community studies; Jungian approaches to youth development; Ethno-cultural aspects in depth psychology; Indigenous psychologies; Participatory action research; Indigenous approaches to knowledge generation; Depth psychology and psychodrama; Archetypal psychology and cultural issues; Liberation psychology

**Christi Clogston**

Ph.D., Mythological Studies with an emphasis in Depth Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Mythologies emergent from human genomics and evolutionary biology; Intersections of depth psychology and neuroscience; History of the natural sciences

**Joseph Coppin**

Ph.D., Clinical Psychology, Pacifica Graduate Institute; Licensed Marriage & Family Therapist

PUBLICATIONS INCLUDE: *The Art of Inquiry: A Depth Psychological Approach*

AREAS OF EMPHASIS: Depth Psychology; Clinical Practice; Therapeutic Dialogue; Organizational Psychology; Depth Psychological Approaches to Research

**Lionel Corbett**

M.D., University of Manchester; Certified Jungian Analyst, C.G. Jung Institute, Chicago

PUBLICATIONS INCLUDE: *The Religious Function of the Psyche; The Sacred Cauldron:*

*Psychotherapy as a Spiritual Practice; Psyche and the Sacred: Spirituality Beyond Religion*

AREAS OF EMPHASIS: Religious Function of the Psyche; Interface of Analytical Psychology and Psychoanalytical Theories

**Roger Dafter**

Ph.D., Clinical Psychology, University of North Texas, Licensed Clinical Psychologist

Ph.D., Behavioral Medicine, University of North Texas

**Claudia Degradi**

Ph.D., Clinical Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Maps to the Soul: Stories Latinas tell of their Migration Journey*

AREAS OF EMPHASIS: Stories; Issues faced by Immigrants; Multi-cultural issues; Psychology and the Law

**Helen Desmond**

Ph.D., Clinical Psychology with Specialization in Child and Family, California School of Professional Psychology, Diplomat, American Board of Psychoanalysis

**Jorgé De La O**

M.A., Counseling Psychology, Pacifica Graduate Institute; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Chicano Studies; Process of Psychotherapy; Group Process; Domestic Violence; Jungian Psychology; Sand Play

**Mike Denney**

M.D., University of Michigan, Ph.D., Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Second Opinion: A Matter of Choice*

AREAS OF EMPHASIS: The Union of Science and Spirituality – Body and Soul, Soma and Psyche – in Healing; Complexity Theory and Quantum Mechanics at the Frontiers of Depth Psychology; Emergence, Discontinuity, and Self-referential Paradox in the New Sciences of the 21st Century as Related to Depth Psychology and Cultural Issues



### **Christine Downing**

Ph.D., Religion & Culture, Drew University

PUBLICATIONS INCLUDE: *The Luxury of Afterwards*; *Prelude: Essays in Ludic Imagination*; *Disturbances in the Field: Essays in Honor of David L. Miller (editor)*; *Gleanings: Essays 1982-2006*

AREAS OF EMPHASIS: Greek Mythology; Women's Studies; Psychoanalysis

### **Michael Elliott**

Ph.D., Clinical Psychology, with Emphasis in Marriage And Family Therapy, United States International University; Licensed Clinical Psychologist; MFT Certified Supervisor.

AREAS OF EMPHASIS: Philosophical Psychology; Archetypal, Existential, and Imaginal Psychotherapy; Soul-Centered and Eros-Focused Couples and Family Therapy; The Narration and Phenomenology of Desire; Assessment, Diagnosis, and Treatment of Learning Disabilities; Attention Deficit Disorder and Behavior Disorders in Children and Adolescents.

### **Thomas Elsner**

J.D., University of San Diego Law School, M.A., Clinical Psychology, Antioch University; Certified Jungian Analyst, Certified Research Psychoanalyst

PUBLICATIONS INCLUDE: *The Western Gate*; *The Night-Sea Voyage of Coleridge's Ancient Mariner*

AREAS OF EMPHASIS: Jungian Psychology; Alchemy; Dreams; Relation between Literature and Depth Psychology

### **Diana M. Ferrari**

M.A., Clinical Psychology, Antioch University; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Psychoeducation of Learning Disabilities and Attention Deficit Disorder; Process of Psychotherapy; Clinical Practice; Group Dynamics; Group Process

### **Alexandra Fidyk**

Ph.D., Philosophy of Education & Interpretive Inquiry, University of Calgary, AB; Certified Jungian Psychotherapist, C. G. Jung Institute, Chicago; Family Constellation Therapy & Body

Psychodynamics, Bert Hellinger Institute of Western PA

PUBLICATIONS INCLUDE: *Democratizing educational experience: Envisioning, embodying, enacting* (Ed.); *Jung and the classroom: Education for diversity and meaning* (Ed., forthcoming); *Silence and eros: Beckoning the background forward* (forthcoming).

AREAS OF EMPHASIS: Education & Depth Psychology; Process Philosophy; Taoist and Buddhist Thought; Curriculum Studies; Poetic Inquiry; Interpretive Research; Arts-informed Methods; Family Systems Constellation Work

### **Sukey Fontelieu**

M.A., Counseling Psychology, Pacifica Graduate Institute; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Jungian and Archetypal Theory; Mythological Studies; Clinical Issues

### **Jennifer Freed**

Ph.D., Depth Psychology, Pacifica Graduate Institute; Licensed Marriage and Family Therapist

PUBLICATIONS INCLUDE: *The Ultimate Personality Guide; Lessons from Stanley the Cat*

AREAS OF EMPHASIS: Healing Arts for Teens

### **Paul Gabrinetti**

Ph.D., University of Southern California; Certified Jungian Analyst

AREAS OF EMPHASIS: Psychology & Alchemy, the Odyssey from an analytic perspective; role of Faust in Jung's Psychology

### **Nancy Galindo**

Ph.D. Mythological Studies, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Tending the Living Dream Image: A Phenomenological Study*

AREAS OF EMPHASIS: Dream Tending; Active Imagination

### **Azarm Ghareman**

Ph.D., Clinical Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Six Life Secrets of Content Women; A Guide for Emotional Self-Care; Longing for a Land: A Persian Woman's Individuation in America; Soul of World; Soul of Word: Persian Poets make an offering to the West*

AREAS OF EMPHASIS: Cultural Individuation; Cross-Cultural issues; Business/Science/Psychology overlap; Masculine/Feminine Development in Therapy

**Veronica Goodchild**

Ph.D., Clinical Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Eros and Chaos: The Sacred Mysteries and Dark Shadows of Love*; *Songlines of the Soul: Pathways to New Vision for a New Century*

AREAS OF EMPHASIS: Jungian Thought and Practice; Imaginal Perspectives in Research; Dreams; Religious Experience; Synchronicity; Anomalous Encounters

**Ginger Grant**

Ph.D., Mythological Studies with an Emphasis in Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Re-Visioning the Way we Work*; *Finding Your Creative Core*

AREAS OF EMPHASIS: Corporate culture; Creativity and Innovation; Scenario planning

**Laura S. Grillo**

Ph.D., History of Religions, University of Chicago; M.Div., Union Theological Seminary

AREAS OF EMPHASIS: Theory and Method in History of Religions; Comparative Religions; Cultural Anthropology; African and African Diaspora Religious Traditions; Psychology and Religion; Theology and Biblical Scholarship

**Gary Groth-Marnat**

Ph.D., Clinical Psychology, California School of Professional Psychology, San Diego; Diplomate American Board of Professional Psychology (Clinical); Diplomate American Board of Assessment Psychology; Licensed Psychologist

PUBLICATIONS INCLUDE: *Neuropsychological Assessment in Clinical Practice: A Practical Guide to Test Interpretation and Integration*; *Handbook of Psychological Assessment*; *Integrative Assessment of Adult Personality*

AREAS OF EMPHASIS: Psychological Assessment; Eating Disorders; Dreams of Terminally Ill Patients; Clinical Hypnosis; Near Death Experience

### **Cynthia Anne Hale**

Ph.D., Depth Psychology, Pacifica Graduate Institute; Licensed Clinical Social Worker

AREAS OF EMPHASIS: Imaginal and Archetypal Studies of Color and of Music; The Creative Process; The Internet as Psychic Space; Depth Psychotherapy, Embodied Imagination, Dream Work, Life Transitions, Trauma.

### **Maren Tonder Hansen**

Ph.D., Psychology, Saybrook Graduate School; M. Div., Starr King School for the Ministry; Licensed Marriage, Family and Child Therapist; Ordained Unitarian Universalist Minister

PUBLICATIONS INCLUDE: *Mother Mysteries; Teachers of Myth*

AREAS OF EMPHASIS: Psychological and Educational Uses of Myth; Women's Spirituality; Human Development

### **Kim Hermanson**

Ph.D., Education, University of Chicago

PUBLICATIONS INCLUDE: *Sky's the Limit: The Art of Nancy Dunlop Cawdrey; Getting Messy: A Guide to Taking Risks and Opening the Imagination for Teachers, Trainers, Coaches and Mentors*

AREAS OF EMPHASIS: Transformative Adult Learning; Creative Process; Metaphor; Teaching; Group Process

### **George Hogenson**

Ph.D., Philosophy, Yale University, Certified Jungian Analyst, C. G. Jung Institute of Chicago

PUBLICATIONS INCLUDE: *Jung's Struggle with Freud*

### **James Hollis**

Ph.D., Drew University, Certified Jungian analyst, C.G. Jung Institute, Zurich, Switzerland

PUBLICATIONS INCLUDE: *The Middle Passage: From Misery to Meaning in Midlife; Under Saturn's Shadow: The Wounding and Healing of Men; Tracking the Gods: The Place of Myth in Modern Life; Swamplands of the Soul: New Life in Dismal Places; The Eden Project: In Search of the Magical Other; Hauntings: Dispelling the Ghosts Who Run Our Lives*

### **C. Doyle Hollister**

M.A. English, University of California, Santa Barbara, M.A. Counseling, University of Santa Clara;  
Marriage and Family Therapist; Neurolinguistic Programming Certificate

PUBLICATIONS INCLUDE: *Jung Journal*, "Letter to Jane Wheelwright"

AREAS OF EMPHASIS: Relationship Counseling, Couples and Families, Mens' Issues

### **Tom Holm**

PhD, University of Oklahoma.

