The top half of the cover features a photograph of several dried, pressed leaves. The leaves are a yellowish-green color and show detailed vein patterns. They are set against a textured, light-colored background that resembles aged paper or parchment. The lighting is soft, highlighting the delicate structure of the leaves.

**PACIFICA**  
GRADUATE INSTITUTE

2015–16 Course Catalog

MASTERS AND DOCTORAL PROGRAMS  
IN PSYCHOLOGY, THE HUMANITIES,  
AND MYTHOLOGICAL 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.

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# Degree Programs and Academic Formats

## O V E R V I E W

Graduate Degree Program	M.A. Degree	Ph.D. Degree	Psy.D. Degree	Leads to Licensure	Start Date	Campus	3-Day Residential Sessions	4-Day Residential Sessions	Blended Online/Low-Residency	Residential Weekend Sessions	Residential Weekday Sessions
Counseling Psychology	●			●	Fall	Ladera	Monthly			●	●
Ph.D. in Clinical Psychology		●		●	Fall	Lambert		Monthly		●	
Psy.D. in Clinical Psychology			●	●	Fall	Lambert		Monthly		●	
M.A. and Ph.D. in Depth Psychology with Specialization in Somatic Studies	●	●			Fall	Ladera	Monthly				●
M.A. and Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies	●	●			Fall & Spring	Ladera		Quarterly	●	Mid-week through the weekend	
M.A. and Ph.D. in Depth Psychology with Specialization in Community Psychology, Liberation Psychology, and Ecopsychology	●	●			Fall	Ladera	Monthly				●
Ph.D. in Depth Psychology with Specialization in Psychotherapy		●			Fall	Lambert	Monthly			●	
M.A. and Ph.D. in Mythological Studies	●	●			Fall	Lambert	Monthly			●	●
M.A. in Engaged Humanities and the Creative Life	●				Fall & Spring	Ladera		Quarterly	●	Mid-week through the weekend	



# M.A. in Counseling Psychology

## WITH EMPHASIS IN MARRIAGE AND FAMILY THERAPY, PROFESSIONAL CLINICAL COUNSELING, AND DEPTH PSYCHOLOGY

This dynamic course of study integrates marriage and family therapy and professional clinical counseling with depth psychology, preparing students for a meaningful career through enriched coursework, collaborative and experiential learning, and an engaged relationship with the mysteries of the psyche.

For over three decades, Pacifica's **M.A. Program in Counseling Psychology** has offered distinctive and comprehensive training in the art, science, and practice of marriage and family therapy, and professional clinical counseling. As preparation for licensure in Marriage and Family Therapy and Professional Clinical Counseling, this rigorous academic program emphasizes both theoretical understanding and experiential training in clinical skills. Pacifica students have outstanding pass rates for the California LMFT exams.

Students in the Counseling Psychology Program pursue two and a half years of coursework in **Marriage and Family Therapy, Professional Clinical Counseling, Theory and Praxis, and Humanities and Depth Traditions.**

Research studies prepare students to explore and contribute to the continuing development of scholarship within the depth psychological tradition. This underlying emphasis 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.

Students who choose to focus on specific areas of interest such as somatic studies, mythology, music therapy, or expressive art therapy will be mentored through their integration process by faculty members experienced in those respective fields.

### **STUDENTS IN THE M.A. IN COUNSELING PSYCHOLOGY PROGRAM LEARN TO:**

Become proficient in theoretical orientations that offer perspective and provide meaning to systemic patterns and human behavior.

Demonstrate process and clinical skills.

Understand and apply evidence-based clinical assessment procedures.

Identify underlying psychological and systemic dynamics of human interaction.

Determine and implement effective interventions and evidence-based treatment plans and demonstrate knowledge of family systems theories and apply understanding to case conceptualization assessment, and treatment in clinical practice.

Enhance client functioning and well-being via multi-culturally sensitive networking.

Understand individual, systemic, community, political, and biologic aspects of diversity and demonstrate knowledge and respect for diversity.

Assess, diagnose, and treat the symptoms and characteristics of behavioral addictions, substance use, and dependence.

Students are knowledgeable and apply evidence based assessment procedures to client cases and demonstrate awareness of community mental health and diversity related considerations.

Apply current legal and ethical standards and guidelines to diverse populations and demonstrate knowledge and application of legal and ethical standards in scholarly work and supervised practicum as they pertain to marriage and family therapy and clinical counseling.

Students will identify and integrate systemic depth psychological perspectives of human interaction and demonstrate competence in the field of marriage family therapy and clinical counseling.

Demonstrate an evolving capacity to self-assess and articulate one's own strengths.

# M.A. in Counseling Psychology

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## WITH EMPHASIS IN MARRIAGE AND FAMILY THERAPY, PROFESSIONAL CLINICAL COUNSELING, AND DEPTH PSYCHOLOGY

### Program Mission

The M.A. Counseling Psychology Program with an Emphasis in Marriage Family Therapy, Professional Clinical Counseling, and Depth Psychology is dedicated to offering students unique and evidenced-based comprehensive training in the art of marriage, family, and individual psychotherapy and professional clinical counseling with an appreciation for the systemic and immeasurable dimensions of the psyche.

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

As preparation for professional licensure, a rigorous academic program emphasizes theoretical understanding and experiential training in clinical skills. Research studies prepare students to explore and contribute to the tradition of scholarship within the depth psychological tradition to further Pacifica Graduate Institute's dedication to thoughtful and soulful practice.

### Program Outcomes

To admit and graduate students of diverse populations prepared for the practice of marriage family therapy and clinical counseling.

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To prepare and graduate students skilled in the art, science, practice, and profession of marriage family therapy and clinical counseling.

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To prepare students for the practice of marriage family therapy and clinical counseling through theoretical understanding, experiential training, and a one and half year supervised practicum/traineeship experience.

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To prepare students to be informed researchers and creators of scholarly work as it relates to the practice of marriage family therapy and clinical counseling.

### Faculty Outcomes

Faculty will demonstrate that they are a) responsive to students, b) prepared and knowledgeable, and c) stimulate reflection and creativity with the course materials, as well as show awareness, knowledge, and sensitivity to multi-cultural, community, and systemic issues related to the topic.

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Faculty will demonstrate awareness, knowledge, and engagement with the practice of Marriage Family Therapy and Clinical Counseling.

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Faculty will engage in activities that reflect at least two out of the six core values (Logos, Eros, Consciousness, Integrity, Service, Stewardship) of Pacifica Graduate Institute.

### Student Learning Outcomes

Students will become proficient in theoretical orientations that offer perspective and meaning to systemic patterns of human behavior.

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Students will demonstrate knowledge and application of legal and ethical standards in scholarly work and supervised practicum as they pertain to marriage and family therapy and clinical counseling.

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Students will demonstrate knowledge of and respect for diversity.

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Students will learn and apply research skills in their scholarly work pertaining to marriage family therapy, clinical counseling, and depth psychological perspectives.

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Students demonstrate knowledge of family systems theories and apply understanding to case conceptualization, assessment, and treatment in clinical practice.

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Students are knowledgeable and apply evidence based assessment procedures to client cases and demonstrate awareness of community mental health and diversity related considerations.

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Students will identify and integrate systemic depth psychological perspectives of human interaction and demonstrate competence in the field of marriage family therapy and clinical counseling.

# M.A. in Counseling Psychology

## CURRICULUM OVERVIEW

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

### First Year

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**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 I – 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 – 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  
Clinical Practicum – CP 609, 0 Units

### Second Year

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**Fall** Clinical Practice I – CP 610, 3 Units  
Child Psychotherapy – CP 532, 1.5 Units  
Seminar in Directed Research I.A. – CP 650A, .3 Unit  
Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions I – CP 660A, 3 Units  
Community Mental Health Counseling I – CP 607A, 3 Units  
Professional Skills Development II.A. – CP 665, 2 Unit

**Winter** Clinical Practice II – CP 611, 3 Units  
Depth Psychology Theory and Practice III: Archetypal Symbols and Dynamics in Psychotherapy A. – CP 543, 1 Unit  
Seminar in Directed Research I.B. – CP 650B, .45 Unit  
Psychological Assessment I – CP 630A, 2.5 Units  
Marriage, Family, and Relationship Counseling I – CP 601, 3 Units  
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  
Seminar in Directed Research I.C. – CP 650C, .3 Unit  
Community Mental Health Counseling II – CP 607B, 1.5 Units  
Marriage, Family, and Relationship Counseling II – CP 602, 3 Units  
Professional Skills Development II.C. – CP 667, .25 Unit

**Summer** Seminar in Directed Research II.A. – CP 651A, .75 Unit  
Psychological Assessment II – CP 630B, 2 Units  
Advanced Theories and Techniques: Human Sexuality – CP 522, 1 Unit  
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

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**Fall** Cultural Psychology – CP 511, 2 Units  
Career Development I – CP 608A, .75 Units  
Depth Psychology Theory & Practice V: Archetypal Symbols and Dynamics in Psychotherapy B – CP 545, 1 Unit  
Seminar in Directed Research II.B. – CP 651B, 1 Unit  
Psychopharmacology I – CP 670A, 2 Units  
Clinical Practice V – CP 614, 1 Unit

**Winter** Career Development II – CP 608B, 3.75 Units  
Depth Psychology Theory & Practice VI: Somatic Psychotherapy – CP 546, 1 Unit  
Seminar in Directed Research II.C. – CP 651C, 1 Unit  
Psychopharmacology II – CP 670B, 2.5 Units  
Group Counseling Theories & 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 based upon on evolving academic needs.

# M.A. in Counseling Psychology

## COURSE DESCRIPTIONS

### **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 theories and techniques serve clinically therapeutic interventions with couples, families, adults, children, and groups. To provide a thorough cultural and historical perspective, this course includes: counseling processes as they exist 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; 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, and the fundamental assumptions of the main theories that define contemporary psychotherapy. This course examines: 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**

The online courses CP 565, CP 566, CP 567 and CP 568 are designed to assist students in developing knowledge of California state educational and licensure requirements for applicant eligibility as a Licensed Marriage and Family Therapist and/or Licensed

Professional Clinical Counselor. Each course builds upon the previous one, and must be taken in sequential order as prerequisites to enter Professional Skills Development II.A, II.B, II.C, II.D 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 at an approved practicum site.

### **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 and 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, 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 socioeconomic status, 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.

# M.A. in Counseling Psychology

## COURSE DESCRIPTIONS

### Family Systems and 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, 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, and 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 marriage and family therapy and professional clinical counseling. 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. 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.

# M.A. in Counseling Psychology

## COURSE DESCRIPTIONS

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

**CP 607A, 3.0 Units and 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 and 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, .25 units; CP 666, .25 units; CP 667, .25 units; CP 668, .25 units**

The online Professional Skills Development II.A, II.B, II.C, and II.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 approved and supervised practicum site 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 and 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. These courses examine 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 marriage and family therapy and professional clinical counseling. Prerequisites: CP 515, 516, 517, 523

### **Psychological Assessment I & II**

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

These courses cover 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 I & II**

**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 relationship 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.

# M.A. in Counseling Psychology

## COURSE DESCRIPTIONS

### 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. Prerequisite: CP 527

### 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

These courses examine career development theories and techniques, such as 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 are explored from the alchemical metaphor.

### 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. Prerequisite: CP 528

## 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

# M.A. in Counseling Psychology

## COURSE DESCRIPTIONS

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. Prerequisite: CP 611

### Research in Psychology

#### CP 620, .75 unit

This course introduces students to the distinctive theory and practice of research in marriage and family therapy, professional clinical counseling, and depth psychology including designing and conducting qualitative research, quantitative research designs, and mixed methods at the conceptual level. The organic relationship between methodological approach, research questions, and research findings will be studied and students will be introduced to a conceptual overview of statistical analysis. 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 a library database and thesis interests/research question paper. This is the first course in the seven course research sequence.

### Clinical Practice I

#### CP 610, 3 units

The course material and discussion in Clinical Practice I course introduces the therapeutic work of Marriage and Family Therapists, Licensed Professional Clinical Counselors,

and depth oriented counselors. Focus is placed on the therapeutic container and the development of a therapeutic alliance. Strategies for working with and advocating for diverse populations in community mental health settings are explored. Students develop skills in the application of professional clinical counseling and psychotherapeutic techniques and interventions for the purposes of improving the mental health of individuals, as well as couples and groups wherein interpersonal relationships are examined. Students develop proficiency in crises intervention and management, assessments for the purpose of establishing counseling goals and objectives, theory based case formulation, and treatment planning. Principles of the diagnostic process, including differential diagnosis, the use of the Diagnostic and Statistical Manual of Mental Disorders (APA, 2013) (5th ed.), 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. Prerequisites: CP 517, CP 568

### Clinical Practice II

#### CP 611, 3 units

Clinical Practice II course continues the therapeutic work of Marriage and Family Therapists, Licensed Professional Clinical Counselors, and depth oriented psychotherapists. Focus is placed on case formulation that utilizes an assessment approach to co-creating a treatment plan with the client. Student will gather information through a bio-psychosocial assessment to define or describe the clinical problem as it is evidenced in the particular client. Students

will associate the client's symptom pattern with diagnostic criteria in the DSM-5 (APA, 2013). Based on the defined clinical problem students will create treatment goals and interventions, the selection of appropriate clinical strategies, and methods for evaluating the client's treatment progress. Instruction on theory-based case formulation is provided, training on multicultural competencies and diversity, and the system of care principles within the evidenced-based Recovery and Resiliency Models for mental health. The course addresses a clinical approach to the treatment of trauma to better understand how trauma is imprinted on the body, brain, and spirit. Simultaneously, professional skill development focuses on the clinical capacity to understand, appreciate, and facilitate a traumatized client's resiliency and ability to heal. Prerequisite: CP 610

### Clinical Practice III

#### CP 612, 3 units

Clinical Practice III course 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 in assisting students to refine assessment and diagnostic skills, to master the elements that go into building treatment plans and intervention strategies that are commensurate with the practice of marriage and family therapy and clinical counseling standards.

Students will present clinical cases from their respective practicum sites from a variety of theoretical orientations and receive specific feedback to improve skills in assessment

# M.A. in Counseling Psychology

## COURSE DESCRIPTIONS

and diagnosis, clinical interventions, and tracking progress of treatment. Attention is given to the psychodynamic process; group therapy principles and interventions; the internal supervision model; ethical, legal, and professional issues in practice; therapeutic efficacy; the process of termination; and the vocations of marriage and family therapy, professional clinical counseling, and depth psychotherapy. Prerequisite: CP 611

### **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.

### **Clinical Practice V**

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

In this online course, students continue their professional development in the vocations of Marriage and Family therapist, Professional Clinical Counselor, 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.

