M.A. and Ph.D. in Depth Psychology with Specialization in Somatic Studies
Pacifica Graduate Institute is an accredited, employee-owned graduate school dedicated to excellence in education. The Institute’s programs in psychology, the humanities, and mythological studies are informed by the rich tradition of depth psychology.

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

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

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

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

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

The information in this catalog is as accurate as possible at the time of publication; however, the Institute reserves the right to make changes during the life of this catalog.
Pacifica’s Depth Psychology Program educates students in the history and lineage of depth psychology, and explores the non-clinical frontiers of the field. While deepening their understanding of the roots and development of depth psychology, faculty, students, and alumni are also extending the field beyond the limits of clinical work and across the traditional lines of professional and academic disciplines.

The Depth Psychology Program offers incoming students three different options for degree specialization:

**SOMATIC STUDIES**

**JUNGIAN AND ARCHETYPAL STUDIES**

**COMMUNITY PSYCHOLOGY, LIBERATION PSYCHOLOGY, AND ECOPSYCHOLOGY**

All students in the program share a core course of study in depth psychological theory, interdisciplinary studies, and depth psychological approaches to research. This includes theories from psychoanalysis, Jungian studies, archetypal psychology, and ecopsychology; as well as attention to dreamwork, somatic practices, and the mythopoetic imagination.

Each degree specialization blends the core curriculum with courses in the area of specialization, leading to a highly focused and innovative graduate education.
SPECIALIZATION IN SOMATIC STUDIES

By infusing depth psychology with a somatic perspective, students learn to work deeply and skillfully at the intersection of body and soul across a range of professions. The interdisciplinary focus of the Somatic Studies specialization is grounded in embodied learning, fieldwork practice, and original research that illuminates for each student how the felt experience and understanding of the body can inform their work.

SPECIALIZATION IN JUNGIAN AND ARCHETYPAL STUDIES

This blended online/low-residency program 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. Student 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.

SPECIALIZATION IN COMMUNITY PSYCHOLOGY, LIBERATION PSYCHOLOGY, AND ECOPSYCHOLOGY

This specialization 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. 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.
The emerging paradigm for the 21st century requires visionaries who can work across professional and disciplinary boundaries to fully embody a holistic approach to solving real world problems.

The Somatic Studies specialization is uniquely grounded in the tradition of depth psychology with its emphasis on the unconscious, imagery, archetypes, meditation, and dreams. From that ground, the program explores the intersections between body and psyche, connect image to sensation through active imagination, and follow the dance of our dreams. Students study the body’s role in the process of individuation, and consider how physical symptoms may speak for the soul.

From a somatic perspective, bodily experience is related to physical health, interpersonal and interspecies relationships, social and cultural contexts, spirituality, and the environment. The program incorporates an interdisciplinary range of practices and perspectives, including neuroscience, integrative medicine, shamanic traditions, and cultural studies. Students are drawn from similarly diverse backgrounds, including counseling, health care, and body work.

Graduates of the Somatic Studies specialization work at an advanced level in their chosen field—for example, becoming trainers or supervisors in education, social services or health care. Other students publish books, start community non-profits, or develop consulting practices. Graduates may also choose to pursue academic careers, teaching in higher education or engaging in post-doctoral research. Each in their own way, students bring a highly developed understanding of the body/psyche intersection to the work they choose to pursue.

Through rigorous and engaged scholarship, students in the Somatic Studies specialization learn how to think deeply through and with the body, and develop skills that strengthen their effectiveness as practitioners, educators, and scholars. Students will:

- 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 the mind/body connection.
- Develop skills in research and writing that support their efforts to articulate and promote new theoretical directions and practical applications.
- Participate with like-minded scholars and healers in an emerging field of study.
- Create a professional portfolio to enhance existing career skills.
- Engage in transformative practices and fieldwork projects with the potential to change how we live in the world.
M.A. and Ph.D. in Depth Psychology with Specialization in Somatic Studies

CURRICULUM OVERVIEW

Campus session consists of three days each month during fall, winter, and spring quarters. Students in this specialization come to campus nine times each year for the first two years; in the third year of the doctoral program, there is an additional five-day summer intensive. During each residential session, students attend lectures and seminars, engage in experiential and embodied learning, and have time for reflection and research in the Pacifica Library and Opus Archives and Research Center.