PUBLICATIONS INCLUDE: *Code Talkers and Warriors: Native Americans and World War II*; *Strong Hearts, Wounded Souls: Native American Veterans and the Vietnam War*

### **Caylin Huttar**

Ph.D., Depth Psychology, Pacifica Graduate Institute, L.Ac,

AREAS OF EMPHASIS: The intersection of Buddhist meditation practice and teachings with depth psychology; Chinese Medicine: Acupuncture and Chinese Herbs; Complementary and Alternative Medicine; Chronic Illness, Terminal Illness, Dying and Death

### **Susan James**

Ph.D., Community Psychology, New York University

AREAS OF EMPHASIS: Racial socialization; Structural violence, Indigenous technologies

### **Robert Kalter**

M.D., Psychiatry, University of Texas Health Science Center at San Antonio; Board Certification in Psychiatry and Neurology; Board Certification in Psychosomatic Medicine; Licensed M.D.

AREAS OF EMPHASIS: Clinical Psychopharmacology; Clinical Work in Areas of Interaction between Psyche and Soma

### **Patricia Katsky**

Ph.D., Sociology, University of California, Los Angeles; Certified Jungian Analyst, C.G. Jung Institute of Los Angeles; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Dreamwork; Training and Growth of Therapists; Religious Function of the Psyche

**Alan Kilpatrick**

Ph.D., Anthropology, University of California at  
Los Angeles

PUBLICATIONS INCLUDE: *The Night has a Naked Soul*

AREAS OF EMPHASIS: Shamanism and Folk Healing

**Cynthia King**

Ph.D., Mythological Studies with an emphasis in Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Creating Partnerships: Unleashing Collaborative Power in the Workplace*; *Creating Partnerships: A Field Guide for Collaboration*

AREAS OF EMPHASIS: Organizational Development and Mythology; Transformational Leadership; Social Justice; Conflict Transformation; Co-creating Collaborative Partnerships and Communities; Power Dynamics; Intercultural Communication.

**Aaron Kipnis**

Ph.D., Clinical Psychology, Pacifica Graduate Institute; Licensed Clinical Psychologist

PUBLICATIONS INCLUDE: *The Midas Complex: How Money Drives Us Crazy and What We Can Do About It*; *Knights Without Armor*; *What Women and Men Really Want*; *Angry Young Men*

AREAS OF EMPHASIS: Gender Studies; Depth Psychology; Psyche and Culture; Clinical Psychology; Ecopsychology; Research

**Allen D. Koehn**

D.Min., Fuller Theological Seminary; Certified Jungian Analyst, C.G. Jung Institute, Los Angeles; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Theoretical Foundations of Depth Psychology; Myth, Literature, and Religion; The Trickster; The Creative Process

**Richard Kradin**

M.D., Thomas Jefferson University; Certified Jungian Analyst, C.G. Institute, Boston

PUBLICATIONS INCLUDE: *The Herald Dream: An Initial Approach to the Dream in Psychotherapy*; *The Placebo Response and the Power of Unconscious Healing*; *Psychomatics*

AREAS OF EMPHASIS: Somatic Studies, Jungian Studies

**Kathryn LaFevers Evans**

M.A., Literature and Writing Studies, California State University San Marcos

AREAS OF EMPHASIS: Comparative Literature; Nature & Devotional Poetry; Religions as World Literature; Neoshamanic Practice; Esoteric Studies; Renaissance Neoplatonism, Christian Kabbalah, and Natural Magic; Relation between Literature and Depth Psychology

**Thomas Lane**

Ph.D., Comparative Literature, Yale University

AREAS OF EMPHASIS: Classical Literature and Mythology, 19th and 20th Century Literature, Cultural History, Buddhist Meditation Practice, Hatha Yoga Practice

**Keiron Le Grice**

Ph.D., Philosophy and Religion, California Institute of Integral Studies

PUBLICATIONS INCLUDE: *The Rebirth of the Hero: Mythology as a Guide to Spiritual Transformation*; *The Archetypal Cosmos: Rediscovering the Gods in Myth, Science and Astrology*; *Discovering Eris: The Symbolism and Significance of a New Planetary Archetype*

**Christine H. Lewis**

Ph.D., Clinical Psychology , University of California ; Certified Psychoanalyst, Licensed Psychologist;

M.A., Literature, University of California, Santa Barbara.

AREAS OF EMPHASIS: Contemporary Psychoanalysis , Literature and Psychoanalysis, Clinical Supervision, Therapeutic Presence.

**Enrique Lopez**

PhD, Clinical Psychology, Pepperdine University

Licensed Clinical Neuropsychologist

**Kathryn Madden**

PhD, Psychology and Religion, Union Theological Seminary, Licensed Psychoanalyst.

PUBLICATIONS INCLUDE: *Dark Light of the Soul*

**Michael Madden**

M.A., Experimental Psychology, Northeastern University; M.A. Clinical Psychology, Antioch University  
AREAS OF EMPHASIS: Trauma and Recovery; Couples and Family Systems Therapy; Domestic Violence Assessments and Treatment; Spiritual and Buddhist Approaches to Psychotherapy & Transformation

**Patrick Mahaffey**

Ph.D., Religious Studies, University of California, Santa Barbara  
AREAS OF EMPHASIS: Comparative Religions; Psychology and Religion; Hindu Traditions; Buddhist Traditions

**Kathee Miller**

M.A., Antioch University, Santa Barbara; Licensed Marriage and Family Therapist  
AREAS OF EMPHASIS: Process of Psychotherapy; Clinical Practice; Imaginal Psychology; Active Imagination and Sandplay; Authentic Movement—A Pathway to Psyche; The Body as Sacred Text; Symbol & Image in Visual Art

**Angela Mohan**

M.A., Marriage and Family Therapy, Phillips Graduate Institute; Licensed Marriage and Family Therapist  
AREAS OF EMPHASIS: Couples, Adolescents, Family Systems; Interpersonal Dynamics; Philosophy and Rituals; Multi-cultural Issues; Legal and Ethical Issues in the Helping Professions; Use of Literature and Film in Therapy

**Mark Montijo**

Ph.D., Clinical Psychology, Pacifica Graduate Institute; Marriage and Family Therapist  
AREAS OF EMPHASIS: Native American Healers; Anima Mundi; Sacred Work of a Psychotherapist

**Maureen Murdock**

Ph.D., Mythological Studies with an Emphasis in Depth Psychology, Pacifica Graduate Institute  
PUBLICATIONS INCLUDE: *Unreliable Truth: On Memoir and Memory*; *Monday Morning Memoirs: Women in the Second Half of Life*



AREAS OF EMPHASIS: Depth Psychology; Myth, Literature, and Religious Studies; Clinical Practice; Trauma and Dissociation in Somatic Psychology; Imaginal Psychology; Memoir as Contemporary Myth; The Sacred Feminine in the Work of Gimbutas, Woodman and Downing; Mental Illness and the Criminal Justice System

**Elizabeth Nelson**

Ph.D., Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *The Art of Inquiry: A Depth Psychological Perspective*, (co-authored); *Psyche's Knife: Archetypal Explorations of Love and Power*

AREAS OF EMPHASIS: Research Methodologies and Dissertation Development

**Patrizia Pallaro**

PhD, University of Padua, Italy. MA, Dance/Movement Therapy, UCLA.

PUBLICATIONS INCLUDE: *Authentic Movement: Moving the Body, Moving the Self; Being Moved: A Collection of Essays*, Two volumes

**Avedis Panajian**

Ph.D., Clinical Psychology, U.S. International University; Certified Psychoanalyst; Training and Supervising Analyst; Licensed Psychologist; Diplomate in Clinical Psychology, American Board of Professional Psychology

AREAS OF EMPHASIS: Clinical Psychoanalysis; Psychopathology; Primitive Mental States

**F. N. Tina Panteleakos**

Ph.D., Counseling, Clinical, and School Psychology, University of California, Santa Barbara; Registered Psychological Assistant?