### **Clinical Practice VI**

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

In this online course, students learn to identify measure and effectively track legislation and other components as they support 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. Prerequisites: CP 612, CP 614

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

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

Students explore specific research designs and qualitative approaches that involve library literacy and an imaginative approach to a research problem and research question grounded in marriage and family therapy and professional clinical counseling. Students engage in research related to the recovery model and incorporate a depth perspective in the integration of the material. The course culminates in the submission of a second draft of the thesis interests/research question paper which is archived in the student's Research Portfolio.

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

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

Students enroll in this course in the winter quarter of the second year. The transferential aspects of depth psychological research and the importance of research in advancing the professions of marriage and family

therapy, professional clinical counseling, and depth psychology are presented and explored. Reflection regarding the research question and healing is pursued. Students will explore specific research designs and qualitative methodological approaches that involve library literacy, an imaginative approach to a research question, and clinical applicability. This course culminates in the submission of the first draft of the methods section of the thesis and the first draft of the thesis outline which are submitted to the student's Research Portfolio. This course is the third in the seven course research sequence of courses. Prerequisite: CP 650A

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

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

Students will identify designs used in published research, and hone critical thinking skills in depth psychological research and methodology grounded in the fields of marriage and family therapy and professional clinical counseling. This course focuses on the vocational aspects of depth psychological research and its impact on the clinical practice of marriage and family therapy and professional clinical counseling. The course culminates in the submission of the thesis outline in the student's Research Portfolio. Prerequisite: CP 650

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

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

The transferential aspects of depth psychological research and the importance of research in advancing the professions of marriage and family therapy, professional clinical counseling, and depth psychology are presented and explored. Methods of analysis

# M.A. in Counseling Psychology

## COURSE DESCRIPTIONS

needed for formative and summative program evaluation will be assessed inclusive of the depth perspective. The research and writing of the thesis is supervised by a portfolio thesis advisor who guides the students through critiques of drafts of the literature review, area of interest, guiding purpose, and rationale sections of the thesis assigned this quarter. Drafts written by the student and critiques by the portfolio thesis advisor are archived in the student's Research Portfolio. This course is the fifth in the seven course research sequence of courses. Prerequisites: CP 620, 650A, 650B, 650C

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

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

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 grounded in marriage and family therapy and professional clinical counseling. All components of the thesis capstone project are assessed and refined including the Abstract, Literature Review, Findings and Clinical Applications section, and Summary and Conclusions section. Research and writing is supported by the instructor and supervised by a Portfolio Thesis Advisor. All elements of the thesis are submitted to the Research Portfolio. This course is the sixth in the seven course research sequence of courses. Prerequisite: CP 651A Pass/No Pass

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

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

Supervision of research and writing of the thesis. Successful completion of the course requires completion and submission of the thesis archived in the student's Research

Portfolio and approved by the Research Portfolio Thesis Advisor and Research Associate. The thesis is grounded in the fields of marriage and family therapy and professional clinical counseling. Pass/No Pass  
Prerequisite: CP 651B

## **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, and 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.

# M.A. in Counseling Psychology

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## COURSE DESCRIPTIONS

### **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 specific populations are explored.

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

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

Students will be introduced in this course to theories and therapeutic and depth psychological 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 material* and ground somatic psychotherapy in depth psychology within the professions of marriage and family therapy and clinical counseling. The functional unity between mind and body as evidenced in recently published research in neuroscience will also be reviewed.

# M.A. in Counseling Psychology

## REQUIREMENTS AND EXAMINATIONS

### DEGREE 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 300 hours supervised practicum, including a minimum of 280 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 Oral Examination and the Written Clinical Vignette Examination.

### PRACTICUM REQUIREMENT

During the second year of study, students are required to be actively engaged in a supervised practicum experience, approved by the program, in order to be eligible to sit for Pacifica’s Comprehensive Examinations. Students may complete the supervised practicum as a trainee at a community counseling center, social service agency, hospital, or other approved facility. The Institute’s clinical staff provides practicum guidelines and consultation for students as they select supervised practicum 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.

### COMPREHENSIVE EXAMINATIONS AND MASTER’S THESIS

Two 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 and Clinical Practice I, II, III, IV, V, VI

#### Cross Cultural Mores and 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 and Long Term Care

#### Family Violence

CP 605, Family Systems and Domestic Violence

#### Psychological Testing

CP 630A Psychological Assessment I  
CP 630B Psychological Assessment II

# M.A. in Counseling Psychology

## REQUIREMENTS AND EXAMINATIONS

### 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 and Child Counseling

CP 601, 602 Marriage, Family, and 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 660A Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions I

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

### Psychopharmacology

CP 670A Psychopharmacology I

CP 670B Psychopharmacology II

### Professional Ethics and Law

CP 523 Professional Orientation: Ethics and the Law

### 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 660A Counseling in Substance Use Disorders, Co-occurring

Disorders and Behavioral Addictions I CP 660B Counseling in

Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions II

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 IIA

CP 666 Professional Skills Development II B

CP 667 Professional Skills Development II C

CP 668 Professional Skills Development II D

# M.A. in Counseling Psychology

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## REQUIREMENTS AND EXAMINATIONS

### **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 and Archetypal 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  
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

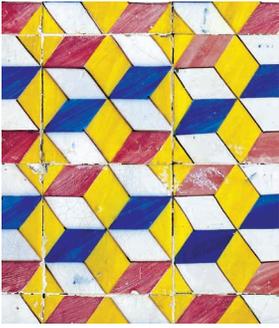
## Doctoral Programs in Clinical Psychology

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

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

The following descriptions provide further information about the Ph.D. and Psy.D. programs including their different models of education and specific course offerings.



# Ph.D. in Clinical Psychology

## WITH EMPHASIS IN DEPTH PSYCHOLOGY

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

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

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

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

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

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

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

# Ph.D. in Clinical Psychology

## CURRICULUM OVERVIEW

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

### First Year

#### Practicum Seminars

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

#### Annual Assessments

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

#### Clinical Practice Courses

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

#### Research and Scholarly Inquiry Courses

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

### Second Year

#### Practicum Seminars

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

#### Annual Assessments

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

#### Clinical Practice Courses

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

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

#### Research and Scholarly Inquiry Courses

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

### Third Year

#### Practicum Seminars

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

#### Annual Assessments

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

#### Clinical Practice Courses

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

#### Research and Scholarly Inquiry Courses

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

#### Capstone Projects and Program Requirements

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

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

# Ph.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### **PRACTICUM AND SUPERVISION SEMINARS**

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

### **Professional Development Seminar I**

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

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

### **Professional Development Seminar II**

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

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

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

### **Professional Development Seminar III**

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

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

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

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

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

### **Supervision Practicum Seminar I**

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

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

### **Supervision Practicum Seminar II**

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

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

### **Supervision Practicum Seminar III**

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

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

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

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

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

# Ph.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### Psychotherapy Practicum Seminar I

#### CL 763, 1 unit

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

### Psychotherapy Practicum Seminar II

#### CL 764, 1 unit

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

### Psychotherapy Practicum Seminar III

#### CL 765, 1 unit

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

### 3rd Year Annual Assessment for Program Advancement

#### CL 766, 0 units

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

## CLINICAL PRACTICE COURSES

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

### Violence and Trauma

#### CP 834, 1 unit

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

### Gender and Human Sexuality

#### CP 901, 1 unit

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

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

### Affective Foundations of Human Behavior

#### CL 838, 2 units

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

### Cognitive Foundations of Human Behavior

#### CL 837, 2 units

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

# Ph.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### Indigenous Approaches to Psychology

#### CP 803, 1 unit

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

### History and Systems of Psychology

#### CP 700, 2 units

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

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

### Psychological Assessment I

#### CP 930, 2 units

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

### Psychological Assessment II

#### CP 931, 2 units

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

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

### Projective Personality Assessment

#### CL 938, 1 unit

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

### Legal, Ethical, and Professional Practice

#### CP 832, 2 units

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

# Ph.D. in Clinical Psychology

## COURSE DESCRIPTIONS

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

### Advanced Psychopathology I

#### CP 730, 2 units

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

### Biological Foundations of Human Behavior

#### CP 735, 2 units

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

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

### Alcohol, Chemical Dependency, and Addictive Behaviors

#### CL 900, 2 units

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

### Principles of Psychopharmacology

#### CP 873, 2 units

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

### Advanced Psychopathology II

#### CP 731, 2 units

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

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

### Evidence-Based Best Practices

#### CL 912, 2 units

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

### Psychotherapy with Diverse Populations

#### CP 845, 2 units

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

# Ph.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### Developmental Psychology Through the Lifespan

#### CP 830, 3 units

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

### Social Foundations of Human Behavior

#### CL 800, 2 units

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

### Principles of Clinical Supervision and Consultation

#### CL 752, 2 units

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

### Personal Psychotherapy

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

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

### DEPTH PSYCHOLOGY AND HUMANITIES COURSES

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

### Phenomenological Psychology: Theory and Practice

#### CL 917, 2 units

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

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

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

#### CL 819, 2 units

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

### Jungian-Based Psychotherapy I

#### CP 810, 2 units

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

# Ph.D. in Clinical Psychology

## COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Imaginal Psychotherapy**

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

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

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

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

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

# Ph.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### RESEARCH AND SCHOLARLY INQUIRY COURSES

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

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

##### CP 934, 2 units

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

#### Research Designs and Methodology I: Overview

##### CP 932, 2 units

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

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

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

##### CP 933, 2 units

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

#### Quantitative Design and Univariate Statistical Analysis

##### CP 926, 3 units

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

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

#### Depth Psychological Methods I

##### CL 928, 2 units

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

#### Dissertation Development I

##### CP 961, 1 unit

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

# Ph.D. in Clinical Psychology

## COURSE DESCRIPTIONS

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

#### CL 940, 2 units

The course focuses on one or two of the major human science traditions, such as: phenomenology, hermeneutics, heuristic approaches, ethnography, grounded theory, biography, and case study. This quarter the theory and praxis of hermeneutics, with an emphasis on social constructionism and 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, CP 934

### Dissertation Development II

#### CP 962, 2 units

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

### Depth Psychological Methods II

#### CL 929, 2 units

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

### Dissertation Development III

#### CP 963, 2 units

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

### Dissertation Writing

#### CP 990, 15 units

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

### Comprehensive Portfolio

#### CP 989, 0 units

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

# Ph.D. in Clinical Psychology

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## REQUIREMENTS

### DEGREE REQUIREMENTS FOR GRADUATION

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

### CLINICAL TRAINING

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

Students from California may participate in the California matching system for internships through the California Psychology Internship Council (CAPIC). Candidates for internship must demonstrate readiness to apply for internship to the Director of Clinical Training.

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

### FACULTY MENTORSHIP

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

### PREPARATION FOR CLINICAL PSYCHOLOGY LICENSURE

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



# Psy.D. in Clinical Psychology

## WITH EMPHASIS IN DEPTH PSYCHOLOGY

Following a practitioner-scholar model of training, this program represents Pacifica's commitment to grounding the principles of depth psychology in clinical practice within community settings.

The Psy.D. Program's mission is to prepare clinical (health service) psychologists to apply foundational as well as depth psychological knowledge and skills within diverse inter-professional practice settings. It is designed to produce clinical psychologists who are skilled in a broad range of clinical work, including psychotherapy, assessment, supervision, and consultation, as well as integrative approaches to health, informed and enriched by depth psychological perspectives. Pacifica trains students to achieve a successful integration of broad and general knowledge in clinical psychology, including core clinical skills, with personal experience of the unconscious and relational factors, which motivate individual and collective behavior.

Although the program is relatively new, it is rooted in the in clinical psychology program offered by Pacifica since the late 1980s. Thus, the program bridges the rich history of teaching depth psychology with the contemporary world of clinical psychology. This practical integration emphasizes depth psychological perspectives within current areas of psychological studies such as: relational approaches and attachment; evidence-based practices; integrative assessment; interpersonal neurobiology and biopsychosocial approaches to integrative health care; community-based practice approaches; and mental health public policy.

The curriculum reflects a commitment to bringing compassionate and socially responsible scholarship and values to the important questions posed by applied clinical psychology, including emphases on the unconscious determinants of behavior. The program offers courses that provide foundational knowledge in psychology as well as those that focus on depth

psychological treatments, community mental health, diversity, and indigenous perspectives in psychology.

The Psy.D. program includes four years of coursework designed to teach increasingly complex, sequential, competency-based and integrative content, which serves as 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 these areas. We also offer training in integrative approach to health, treatment of trauma, indigenous approaches to mental health, gender and sexuality, treatment of substance abuse disorders and cultural diversity. The third and fourth years include increasing focus on advanced psychotherapy skills, with particular focus on psychodynamic, brief psychodynamic, Jungian, and psychoanalytic approaches.

The Dissertation is embedded within the curriculum, which is designed to help students complete their degree in a timely way and be competitive for pre-doctoral internships.

Pacifica's Psy.D. program offers a uniquely integrative and depth-focused education, which carefully preserves the importance of the role of unconscious life not only in clinical practice but also within larger community structures, while ensuring a solid education critical to a successful career as a clinical psychologist working in diverse inter-professional settings.