<table>
<thead>
<tr>
<th>M.A. PROGRAM</th>
<th>PH.D. PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td><strong>Third Year</strong></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>Introduction to Somatic Studies – DPS 725, 2/3 Unit</td>
<td>Transference and Counter-transference in Somatic Practice – DPS 851, 2 Units</td>
</tr>
<tr>
<td>Introduction to Depth Psychology – DPS 730, 2 Units</td>
<td>Human Sexuality – DPS 925, 2 Units</td>
</tr>
<tr>
<td>History of Healing Traditions I: Ancient Greece a Model of Integrative Medicine – DPS 710, 2 Units</td>
<td>The Body in Literature – DPS 950, 2 Units</td>
</tr>
<tr>
<td>Imagery in Somatic Studies I: The Technique of Active Imagination and the Practice of Dream Tending – DPS 770, 2 Units</td>
<td>Dissertation Development A – DPS 932A, 2/3 Unit</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td><strong>Winter</strong></td>
</tr>
<tr>
<td>Foundations in Fieldwork – DPS 900, 2 Units</td>
<td>Eros, Isolation, and Relationship – DPS 963, 2 Units</td>
</tr>
<tr>
<td>Psyche and Soma in the Jungian Tradition – DPS 761, 2 Units</td>
<td>Neuroscience and Somatic Depth Psychology II – DPS 721, 2 Units</td>
</tr>
<tr>
<td>History of Healing Traditions II: Non-Western and Indigenous Healing Traditions – DPS 711, 2 Units</td>
<td>Depth Psychology and the Sacred – DPS 920, 2 Units</td>
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<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
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<tr>
<td>Scholarly Writing and Publication – DPS 812, 2 Units</td>
<td>Integration of Theory, Practice, and Teaching (Oral Comprehensive Examination) – DPS 992, 2 Units</td>
</tr>
<tr>
<td>Neuroscience and Somatic Depth Psychology I – DPS 720, 2 Units</td>
<td>Non-Western and Indigenous Healing Practices – DPS 952, 2 Units</td>
</tr>
<tr>
<td>Freud and the Psychoanalytic Tradition – DPS 760, 2 Units</td>
<td>Imagery in Somatic Studies II: Embodied Dreamwork – DPS 970, 2 Units</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Summer</strong></td>
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<tr>
<td>Summer Fieldwork I – DPS 905, 4 Units</td>
<td>Post-Jungian Psychology: Marion Woodman and the Embodied Psyche – DPS 862, 4 Units</td>
</tr>
<tr>
<td>Depth Transformative Practices – DPS 997a, 2.5 units</td>
<td><strong>Continuing</strong></td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Dissertation Writing</strong> – DPS 980, 15 units</td>
</tr>
<tr>
<td>Foundations for Research in Somatic Depth Psychology – DPS 782, 2 units</td>
<td>This curriculum may vary, based upon evolving academic needs.</td>
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<tr>
<td>Ecopsychology: The Body on the Earth – DPS 732, 2 Units</td>
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<tr>
<td>Complementary &amp; Alternative Medicine I – DPS 740, 2/3 Unit</td>
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<tr>
<td>Presenting the Fieldwork Experience – DPS 880, 2 Units</td>
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<tr>
<td><strong>Winter</strong></td>
<td><strong>Winter</strong></td>
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<td>Embodied Alchemy – DPS 750, 2 Units</td>
<td>Embodied Alchemy – DPS 750, 2 Units</td>
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<tr>
<td>Qualitative Research Methods – DPS 884, 2 Units</td>
<td>Qualitative Research Methods – DPS 884, 2 Units</td>
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<tr>
<td>Archetypal Psychology – DPS 762, 2 Units</td>
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<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
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<tr>
<td>Chronic Illness, Terminal Illness, and Conscious Dying – DPS 951, 2 Units</td>
<td>Complementary and Alternative Medicine II – DPS 840, 2/3 Unit</td>
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<td>Complementary and Alternative Medicine II – DPS 840, 2/3 Unit</td>
<td>Trauma, Pain, and Dissociation – DPS 850, 2 Units</td>
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<tr>
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<td>Quantitative Research Methods – DPS 883, 2 Units</td>
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<tr>
<td>Written Comprehensive Examination – DPS 892, 0 Units</td>
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<tr>
<td><strong>Summer</strong></td>
<td><strong>Summer</strong></td>
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<tr>
<td>Summer Fieldwork II – DPS 906, 4 Units</td>
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<tr>
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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 to the interdisciplinary field of somatic studies 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