AREAS OF EMPHASIS: Psychopathology; Trauma and Dissociation; Assessment; Humanistic and Existential Psychotherapy; Biological Bases of Behavior

**Ginette Paris**

Ph.D., Social Psychology, University of Montreal; Licensed Clinical Psychologist

PUBLICATIONS INCLUDE: *Heartbreak: New Approaches to Healing; Pagan Grace; Pagan Meditations; The Wisdom of Psyche*

AREAS OF EMPHASIS: Depth and Archetypal Psychology

**Craig Park**

M.A., Clinical Psychology, Antioch University, San Francisco; Licensed Marriage and Family Therapist

AREAS OF EMPHASIS: Chemical Dependency; Family Systems Therapy; Dual Diagnosis and Adolescent Treatment

**Elizabeth Perluss**

Ph.D., Depth Psychology, Pacifica Graduate Institute; Licensed Marriage and Family Therapist and Credentialed School Counselor

AREAS OF EMPHASIS: Ecopsychology; Wilderness rites of passage; Jungian psychology

**Chris Peterson**

Ph.D., Counseling Psychology, University of California, Santa Barbara; Licensed Psychologist, Diplomate of the American College of Forensic Examiners; Certificate from National Board of Addiction Examiners; Certificate in Psychoanalytic Psychotherapy

AREAS OF EMPHASIS: Psychoanalytic Psychotherapy; Clinical Supervision; Treatment of Addictive Disorders

**Wendy Phillips**

Ph.D., Psychology, Georgia State University

AREAS OF EMPHASIS: Art practice as a component of Psychotherapy; Culturally relevant Psychotherapy; Symbols in Visual Art; Archetypes of traditional indigenous African religious systems such as the Yourba and Vodun; Hip Hop Music and Culture; Healing Rituals.

**Suzanne E. Rapley**

Ph.D., Clinical Psychology, Fielding Graduate Institute

AREAS OF EMPHASIS: Human Sexuality; Addictions

### **Monika Relph-Wikman**

Ph.D., Clinical Psychology, California School of Professional Psychology, Diplomat of Jungian Analysis, Center for Depth Psychology according to Carl Jung and Marie-Louise von Franz, Zurich, Switzerland, Licensed Marriage and Family Therapist

### **Robert Romanyshyn**

Ph.D., Clinical Psychology, Duquesne University; Affiliate Member of The Inter-Regional Society of Jungian Analysts

PUBLICATIONS INCLUDE: *The Wounded Researcher: Research with Soul in Mind; Ways of the Heart: Essays toward an Imaginal Psychology; Mirror and Metaphor: Images and Stories of Psychological Life; Technology as Symptom and Dream; The Soul in Grief: Love, Death, and Transformation; and Psychological Life: From Science to Metaphor*

AREAS OF EMPHASIS: Imaginal Psychology as the Outcome of a Dialogue between Phenomenology and Jungian Psychology and Its Application to Research, Cultural Issues, and Psychotherapy; Exile, Homecoming and the Mythic Roots of Technology; Writing Down the Soul and the Creative Process; Issues of Language and Embodiment

### **Safron Rossi**

Ph.D., Mythological Studies with emphasis in Depth Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Archetypal Astrology and Cosmology; Mythology; Goddess Studies; Archetypal Psychology

### **Susan Rowland**

Ph.D., Literature and Depth Psychology, University of Newcastle

PUBLICATIONS INCLUDE: *The Ecocritical Psyche: Literature, Complexity, Evolution, and Jung; C.G. Jung in the Humanities; Jung as a Writer; Jung: A Feminist Revision; From Agatha Christie to Ruth Rendell; C.G. Jung and Literary Theory; Psyche and the Arts (editor)*

AREAS OF EMPHASIS: Depth psychology; Jung; Writing; Literature; the Arts; Gender; Feminism; Ecocriticism; Ecopsychology; Poetry

### **Maria Eugenia Sanchez y Diaz de Rivera**

Ph.D., Sociology, Sorbonne

PUBLICATIONS INCLUDE: *Conocimiento y Acción en Tzinacapan [Knowledge and Action at Tzinacapan]* (Co-edited with Francisco Humberto Eduardo Almeida Acosta); *Las Veredas de la Incertidumbre [Paths of Uncertainty]* (Co-authored with Francisco Humberto Eduardo Almeida Acosta)

### **Gregor Sarkisian**

Ph.D., Community Psychology, University of Missouri, Kansas City, Postdoctoral fellow in the Clinical Services Researching Training Program at the Department of Psychiatry, University of California, San Francisco (UCSF)

AREAS OF EMPHASIS: Community Psychology: Theories and Methods; Community Consultation and Collaboration; Program Development and Evaluation; Prevention and Promotion, Power, Empowerment, and Community Practice; Community Organizing; Community Coalition Building; Qualitative Interviewing; Field Study in Applied Community Psychology.

### **Jennifer Selig**

Ph.D., Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Thinking Outside the Church: 110 Ways to Connect With Your Spiritual Nature; Reach for the Stars; What Now? Words of Wisdom for Life after Graduation; Reimagining Education: Essays on Reviving the Soul Learning* (co-authored with Dennis Patrick Slattery)

AREAS OF EMPHASIS: Multicultural Studies and Diversity Issues; The Application of Therapeutic Principles to Cultural Settings; Psyche and the Humanities; Depth Psychological Approaches to Writing and Research

### **Mady Schutzman**

Ph.D., Performance Studies, New York University

PUBLICATIONS INCLUDE: *The Real Thing: Performance, Hysteria, and Advertising; Playing Boal: Theatre, Therapy, Activism; A Boal Companion: Dialogues on Theatre and Cultural Politics*

AREAS OF EMPHASIS: Ritual; Theatre and Social Justice; Trickster Figure in Culture; Humor/Comedy/Parody

### **Michael P. Sipiora**

Ph.D., Psychology with a concentration in Literature, University of Dallas; Licensed Clinical Psychologist

AREAS OF EMPHASIS: Phenomenological philosophy and psychology; Archetypal psychology; Narrative, hermeneutics, and rhetoric; Critical theory; Organizational development.

### **Glen Slater**

Ph.D., Clinical Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Senex and Puer* (editor); *Varieties of Mythic Experience* (editor)

AREAS OF EMPHASIS: Jungian and Archetypal Psychology; Psychology and Religion; Cinema and Psyche; Psychology and Technology

### **Dennis Patrick Slattery**

Ph.D., Literature & Phenomenology, University of Dallas

PUBLICATIONS INCLUDE: *Harvesting Darkness: Essays on Literature, Myth, Film and Culture*; *Casting the Shadows*; *Grace in the Desert: Awakening to the Gifts of Monastic Life*; *Just Below the Water Line*; *Depth Psychology: Meditations in the Field* (editor)

AREAS OF EMPHASIS: Psyche and Nature; Literary Classics; Genre Theory; Theories of Mythopoeisis; Pedagogy; Body and Psyche; Epic Narrative; Phenomenology; Joseph Campbell's Theory of Myth

### **Lisa Sloan**

Ph.D., Clinical Psychology, Pacifica Graduate Institute; Licensed Clinical Psychologist

AREAS OF EMPHASIS: Jungian Psychotherapy; Imaginal Psychology; Shamanism and Jungian Theory

### **Evans Lansing Smith**

Ph.D. Comparative Literature, Claremont Graduate School

PUBLICATIONS INCLUDE: *Sacred Mysteries: Myths about Couples in Quest*; *The Descent to the Underworld in Literature, Painting, and Film: The Modernist Nekyia*; *Figuring Poesis: A Mythical Geometry of Postmodernism*

AREAS OF EMPHASIS: Myth in Literature from Antiquity to Postmodernism; Arthurian Romances; The Hermetic Tradition

**Zaman Stanizai**

Ph.D., Political Science, University of Southern California; M.A. Linguistics, University of Washington  
AREAS OF EMPHASIS: Islamic Studies; Theosophy, Political Philosophy; Islamic Mysticism; Sufism; Poetic Expression in Mystic Thought

**Maurice Stevens**

Ph.D., History of Consciousness, University of California at Santa Cruz  
PUBLICATIONS INCLUDE: *Trans(per)forming African-American history and identity*  
AREAS OF EMPHASIS: Critical Trauma Studies; Critical Race Studies; Critical Psychoanalysis; Cultural Studies

**Andrew Teton**

M.A., Clinical Psychology, Antioch University, Santa Barbara; Licensed Marriage and Family Therapist  
AREAS OF EMPHASIS: Theories of Psychotherapy; Marriage, Couples, and Family Systems; Law and Ethics; Clinical Skills; Group Psychotherapy; Trauma Recovery; Body Inclusive Therapeutic Approaches; California Licensing Preparation

**Beverly Title**

Ph.D., Education, emphasis in Peace and Conflict Studies, University of Colorado, Boulder  
PUBLICATIONS INCLUDE: *Teaching Peace: A Restorative Justice Framework for Strengthening Relationships*  
AREAS OF EMPHASIS: Restorative Justice; Conflict Resolution; Bullying Prevention; At-Risk Youth; Affective Curriculum Development

**Paula Thomson**

Psy.D., Psychology, American Behavioral Studies Institute; Licensed Clinical Psychologist  
AREAS OF EMPHASIS: Developmental Psychology through Adolescence, Strong Focus on Neurobiology and Attachment Theory

### **Norvene Vest**

Ph.D., Mythological Studies with emphasis in Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Re-Visioning Theology: A Mythological Approach to Religion*

AREAS OF EMPHASIS: Christianity; Benedictine life; Spiritual Direction; the Divine Feminine

### **Judah Viola**

Ph.D., Community Psychology, DePaul University-Chicago

PUBLICATIONS INCLUDE: *University Ecology & Student Service Motivation; Consulting and evaluation with community based organizations: Tools and strategies to start & build a practice* (co-authored with Susan Dvorak McMahon.)