# Degree Programs and Academic Formats

## 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, web-enhanced learning, and cohort support groups.

### First Year

#### Practicum Seminars

Professional Development Seminar I, II, III  
– CY 755, CY 756, CY 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 – CY 730, 2 Units  
Legal, Ethical, & Professional Practice – CY 832, 2 Units

#### Depth Psychology Courses

Introduction to Depth Psychology and the Human Science Traditions  
– CY 819, 2 Units  
Jungian-Based Psychotherapy I – CY 810, 2 Units

#### 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

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

### Second Year

#### Practicum Seminars

Assessment Practicum Seminar I, II, III  
– CY 759, CY 760, CY 761, 1 Unit each

#### Clinical Practice Courses

Projective Personality Assessment – CY 938, 2 Units  
Clinical Interviewing – CY 940, 1 Unit  
Biological Foundations of Human Behavior – CY 735, 3 Units  
History and Systems of Psychology – CY 700, 2 Units  
Alcohol, Chemical Dependency and Addictive Behaviors  
– CY 900, 2 Units  
Evidence-Based Psychotherapy – CY 913, 2 Units  
Psychotherapy with Diverse Populations – CY 845, 2 Units  
Integrative and Inter-professional Treatment Approaches – CY 920, 1 Unit

#### Depth Psychology and Humanities Courses

Psychoanalytic-Based Psychotherapy I – CY 711, 2 Units

#### Research and Scholarly Inquiry

Qualitative Research Designs and Methods – CY 952, 2 Units  
Dissertation Development – CY 955, 2 Units

#### Annual Assessment

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

### Third Year

#### Practicum Seminars

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

#### Clinical Practice Courses

Cognitive Foundations of Human Behavior – CY 837, 3 Units  
Advanced Psychopathology II – CY 731, 2 Units  
Comparative Approaches to Psychotherapy – CY 770, 2 Units  
Social Foundations of Human Behavior I – CY 800, 3 Units  
Developmental Psychology I: Childhood thru Adolescence – CY 830, 2 Units  
Gender and Human Sexuality – CY 901, 1 Unit  
Community Mental Health, Public Policy, and Depth Psychology  
– CY 825, 2 Units

#### Depth Psychology and Humanities Courses

Psychoanalytic-Based Psychotherapy II – CY 712, 2 Units  
Psychoanalytic-Based Psychotherapy III – CY 715, 2 Units

#### Research and Scholarly Inquiry

Advanced Research Methods in Clinical Psychology I – CY 956, 3 Units  
Advanced Research Methods in Clinical Psychology II – CY 957, 2 Units  
Dissertation Completion I – CY 958, 3 Units

#### Annual Assessment

3rd Year Assessment for Program Advancement – CY 766, 0 Units  
Comprehensive Portfolio – CY 989, 0 Units

### Fourth Year

#### Clinical Practice Courses

Developmental Psychology II: Adulthood thru Old Age – CY 801, 3 Units  
Social Foundations of Human Behavior II: Group Processes – CY 802, 3 Units  
Principles of Clinical Supervision and Consultation – CY 752, 2 Units  
Principles of Psychopharmacology – CY 873, 3 Units  
Indigenous Approaches to Psychology – CY 803, 1 Unit  
Affective Foundations of Human Behavior – CY 838, 2 Units  
Violence and Trauma – CY 834, 3 Units  
Mindfulness and Imagery in Integrative Treatment – CY 923, 1 Unit

#### Depth Psychology and Humanities Courses

Psychoanalytic Psychotherapy IV – CY 716, 2 Units  
Post-Jungian Based Psychotherapy – CY 815, 2 Units  
Jungian-Based Psychotherapy II – CY 811, 2 Units

#### Research and Scholarly Inquiry

Dissertation Completion II – CY 959, 3 Units

#### Oral Defense

Faculty Approval of Dissertation

### Fifth Year

#### Internship

Completion of 1,500 hours of a Pre-Doctoral Internship in  
Clinical Psychology – CY 980, 3 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.

# Psy.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### 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

#### CY 755, 1 unit

This seminar provides an initial exposure to the professional practice of psychology with focus on ethical practices, basic clinical skills, and attention to issues of context and diversity. Pass/No Pass

### Professional Development Seminar II

#### CY 756, 1 unit

This seminar provides an initial exposure to the professional practice of psychology with focus on ethical practices, basic clinical skills, and attention to issues of context and diversity. Pass/No Pass

### Professional Development Seminar III

#### CY 757, 1 unit

This seminar expands professional preparation for the advanced practice in doctoral practicum training. The focus is given to development of case conceptualization, integration of depth and non-depth strategies across clinical settings, and application of ethical knowledge to working with complex cases. Pass/No Pass

### 1st Year Annual Assessment for Program Advancement

#### CY 758, 0 units

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

### Assessment Practicum Seminar I

#### CY 759, 1 unit

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

### Assessment Practicum Seminar II

#### CY 760, 1 unit

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

### Assessment Practicum Seminar III

#### CY 761, 1 unit

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

### 2nd Year Annual Assessment for Program Advancement

#### CY 762, 0 units

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

# Psy.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### Psychotherapy Practicum Seminar I

#### CY 763, 1 unit

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

### Psychotherapy Practicum Seminar II

#### CY 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: CY 762

### Psychotherapy Practicum Seminar III

#### CY 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: CY 762. Pass/No Pass

### 3rd Year Annual Assessment for Program Advancement

#### CY 766, 0 units

In this module, each student will have a face-to-face evaluation by Clinical Psychology Faculty to assess academic, clinical, and research progress in order to advance to the fourth year of the clinical psychology program. Prerequisite: CY 762. 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

#### CY 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.

### 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: CY 930

# Psy.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### **Projective Personality Assessment**

#### **CY 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.

### **Clinical Interviewing**

#### **CY 940, 1 unit**

Students learn the essential skill sets involved in biosychosocial 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**

#### **CY 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**

#### **CY 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**

#### **CY 730, 2 units**

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

### **Advanced Psychopathology II**

#### **CY 731, 2 units**

This course will focus on the diagnosis, psychodynamics, and treatment of disintegrated and disordered personality organizations. Borderline, narcissistic, hysterical, obsessive, and paranoid organizations of self and consciousness will be focused. Issues of negation, destructiveness, masochism, and narcissism will be studied in depth. Envy, rage, shame, humiliation, and their relationship to early traumas and primitive mental states will be explored. Impairment in symbol formation, blank depression and difficulties in mourning will be studied. Prerequisite: CY 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.

# Psy.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### **Principles of Psychopharmacology**

#### **CY 873, 3 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: CY 735

### **Alcohol, Chemical Dependency, and Addictive Behaviors**

#### **CY 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.

### **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, 3 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**

#### **CY 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 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, 3 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.

# Psy.D. in Clinical Psychology

## COURSE DESCRIPTIONS

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

#### **CY 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.

### **Integrative and Interprofessional Treatment Approaches**

#### **CY 920 1 unit**

The course introduces students to foundations of integrative and interprofessional functioning as a psychologist within health care and community-based settings. In addition to collaborative team approaches, students will learn about integrative assessment practices, family and community systems of care, prevention, and collaborative interventions. Integration of depth psychological values and principles within interprofessional settings serves as a framework for the course.

### **Mindfulness and Imagery in Integrative Treatment**

#### **CY 923, 1 unit**

This course is designed to introduce students to mindfulness practice and imagery as applied to integrative health service settings and patient-centered healthcare frameworks. Practical application will be emphasized. Ethical and cultural aspects will be incorporated as well.

### **Evidence-Based Best Practices**

#### **CY 913, 2 units**

This course is an overview of clinical treatments that are supported by research. 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. Specific focus is given to short term psychoanalytic and psychodynamic approaches as well as the scientific evidence supporting the efficacy of depth psychological practices.

### **Gender and Human Sexuality**

#### **CY 901, 1 unit**

This course will focus on cultural, historical, theoretical and clinical constructions of gender and sexuality. Biological and psychological as well as socio-cultural variables associated with gender, sexual identity, sexual desire, sexual behavior are discussed. Feminist, critical, cross-cultural and depth psychological lens will be applied within the material. The course meets the criteria set forth by the California Board of Psychology for training in Human Sexuality required for licensure.

### **Cognitive Foundations of Human Behavior**

#### **CY 837, 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.

### **Community, Mental Health, Public Policy, and Depth Psychology**

#### **CY 825, 2 units**

This course emphasizes how public policy impacts all aspects of clinical practice in both the public and private mental health service delivery system. Examples of key mental health policy documents will be explored. Students learn how to utilize the principles of depth psychology in the community mental health system. The importance of learning administrative skills to improve service delivery is emphasized including the development of administrative strategies that include the Jungian concepts of organizational archetypes, complexes, and the shadow in order to create a healthier and more effective work place environment.

### **Indigenous Approaches to Psychology**

#### **CY 803, 1 unit**

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

# Psy.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### **Affective Foundations of Human Behavior**

#### **CY 838, 2 units**

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

### **Violence and Trauma**

#### **CY 834, 3 units**

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

### **Personal Psychotherapy**

#### **CP 950, 0 units**

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**

#### **CY 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**

#### **CY 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: CY 810

### **Post-Jungian Based Psychotherapy**

#### **CY 815, 2 units**

This course examines the works of post-Jungian theorists and scholars. Archetypal and Imaginal psychology contributions are examined. 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 cultural myths and wisdom traditions is explored in relation to their applicability to clinical practice. Prerequisites: CY 810, CY 811.

# Psy.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### Psychoanalytic-Based Psychotherapy I

#### CY 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-Based Psychotherapy II

#### CY 712, 2 units

This course continues examining psychoanalytic theory and practice, including a focus on cultural dimensions of practice. In particular, the contributions of Winnicott, Klein, Lacan, Bion, and Green who helped delineate the dynamics and treatment of Borderline, narcissistic, and psychotic conditions. Prerequisite: CY 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: CY 711, CY 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: CY 711, CY 712, CY 715

### 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 Dissertation in order to make a significant research contribution to the practice of clinical psychology. The Dissertation 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 Dissertation 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.

### 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.

### 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.

# Psy.D. in Clinical Psychology

## COURSE DESCRIPTIONS

### **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.

### **Dissertation Development**

#### **CY 955, 2 units**

This course emphasizes the development of critical thinking skills related to evaluating research studies and the writing of a dissertation 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. Prerequisites: CY 950, CY 951, CY 952

### **Advanced Research Methods in Clinical Psychology I**

#### **CY 956, 3 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 dissertation. Prerequisite: CY 955

### **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 dissertation. Prerequisites: CY 955, CY 956

### **Dissertation Completion I**

#### **CY 958, 3 units**

At the beginning of the third year in order to assure timely completion of the dissertation students must (1) complete the composition of their dissertation 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 dissertation committee and concurrently with third year academic courses. Students are required to complete all three units by the end of the third academic year. Prerequisite: CY 955. Pass/No Pass.

### **Dissertation Completion II**

#### **CY 959, 3 units**

At the beginning of the fourth year in order to assure timely completion of the dissertation students must (1) complete data collection (2) complete data analysis (3) complete the final dissertation document including Results and Discussion sections (the Discussion section needs to include implications of dissertation for the advancement of the practice of clinical psychology), (4) participate successfully in the Oral Defense of the dissertation 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 dissertation committee and concurrently with fourth year academic courses. Students are required to complete all three units by the end of the fourth academic year to advance to Internship. Prerequisite: CY 958 Pass/No Pass.

# Psy.D. in Clinical Psychology

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## COURSE DESCRIPTIONS

### **Psy.D. Dissertation Completion Extension**

#### **CY 959A, 0 units**

Students who have not completed Dissertation Completion I or Dissertation Completion II during the third and/or fourth year register for a dissertation extension. Students will be billed for this extension.

### **Comprehensive Portfolio**

#### **CY 989, 0 units**

Upon completion of nine quarters of Psy.D. coursework, a student in good academic standing is eligible to take the Comprehensive Portfolio. The Comprehensive Portfolio is designed to assess student competencies in the area of each of the three Program Domains: Clinical Practice, Research and Scholarly Inquiry, and Depth Psychology and Humanities. Students must pass all components of the Comprehensive Portfolio in order to advance to Internship. Students must retake any failed portion of the Portfolio within a quarter following the initial submission of the Portfolio. A student is eligible to take an academic tutorial in preparation for re-examination. If a student does not pass any aspect of the Comprehensive Portfolio within two attempts he or she will be academically disqualified. Pass/No Pass

### **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, dissertation, and 1,000 hours of practicum training, students in good standing are required to complete 1,500 hours of pre-doctoral internship in clinical psychology. Students from California may participate in the California matching system for internships through the California Psychology Internship Council (CAPIC). Candidates for internship must demonstrate readiness to apply for internship to the Director of Clinical Training. 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.

# Psy.D. in Clinical Psychology

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## REQUIREMENTS

### DEGREE 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 1/3 of total class hours in a specific academic course.
5. Students must submit and defend a dissertation 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, Dissertation, 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 dissertation 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. Students that seek licensure in California 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.

# M.A. and Ph.D. in Depth Psychology

## WITH THREE OPTIONS FOR DEGREE SPECIALIZATION

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.



## M.A. and Ph.D. in Depth Psychology WITH SPECIALIZATION IN SOMATIC STUDIES

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.

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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:**

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Read, interpret, and critically reflect upon the theories and traditions of depth psychology, remembering the body and recalling its voice.

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Develop the capacity and skill to maintain awareness of and connection to the unconscious.

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Learn techniques and practices of dream work, body movement, and active imagination as healing practices.

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Develop literacy in the emerging domain of neuroscience as it applies to depth psychology and the mind/body connection.

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Develop skills in research and writing that support their efforts to articulate and promote new theoretical directions and practical applications.

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Participate with like-minded scholars and healers in an emerging field of study.

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Create a professional portfolio to enhance existing career skills.

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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.

### M.A. PROGRAM

#### First Year

- Fall** Introduction to Somatic Studies – DPS 725, 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  
 Psyche and Soma in the Jungian Tradition – 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  
 Freud and the Psychoanalytic Tradition – DPS 760, 2 Units
- Summer** Summer Fieldwork I – DPS 905, 4 Units  
 Depth Transformative Practices – DPS 997a, 2.5 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  
 Complementary & Alternative Medicine I – DPS 740, 2/3 Unit  
 Presenting the Fieldwork Experience – DPS 880, 2 Units
- Winter** Embodied Alchemy – DPS 750, 2 Units  
 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 II – DPS 840, 2/3 Unit  
 Trauma, Pain, and Dissociation – DPS 850, 2 Units  
 Quantitative Research Methods – DPS 883, 2 Units  
 Written Comprehensive Examination – DPS 892, 0 Units
- Summer** Summer Fieldwork II – DPS 906, 4 Units  
 Depth Transformative Practices – DPS 997b, 2.5 units

### PH.D. PROGRAM

#### Third Year

- Fall** Transference and Counter-transference in Somatic Practice – DPS 851, 2 Units  
 Human Sexuality – DPS 925, 2 Units  
 The Body in Literature – DPS 950, 2 Units  
 Dissertation Development A – DPS 932A, 2/3 Unit
- Winter** Eros, Isolation, and Relationship – DPS 953, 2 Units  
 Neuroscience and Somatic Depth Psychology II – DPS 721, 2 Units  
 Depth Psychology and the Sacred – DPS 920, 2 Units  
 Dissertation Development B – DPS 932B, 2/3 Unit
- Spring** Integration of Theory, Practice, and Teaching (Oral Comprehensive Examination) – DPS 992, 2 Units  
 Non-Western and Indigenous Healing Practices – DPS 952, 2 Units  
 Imagery in Somatic Studies II: Embodied Dreamwork – DPS 970, 2 Units  
 Dissertation Development C – DPS 932C, 2/3 Unit
- Summer** Post-Jungian Psychology: Marion Woodman and the Embodied Psyche – DPS 862, 4 Units

#### Continuing

- Dissertation Writing – DPS 980, 15 units

This curriculum may vary, based upon evolving academic needs.