This course examines contemporary research across a group of disciplines that constitute a paradigm shift in thinking about the brain and mind. It illustrates the principles of transformation common to living systems, including various hypotheses concerning the evolutionary role of ancient subcortical, emotional, bodily and imagistic processes. Students explore 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 such as the nature of the self and the radical interdependence of psyche, nature, and culture.

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.

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.

Embodied 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.”

Freud and 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.
Psyche and Soma in the Jungian Tradition
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 of this rich psychological perspective, focusing on ideas such as archetype, image, seeing-through, and the soul of the world, anima mundi, and explore how these ideas find a natural home when applied in somatic practice.

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
This domain focuses on extensions of theory and knowledge that derive from connecting depth psychology with somatic studies. Course material concentrates on training in specific modalities that represent the intersection of depth psychology with somatic perspectives. Students will prepare and present material and casework drawn from their fieldwork or from their own somatic depth practices.

Introduction to Somatic Studies
DPS 725, 2/3 Unit
This foundational course provides students with an overview of the interdisciplinary field of somatic studies, and introduces them to the principles, concepts, and methods that underlie many established somatic modalities. Links are made to the research (in neuroscience and other fields) that supports a somatic perspective, while experiential components offer students the opportunity to begin to develop skills as a somatic depth practitioner.

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
This course builds on the insights of Dream Tending and will explore the imaginal potential of the unconscious as accessed through dreams and visions. The blending of depth psychological and somatic therapy perspectives will enrich the process of interacting with the images. The symbols and metaphors of dreamtime will be given permission to unfold through dialogue, somatic and artistic explorations. The therapeutic and healing potential of our dreams will be hosted in our individual work, as well as our explorations in dyads and within the group.

Trauma, Pain, and Dissociation
DPS 850, 2 units
This course reviews new approaches to the treatment of post-traumatic stress, and addresses related symptoms from a holistic integrative perspective. The course also focuses on the nature of the recovery 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
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 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
DPS 740, 840, 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. These courses are for 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 tendencies 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

Presenting the Fieldwork Experience
DPS 880, 2 units
Students orally present their summer fieldwork in somatic based depth psychological inquiry. Through reflection on the array of fieldwork, students work toward articulating the lived experience of psyche-soma integration, paying particular attention to how a distinctively depth psychological approach to the mind-body split facilitates transformative awareness and healing for both the fieldwork researcher and the participants. This course assists students to learn and practice scholarly approaches to oral presentations and helps them to reflect on how the fieldwork experience informs and enhances their vocational aspirations. Pass/No Pass

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 900

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, 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 studies, 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 professional 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.

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.

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.

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. Pass/No Pass Prerequisites: DPS 932 A, B, C.

Written Comprehensive Examination
DPS 892, 0 units
Pass/No Pass.

Integration of Theory, Practice, and Teaching
(Oral Comprehensive Examination)
DPS 992, 2 units
Students develop and articulate individualized approaches to a practice of depth psychology with a Specialization in Somatic Studies, and prepare and deliver a presentation to faculty and students which will serve as the oral comprehensive examination. Pass/No Pass.
M.A./Ph.D. in Depth Psychology,  
Somatic Studies Specialization

DEGREE 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 46 units of first and second year coursework, and 50 hours of depth transformative practices are completed.

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.

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

FIELDWORK AND PRACTICE

Students are required to arrange for somatic based depth psychological 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 130 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 somatic based depth psychological research, in which case hours of direct participation may be less to allow for in-depth data analysis. This will provide students with the opportunity to integrate the theories, ideas, and experiences they have gained in their coursework, while furthering their own professional 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.