AREAS OF EMPHASIS: Substance abuse aftercare; Affordable housing; Access to healthcare; Access to healthy food; Violence prevention and intervention programs for youth; Urban education for students with disabilities

### **Lou Ann Wallner**

M.A., Counseling Psychology, Pacifica Graduate Institute; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Family Systems from a Depth Perspective; Adolescent Psychology; Myth and Narcissism in Western Culture; Eco and Wilderness Psychology

### **Mary Watkins**

Ph.D., Clinical and Developmental Psychology, Clark University; Licensed Clinical Psychologist

PUBLICATIONS INCLUDE: *Waking Dreams; Invisible Guests; Talking with Young Children about Adoption; Toward Psychologies of Liberation* co-author with Helene Shulman).

AREAS OF EMPHASIS: Imaginal/Archetypal Psychology; Object Relations Theory; Liberation Psychology; Participatory and Phenomenological Research; Dialogue Theory/Praxis

### **Gary White**

M.A., Antioch University; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Sexual Violence; Sexuality; Multi-Cultural Issues; Men's and Women's Issues; Multiple Personality Disorder

**Margaret Wilbur**

M.A., Psychology, Antioch West, Los Angeles; Certified Jungian Analyst, C.G. Jung Institute, Los Angeles; Licensed Marriage and Family Therapist  
Professor Emerita of UCLA's School of Theater, Film, and Television.

**Robin Newell Wynslow**

Ph.D., Counseling Education, University of Southern California, Certified Jungian Analyst , C.G. Jung Institute, Los Angeles; Licensed Marriage and Family Therapist

**Oksana Yakushko**

Ph.D., Counseling Psychology, University of Missouri  
AREAS OF EMPHASIS: Immigration; Indigenous Healing Practices; Feminist Spirituality; Qualitative and Mixed Methods Research; Dissertation Development

**Willow Young**

M.A., Counseling Psychology, Pacifica Graduate Institute; Licensed Marriage and Family Therapist; CAMFT Certified Supervisor  
AREAS OF EMPHASIS: Jungian and Self-Psychology; Archetypal Research; World Arts, Culture, and Mythology; Psyche and Dreams; Clinical Practice Issues

**Paul Zolbrod**

Ph.D., English, University of Pittsburgh  
PUBLICATIONS INCLUDE: *Dine' bahane': The Navajo Creation Story*; *Reading the Voice: Native American Oral Poetry on the Written Page*; *Weaving a World: Textiles and the Navajo Way of Seeing*; *Battle Songs: A Story of the Korean War in Four Movements*  
AREAS OF EMPHASIS: Medieval and Early Renaissance Literature; Early American Literature; Native American Literature, with emphasis on mythology and oral tradition

**Contributing Faculty****Nor Hall, Ph.D.**

PUBLICATIONS INCLUDE: *The Moon and the Virgin*; *Those Women*



AREAS OF EMPHASIS: History of Consciousness; Archetypal Psychology; Initiation Psychology

**Michael Meade, D.H.L.**

Founder of MOSAIC Multicultural Foundation

AREAS OF EMPHASIS: Storytelling; Drumming; Mythology; Study of Ritual in Traditional Cultures

**Richard Tarnas, Ph.D.**

Saybrook Institute

PUBLICATIONS INCLUDE: *The Passion of the Western Mind; Cosmos and Psyche: Intimations of a New World View*

AREAS OF EMPHASIS: Archetypal Studies; Philosophy, Cosmology, and Consciousness; Cultural History

**Marion Woodman, D.H.L.**

Scholar-in-Residence, Pacifica Graduate Institute, 1992; Certified Jungian Analyst, C.G. Jung Institute, Zürich

PUBLICATIONS INCLUDE: *Addiction to Perfection; The Pregnant Virgin; The Ravaged Bridegroom*

AREAS OF EMPHASIS: Jungian and Archetypal Thought; Addictive Behaviors; The Role of the Feminine in Our Changing World

**Ross Woodman, Ph.D.**

University of Toronto; Professor-Emeritus, University of Western Ontario, London, Ontario; Distinguished Scholar, Keats-Shelley Association of America

PUBLICATIONS INCLUDE: *Apocalyptic Vision in the Poetry of Shelley; Sanity, Madness, and Transformation: Psyche and Romanticism; and Revelation and Knowledge (forthcoming)*

## Admission Requirements

Pacifica Graduate Institute welcomes a culturally diverse academic community. Students are selected for matriculation in the programs at the Institute according to the potential Pacifica perceives they have to succeed in masters or doctoral level work. While maintaining rigorous standards for admission relative to professional and personal attributes, the Institute seeks to emphasize those

correlates that measure a student's aptitude for success in Pacifica's courses of study. Thus, the application review process focuses on past educational performance, letters of recommendation, emotional maturity, and the presentation of self in the application essays and interviews. All applicants are asked to demonstrate research skills and writing ability by submitting samples of their written academic work. The Institute's doctoral and master's programs require separate applications and admission evaluations. Completion of one of Pacifica's M.A. programs does not guarantee the student's admission to the Institute's doctoral programs.

### **M.A./Ph.D. in Mythological Studies**

Pacifica's Mythological Studies Program seeks students who have the potential to succeed in the creative application of mythological themes and psychological insights. In the process of reviewing applicants, attention is focused on past educational, creative, and professional endeavors. Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher education. While a degree in the humanities, arts, or social sciences is preferred, other degrees will be considered. Successful completion of a Comprehensive Examination during the second year of the program and demonstrated proficiency in academic research are required for continuation into the third year of the program.

### **M.A./Ph.D. in Depth Psychology (various specializations)**

Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher education. Applicants must also demonstrate aptitude in the following areas: a background in psychology through formal coursework or personal study and experience; a background in interdisciplinary studies, such as the humanities, sciences, and social sciences; a demonstrated interest and ability in scholarly writing; and a familiarity with the perspectives of depth psychology, such as psychoanalytic, Jungian, and archetypal psychology.

### **Ph.D. in Depth Psychology with Emphasis in Psychotherapy**

Applicants must have a master's degree from an accredited institution of higher education. Successful candidates will have completed all of the academic requirements of a Master's Degree in Counseling, a Master's in Psychology, a Master's in Social Work, or a related field such that their degrees qualify them for licensure at the master's level in their own places of residence. Applicants

must either be practicing, or have a plan in place to start practicing as psychotherapists, once they become enrolled in the program.

Because the program carries a strong emphasis on learning through case presentation and supervision, we seek candidates who are psychologically-minded and show evidence of the emotional resilience necessary to work in the transference/counter-transference field. Prior experiences as a patient in psychotherapy is an important factor in our consideration of your application.

In addition to having advanced writing and scholarship skills, successful candidates will hold some familiarity with, and aptitude for, the perspectives of depth psychology, and demonstrate a commitment to practice and research in the field of depth psychotherapy.

### **M.A. in Engaged Humanities and the Creative Life with emphasis in Depth Psychology**

Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher education. While the program seeks students with a background in social science, humanities, psychology, or the arts, other degrees will be considered. Successful applicants will also display scholarly writing skills and show an interest in the application of depth psychological or mythological principles.

### **M.A. in Counseling Psychology**

Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher education. The Counseling Psychology Program values students whose backgrounds include work in social, religious, or human services; academic training in psychology or the humanities; and experience in personal therapy. Successful applicants will also display scholarly writing skills and an interest in research.

### **Ph.D. or Psy.D. in Clinical Psychology**

Applicants must have a bachelor's and/or master's degree from a regionally accredited institution of higher education. Applicants to the Clinical Psychology Programs are expected to bring a strong foundation in the field of psychology and a demonstrated interest and aptitude for the study of depth psychology. The program seeks individuals who are psychologically-minded and evidence the emotional resilience necessary to work in the transference/counter-transference field. In addition to advanced writing and scholarship skills, successful candidates will have supervised clinical

experience and manifest an interest in the relationships among psychology, the humanities, and the arts. The experience of personal depth psychotherapy is highly valued. These capacities are normally found in applicants who have already earned a master's degree in psychology or a related field from an accredited institution of higher learning. The Admissions Committee may consider applicants who have earned bachelor's degrees from an accredited institution of higher education in psychology or a related field who, in addition to meeting the admissions requirements as noted above, also present a strong foundation, including a minimum of two years of advanced study and experience in depth psychology.

### **Applying to Pacifica**

Prospective students are asked to submit the online application form (available at [www.pacifica.edu](http://www.pacifica.edu)), personal statement, resumé, and a non-refundable \$75 application fee. To complete the application file, official transcripts and recommendation forms and letters should be forwarded to Pacifica Graduate Institute by the appropriate parties. Applicants also must provide an academic writing sample. Clinical Psychology doctoral applicants are requested to submit documentation of all supervised clinical experience. Early applications are encouraged due to limited space in Pacifica's programs. The Admissions Committees review completed application files and schedule interviews for qualified applicants.

### **International Applicants**

The school is authorized under Federal Law to enroll non-immigrant students (F-1 Visa only). International applicants should have all transcripts evaluated by WES (World Evaluation Services). You can visit their website at [www.wes.org](http://www.wes.org). International applicants must submit their TOEFL (Test of English as a Foreign Language) results. Minimum scores: 2013 computer-based test; 550 written test; or 79 internet-based test.

### **Interview Procedure**

Those applicants who are advanced through the review stage will be invited for an interview. These interviews will take place beginning each January. The interviews address a number of important issues concerning the applicant's potential to engage in graduate studies. These issues include past educational experience, emotional maturity, personal readiness, and those specific to the applicant's chosen program of study.

## Acceptance and Enrollment

Applications for fall enrollment can be submitted after December 1<sup>st</sup> of each year. Notification letters will be mailed upon completion of the in-person interview. Please consider a deadline of June 30th as you prepare your application for the Admissions Committee. Application files received thereafter will be processed on a space-available basis. Check Pacifica's website at [www.pacifica.edu](http://www.pacifica.edu) for additional information.