# M.A. and Ph.D. in Depth Psychology with Specialization in Somatic Studies

## COURSE DESCRIPTIONS

### **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.

#### **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.”

#### **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.

#### **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.

# M.A. and Ph.D. in Depth Psychology with Specialization in Somatic Studies

## COURSE DESCRIPTIONS

### **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.

# M.A. and Ph.D. in Depth Psychology with Specialization in Somatic Studies

## COURSE DESCRIPTIONS

### **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.

# M.A. and Ph.D. in Depth Psychology with Specialization in Somatic Studies

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## COURSE DESCRIPTIONS

### **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

### **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.

# M.A. and Ph.D. in Depth Psychology with Specialization in Somatic Studies

## COURSE DESCRIPTIONS

### 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. and Ph.D. in Depth Psychology with Specialization in Somatic Studies

## REQUIREMENTS AND EXAMINATIONS

### 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.



# M.A. and Ph.D. in Depth Psychology

## WITH SPECIALIZATION IN JUNGAN AND ARCHETYPAL STUDIES

This rigorous, creative exploration of Jungian and archetypal psychology provides students with a range of theories, skills, and practices they can apply directly to their professional, personal, and creative lives, while addressing the collective challenges and opportunities of our moment in history.

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**For those called to explore the personal and collective psyche**, this program of study provides a unique opportunity to engage with, apply, and advance depth psychological theories and practices within the Jungian and archetypal traditions. Building on the work of C.G. Jung and James Hillman, students will consider approaches to the psyche that foster healing, transformation, self-expression, creativity, and the development of consciousness.

The Jungian and Archetypal Studies specialization moves depth psychology from the clinical consulting room out into the wider world. By stimulating and supporting the scholarship and creative research of students, the program promotes the crucial task of advancing depth psychological ideas and practices as catalysts for individual and cultural transformation.

The faculty is comprised of esteemed international scholars with a broad range of areas of expertise. They introduce students to foundational theoretical constructs in the field while helping them to engage critically and creatively with the course material. The coursework itself is aligned with Jung's emphasis on the "ineluctable psychological necessity" of individuation, the process by which one might attain deep self-knowledge, further the development of consciousness, and better understand the unconscious factors shaping human experience.

### STUDENTS IN THE JUNGAN AND ARCHETYPAL STUDIES SPECIALIZATION:

Critically explore a range of topics central to our understanding of the role of the unconscious psyche in human experience, such as healing, myth, dream, film, soul, spirit, ecology, religion, creativity, personal transformation, individuation, the development of consciousness, and more.

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Deepen the capacity for imaginal, symbolic, mythic, critical, theoretical, and archetypal thinking and being in the world.

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Engage with the creative, dynamic unconscious in both its personal and collective dimensions.

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Hone the expression of their unique voice and vision through courses in research, writing, publication, and presentation.

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Study side-by-side with Jungian scholars and practitioners interested in envisioning new possibilities for extending contemporary thought and practices into the world.

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Read deeply and broadly from the Collected Works of C.G. Jung, Jung's Red Book, and other core texts in the depth psychological tradition.

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Evaluate the limitations and potentials of Jungian and archetypal psychology within contemporary contexts.

# M.A. and Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies

## CURRICULUM OVERVIEW

### A BLENDED ONLINE/LOW-RESIDENCY PROGRAM

This transformative and scholarly degree program takes advantage of online technology to allow students to work and learn in their home environments, while also taking part in engaged community sessions on Pacifica's Ladera Lane Campus. Classes begin online and meet during four-day residential sessions (Thursday, Friday, Saturday, Sunday) once per 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 face-to-face, combining lecture, discussion, and experiential and embodied learning. Residential retreat sessions also allow time for exploration and community building through shared meals, social events, film screenings, guest lectures, and circle councils.

### M.A. PROGRAM

#### 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

### PH.D. PROGRAM

#### 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  
The Alchemy of Transformation – DJA 865, 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  
Ecopsychology: The Psyche in Nature – DJA 860, 3 Units  
Reflective Studies III – DJA 940, 3 Units

#### Continuing

Self-Directed Studies – DJA 970, 3 Units  
Dissertation Writing – DJA 960, 15 Units

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

This curriculum may vary, based upon evolving academic needs.

# M.A. and Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies

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## COURSE DESCRIPTIONS

### **TRADITIONS, THEORIES, AND TRAJECTORIES**

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**

Although depth psychology formally began with the work of Freud, Adler, and Jung at the turn of the 20th century, it has multiple antecedents reaching far back into the history of human thought. This course serves as a general introduction to the background and fundamentals of depth psychology, helping to situate the field within an historical context and in relation to other areas of thought and the wider culture.

#### **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.

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

**DJA 800, 3 units**

Considering first the place of archetypes in the history of the Western thought—especially Greek mythology, Platonism, and German Romanticism—this course then traces the evolution of Jung's understanding of the concept, drawing especially on *The Archetypes and the Collective Unconscious*. Students will explore a number of the major archetypes identified by Jung—including the shadow, anima, animus, rebirth, the wise old man, the mother, the hero, the spirit, the child, the trickster, and the Self—examining the evidence he gave in support of them from psychopathology, myth, religion, philosophy, literature, art, and culture. The course will also address the main characteristics of archetypes, and the different ways they can be conceptualized and described.

### **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.

# M.A. and Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies

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## COURSE DESCRIPTIONS

### 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 *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, Phillip 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.

### The Alchemy of Transformation

#### DJA 865, 3 units

When Jung realized that the arcane texts of alchemy symbolically portray the process of transformation inherent to individuation, he called it "a momentous discovery," one that provided an historical precedent for his model of individuation and a framework within which to better understand his "confrontation with the unconscious." This course explores Jung's interpretation of alchemy through a detailed study of three volumes of his collected works: *Psychology and Alchemy*, *Alchemical Studies*, and *Mysterium Coniunctionis*.

### Synchronicity and the New Sciences

#### DJA 855, 3 units

Jung's exploration of synchronicity or "meaningful coincidence" was of critical significance for him personally, preoccupying him throughout much of his life. Indeed, the concept of synchronicity is arguably among the most important and controversial theoretical contributions of his life's work, with far-reaching implications not only for depth psychology, but for the basis of the modern Western worldview and our understanding of the nature of reality. In this course, students will examine the complex relationship between synchronicity and the so-called new sciences, including modern physics (relativity theory and quantum theory), systems theory, complexity and chaos theory, organicist biology, and the "new cosmology."

## PRINCIPLES AND PRACTICES

These courses focus on the ideas and principles primarily arising from the Jungian and archetypal traditions that 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.

### 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.

# M.A. and Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies

## COURSE DESCRIPTIONS

### **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.

# M.A. and Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies

## COURSE DESCRIPTIONS

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

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

As Jung saw it, “Natural life is the nourishing soil of the soul.” In this course, students will explore archetypal and mythological motifs that emerge from the ensouled world, including differing natural landscapes and the animal world. 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. 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. This course also includes an experiential engagement with nature.

### **RESEARCH AND REFLECTION**

The curriculum incorporates a number of courses specifically designed to cultivate essential skills in deep reflection, critical thinking, and research that prepare students for dissertation writing and their future vocations.

### **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 transference 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 in the final quarter of the second year, this course serves as the container for the written comprehensive examinations, which assess how well students have met the program’s learning objectives. Students wishing to advance into the third year must meet the required standard of examination pass. In addition, during this course students make an oral presentation of a scholarly journal article developed from a term paper from a previous course, and then turn in the written article for formal evaluation. To take this course, students must have successfully completed six full quarters of coursework during the first two years of the program. Prerequisite: DJA 920. Pass/No Pass

### **Reflective Studies III**

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

Taken in the final quarter of the third year of the program, this course serves as a container for the oral comprehensive examination where students articulate the conceptualization of their dissertations based on their concept papers (see *Dissertation Development*, below). During this course, students continue to develop their concept papers, incorporating faculty feedback from the oral examinations, as they submit their concept papers for final approval—a prerequisite for beginning dissertation writing. Pass/No Pass Prerequisite: DJA 920, 930, 950.

# M.A. and Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies

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## C O U R S E D E S C R I P T I O N S

### **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, with the aim of developing a concept paper for approval in Reflective Studies III, the next quarter. In Dissertation Development, 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. Additional fees are required for this course. Pass/No Pass. Prerequisites: Successful completion of the three years of coursework 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 self-directed studies coordinator. Pass/No Pass

# M.A. and Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies

## REQUIREMENTS AND EXAMINATIONS

### M.A./Ph.D. in Depth Psychology, Jungian and Archetypal 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 48 units of first-year and second-year coursework are completed.
4. 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 EXAMINATIONS

The written exam is taken after successful completion of at least six quarters of the first two years of coursework. This exam is an evaluation of the student's understanding of the fundamentals of Jungian depth psychology and archetypal psychology covered during the first two years of the program, in accordance with specific program learning outcomes. The exam serves two main purposes:

1. To ascertain the student's readiness and ability to continue on into the third year of coursework, and beyond this to undertake dissertation work for the successful completion of a Ph.D.
2. To provide an opportunity for students to integrate and consolidate the first two years of coursework.

Jungian and Archetypal Studies doctoral students who have passed the written comprehensive examination are eligible to take the oral examination in the final quarter of the third year (in the summer or winter, depending on the track). The oral examination is the final evaluation of students' ability to integrate academic coursework, and it serves as partial fulfillment of the degree requirements.

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.

#### ADVANCEMENT TO DOCTORAL CANDIDACY

A student will earn the designation of "doctoral candidate" after he or she has successfully completed all coursework, passed written and oral comprehensive exams, and a dissertation concept paper has been accepted by the Institute.

#### DOCTORAL DISSERTATION

The Depth Psychology Program has a Dissertation Handbook available online which includes a set of guidelines and forms for the dissertation process.

Students must have passed their written comprehensive exam and an approved concept paper to register for dissertation writing.

In order to work with the dissertation committee, the student must officially enroll in the two consecutive academic year period of dissertation writing. This is often referred to as the two-year dissertation "clock." To begin the dissertation clock, the student must: a) have completed their third-year coursework, b) have an approved concept paper, c) be in good academic standing and have no outstanding failing grades, d) submit a Dissertation Registration Form to the Dissertation Office by the registration deadline, and e) be in good financial standing with the Business Office.

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.



# M.A. and Ph.D. in Depth Psychology

## WITH SPECIALIZATION IN COMMUNITY PSYCHOLOGY, LIBERATION PSYCHOLOGY, AND ECOPSYCHOLOGY

This doctoral specialization is designed to deepen and expand the student's psychotherapeutic practice, and individuation work, as well as addressing the wide range of personal, social, and cultural challenges of our time.

**This degree program specialization is a bold initiative** to forge transdisciplinary and transformative approaches to the critical personal, community, cultural, and ecological challenges of our time. Accomplishing this necessitates a radical engagement in re-conceiving psychology as a potentially liberatory and restorative force in society, one engaged in initiatives to promote social, economic, and environmental justice, peace-building, and ecological sustainability. The specialization is committed to rebuilding fragmented cultural and ecological connections, and to co-creating democratic, dialogical, joyful, sustainable, and nonviolent living.

To study community and ecopsychology in the light of liberation and indigenous psychologies commits us to deeply explore and address the profound effects of injustice, violence, and exploitation on psychological, communal, and ecological well-being.

The curriculum places multicultural approaches to depth psychological theories and practices in dynamic dialogue with ecopsychology, indigenous psychologies, critical community psychology, and psychologies of liberation from diverse cultural settings. Students gain an understanding of the interdependence of individual, community, cultural, and ecological well-being.

Coursework nurtures creative approaches to collaboration in organizations, non-profits, community groups, and educational settings. Through community and ecological fieldwork and research, students are supported in the pursuit of their distinctive areas of interest, and in strengthening their research and practice skills so that they are able to make their own significant contributions.

### **STUDENTS IN THE COMMUNITY PSYCHOLOGY, LIBERATION PSYCHOLOGY, AND ECOPSYCHOLOGY SPECIALIZATION:**

Deepen insight about individual, group, and cultural life through study of depth psychology.

Develop scholarly and creative writing skills.

Learn innovative and historical approaches to trauma healing, restorative justice, ecological sustainability, community building, economic justice, forced migration, alternatives to violence, peace-building, and reconciliation.

Practice participatory action research and program and organizational evaluation, while deepening ethical discernment of 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 leadership positions in a wide variety of professions, including: health services; youth, secondary, adult, and alternative education; organizational development and transformation; prison reform and restorative justice initiatives; non-profits and non-governmental organizations; social justice, advocacy and grass roots coalitions; arts-based community building; trauma healing; and environmental sustainability.

# Degree Programs and Academic Formats

## CURRICULUM OVERVIEW

Classes for the Community Psychology, Liberation Psychology, and Ecopsychology specialization 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 fieldwork and research in their home communities or other off-campus sites. In the third summer and subsequent year(s), students are involved in writing their dissertations in their home communities.

### M.A. PROGRAM

#### 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 & 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** Hermeneutic and Phenomenological Traditions  
 – DPC 991, 2 Units  
 Liberation Studies and Action – DPC 965, 2 Units  
 Indigenous Psychologies II – DPC 860, 2 Units  
 Public Conversation – DPC 876, 2/3 Units
- Spring** Community Program and Organization Evaluation  
 – DPC 879, 2 Units  
 Ecopsychology II: Environmental and Earth Justice  
 – 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

### PH.D. PROGRAM

#### 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 Psychologies – 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

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

This curriculum may vary, based upon evolving academic needs.