Applicants who have been accepted must submit a non-refundable enrollment deposit of \$250 within two weeks of acceptance in order to be enrolled. Those who are unable to attend the 2014-2015 academic year must submit a new application should they wish to be considered for acceptance at a later date. Currently enrolled Pacifica students who wish to switch from one program to another prior to completion must apply in full. Once enrolled, there is a \$500 administrative fee to make a program change.

## Transfer of Credits & Prior Training

Due to the unique instructional nature of the Doctoral and Master's degree programs, prior coursework or training usually is not equivalent to the approach and methodology used at Pacifica Graduate Institute. Additionally, because of the sequential nature of the programs, students are strongly advised against transferring in prior coursework. A maximum of eight (8) units for any program may be transferred. Courses taken at another institution more than four (4) years prior to the student's matriculation at Pacifica Graduate Institute will not be considered for transfer.

Only master's level courses may be used to transfer credits in the M.A. programs. Only doctoral level courses may be used to transfer credits in the doctoral programs. Articulation agreements between Pacifica programs and/or external partners will be considered on a catalog year basis. Additional information about transfer of credits and prior training can be obtained in the Office of Admissions. The transfer of credits is administered by the Director of Admissions **prior to the start of the first quarter of study** at Pacifica. Please allow a minimum of four weeks to process transfer credit requests.

For students eligible for education benefits through the Veterans Administration, all previous education and training will be evaluated. Credit will be awarded where appropriate and the program will be shortened accordingly. The student and the Veterans Administration will be notified promptly of his/her eligibility.

# 2014-2015 Tuition and Fees

All students are responsible for the Tuition, other Academic Fees and Residential/Non-Residential Fees as listed below. Tuition and Fees are reviewed annually and periodically adjusted as a matter of policy.

**Application Fee** A \$75 fee must accompany the Application for Enrollment. This fee is non-refundable.

**Tuition Deposit** Once an applicant is accepted to Pacifica, a \$500 deposit must be received with the signed Enrollment Agreement in order to confirm your registration in the program. Should the applicant decline acceptance, this deposit is partially refundable.

## Tuition

M.A./Ph.D. Mythological Studies	\$27,400
M.A./Ph.D. Depth Psychology with Emphasis in Jungian and Archetypal Studies	\$27,400
M.A./Ph.D. Depth Psychology with Emphasis in Community Psychology, Liberation Psychology and Ecopsychology	\$27,400
M.A./Ph.D. Depth Psychology with Emphasis in Somatic Studies	\$27,400
Ph.D. Depth Psychology with Emphasis in Psychotherapy	\$27,400
M.A. Engaged Humanities & Creative Life	\$19,100
M.A. Counseling Psychology	\$22,600
Psy.D. Clinical Psychology	\$26,600
Ph.D. Clinical Psychology	\$27,400

## Thesis Fee: M.A. Counseling Psychology Program

Initial Thesis Fee (enrolled prior to Fall 2012) \$1,800.00- billed at \$900.00 per quarter for the first 2 quarters.

The Thesis Fee includes the required six (6) unit Directed Research II course while working with their thesis advisor for two (2) consecutive quarters. Students needing a third quarter to complete their thesis are eligible for one (1) additional quarter at no fee. Student requiring additional quarters beyond the third quarter to complete the thesis will be assessed a separate \$500 for each additional quarter of work with their thesis advisor.

**Dissertation Fee: Doctoral Programs** The Dissertation Fee for all doctoral programs is the Doctoral level tuition for the year the student entered into the Ph.D. program. The Dissertation Fee covers nine (9) quarters of work with the committee. Students will be billed 1/9<sup>th</sup> of the total fee each quarter. Dissertation work usually begins during or after the third year of course work. In the event any student

withdraws and is re-admitted to Pacifica, the Dissertation Fee is equal to the annual tuition for the year the student was re-admitted to a Doctoral program.

**Dissertation Extension Fee** The Dissertation Extension Fee is for students who need additional time to finish their dissertation. Students may enroll for additional one-year enrollment periods; the annual fee is based on one-half of the Ph.D. level tuition from three years prior to the current academic year. One-fourth of the annual Dissertation Fee will be billed quarterly. Students will only be financially responsible for the quarters that are started or needed to complete their dissertation.

### **Miscellaneous Fees**

Student Tuition Recovery Fund (STRF) .0005 of total program fee (varies per program)

Leave of Absence (LOA) \$100

Academic Tutorial (1 month) \$150

Extended Academic Tutorial (3 months) \$300

Ph.D. Internship/Practicum Only (1 quarter) \$300

PsyD Internship Fee (initial 3 quarters) \$999/quarter

PsyD Internship Extension (1 quarter) \$300

Late Payment Fee \$100 per quarter

Tuition and Residential/Non-Residential Fees are due 14 days prior to the first day of the quarter. The Late Payment Fee will be assessed if payment is not received in full by the first day of each quarter, excluding secured anticipated Financial Aid.

Late Registration Fee \$75 per quarter

Late Registration Fee is assessed for continuing students who do not register on or before 14 days prior to the beginning of the first day of the quarter.

Transcripts, per copy \$4

Program Change Fee \$500

**Residential and Non-Residential Fees** The Non-Residential Fee covers all meals, shuttle transportation between off-site accommodations and both campuses. The Residential Fee includes the above-listed services plus shared accommodations for the in-session nights and 10% Santa Barbara County Occupancy Use Tax.



**Residential Fee:**

M.A./Ph.D. Mythological Studies	\$5,728
M.A./Ph.D. Depth Psychology with Emphasis in Jungian and Archetypal Studies	\$2,976
M.A./Ph.D. Depth Psychology with Emphasis in Jungian and Archetypal Studies (NY/SB)	\$1,488
M.A./Ph.D. Depth Psychology with Emphasis in Community Psychology, Liberation Psychology and Ecopsychology	\$4,770
M.A./Ph.D. Depth Psychology with Emphasis in Somatic Studies	*\$4,770/\$5,728
Ph.D. Depth Psychology with Emphasis in Psychotherapy	\$5,728
M.A. Engaged Humanities & Creative Life	\$2,976
M.A. Counseling Psychology	\$6,156
Psy.D. Clinical Psychology	\$6,597
Ph.D. Clinical Psychology	\$7,963

**Non-Residential Fee:**

M.A./Ph.D. Mythological Studies	\$3,264
M.A./Ph.D. Depth Psychology with Emphasis in Jungian and Archetypal Studies	\$1,632
M.A./Ph.D. Depth Psychology with Emphasis in Jungian and Archetypal Studies (NY/SB)	\$816
M.A./Ph.D. Depth Psychology with Emphasis in Community Psychology, Liberation Psychology and Ecopsychology	\$2,754
M.A./Ph.D. Depth Psychology with Emphasis in Somatic Studies	*\$2,754(1 <sup>st</sup> & 2 <sup>nd</sup> yr)
\$3,264 (3 <sup>rd</sup> yr)	
Ph.D. Depth Psychology with Emphasis in Psychotherapy	\$3,264
M.A. Engaged Humanities & Creative Life	\$1,632
M.A. Counseling Psychology	\$3,468
Psy.D. Clinical Psychology	\$3,600
Ph.D. Clinical Psychology	\$4,300

**\*1<sup>st</sup>/2<sup>nd</sup> year Somatic students are not in residence during summer therefore the residential/non-residential fees do not include charges for summer quarter.**

**Refundable Tuition Policy** Students withdrawing, taking a leave of absence, or dropping a course from Pacifica: To be eligible for a refund of tuition, timely written notification must be submitted to the Office of the Registrar as specified below. The effective date of withdrawal, Leave of Absence, or dropped courses will be determined by the date written notification is received by the Office of the Registrar. If you withdraw, file a Leave of Absence, or drop a course from Pacifica after instruction has begun, you will receive a partial refund based on a “per unit tuition calculation”\* as specified below:

\*“Per unit tuition calculation”: the Tuition for the specific quarter, program, and academic year, divided by the number of units offered in that specific quarter and program.



## Academic Quarter Refund Deadline

On or before the first day of class of the quarter 100% OR,

7<sup>th</sup> Day After Enrollment Date 100%

Day 2 to day 7\* 80%

Day 8 to day 14\* 70%

Day 15 to day 21\* 60%

Day 22 to day 28\* 50%

Day 29 to day 35\* 40%

Day 36 to day 42\* 30%

After day 42 0%

*\*Unless 7 days or fewer after the Enrollment Agreement is signed.*

## Summer Quarter Policy

On or before the first day of class 100%

After the first day: The tuition refund is prorated based on the number of days in the quarter, up to and including the date written notification is received by the Office of the Registrar.

**Refundable Residential/Non-residential Fee Policy:** In order to be eligible for a refund, written notification must be submitted to the Housing Department at least five (5) days prior to the start date of on-site instruction. If a student attends any portion of the quarterly on-site session and then withdraws, takes a Leave of Absence, or drops courses from Pacifica, a Residential/Non-Residential refund will only apply to subsequent sessions in that quarter and not the session during which the student withdraws, takes a Leave of Absence, or drops courses. If the school cancels or discontinues an on-site course, you will receive a prorated refund of the fee.

# Financial Aid

The purpose of financial aid is to provide financial assistance to students enrolled at least half time in an eligible program at Pacifica. Pacifica's Board of Trustees, administrators, faculty, and staff do all they can to ensure a quality education is accessible for all students.

*Important Note: The financial aid information published in this catalog is current and accurate at the time of publication. Institutional policies along with Federal and State regulations may change*

*periodically. Contact the Financial Aid Office for the most up to date information regarding applications, deadlines, policies, and procedures or visit the website at [http://www.pacifica.edu/financial\\_aid.aspx](http://www.pacifica.edu/financial_aid.aspx).*

## **GENERAL ELIGIBILITY REQUIREMENTS:**

A student must adhere to the following in order to qualify for federal financial aid at Pacifica:

- 1) Be admitted and enrolled at least half time (minimum 3 units/quarter) in an eligible degree program at Pacifica.
- 2) Complete the Free Application for Federal Student Aid (FAFSA) form each year to determine eligibility for federal financial assistance. Pacifica's School Code is **G31268**.
- 3) Be in good standing in order to qualify for federal financial assistance (student may not have federal liens, or be in default, or owe a refund on any federal financial aid program).
- 4) Be a U.S. Citizen, legal permanent resident of the United States or eligible non-citizen; provide proof of compliance with drug conviction regulations and if male, provide proof of compliance with selective service registration.
- 5) Be making Financial Aid Satisfactory Academic Progress toward the completion of degree requirements. (See FSAP policy for details.)

## **TYPES OF ASSISTANCE:**

Pacifica provides students with a number of financial assistance options including scholarships, loans, and financing alternatives.

## **PACIFICA GRADUATE INSTITUTE SCHOLARSHIPS**

### **Pacifica Scholarship Program**

To make education accessible to students who show high financial need and academic merit Pacifica is pleased to offer a number of scholarship programs to our graduate students.

Applications are available through the Financial Aid Office and on our website after March 1.

**New applicants** must meet the following requirements by August 1 to be considered:

- 1) Be accepted into a program of study.
- 2) Complete and submit the scholarship application and essay.

- 3) Results of the FAFSA must be on file in the Financial Aid Office for U.S Citizens or eligible non-citizens in order to qualify.
- 4) International students must complete and submit the Financial Aid Addendum form (page 2 of the application).

**Returning students** must meet the following requirements by June 15 to be considered:

- 1) Be enrolled full-time (minimum 6 units) each quarter.
- 2) Complete and submit the scholarship application and essay.
- 3) Results of the FAFSA must be on file in the Financial Aid Office for U.S. Citizens or eligible non-citizens in order to qualify.
- 4) International students must complete and submit the Financial Aid Addendum form (page 2 of the application).

### **Joseph Campbell Scholarship Program**

The Joseph Campbell Scholarship Fund is for the M.A/Ph.D. Mythological Studies Program. A number of the scholarships are offered to newly admitted students in the Mythological Studies Program based on extreme financial hardship, academic merit, and content of essay.

### **Herman Warsh Scholarship Program**

The Herman Warsh Community-Based Scholarship Fund is for the M.A./Ph.D. Depth Psychology with emphasis Community Psychology, Liberation Psychology, Ecopsychology. The need-based scholarship was established to encourage students historically under-represented in the study and practice of depth and archetypal psychology who are committed to community, cultural, and ecopsychological work.

### **Marion Woodman Scholarship**

The Marion Woodman Scholarship Fund is for the M.A./Ph.D. Depth Psychology with emphasis in Somatic Studies Program. A number of scholarships are offered to newly admitted students in the Somatic Studies Program based on extreme financial hardship and strong academic excellence.

## **Founders Scholarship**

The Founders Scholarship (formerly Thirtieth Anniversary) Scholarship Fund is for the M.A. Counseling Psychology Program. A number of scholarships are offered to newly admitted students in the Counseling Program based on extreme financial hardship and strong academic excellence.

## **Global Innovators Scholarship**

The Global Innovators Scholarship Fund is for Engaged Humanities/Creative Life and Jungian Archetypal Studies programs. A number of scholarships are offered for newly admitted students in the Engaged Humanities/Creative Life program and Jungian Archetypal Studies program based on extreme financial hardship and strong academic excellence.

## **Pacifica Yellow Ribbon Scholarship Program**

Pacifica Graduate Institute is pleased to provide up to six Yellow Ribbon Scholarships each year for qualifying veterans under the Post 9/11 GI Bill on a first-come first-served basis. Students in the Master's in Counseling will qualify for up to \$6,500 per year, Engaged Humanities will qualify for up to \$5,400, and those enrolled in the doctoral programs will qualify for up to \$7,800 per year.

## **Pacifica Matching AmeriCorps Scholarship Program**

Pacifica Graduate Institute is a proud participant in the Segal AmeriCorps Matching Education Award program and is pleased to offer the Segal AmeriCorps Matching Scholarship to qualified AmeriCorps Alumni enrolled in one of our Masters or Doctoral programs.

The matching scholarship amount will be a dollar-for-dollar match up to \$4,725 per year with a maximum of \$9,450 throughout enrollment in the program of study. To qualify, students must submit the AmeriCorps voucher confirming benefit eligibility to the Financial Aid Office. A total of five new scholarships will be available on a first-come first-served basis. These scholarships are not transferable, have no cash value, and will be applied directly toward tuition charges.

## **EXTERNAL SOURCES:**

### **Outside Scholarship Searches**

There are many free sources providing scholarship listings and databases available to students on the Internet. Please be aware that you should not pay for a search service. Pacifica's website provides a listing of several scholarship search resources. Log on to [www.pacifica.edu](http://www.pacifica.edu), under Financial Aid, click on Outside Scholarships.

## **Tax Breaks for College**

There are a number of federal tax benefits for college, including credits, deductions, and savings incentives. All benefits have income limitations and other qualifications.

Consult your tax advisor or IRS for complete details. Web resources:

[www.irs.gov/individuals](http://www.irs.gov/individuals)

## **State Sources**

Many states offer grants and/or other types of financial aid to their residents. Contact the Department of Education in your state for information, or check the Department of Education's website:

[www.ed.gov/about/contacts/state](http://www.ed.gov/about/contacts/state) for a listing.

## **Veterans Administration Educational Benefits**

Pacifica's programs are approved for the training of veterans and other eligible persons under Title 38, U.S. Code. To find out if you are eligible under any of these programs, call (888) GIBILL1 or visit the VA website at <http://www.gibill.va.gov>. Pacifica is proud to offer Yellow Ribbon Scholarships to those qualifying Post 9/11 veterans.

For students eligible for education benefits through the Veterans Administration, all previous education, and training will be evaluated. Credit will be awarded where appropriate and the program will be shortened accordingly. The student and the Veterans Administration will be notified by the Registrar promptly.

## **Student Employment**

Pacifica does not currently participate in the federally sponsored College Work-Study program.

## **STUDENT LOANS**

### **Federal Student Loans**

Pacifica participates in the U.S. Department of Education William Ford Direct Loan program. The Direct Loan program provides students with access to federally Unsubsidized Stafford Loans as well as Graduate PLUS Loans by allowing students to borrow directly from the U.S. Department of Education rather than a private lender.

The Direct Stafford Loans are low interest loans made to students admitted to an eligible academic program and attending at least half time (minimum 3 units). The interest rates for federal student

loans are determined by federal law each year. The interest rate is 6.21% on Direct Stafford loans for 2014-2015 FAFSA. All Direct Stafford loans offer a six month post-enrollment grace period. All Direct Stafford Loans are subject to 1.072% origination fee for loans with first disbursement after 12/1/2013 which is deducted from each quarterly disbursement. Loans with a first disbursement after 10/1/2014 have a 1.073% origination fee for Stafford loans.

Graduate students may borrow an annual maximum of \$20,500 in the Direct Stafford Loan program. The aggregate loan limit of all federal Stafford Loans (FFELP + Direct combined) for a graduate student is \$138,500 (including undergraduate loans and a maximum of \$65,500 in Subsidized Stafford Loans).

### **Direct Unsubsidized Stafford Loans**

Available to students regardless of financial need. The annual maximum for graduate students is \$20,500. Interest on this loan begins to accrue upon disbursement. The student is responsible for the interest on this loan during eligible periods of enrollment and deferments (interest deferment options are available).

### **Direct Subsidized Stafford Loans**

Direct Subsidized Stafford Loans are no longer available for graduate and professional students effective for loans made for periods of enrollment (loan periods) beginning on or after July 1, 2013. The terms and conditions of Direct Subsidized Loans received by any student for loan periods beginning before July 1, 2013, for either graduate or undergraduate study, are not affected by this change.

### **Direct Graduate PLUS Loans**

Available to qualifying graduate/professional students to assist with education expenses (tuition, housing, books, travel, and reasonable personal expenses). Direct PLUS Loans are not based on income or assets. However, to qualify borrowers must:

- 1) Be a U.S. Citizen or eligible non-citizen and have a valid Social Security Number.
- 2) Complete the FAFSA and apply for the maximum amount of Stafford Loans for which you are eligible.
- 3) Meet credit eligibility requirements as determined by the U.S. Department of Education.

4) Complete/submit a Master Promissory Note (MPN) to the U.S. Department of Education.

Direct Grad PLUS Loans are subject to 4.288% origination fee for loans with first disbursement after 12/1/2013. Loans with a first disbursement after 10/1/2014 have a 4.292% origination fee for Grad PLUS Loans. These fees are deducted from disbursements made each quarter.