# M.A. and Ph.D. in Depth Psychology with Specialization in Community, Psychology, Liberation Psychology and Ecopsychology

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## COURSE DESCRIPTIONS

### **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 Psychologies**

#### **DPC 730, 2 units**

Students will be introduced to the history of depth psychology, in order to help build and practice an intercultural 21st century depth psychology. Rather than following the clinical lineage of depth psychology with its focus on psychopathology and individual treatment, this course will concentrate on how depth psychology can contribute to the creation of vibrant communities and sustainable environments.

### **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.

### **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.

### **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 Psychologies**

#### **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.

# M.A. and Ph.D. in Depth Psychology with Specialization in Community, Psychology, Liberation Psychology and Ecopsychology

## COURSE DESCRIPTIONS

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

These courses enlist us to create a depth psychologically informed critical and liberatory 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.

### **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.

### **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.

# M.A. and Ph.D. in Depth Psychology with Specialization in Community, Psychology, Liberation Psychology and Ecopsychology

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## COURSE DESCRIPTIONS

### **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.

### **Liberation Studies and Action**

#### **DPC 965, 2 Units**

Roderick Watts coined the term “liberation studies and action (LiSA)” reminding liberation psychologists that psychology is not sufficient for the challenges we face. We need to work in a transdisciplinary manner (i.e., arts, spirituality, economics, history, philosophy, civil resistance) to create the social movements that are needed to achieve greater justice, dynamic peace, and sustainability. This course will distill lessons learned from liberatory social movements that can be used in our current and future work.

### **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.

### **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:**

### **Environmental and Earth Justice**

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

Ecopsychology introduces into Euro-American psychology knowledge common to Indigenous environmental justice leaders and their communities: the idea that all living beings are part of a complex web of interconnection, and that culturally embedded strategies for ecological sustainability are critical to the Earth’s future. Knowledge in this area can provide insights and opportunities for dialogue with Westernized modes of thought that not only separate humans from other-than-human nature, but segregate some communities from others and needed resources, disproportionately exposing them to toxicities, and other forms of violence. This course connects structural violence imposed on human communities with violence against other-than-human nature, emphasizing the role of racial disparities, neoliberal corporate and state interests in undermining local economies and ecologies, and environmental and earth justice movements that address this destruction.

### **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.

# M.A. and Ph.D. in Depth Psychology with Specialization in Community, Psychology, Liberation Psychology and Ecopsychology

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## COURSE DESCRIPTIONS

### **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, creation of videos, 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.

# M.A. and Ph.D. in Depth Psychology with Specialization in Community, Psychology, Liberation Psychology and Ecopsychology

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## COURSE DESCRIPTIONS

### **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**

#### **DPS 997a, 2.5 units**

Many traditions within depth psychology understand the process of personal transformation as inherently relational, typically held within the container of a therapeutic relationship with a professional counselor or psychotherapist. These traditions are dynamically linked to the transformative nature of the course material contained within this curriculum. In order to effectively support their transformative journey, students are expected to engage in a

minimum of 50 hours of individual counseling or psychotherapy during their coursework. Students must have an approved proposal for these depth transformative practice hours by the end of the fall quarter of the first year and submit documentation of 25 hours of completed therapy by the end of the first year. No incompletes. Pass/No Pass.

### **Depth Transformative Practices**

#### **DPS 997b, 2.5 units**

Many traditions within depth psychology understand the process of personal transformation as inherently relational, typically held within the container of a therapeutic relationship with a professional counselor or psychotherapist. These traditions are dynamically linked to the transformative nature of the course material contained within this curriculum. In order to effectively support their transformative journey, students are expected to engage in a minimum of 50 hours of individual counseling or psychotherapy during their coursework. Students must complete the remaining 25 hours of depth transformative practice to complete their MA degree. No incompletes. Prerequisite DPS 997a, 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 perspectives and methodological tools to engage in community and ecological fieldwork and research to address issues of social and restorative justice, and ecological sustainability. This form of research draws on qualitative, visual, and indigenous research methodologies. It requires that researchers participate collaboratively with those in their research community to foster the collective production of knowledge, with the goal of increasing individual and community well-being.

### **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.

# M.A. and Ph.D. in Depth Psychology with Specialization in Community, Psychology, Liberation Psychology and Ecopsychology

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## COURSE DESCRIPTIONS

### **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 Consultation and Research**

#### **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 and 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**

# M.A. and Ph.D. in Depth Psychology with Specialization in Community, Psychology, Liberation Psychology and Ecopsychology

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## REQUIREMENTS AND EXAMINATIONS

### M.A./Ph.D. in Depth Psychology, Community Psychology, Liberation Psychology, and Ecopsychology 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 50 units of first and second year coursework and fieldwork, and 60 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 EXAMINATIONS

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 written exam is taken after the successful completion of at least five quarters.

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, an Internal 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: COMMUNITY AND ECOPSYCHOLOGICAL FIELDWORK AND RESEARCH (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, 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.

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 SPECIALIZATION IN PSYCHOTHERAPY

This doctoral specialization is designed to deepen and expand the student's psychotherapeutic practice, and individuation work, as well as addressing the wide range of personal, social, and cultural challenges of our time.

**Pacifica's Depth Psychotherapy** specialization offers students the opportunity to engage in exciting conversations taking place in the field of psychodynamic psychotherapy and gain clarity about their own unique psychotherapeutic approach. Depth Psychotherapy is based upon the premise that becoming an excellent clinician is a life-long process of personal and professional transformation embodying C.G. Jung's process of individuation. At its heart, there lies an intrinsic connection to the collective psyche that crosses the boundaries of time and culture.

Each student develops the critical insights and skills of an advanced 21st century clinician-scholar, guided by experts rooted in the rich traditions of Jungian, archetypal, and psychoanalytic psychologies. Clinical acumen is enhanced through a series of seminars, colloquia, and case consultations that challenge the heart, mind, and soul, in addition to direct engagement with interdisciplinary studies such as myth, literature, philosophy, music, culture, nature, and contemporary sciences like complexity theory and neurobiology.

Courses are offered in three areas:

### **Theory and Traditions of Depth Psychotherapy**

### **Psychotherapy Informed by the Humanities, Arts, and Sciences**

### **Integrated Praxis: Research and Casework**

The curriculum cultivates the intellectual and imaginal capacities to address a wide range of personal, social, and cultural challenges that are emerging in our complex world. Students also learn to sustain a profound reciprocal relationship with unconscious processes

and deepen their ability to share nuanced emotional connections with others. Graduates are often drawn to work as clinical supervisors and to teach in college and university settings.

The Depth Psychotherapy specialization is designed for students who have completed sufficient coursework for licensing at the master's level. This theoretical foundation allows for an emphasis on experiential, psyche-centered learning, particularly in the clinical case presentations, supervision courses, and research sequence. In addition to faculty mentoring, students are supported by the mutual respect, diversity, and collegiality of their cohort.

### **STUDENTS IN THIS PROGRAM:**

Nurture their unique talents as psychotherapists by reimagining the practice of psychotherapy for the 21st century.

Deepen their understanding of the archetypal dimensions of human experience as applied to clinical practice and independent scholarly research.

Learn to integrate differing clinical approaches and develop a style of practice in keeping with their temperament and personal psychodynamics.

Develop the full range of their natural therapeutic ability through a rich curriculum integrating Jungian and post-Jungian psychology with contemporary psychoanalytic theory.

Cultivate greater awareness of the presence of the Self in the therapeutic situation and learn to work with dreams and other manifestations of unconscious process.

# Ph.D. in Depth Psychology with Specialization in Psychotherapy

## CURRICULUM OVERVIEW

Depth Psychology with Specialization in Psychotherapy classes take place during three-day sessions (Friday, Saturday, and Sunday) 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** The Inner Life: Dreams and Active Imagination – DPP 780, 2 Units  
Relational Psychotherapies I – DPP 763, 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: Alternatives to the DSM – DPP 760, 2 Units  
Case Consultation I – DPP 750, 2 Units
- Spring** Historical Foundations of Depth Psychology – DPP 730, 2 Units  
Case Consultation II – DPP 751, 2 Units  
Scholarly Writing and Publication – DPP 785, 2 Units
- Summer** Arts, Psychology, and the Poetic Imagination – DPP 896, 2 Units  
Psychotherapy Informed by the Mythic Tradition – DPP 921, 2 Units

### Second Year

- Fall** Relational Psychotherapies II: New Trends in Psychodynamic Treatment – DPP 863, 2 Units  
Dissertation Development I: Imagination, Calling, and Rigor in Doctoral Scholarship – DPP 832, 2 Units  
Case Consultation III – DPP 850, 2 Units
- Winter** Jungian Psychotherapy II – DPP 861, 2 Units  
Archetypal Psychotherapy: A Mythopoetic Approach to Working with the Psyche – DPP 762, 2 Units  
Psychotherapy and Culture I: Indigenous Healing Traditions – DPP 830, 2 Units
- Spring** Case Consultation IV – DPP 851, 2 Units  
Dissertation Development II: Qualitative Methodology – DPP 782, 2 Units  
Literary Foundations for Depth Psychotherapy: Narratives of the Personal and Collective Psyche – DPP 835, 2 Units
- Summer** Working with Dreams – DPP 872, 2 Units  
Case Consultation V: Theories of Supervision – DPP 852, 2 Units

### Third Year

- Fall** Jungian Psychotherapy III: 21st Century Approaches and Controversies – DPP 961, 2 Units  
Interpersonal Neurobiology, Affective Neuroscience, and Depth Psychology – DPP 870, 2 Units  
Case Consultation VI: Processes of Supervision – DPP 950, 2 Units  
Dissertation Development III – DPP 942A, 2/3 Unit
- Winter** Psyche in Nature – DPP 732, 2 Units  
Psychotherapy and Culture II: Digital Life, Cyborgs, and the Soul – DPP 974, 2 Units  
Case Consultation VII – DPP 951, 2 Units  
Dissertation Development IV – DPP 942B, 2/3 Unit
- Spring** Psychotherapy and Culture III: Developmental Trauma and the Body – DPP 975, 2 Units  
Psyche and the Sacred – DPP 920, 2 Units  
Case Consultation VIII – DPP 952, 2 Units  
Dissertation Development V – DPP 942C, 2/3 Unit
- Summer** Oral Comprehensive Presentation – DPP 994, 2 Units  
Advanced 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.

# Ph.D. in Depth Psychology with Specialization in Psychotherapy

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## COURSE DESCRIPTIONS

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

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

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

This course presents the organizing perspectives and therapeutic approaches which have shaped contemporary Western psychology. Students learn the philosophical principles of psychological models from antiquity to the present era, 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**

This course discusses such classical Jungian concepts as ego, persona, shadow, animus/anima, Self, complex, archetype, collective unconscious, transcendent function, and individuation. In addition, it explores dreams, active imagination, typology, and transference/countertransference considerations in the context of Jung's approach to 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. The course pays particular attention to how various forms of psychopathology can be viewed on multiple 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, 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 understanding that the inner world of psyche and the outer world of matter correspond to each other. Students examine the implications of these shifts for clinical practice including the centrality of the dream, visionary experiences, and the religious function of the psyche.

#### **Jungian Psychotherapy III: 21st Century Approaches and Controversies**

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

This course begins with an overview and assessment of Jung's work as a psychiatrist and psychotherapist—the clinical roots of Jungian theory out of which its concepts emerged. The methods of Jungian psychotherapy are examined from their inception (including in and around Jung's "Red Book") through contemporary modifications. Drawing on complexity theory, with observations of systems that self-organize and have emergent properties, contemporary developments in the theory and practice of Jungian psychotherapy are explored. The course discusses the role of the interactive field in the therapeutic action of psychodynamically oriented therapy and the unique contributions of the Jungian model, including the use of alchemical ideas.

#### **Advanced Imaginal Psychotherapy**

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

This course explores the traditions that comprise the field of imaginal psychology, particularly phenomenology, and elaborates the unique features of imaginal psychotherapy that flow from these traditions. Students develop an imaginal approach to issues such as transference, unconscious processes, symptoms, and dreams, and foster sensitivity to the symbolic depths and metaphorical richness of the patient's and therapist's ways of using language. In this course, psychotherapy is regarded as a vocation in which the awakened heart is the organ of vision essential to healing.

#### **Relational Psychotherapies I**

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

This course introduces students to contemporary developments in relational psychotherapy, which places human relationships and mutuality at the center of the therapeutic endeavor. Relational theory integrates a wide range of current psychotherapeutic approaches, including object relations theory, self-psychology, intersubjectivity, interpersonal psychotherapy, and some aspects of modern Kleinian and Freudian thinking. The core concepts of technique studied include the transference/countertransference field, the therapeutic alliance, projective identification, co-creation of the therapeutic interaction, attachment theory, the psychoanalytic frame, defense and resistance, insight and interpretation, the mutual construction of meaning, and termination.

# Ph.D. in Depth Psychology with Specialization in Psychotherapy

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## COURSE DESCRIPTIONS

### **Relational Psychotherapies II: New Trends in Psychodynamic Treatment**

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

This course continues the student's explorations of relational theorists since Freud, including Kohut, Klein, Bion, and others. It focuses primarily on current trends in psychoanalysis and relational psychotherapy. Students look at approaches to specific clinical situations and pathological structures and delineate the dynamics and treatments of various psychological symptoms including narcissist, borderline, and psychotic conditions.

### **Archetypal Psychotherapy: A Mythopoetic Approach to Working with the Psyche**

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

Focusing primarily on the work of James Hillman, this course first describes the Jungian roots and core ideas of archetypal psychology, including the reality of the psyche, its plural nature, and the importance of the image. It goes on to examine Hillman's critique of clinical psychology and analytical practice and his call to enlarge the frame of practice to include myth, metaphor, and culture. Using case material provided by students, lecture and discussions will explore how archetypal psychology calls for a revision of many traditional clinical strategies and approaches.

### **Depth Approaches to Psychopathology: Alternatives to the DSM**

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

This course examines various original psychoanalytic formulations of psychopathology 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 students explore the ways in which theorists of different schools have approached these disorders and have offered distinctive psychotherapeutic approaches, especially Freudian, Kleinian, self-psychological, intersubjectivist, and Jungian contributions.

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

#### **DPP 870, 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.

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

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

This course combines lecture, discussion, and experiential work to identify and explore the philosophical underpinnings of the relationship between one's internal muse, emotion, psychological states (including psychosis) and creativity. Students immerse themselves in the interrelationship of the arts, psychology, and poetic imagination to 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, ARTS, AND SCIENCES**

#### **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 people situate their lives within the context of a field or system. This course departs from the fantasy of the autonomous ego and engages instead with the image of ego as a constellation within the psyche, with the result that imagination about the nature of the individual relationship to the world also shifts. Students explore the implications of an ecological view of human interactions, a metaphor that offers valuable directions for understanding systemic perspectives on couples, family, group, and organizational psychological practice.

# Ph.D. in Depth Psychology with Specialization in Psychotherapy

## COURSE DESCRIPTIONS

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

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

This course places the practice of psychotherapy in dialogue with diverse indigenous 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 working with the psyche. Students also develop greater awareness of culture-specific attitudes about pathology and health that tend to become codified in Western clinical practice.

### **Psychotherapy and Culture II: Digital Life, Cyborgs, and the Soul**

#### **DPP 974, 2 units**

Contemporary culture has seen the human-machine interface decisively dissolve to such an extent that few people can exist without their technology, be it smart phones, titanium joints, or Facebook page. People now work, love, and play in cyber culture, unwilling and, in some cases, unable to retreat from it. This course examines the benefits and the costs of becoming cyborg—the enhanced human—which is an image of both horror and hope. Students explore their own dependence upon technology, discuss how digital life manifests in contemporary psychological symptoms, and consider how it shapes the practice of psychotherapy in the 21st century.

### **Psychotherapy and Culture III: Developmental Trauma and the Body**

#### **DPP 975, 2 units**

Attachment wounds produced by developmental trauma—exhibited within the family and often reinforced through a sociocultural legacy of

poverty, oppression, and alienation—frequently generate dissociation as though the flesh is no longer a safe and hospitable home. Original clinical work in attachment theory by Bowlby and Ainsworth, now confirmed and extended by contemporary neurobiological research, points toward the need to address the entire bodymind. This course explains the renewed emphasis on somatosensory awareness in psychotherapy, a reversal of the durable cultural legacy of Cartesian dualism that affects so many healing modalities. Students learn the core principles and skillful use of a bottom-up therapeutic approach to trauma and develop a felt sense of the embodied psyche in their personal lives and clinical work.

### **Literary Foundations for Depth Psychotherapy: Narratives of the Personal and Collective Psyche**

#### **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**

### **The Inner Life: Dreams and Active Imagination**

#### **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.

# Ph.D. in Depth Psychology with Specialization in Psychotherapy

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## COURSE DESCRIPTIONS

### **Working with Dreams**

#### **DPP 872, 2 units**

This course offers students further insights into the dreaming psyche, including cross-cultural approaches to dream figures and the dream time that contextualize traditional psychoanalytic assumptions. It expands students' skills in working with night-time dream and waking vision as autonomous images from the psyche that may be fruitfully addressed at the personal, cultural-historical, and mythical level in clinical work. The course may also explore different modes of active imagination useful in paying attention to the dream images, including art and dance/movement therapy.

### **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, image, and the imaginal, 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.

### **Scholarly Writing and Publication**

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

This course combines 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 Development I: Imagination, Calling, and Rigor in Doctoral Scholarship**

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

Working with image, dream, symptom, and synchronicity, this course helps students attune themselves to the vocational nature of depth psychological inquiry, then refine the topic into a focused research question. Lecture and discussion introduce the dissertation handbook and explain the research process at Pacifica in terms of its key milestones: concept paper, proposal, final draft, and the oral defense. Students critically review Pacifica dissertations to understand the scholarly form and also to augment their background knowledge of the topic. Through a thorough, systematic critique of their own work, students expand their knowledge of scholarly writing and learn the central importance of re-visioning their ideas and language to explore the deep psyche.

### **Dissertation Development II: Qualitative Methodologies**

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

This course compares and contrasts key qualitative methodologies, including their origin, history, epistemological assumptions, and theoretical basis as well as their practical and ethical implications. Discussion also focuses on contemporary critiques of traditional methods to address their limitations and biases. Students learn how questions of methodology are organically related to the research topic and affect the organization and outcome of the work. The course emphasizes data gathering and data analysis, which is intended to give students practical hands-on experience working with research data as well as guide them in choosing a possible methodology for their dissertation topic.

### **Dissertation Development III, IV, V**

#### **DPP 942 A, B, C, 2/3 unit per quarter**

These seminars span the third year of coursework to slowly and organically guide students toward the completion of an approved dissertation concept paper. Each student, in consultation with the instructor, sets individual learning goals. 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. By the end of the spring quarter, most or all students will emerge with an approved concept paper. Prerequisites: DPP 942 A for DPP 942 B and DPP 942 B for DPP 942 C. Pass/No Pass

# Ph.D. in Depth Psychology with Specialization in Psychotherapy

## COURSE DESCRIPTIONS

### Oral Comprehensive Presentation

#### DPP 994, 2 units

A key aspect of doctoral studies is the gradual movement from the realm of student to the realm of professor. Whether or not a student ultimately becomes a teacher, each must still give back to the world a synthesis of what he or she has learned. In this course students develop effective presentation skills to prepare them for speaking and teaching, including an important capstone in the doctoral journey at Pacifica, the oral defense of the dissertation. The course is conducted like a professional conference, in which the presentations are timed and they conclude with a question and answer session. In addition, instructors will use their observations to discuss the principles of effective speaking and philosophies of teaching. Pass/No Pass

### Case Consultation I, II, III, IV, VII, VIII

#### DPP 750, DPP 751, DPP 850, DPP 851, DPP 951, and DPP 952, 2 units each

The goals of the case consultation 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 addition to case consultation, each course will address a particular theme that typically mirrors specific material in other coursework including topics such as maintaining a mythic sensibility, working with image, dream, and story, issues of race and cultural diversity, socioeconomic forms of suffering including poverty, oppression, and alienation, the

challenges of technology, depth approaches to assessment and diagnosis, transference, and ethical problems. During the third year, students present a control paper to examine their clinical work with one client in depth. Pass/No Pass

### Case Consultation V: Theories of Supervision

#### DPP 852, 2 units

This course combines lecture and small group discussions that focus on various processes of becoming a supervisor of depth psychotherapists. Topics may include establishing the supervisory frame; issue of authority, competency, certainty and shame in beginning to conduct supervision; differentiating supervision from psychotherapy (teach/treat dilemmas, etc.); building a supervisory relationship; models of supervision (psychoeducation/mentor/developmental/interpersonal/intersubjective/self-psychological/Jungian and archetypal, etc.); transference/countertransference concerns, parallel process, enactments, impasses, evaluation and termination of supervision. Special topics such as dreamwork, active imagination, psychodrama, ethics, and uses of other therapies such as body work, and pharmacological treatments within the supervisory context are also topics for considerations. Pass/No Pass

### Case Consultation VI: Processes of Supervision

#### DPP 950, 2 units

This course, which is experiential in nature, helps students become the most effective supervisor they can be through the use of

self rather than only considering technical mastery of a skillset. It emphasizes recognizing and engaging unconscious processes as they enter the supervisory setting, including parallel processes, enactments, and resonant and synchronistic phenomena. Students who already function as supervisors in their work will bring supervisory dilemmas to the class for reflection and discussion. Students without this experience will work with classmates, taking turns practicing the supervisory knowledge learned in Case Consultation IV. Everyone will have an opportunity to present a supervision experience, exploring and developing competency in psychodynamic supervision through group discussion facilitated by instructors who have long, established careers as supervisors. Prerequisite: DPP 852 Pass/No Pass

### 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 specialization. Additional fees will be assessed for this course. Pass/No Pass

# Ph.D. in Depth Psychology with Specialization in Psychotherapy

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## REQUIREMENTS AND EXAMINATIONS

### 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. 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 specialization 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 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 specialization, Pacifica Graduate Institute does not authorize, monitor, or supervise that practice, 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 specialization: Theory and Traditions of Depth Psychotherapy; Psychotherapy Informed by the Humanities, Arts, and Sciences; 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 case presentation 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 Research Coordinator for the specialization waives this requirement.



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

## WITH EMPHASIS IN DEPTH PSYCHOLOGY

By discerning the underlying similarities and threads in the world's myths and traditions, we better understand our shared humanity, while honoring the diverse ways human beings live and make meaning of their experience.

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**As the only doctoral program in the country** dedicated to the exploration of human experience through the interdisciplinary and multicultural study of myth, ritual, literature, art, and religion, Pacifica's Mythological Studies Program cultivates scholarship, self-inquiry, and imagination in those who seek to understand and express the depths of the psyche.

Renowned mythologist, professor, and author Joseph Campbell taught that myth has the power to touch our deepest creative energies, and to generate symbolic images that confer significance upon the complexity of modern life and history. It thrives on paradox, ambiguity, and the shape-shifting ways that metaphor informs and transforms our lives. Cultivating the mythic imagination leads to self-revelation and a profound and dynamic understanding of cultures—our own and others.

In this program, one's passion for mythological studies is invigorated and enriched by our esteemed faculty of distinguished scholars and inspired teachers who engage students in transformative learning with special emphasis on religious, literary, and depth psychological modes of inquiry through the influential works of Sigmund Freud, C.G. Jung, Marie-Louise von Franz, James Hillman, and Joseph Campbell. Graduates enrich their lives through the power of myth, and develop highly advanced and universal skill sets to succeed in wide ranges of professions in diverse fields, such as education, business, psychology, the arts, filmmaking, religion, politics, law, and community and environmental affairs.

The program is designed as an integrated M.A. and Ph.D. sequence with courses in four areas of study:

### Mythology and Religious Traditions

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### Myth and Literature

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### Depth Psychology and Culture

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### Research

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## STUDENTS IN THE MYTHOLOGICAL STUDIES PROGRAM:

Investigate mythologies and cultural traditions through the lenses of religious studies, literature, and depth psychology.

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Discover recurring mythic themes in classic and contemporary literature, ritual, theater, art, music, film, and philosophy, and explore their cultural, sociopolitical, and historical contexts.

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Uncover the common patterns in human life throughout much of history and the varied ways human beings live and make meaning of their experience through the study of diverse cultural mythologies.

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Engage in the transformative experiences of deep reading, scholarly and creative writing, and generative discussions that advance our personal mythology in relation to communities and culture.

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

## CURRICULUM OVERVIEW

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.

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 one five-day summer session each year.

### M.A. PROGRAM

#### First Year

- Fall** Greek & Roman Mythology I – MS 505, 2 Units  
Hindu Traditions – MS 503, 2 Units  
Dreams, Visions, Myths – MS 521, 2 Units
- Winter** Joseph Campbell Reads James Joyce: Mythopoesis in Motion – MS 516, 2 Units  
Ritual and the Embodied Mythic Imagination – MS 603, 2 Units  
Approaches to the Study of Myth – MS 620, 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  
Mythic Motifs in Cinema – MS 626, 3 Units

#### Second Year

- Fall** Native Mythologies of the Americas – MS 522, 2 Units  
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** Alchemy and the Hermetic Tradition – MS 616, 2 Units  
Buddhist Traditions – MS 605, 2 Units  
Archetypal Psychology in the Age of Neuroscience – MS 611, 3 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

### PH.D. PROGRAM

#### Third Year

- Fall** Methods and Contemporary Issues in Religious Studies – 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  
Evolving God-Images and Postmodernity – 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, based upon evolving academic needs.

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

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

## COURSE DESCRIPTIONS

### 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 examines the primary Indian mythic complex embodied within Vaishnava, Shaiva, and Shakta traditions. Special attention is given to prominent myths and symbols, epic literature and other primary texts, as well as influential philosophies and practices such as Yoga, Sankhya, Vedanta, and Tantra. Depth psychological interpretations of key thematic issues and spiritual practices are also 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 and the Embodied Mythic Imagination

##### 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.

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

## COURSE DESCRIPTIONS

### **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 contemplative practices are examined from philosophical, feminist, and depth psychological perspectives.

### **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.

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

## COURSE DESCRIPTIONS

### **Joseph Campbell Reads James Joyce: Mythopoesis in Motion**

**MS 516, 2 units**

This course explores selections from James Joyce's short stories and novels primarily through the mythic templates of Joseph Campbell's interpretation of Joyce's poetics in his book on the art of James Joyce as well as his Skeleton Key to Finnegans Wake. In this conjunction of myth and poetry we will forge a new understanding of "mythopoesis" through what Joyce called "the monomyth."

### **Folk and Fairy Tales**

**MS 602, 2 units**

This course studies the origins, structure, and interpretations of folk and fairy tales with a focus on the archetypal mythological symbolism of the stories. In addition, the course will explore the re-visioning of fairy tales in the folk ballad tradition, fairy tale illustrations, and postmodern literature. Finally, the course analyses and critiques the various theories of interpretation of folktales.

### **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**

This course explores the changing faces of the mythologies associated with the underworld, in representative Ancient,

Classical, Medieval, Romantic, Victorian, and Modern texts. What was the primary focus of the myth in each of these periods? How does it reflect the changing spiritual, psychological, intellectual, and social issues of these periods? The course emphasizes the syncretic aspect of the mythologies of the underworld, which typically bring together motifs from a wide range of artistic, literary, and spiritual traditions.

### **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

### **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 in the Age of Neuroscience**

**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.

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

## COURSE DESCRIPTIONS

### **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, 3 units**

A myth, like a movie script, is a story that is false outside (not a true story) and true inside (like a symbol). The power of film to provoke emotions comes from the archetypal core of all conflicts that define human nature. Each generation of artists re-interprets the eternal stories to evoke the ever-changing cultural context. Using a mythological approach, the instructor presents selected portions of films to isolate the universal archetypal pattern at play. It also offers an explanation for mistakes and failures to evoke an emotional response from the audience.

### **Evolving God-Images and Postmodernity**

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

Nietzsche's announcement of the "death of God" still ripples through the Western psyche. Against the backdrop of individual and cultural dependence on a fundamental mythos, this course examines God-images in the context of secularization, religious pluralism, and postmodern network culture. Attention is also given to Jung's recovery of soul, the retrieval of the divine feminine, and other emergent forms of postmodern spirituality. Self-inquiry is conjoined with

critical reflection on the relationships between religion, culture, and the psyche. 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**

An exploration of philosophical, artistic, literary, musical, and psychological approaches to myth, from Antiquity to Modernism. The course will introduce the student to the major schools of the interpretation of myth, with a focus on key figures in the field. In addition to theoretical approaches to myth, the course will explore responses to myth in major works of film, painting, literature, and music. Finally, the course will track changing approaches to certain key myths as they reflect the theoretical and artistic preoccupations of different periods (Classical, Renaissance, Romantic, and Modernist).