The interest rates on Grad PLUS loans are determined by federal law each year. The interest rate is 7.21% on Direct Grad PLUS loans for 2014-2015 FAFSA. Interest begins to accrue as the funds are dispersed each quarter. Repayment begins 60 days after the last disbursement for that loan period.

### **Direct Loan Repayment**

There are several repayment plans for Direct Loans that range between 10-25 years of repayment. Early repayment in whole or in part may be made without penalty at any time. These extended repayment plans and loan forgiveness programs are available to assist in successful repayment of student loans. Consult with the Direct Loan Servicing Center for complete details on the repayment options available or visit the website at <http://www2.ed.gov/offices/OSFAP/DirectLoan/student.html>.

### **Student Loan Counseling**

All students who borrow from the Federal Loan Programs are required to complete an online “Entrance Counseling” session prior to receiving the first loan disbursement and an online “Exit Counseling” session prior to leaving Pacifica. The purpose of these loan counseling sessions is to bring student awareness to his/her rights and responsibilities as a student loan borrower.

### **Private Alternative Loans**

Alternative source of financial assistance. These loans are non-federal loan programs that require at least half-time enrollment (minimum of 3 units at Pacifica), a good credit history, the ability to repay the loan, and U.S. citizenship or permanent resident status. Some loans may require a credit worthy U.S. citizen or permanent resident co-signer. For complete details of the alternative loans available, please contact the Financial Aid Office or visit our website. U.S. Department of Education regulations on private education loans require that:

1. The lender present full disclosure of the terms and conditions of the loan (including fees, interest rates, repayment amounts) and

2. The school certify a student's cost of attendance and eligibility prior to the lender disbursing funds and

3. The lender obtains written confirmation through a signed self-certification from the borrower that s/he understands the terms and conditions prior to releasing loan funds to the school.

This new process may extend the processing time for private loans and may delay the release of loans funds to the school. Please allow a minimum of two to three weeks for processing of private alternative loans.

### **Financial Aid Disbursements**

In general, all financial aid will be released to Pacifica in multiple disbursements that coincide with the start of each enrollment period (quarter). Payment for all outstanding charges not covered by financial aid are due 14 days prior to the start of each quarter.

### **Financial Aid Refunds**

Excess financial aid refunds are available after the start of each quarter. Pacifica has partnered with Nelnet Business Solutions to provide timely refunds to students. Students have the option of receiving refunds through Direct Deposit, or Paper Check processing. All refunds will be processed within 14 business days after the financial aid funds are received from the Department of Education. If you do not sign up for the direct deposit process, a paper check will be mailed to you directly from Nelnet Business Solutions approximately 14-days after the funds are received.

## **POLICIES APPLYING TO ALL FINANCIAL AID RECIPIENTS**

### **Return of Federal Funds/Refunds**

Pacifica Graduate Institute has implemented the Return of Federal Funds policy as required by federal regulations (Sect. 668.22 of Higher Education Amendments of 1998). For those students who receive federal financial aid and find it necessary to withdraw from all courses at Pacifica prior to the completion of the current quarter, the following federal policy applies. The focus of the policy is to return the unearned portion of the federal financial aid for the enrollment period. Only the amount of financial aid that has been earned (based on the number of calendar days completed in the period of enrollment) will be retained on the student's behalf. Any aid unearned will be returned to the Department of Education. If a student withdraws after the 60% point-in-time, the student has earned 100% of the federal funds.



The Return of Federal Funds will be calculated based on the date official written notification of withdrawal is received by the Registrar's Office, the last date of documented attendance or for an unofficial withdrawal, the mid-point of the term or the last documented date of attendance. The following distribution of returned funds is as follows:

- 1) Federal Unsubsidized Stafford Loan
- 2) Federal Graduate Plus Loan
- 3) State, Private, or Institutional Aid
- 4) The student

"Refund" – refers to the calculation of institutional charges and is a separate calculation from the Return of Federal Funds calculation. The amount of refundable institutional charges (tuition and residential/non residential fees) will be prorated based on school policy. Please refer to Refundable Tuition and Fee Policy in this catalog. If there is a balance due by the student as a result of the unearned financial aid being returned, the student will be responsible for payment of the difference. Details and examples of the Return of Federal Funds Policy are available in the Financial Aid Office.

## **Financial Aid Satisfactory Academic Progress (FSAP) Policy**

### ***Students enrolled in coursework***

All students who apply for and receive financial aid must be making FSAP toward completion of degree requirements. FSAP annual evaluation will occur after spring grades are posted each year (*in July or August depending on the spring track end dates*).

A cumulative grade point average of 3.0 must be maintained AND a minimum of 67% of attempted units must be successfully completed with a grade of "C" or better (grade of "B" or better required for Clinical Psychology students). Transfer credit ("TR") will be considered as both attempted and completed units. Incomplete grades ("I"), failing grades ("F", "NP"), withdrawn grades ("W"), repeated courses ("R") and courses in progress with grades pending ("J") will be counted as attempted units and excluded from completed units until successful grades are posted to the transcript.

Example: The percentage of completed units is calculated by dividing the number of successfully completed units by the number of attempted units. For example, if you attempt 6 units in each of the fall, winter, and spring terms for a total of 18 attempted units and you successfully complete a total of 12 units, you have completed only 66.7% and are not maintaining FSAP. Your eligibility for federal aid would be suspended.

Dissertation students completing dissertation coursework are considered to be in progress and will be counted as attempted credits and will not receive a grade until the student is able to complete his/her dissertation. Students who are completing their dissertation demonstrate FSAP by having a committee formed and submitting acceptable written work to their Dissertation Committee and be in compliance with each program's satisfactory academic progress policy by the end the first four quarters. The Committee Chair must confirm that such progress has occurred. At the end of the ninth quarter of dissertation, in order to be making FSAP, a student must have a committee approved proposal to receive aid during an approved four quarter extension of dissertation work. Federal financial aid is not available beyond the thirteenth quarter of dissertation work.

### **Financial Aid Suspension**

It is the student's responsibility to ensure FSAP is maintained. Students will not receive prior FSAP warnings. Students who fail to maintain a minimum cumulative grade point of average of 3.0 and/or fail to successfully complete a minimum of 67% of attempted units each year will lose eligibility for Federal Stafford and Grad Plus Loans. These students will be notified in writing if/when their eligibility for federal aid is suspended.

### **Appeal Process**

Students, for whom federal aid has been suspended, may appeal if extenuating circumstances (such as a death in the family, injury, illness, or other special circumstances) has hindered academic performance.

Students are strongly encouraged to submit a written appeal within two weeks after receiving notification that financial aid has been suspended. Appeals must be in writing and describe the basis for the appeal: the death of a relative, an injury, or illness of the student, or other special circumstances. The appeal should include an explanation as to what has changed that would allow the student to demonstrate FSAP at the next evaluation and a Corrective Action Plan (CAP) that provides a detailed explanation of how and when deficiencies will be resolved and may include a proposed academic plan for completion of the degree requirements. The appeal and the CAP must be submitted in writing to the Director of Financial Aid at Pacifica Graduate Institute, 249 Lambert Road, Carpinteria, CA 93013. Phone: 805-969-3626, ext. 137. The FSAP Committee will review each student's appeal and CAP to determine whether the FSAP standards will be met and if eligibility for federal aid may be continued for a probationary period.

### ***Students Enrolled in Psy.D. Clinical Psychology Internship***

Students enrolled in the Internship phase of the Psy.D. Clinical Psychology Program are eligible for financial aid only during the first three quarters of Internship enrollment period.

### ***Students Enrolled in Thesis***

Students enrolled in the thesis phase of the Master's in Counseling Psychology Program are eligible for financial aid during the first two quarters of the initial enrollment period. For those students who require a third quarter to complete thesis, qualify for a no unit, no fee, and no financial aid extension. All additional extensions beyond the initial three quarters do not qualify for federal aid and will be assessed a separate fee, for details refer to "Tuition and Fees."

## **Student Rights and Responsibilities**

### ***Student Rights:***

Students have the right to ask the Institute:

- What it costs to attend and what its refund policies are if you dropout.
- How the Institute determines whether you are making FSAP and what happens if you are not.
- What financial help is available, including information on all federal, state, and college financial aid programs, not just loans.
- About the deadlines for submitting applications for each financial aid program and how recipients are selected.
- How your financial need is determined, including the costs for tuition, fees, housing, food, transportation, books, supplies, personal and miscellaneous expenses are considered in your cost of attendance.
  - To explain the various elements in your financial aid package, and how and when you will receive your aid.
  - To reconsider your financial aid application, if you believe you have been treated unfairly.
- How much of your financial aid must be paid back, and what portion is grant or gift aid.
- If you are offered a loan, you have the right to know the interest rate, the total amount that must be repaid, payback procedures, when repayment begins and how long you have to repay.
- How to apply for additional aid, if your financial circumstances change.
- About the effect outside scholarships may have on your financial aid award.

- For its statistics on crimes committed on and off campus, and for its campus safety policies and procedures, and gainful employment information.
- To disclose the percentage of its student who complete the Institutes programs and the percentage who transfer out, and its job placement rates.