### **Methods and Contemporary Issues in Religious Studies**

#### **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

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

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## REQUIREMENTS AND EXAMINATIONS

### DEGREE REQUIREMENTS FOR GRADUATION

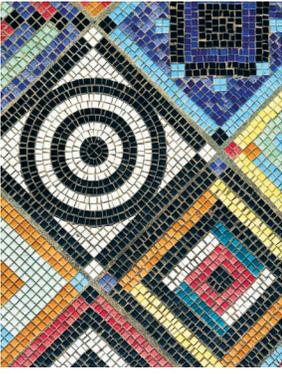
1. Students must complete 82 quarter units to fulfill the unit requirement for graduation.
2. A minimum grade of “C” is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must attend at least two-thirds of each course.
4. Students must successfully 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.



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

## WITH EMPHASIS IN DEPTH PSYCHOLOGY

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

In today's rapidly changing world, we are constantly called to yield to a new creative movement—as Joseph Campbell writes—to recreate all fields and invent new forms, structures, designs, and products that address the needs of our era. Campbell says, “we are participating in one of the very greatest leaps of the human spirit,” fueled by the creative impulses manifested by new sciences, technology, the arts, and humanities, and democratized by the internet. Never before has it been so easy to share in the creative process and products of humanity. The wisdom traditions of the humanities and depth psychology influence the arts and digital media, informing and enriching the creative life. In fact, the world itself has its own creativity, manifested in the archetypes of the collective unconscious, whose symbols, images, metaphors, and movements are all the prima materia for this creative movement.

This M.A. program's approach is broad, highly interdisciplinary, and satisfying for those who seek to combine intellectual exploration with creativity. Honoring Pacifica's mission to tend soul in and of the world, the program merges art-making and soul-making, supporting students in tending to their souls by tending to their creative lives. Intellectual rigor is uniquely combined with creative expression, encouraging dialogue among students and faculty with a focus on expanding individual and collective potential to contribute to the humanities. The program is designed for those who seek to live and work more creatively, or foster creativity in themselves and others—including anyone 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; or professionals in fields such as architecture, interior design, fashion, and the film, television, and music industries.

The program culminates in the completion of a creative project or portfolio.

### STUDENTS IN THE M.A. IN ENGAGED HUMANITIES PROGRAM:

Discover strategies for tapping into the deep well of the collective unconscious as a source of creativity.

Study how people working in any creative capacity inspire and influence each other.

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.

Complete two substantial creative projects and reflect upon their creative process.

Receive a degree that expands their vocational options and opens up new career possibilities.

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

## CURRICULUM OVERVIEW

### A BLENDED ONLINE/LOW-RESIDENCY PROGRAM

This hybrid 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, Friday, Saturday, and Sunday) in a retreat-style 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 otherwise might not be able to fulfill their educational calling.

The M.A. program in Engaged Humanities and the Creative Life 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.

#### 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 Units  
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

The curriculum may vary based upon evolving academic needs.

#### 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, 3 Units  
Technology and the Psyche – HMC 250, 3 Units  
Creativity, Vocation and Alchemical Work – 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 course may replace any of the above.

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

## COURSE DESCRIPTIONS

### **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.

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

## COURSE DESCRIPTIONS

### **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.

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

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## COURSE DESCRIPTIONS

### **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 Purpose 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.

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

## COURSE DESCRIPTIONS AND GRADUATION REQUIREMENTS

### **Creativity, Vocation, and Alchemical Work.**

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

Given the rapid technological and cultural changes of the 21st century, a program that prepares students for the creativity of soul needs a space to develop ideas, theories and practices of vocation. To what are we “called” in our deepest selves? What is evoked within us that guides us to a life’s work; the work of a life that is both an inner direction and an outer calling? Alchemy has long been regarded as the art of psychic, artistic, spiritual and social transformation. Creativity, Vocation and Alchemical Work explores alchemy as a way to orient students to the depths of their life work. The course will combine the study of alchemy as practical transformation, with an imaginal knowing that opens a way into vocation, calling, and creativity applied to “work” in its economic, social, cultural and spiritual dimensions. While the first half of this course will use the lens of alchemy, the second will enable transformative practice of creativity within practical applications, such as finding fresh ways to provide transformational creative work; developing outreach through the web; working new media in alchemical practice and applying depth psychological processes to existing employment and vocational models. Above all, the course seeks to re-configure vocation towards depth and meaning in the context of the alchemical transformation of psyche in the world.

### **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 varies and 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. (both online and residential)

# Administration and Staff

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## EXECUTIVE ADMINISTRATION

Chancellor and Founding President .....	Stephen Aizenstat, Ph.D.
Provost.....	Joseph Cambray, Ph.D.
Vice Provost.....	Patricia Katsky, Ph.D.
Vice President of Business Services and Chief Financial Officer .....	David Henkel, M.B.A.
General Counsel .....	Franklyn Michaelson

## BOARD OF TRUSTEES

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.

### **Thyonne Gordon, Ph.D., Chair**

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.

### **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.

### **Ernest E. Zomalt, Ph.D., Trustee**

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.

### **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 and Environmental Studies (FARES) and is delighted to have recently joined the Pacifica Graduate Institute Board of Trustees in 2014.

# Administration and Staff

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## BOARD OF TRUSTEES

### **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.

# Administration and Staff

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## PROGRAM CHAIRS

### Counseling Psychology

**Willow Young, M.A., L.M.F.T.** serves as Core Faculty and Chair of the Counseling Psychology Program. Ms. Young served as Director of Clinical Training from 2005-2011 and teaches Analytical Psychology, Clinical Practice, Cross Cultural Mores and Values, and Crisis Intervention. She has taught at the graduate level for 19 years and received the Distinguished Service Award in 2008 and the Star Service Award in 2014. She is a Licensed Marriage and Family Therapist, Certified Jungian Analyst, and served as CAMFT Certified Supervisor from 2004-2009, supervising interns at New Beginnings Counseling Center, Counseling West, and in her private practice. In her work with students, she integrates her training in archetypal and cultural studies with solid theoretical and clinical skills of Marriage and Family Therapy and Professional Counseling. She values the presence of Psyche in our lives and engages the multifaceted expressions of psyche, listening deeply to that which wants to come into relationship. In her private practice, she works with a Depth Psychological approach to individual and family needs. Her research interests include Jungian theory and practice, systemic processes in families, organizational leadership and education; alchemical symbolism, and individuation; and native healing practices. Ms. Young is a Clinical Fellow of the American Association for Marriage and Family Therapy, Clinical Member of the California Association of Marriage and Family Therapists, Santa Barbara Chapter of CAMFT, American Association of University Professors, Jung Study Center of Southern California, and an Analytic Member of the International Association for Analytical Psychology.

### Clinical Psychology

**Oksana Yakushko, Ph.D.** serves as Core Faculty and Chair of the Clinical Psychology Program. Dr. Yakushko's training and interests span depth psychology, women and gender studies, and psychology. Her clinical and research interests focus on immigration, human trafficking, diversity, and gender issues. In addition, she has written on indigenous healing practices, women's spirituality, multicultural counseling approaches, and qualitative cross-cultural research methods. Dr. Yakushko has published over 50 peer reviewed articles, book chapters, and book reviews. She has received several awards for her scholarly work and activism including an APA Presidential Citations (2008), (2011) and the Oliva Espin Social Justice Award (2008). In addition to her scholarly work, she has been active in the American Psychological Association and local initiatives focused on health and spirituality. Her goal as Chair is to nurture both the students and the clinical programs toward a soulful engagement with issues of today's world, inside and outside the classroom.

### Depth Psychology

**Mary Watkins, Ph.D.** serves as Core Faculty and Chair of the Depth Psychology Program. Dr. Watkins has taught at Pacifica since 1995 and has chaired the Counseling Psychology Program, the Depth Psychology Program, and co-chaired the Community Psychology, Liberation Psychology, and Ecopsychology specialization. She was one of the early members of the archetypal psychology movement, and is currently a voice for the re-orientation of psychology to liberatory ends. She created and tends Pacifica's approach to community and ecological fieldwork and research. Among her books, she is the co-author (with Helene Shulman) of *Toward Psychologies of Liberation* and (with Edward Casey) of *Up Against the Wall: Re-Imagining the U.S.-Mexico Border*.

# Administration and Staff

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## PROGRAM CHAIRS

### Somatic Studies Specialization

**Caylin Huttar, Ph.D., L.Ac.**, serves as Core Faculty and Chair of the Somatic Studies specialization. Dr. Huttar received her doctorate in depth psychology from Pacifica Graduate Institute and holds a master's degree in acupuncture from the Northwest Institute for Acupuncture and Oriental Medicine. Dr. Huttar has been deeply immersed in Eastern healing and spiritual traditions, as both a practicing acupuncturist, Chinese herbalist and ordained Buddhist dharma teacher within the Tibetan Nyingma tradition. She has worked extensively on developing compassionate practices with chronic illness, terminal illness, death and dying, and has conducted fieldwork and research in female circumcision in Kenya, and brain and spinal injuries in the neurological ward at the Shanghai Children's Home, an orphanage in China. For the past decade Dr. Huttar has been integrating the depth psychological perspective with her Chinese medicine and Buddhist meditation practices and finds them to be equally supportive and transformative disciplines that hold a deep understanding of the interdependent reality of the bodymind dynamic. She remains active with the Dharmata Teacher's Council under the guidance of her teacher Tibetan Lama Anam Thubten.

### Jungian and Archetypal Studies Specialization

**Keiron Le Grice, Ph.D.**, serves as Core Faculty and Chair of the Jungian and Archetypal Studies specialization. He is the author of three books, including *The Archetypal Cosmos: Rediscovering the Gods in Myth, Science and Astrology* (Floris Books, 2010) and *The Rebirth of the Hero: Mythology as a Guide to Spiritual Transformation* (Muswell Hill Press, 2013), and is founding editor of *Archai: The Journal of Archetypal Cosmology*. Dr. Le Grice was educated at the University of Leeds, England (B.A. honors Philosophy and Psychology) and the California Institute of Integral Studies (CIIS) in San Francisco (M.A. and Ph.D. Philosophy and Religion). He serves as commissioning editor for Muswell Hill Press in London, and has also taught in the Philosophy, Cosmology, and Consciousness program at CIIS.

### Community Psychology, Liberation Psychology, and Ecopsychology Specialization

**Nuria Ciofalo, Ph.D.**, serves as Core Faculty and co-Chair of the Community Psychology, Liberation Psychology, and Ecopsychology specialization. Born in Mexico, she gained her B.A. and first M.A. in Germany where she specialized in psychoanalytic theories, particularly Jung and Adler, and, her latter M.A. and Ph.D. in a community focused psychology program at University of Hawaii. From 1982-1987, she was a professor of psychology and chair of the Psychology Department at University of Xochicalco (Mexico). Since her doctorate in 1996, she has worked in a wide variety of research situations in the U.S. and Mexico, training others to do research and managing and evaluating large-scale research projects. She has been a Senior Evaluation Analyst at The California Endowment. Recent publications include: *Cultural-religious empowerment, popular power, and contra power: A demand for Indigenous Rights* (2014); *Revista de Psicología Social Comunitaria*

**Susan James, Ph.D.**, serves as Core Faculty and co-Chair of the Community Psychology, Liberation Psychology, and Ecopsychology specialization, and is a community psychologist and digital media producer. Dr. James' work focuses on understanding cultural ecologies and disseminating social science research findings using visual design solutions and film, a practice she pioneered over a decade ago. Dr. James established innovative action research agendas and directed large-scale projects while holding senior positions at New York University, University of Chicago, and the National Center on Addiction and Substance Abuse (CASA) at Columbia University. Her own research focuses on structural violence as a determinant of well-being, and is published in *American Journal of Community Psychology and Violence Against Women*. She created Research Imaging Productions, a research and design consultancy that conducts social research and produces digital communications products for the nonprofit sector. She earned a B.A. from Sarah Lawrence College and a Ph.D. from New York University. Dr. James has been a guest member of the psychology faculty at Sarah Lawrence College, and a faculty member in the department of Africology at University of Wisconsin-Milwaukee.

# Administration and Staff

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## PROGRAM CHAIRS

### Depth Psychotherapy Specialization

**Elizabeth Eowyn Nelson, PhD** serves as Core Faculty and Chair of the Psychotherapy specialization and has been teaching in Depth Psychotherapy since its inception in 2006, acting as Research Coordinator during that time. She is Dissertation Policy Director at Pacifica, where her expertise in scholarly writing and research is the foundation for a broad range of courses she offers in research process, methodology, and dissertation development. She also teaches courses in embodied dream work, imagery, and cultural studies, blending her professional experience as a consultant in high technology with an interest in the Gothic to formulate a course on digital life and the cyborg. Dr. Nelson's own research interests include personal and cultural expressions of the shadow, gender, and power, with a particular fascination with how we construct, encounter, and understand evil and the monstrous. She is the author of two books, *The Art of Inquiry: A Depth Psychological Perspective* (Spring Publications, 2005, coauthored with Joseph Coppin) and *Psyche's Knife: Archetypal Explorations of Love and Power* (Chiron, 2012). A professional writer and editor for nearly 30 years, she coaches aspiring authors across a variety of genres and styles and has helped doctoral graduates transform their dissertations into mainstream books.

### Mythological Studies

**Evans Lansing Smith, Ph.D.** serves as Core Faculty and Chair of the Mythological Studies program. Dr. Smith has degrees from Williams College, Antioch International, and The Claremont Graduate School. He is the author of ten 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.

### Engaged Humanities

**Susan Rowland, Ph.D.**, serves as Core Faculty and Chair of the Engaged Humanities and the Creative Life program. Dr. Rowland 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 books 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 and goddesses.

# Administration and Staff

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## ACADEMIC STAFF

### PH.D. PROGRAM IN CLINICAL PSYCHOLOGY

Chair .....	Oksana Yakushko, Ph.D.
Program Administrator.....	Nick Sabatino
Director of Clinical Training.....	Juliet Rohde-Brown, Ph.D.
Director of Research .....	Michael Sipiora, Ph.D.
Clinical Training Coordinator .....	Bridget Carlson
Student Affairs and Accreditation Coordinator .....	Susan Evergreen Hericks, Ph.D.