### ***Student Responsibilities:***

Students have a responsibility to:

- Review and consider all information about the Institute's programs before enrolling.
- Compare your anticipated monthly student loan payments and other expenses to your expected take-home pay after graduation.
- Complete the financial aid application accurately and submit it on time to the right place. Intentional misrepresentation on an application for federal financial aid is a violation of law and a criminal offense subject to penalties.
- Ask current and former students and local employers about the Institute.
- Read and keep copies of all forms and agreements you sign.
- Respond promptly and provide all requested documentation, verification, corrections, or new information to the appropriate office.
- Notify the Institute and the holder (servicer) of your loans promptly of changes in your name, permanent mailing address, telephone number or enrollment status.
- Know and comply with the deadlines for applications or reapplications for aid, and understand the school's refund procedures.
- Repay your student loans, even if you do not complete your education, cannot get a job, or are not satisfied with your education.
- File for a deferment or forbearance, or change repayment plans if you are at risk of default.
- Complete entrance counseling before you receive your first loan disbursement and exit counseling before you leave school.
- Report in writing to your Institute's financial aid office all additional financial aid resources you receive.

### **Gainful Employment Disclosure**

Pacifica Graduate Institute's U.S. Department of Education's Office of Post-Secondary Education Identification number (OPEID): 031268-00

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at, [http://www.pacifica.edu/degree\\_programs.aspx](http://www.pacifica.edu/degree_programs.aspx).

For program specific gainful employment information, please visit our website at-

**MA Counseling Psychology:** [pacifica.edu/FA-Counseling-GE.aspx](http://pacifica.edu/FA-Counseling-GE.aspx)

**MA Engaged Humanities and the Creative Life:** [pacifica.edu/gainful-employment-Humanities.aspx](http://pacifica.edu/gainful-employment-Humanities.aspx)

**MA/PhD in Depth Psychology with Emphasis in Somatic Studies:** [pacifica.edu/gainful-employment-Depth.aspx](http://pacifica.edu/gainful-employment-Depth.aspx)

**MA/PhD in Depth Psychology with Emphasis in Jungian and Archetypal Studies:** [pacifica.edu/gainful-employment-Depth.aspx](http://pacifica.edu/gainful-employment-Depth.aspx)

**MA/PhD in Depth Psychology with Emphasis in Community Psychology, Liberation Psychology and Ecopsychology:** [pacifica.edu/gainful-employment-Depth.aspx](http://pacifica.edu/gainful-employment-Depth.aspx)

**MA/PhD Mythological Studies:** [pacifica.edu/gainful-employment-Myth.aspx](http://pacifica.edu/gainful-employment-Myth.aspx)

**PhD and PsyD Clinical Psychology:** [pacifica.edu/gainful-employment-Clinical.aspx](http://pacifica.edu/gainful-employment-Clinical.aspx)

**PhD in Depth Psychology with Emphasis in Psychotherapy:** [pacifica.edu/gainful-employment-Depth.aspx](http://pacifica.edu/gainful-employment-Depth.aspx)

## Administrative Information

### Accreditation

As an accredited institution, Pacifica Graduate Institute is committed to high standards of quality, integrity, capacity, and effectiveness. Pacifica's academic programs are subject to review and approval on multiple levels:

- WASC Senior College and University Commission (WSCUC)
- State of California Board of Private Postsecondary Education (BPPE)
- U. S. Department of Education (DOE)

The **WASC Senior College and University Commission (WSCUC)** is a regional accrediting agency serving a diverse membership of public and private higher education institutions throughout California, Hawaii, and the Pacific as well as a limited number of institutions outside the U.S. Through

its work of peer review, based on academic standards agreed to by the membership, the Commission encourages continuous institutional improvement and assures the membership and its constituencies, including the public, that accredited institutions are fulfilling their missions in service to their students and the public good.

WSCUC is recognized by the **U.S. Department of Education (DOE)** as certifying institutional eligibility for federal funding in a number of programs, including student access to federal financial aid.

WSCUC is reviewed periodically for renewal of recognition by the [U.S. Department of Education](#) (DOE) and by the [Council for Higher Education Accreditation](#) (CHEA).

Accredited membership in WSCUC is achieved and maintained after an institution undergoes a series of self-studies and peer reviews by educators from member schools. These reviews are planned periodically to ensure that each institution is achieving its mission, educational purposes, and other academically-oriented standards of quality, integrity, capacity, and effectiveness.

### **WSCUC Accreditation Status**

In June 2010, Pacifica's accreditation was re-affirmed with the next review scheduled for 2018.

Current Accreditation Status: ACCREDITED

First Accredited: June 30, 1997

For standards of accreditation and information regarding the WSCUC, including information about policy and process for compliance complaints, visit: <http://www.wascsenior.org>, or contact WSCUC:

WASC Senior College and University Commission (WSCUC)

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

telephone: (510) 748-9001

fax: (510) 748-9797



## **Status**

To comply with new DOE requirements for proprietary schools, Pacifica Graduate Institute applied to the California Bureau for Private Postsecondary Education (BPPE) and in April 2014 was approved to operate by means of accreditation.

This approval to operate signifies that an institution is in compliance with state standards as set forth in the Private Postsecondary Education Act.

BPPE School Performance Fact Sheet for each educational program ([LINKS](#))

BPPE Annual Report ([LINK](#))

For more information about the BPPE, including its policies and procedures, visit: [www.bppe.ca.gov](http://www.bppe.ca.gov).

## **Student Records**

Pacifica Graduate Institute is in compliance with the Family Educational Rights and Privacy Act of 1974 as amended in 1979, 1990, 1992, 1994, and 1998, guaranteeing students the right to inspect and review their education records, have some control over the disclosure of information from their education records, and seek to amend education records. For details on students' rights and issues relating to disclosure of directory information, consult the current Student Handbook.

## **Non-discrimination Policy and equal opportunity statement**

Pacifica Graduate Institute does not discriminate on the basis of race, color, national origin, religion, creed, gender, sexual orientation or identity, physical or mental disability, citizenship status (within the limits imposed by law or Institute policy), marital status, medical condition, or age in any of its policies, procedures, or practices. This non-discrimination policy covers treatment in institutionally approved academic programs and activities. In conformance with Institute policy, Pacifica Graduate Institute is an Affirmative Action/Equal Opportunity Employer. If a student believes s/he has been subjected to any form of unlawful discrimination, please submit a written complaint to the Provost.

## **Withdrawal Policy**

Students wishing to withdraw from Pacifica Graduate Institute are required to notify the Registrar's Office in writing. Upon receipt, the Registrar will notify the appropriate departments. The Refund Policy will be administered by the Business Office.

## **LEAVE OF ABSENCE POLICY**

Students requesting a leave of absence are required to submit a completed Leave of Absence Form to the Registrar. Upon receipt, the Registrar's Office will notify the appropriate departments. The Refund Policy will be administered by the Business Office.

## **Standards for**

### **Student Achievement**

Good Standing: A graduate student is considered to be in good academic standing when a minimum 3.0 (B) grade point average is maintained. A full description of grading standards and academic regulations is contained in the current edition of the Pacifica Graduate Institute Student Handbook.

## **Campus Security**

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Department of Education requires all higher education institutions to track, report, and distribute this information each year (in the fall) to all students and employees. Statistics are available online at [www.pacifica.edu](http://www.pacifica.edu)

## **Changes in Policies and Procedures**

Pacifica may from time to time alter the policies or procedures stated in this catalog in order to address emerging needs, or if otherwise in the best interest of the Institute. In that event the Institute would make all reasonable efforts to notify students. Thus students should be aware that the policies and procedures described in this catalog may not necessarily remain in effect during their entire program of studies at Pacifica. Also, to the extent there may be discrepancies in any time period between the Tuition and Fee Agreement and this catalog, the Agreement signed by Pacifica and the student shall be binding.



# Applying to Pacifica Graduate Institute

Pacifica welcomes a diverse academic community. Students are selected for admission in the Institute's programs on the basis of their perceived potential to succeed in masters or doctoral level work. The application review process focuses on past educational performance, letters of recommendation, emotional maturity, application essays, and interviews. Applicants are asked to demonstrate research skills and writing ability by submitting a sample(s) of their written academic work. Applications for fall 2014 enrollment may be submitted anytime after December 1, 2013. Notification letters will be mailed upon completion of the in-person interview. Please consider a deadline of June 30th as you prepare your application for the Admissions Office. Applications received thereafter will be on a space available basis. For additional information on the admissions process see pages 110-111. For more information, contact Pacifica's Admissions Office at 805.969.3626, ext. 305. You may apply online at [www.pacifica.edu](http://www.pacifica.edu).

## Visiting Pacifica Graduate Institute

You are welcome to visit either or both of Pacifica's campuses. To arrange a campus visit, please call the reception office at 805.969.3626, ext. 101 for information on parking and shuttle bus schedules. The best way to see the campuses is to attend The Pacifica Experience: A One-Day Introduction to Pacifica's Degree Programs, as described at right. This special day-long program is held several times each year. It includes a comprehensive tour of the campuses and detailed presentations on the Institute's degree programs. For more information on the One-Day Introductions, call 805.969.3626, ext. 103 or visit [www.pacifica.edu](http://www.pacifica.edu). Daily tours are provided by the Admissions team at 11am each day. Call 805-969-3626 ext. 305 to arrange a meeting with one of our experienced Counselors. [www.pacifica.edu](http://www.pacifica.edu). We keep our website updated with current information on the Institute and its programs. Visit [www.pacifica.edu](http://www.pacifica.edu) and explore the resources we have made available online.

- Schedules, descriptions, and online registration for One-Day Introductions to Pacifica and other public programs
- Additional information on admissions and financial aid
- Online admissions application
- Informational videos featuring Pacifica's faculty and campuses
- Detailed information on Pacifica's Graduate Research Library and other educational resources.