### 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.
Director of Research .....	Jemma Elliott, M.A., L.M.F.T.; L. P. C. C.
Program Coordinator of Admissions to Program.....	Allen Koehn, Div. Min., L.M.F.T.
Program Coordinator of Program Assessment .....	Tina Panteleakos, 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 Coordinator of Faculty/Student Liaison .....	Kathee Miller, M.A., L.M.F.T.
Program Coordinator of MFT Consortium Grants.....	Angela Mohan, M.A., L.M.F.T.
Administrative Coordinator .....	Linda Price
Program Administrators .....	Joanne Hayden, M.A., Sybille Wesner-Salperio, M.S.
Student Affairs Coordinator .....	Oralia Limon, B.S.
Supervised Practicum Coordinators .....	Cassy Marcum, M.A., Cynthia Fredericksen, M.A., L.M.F.T.i.

### M.A./PH.D. PROGRAM IN DEPTH PSYCHOLOGY

Chair.....	Mary Watkins, 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.

# Administration and Staff

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## ACADEMIC STAFF

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, Ph.D.
Specialization Co-Chairs, Community Psychology, Liberation Psychology, and Ecopsychology.....	Nuria Ciofalo Ph.D., Susan James, Ph.D.
Program Administrator (Lead).....	Nina Falls
Community and Ecological Fieldwork and Research Coordinator .....	Mary Watkins, Ph.D.
Research Coordinator .....	Susan James

### PH.D. PROGRAM IN DEPTH PSYCHOLOGY WITH EMPHASIS IN PSYCHOTHERAPY

Specialization Chair.....	Elizabeth Nelson, Ph.D.
Program Administrator.....	Nina Falls.
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 .....	Laura Grillo, 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

# Faculty

## 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:** *Dream Tending; 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 and 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 Professor Emeritus

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 Cambrey

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).

# Faculty

## CORE AND ADJUNCT FACULTY

### 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

# Faculty

## CORE AND ADJUNCT FACULTY

### 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.

### 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

### Sukey Fontelieu

Ph.D., Psychoanalytic Studies, University of Essex

**AREAS OF EMPHASIS:** Jungian and Archetypal Theory; Mythological Studies; Clinical Issues

### 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

**Professor Emeritus**

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

# Faculty

## CORE AND ADJUNCT FACULTY

### 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*

### JC. 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

### Rae Johnson

Ph.D., Holistic and Aesthetic Education, University of Toronto

### 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

# Faculty

## CORE AND ADJUNCT FACULTY

### 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

# Faculty

## CORE AND ADJUNCT FACULTY

### 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

# Faculty

## CORE AND ADJUNCT FACULTY

### 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 Yoruba 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, Diplomate of Jungian Analysis, Center for Depth Psychology according to Carl Jung and Marie-Louise von Franz, Zurich, Switzerland, Licensed Marriage and Family Therapist

### Juliet Rohde-Brown

Ph.D., Clinical Psychology, Fielding Graduate University

### Robert Romanyshyn

#### Professor Emeritus

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)

# Faculty

## CORE AND ADJUNCT FACULTY

### 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 Mytho-poiesis; 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

# Faculty

## CORE AND ADJUNCT FACULTY

### 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.

# Faculty

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## CORE AND ADJUNCT FACULTY

### **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

# Faculty

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## 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)*

# Admissions Requirements and Procedures

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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, Psychotherapy Specialization**

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 experience 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.

# Admissions Requirements and Procedures

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## **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

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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 may 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 1st 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 2015-2016 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 \$250 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 external program coursework or a maximum of ten (10) units for any internal Pacifica program coursework 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.

Master's level courses may be used to transfer credits in the M.A. programs. 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.

## 2015–2016 Tuition and Fees

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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 \$250 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 non-refundable.

### TUITION

M.A./Ph.D. Mythological Studies.....	\$28,100
M.A./Ph.D. Depth Psychology, Jungian and Archetypal Studies specialization .....	\$28,100
M.A./Ph.D. Depth Psychology, Community Psychology, Liberation Psychology and Ecopsychology specialization .....	\$28,100
M.A./Ph.D. Depth Psychology, Somatic Studies specialization .....	\$28,100
Ph.D. Depth Psychology, Psychotherapy specialization .....	\$28,100
M.A. Engaged Humanities & Creative Life.....	\$19,600
M.A. Counseling Psychology, 1st and 2nd Year Only .....	\$23,200
M.A. Counseling Psychology, 3rd Year Only .....	\$12,374
Psy.D. Clinical Psychology.....	\$27,300
Ph.D. Clinical Psychology .....	\$28,100

**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 1/9th 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.

# 2015–2016 Tuition and Fees

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## 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 .....	\$250

**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.....	\$6,010
M.A./Ph.D. Depth Psychology, Jungian and Archetypal Studies specialization .....	\$3,124
M.A./Ph.D. Depth Psychology, Community Psychology, Liberation Psychology and Ecopsychology specialization .....	\$5,004
M.A./Ph.D. Depth Psychology, Somatic Studies specialization .....	*\$5,004/\$6,010
Ph.D. Depth Psychology, Psychotherapy specialization .....	\$6,010
M.A. Engaged Humanities & Creative Life.....	\$3,124
M.A. Counseling Psychology.....	\$6,460
Psy.D. Clinical Psychology.....	\$6,930
Ph.D. Clinical Psychology .....	\$8,366

# 2015–2016 Tuition and Fees

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**NON-RESIDENTIAL FEE:**

M.A./Ph.D. Mythological Studies.....	\$3,392
M.A./Ph.D. Depth Psychology, Jungian and Archetypal Studies specialization .....	\$1,696
M.A./Ph.D. Depth Psychology, Community Psychology, Liberation Psychology and Ecopsychology specialization .....	\$2,862
M.A./Ph.D. Depth Psychology, Somatic Studies specialization .....	*\$2,862, \$3,392 (3rd yr)
Ph.D. Depth Psychology, Psychotherapy specialization .....	\$3,392
M.A. Engaged Humanities & Creative Life.....	\$1,696
M.A. Counseling Psychology.....	\$3,604
Psy.D. Clinical Psychology.....	\$3,744
Ph.D. Clinical Psychology .....	\$4,472

\*1st/2nd 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. 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**

**SUMMER QUARTER POLICY**

On or before the first day of class			
of the quarter .....	100%	Day 22 to day 28* .....	50%
OR, 7th Day After Enrollment Date.....	100%	Day 29 to day 35* .....	40%
Day 2 to day 7*.....	80%	Day 36 to day 42* .....	30%
Day 8 to day 14* .....	70%	After day 42 .....	0%
Day 15 to day 21* .....	60%		

\*Unless 7 days or fewer after the Enrollment Agreement is signed.

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.

The purpose of financial aid is to provide financial assistance to students enrolled at least half time in an eligible program at

# Financial Aid

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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>

## 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) 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 15 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 instead of the FAFSA, complete the International Student Addendum form (page 2 of the application) along with the application and essay.

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 instead of the FAFSA, complete the International Student Addendum form (page 2 of the application) along with the application and essay.

# Financial Aid

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## Education Assistance

Offered to all new and returning students based on extreme financial hardship and strong academic excellence. Awarded annually beginning in the Fall of each academic year. The award is \$1,000 to be equally divided between four quarters. This scholarship is not renewable, and students must apply each academic year.

## 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 M.A. Counseling Program based on extreme financial hardship and strong academic excellence.

## Global Innovators Scholarship

The Global Innovators Scholarship Fund is for M.A. Engaged Humanities/Creative Life or the M.A./Ph.D. Jungian Archetypal specialization. The scholarship program awards up to \$15,000 each year with an average range of \$2,000-\$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable, provided recipients meet the required 3.5 cumulative grade point average.

## Herman Warsh Scholarship Program

Offered to newly admitted students entering the M.A./Ph.D. Community, Liberation, and Ecopsychology specialization. The scholarship program awards up to \$15,000 each year with an average range of \$2,000-\$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable, provided recipients meet the required 3.5 cumulative grade point average.

## Joseph Campbell Scholarship Program

Offered to newly admitted students entering into the M.A./Ph.D. Mythological Studies Program. The scholarship program awards up to \$15,000 each year with an average range of \$2,000-\$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable, provided recipients meet the required 3.5 cumulative grade point average.

## Marion Woodman Scholarship

Offered to newly admitted students entering into the M.A./Ph.D. Somatic Studies specialization. The scholarship program awards up to \$15,000 each year with an average range of \$2,000-\$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable, provided recipients meet the required 3.5 cumulative grade point average.

## Post 9/11 GI Bill Yellow Ribbon Scholarship

Up to six Yellow Ribbon Scholarships are offered each year on a first-come, first-serve basis to qualifying Veterans under the Post 9/11 GI Bill. Students in the M.A. Counseling program will qualify for up to \$6,500 per year; M.A. Engaged Humanities students will qualify for up to \$5,400; and those enrolled in the doctoral programs will qualify for up to \$7,800 per year.

## Segal AmeriCorps Matching Scholarship

Offered to qualified AmeriCorps Alumni enrolled in one of Pacifica's master 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. A total of five new scholarships will be available on a first-come, first-serve basis.

# Financial Aid

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## **CLE specialization Matching Grant**

Offered to newly admitted students in the M.A./Ph.D. Community, Liberation, and Ecopsychology (CLE) specialization. Pacifica will match (through tuition grant) up to \$12,500 per year, offered by an incoming student's employer, non-profit organization, sponsoring member of the community, or foundation. The number and amount of individual awards is contingent upon the number of eligible applications received. Applicants should have experience in and commitment to working in community based settings or on environmental or cultural issues. The matching funds awarded will be renewable throughout a student's course of study in conjunction with their sponsoring source.

## **Peace Corps Paul D. Coverdell Fellows Program**

Offered to qualified returned Peace Corps volunteers newly admitted in the M.A./Ph.D. Community, Liberation, and Ecopsychology specialization. The Fellow benefits include application fee waiver; \$10,000 tuition waiver per year for the three years of on-campus coursework; five units of credit for fieldwork (DPC 783), if service in the Peace Corps has been in the last four years. Accepted Coverdell students will not need to pay for these five units.

*Students are encouraged to apply for all applicable scholarships. However, scholarships cannot be combined with other Pacifica Graduate Institute Scholarships. Only one scholarship per student can be awarded.*

## **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 Types of Financial Aid, Outside Scholarships.

## **International Student Resources**

We encourage students to apply for the Pacifica Graduate Institute Scholarships. Please refer to the Scholarship section for more information or visit our website [www.pacifica.edu](http://www.pacifica.edu) under Financial Aid, click International Student Resources.

## **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)**

For questions regarding 1098T forms, please contact Pacifica Graduate Institute's Student Accounts Office at (805) 969-3626 ext.188 or [mhaney@pacifica.edu](mailto:mhaney@pacifica.edu).

## **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 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. For information regarding Vocational Rehabilitation benefits please visit [www.disability.gov](http://www.disability.gov).

# Financial Aid

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## Student Employment

Pacifica has been approved to participate in the federally sponsored Work-Study program. For more information please contact the Financial Aid Office.

## 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 on Direct Stafford loans for 2015-2016 FAFSA will be released during the summer. All new Direct Stafford loans offer a six month post-enrollment grace period. All new Direct Stafford Loans are subject to 1.073% origination fee for loans first disbursed on or after 10/1/2014 and before 10/1/2015 which is deducted from each quarterly disbursement.

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

Direct Unsubsidized Stafford Loans are 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

Direct Graduate PLUS Loans are 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 4.292% origination fee for loans with first disbursement on or after 10/1/2014 and before 10/1/2015. 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 on Direct Grad PLUS loans for the 2015-2016 FAFSA will be released during the summer. Interest begins to accrue as the funds are disbursed each quarter. Repayment begins 60 days after the last disbursement for that loan period.

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## 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. 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

Private Alternative Loans are non-federal loan programs that require at least half-time enrollment (minimum of 3 units at Pacifica), a good credit history, 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. 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 obtain 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 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 to the Student Accounts Office

## Financial Aid Refunds

Excess financial aid funds 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 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. For questions regarding direct deposit and/or refund process please contact the Student Accounts Office.

## 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

# Financial Aid

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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 summer grades are posted each year (in August or September depending on the summer track end dates). For PsyD Clinical Psychology program the FSAP annual evaluation will occur after spring grades are posted each year.

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. Review the Appeal Process section for further details.

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

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## 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 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 will be re-instated.

## 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.

## 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 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 including 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, including sexual violence 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.

# Financial Aid

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## 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 plus any interest that accrues, 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.
- You must use your federal student loan for educational expenses only.

## 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/graduate-degree-programs-in-depth-psychology>

For program specific gainful employment information, please visit our website at-

### **MA Counseling Psychology:**

[pacifica.edu/counseling-psychology-gainful-employment](http://pacifica.edu/counseling-psychology-gainful-employment)

### **MA Engaged Humanities and the Creative Life:**

[pacifica.edu/humanities-gainful-employment](http://pacifica.edu/humanities-gainful-employment)

### **MA/PhD in Depth Psychology with Emphasis in Somatic Studies:**

[pacifica.edu/depth-gainful-employment](http://pacifica.edu/depth-gainful-employment)

### **MA/PhD in Depth Psychology with Emphasis in Jungian and Archetypal Studies:**

[pacifica.edu/depth-gainful-employment](http://pacifica.edu/depth-gainful-employment)

### **MA/PhD in Depth Psychology with Emphasis in Community Psychology, Liberation Psychology and Ecopsychology:**

[pacifica.edu/depth-gainful-employment](http://pacifica.edu/depth-gainful-employment)

### **MA/PhD Mythological Studies:**

[pacifica.edu/myth-gainful-employment](http://pacifica.edu/myth-gainful-employment)

### **PhD and PsyD Clinical Psychology:**

[pacifica.edu/clinical-psychology-gainful-employment](http://pacifica.edu/clinical-psychology-gainful-employment)

### **PhD in Depth Psychology with Emphasis in**

**Psychotherapy:** [pacifica.edu/depth-gainful-employment](http://pacifica.edu/depth-gainful-employment)

For specific Consumer Information, please visit our website at- <http://www.pacifica.edu/about-pacifica/financial-aid-consumer-disclosures>

# Administrative Information

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## 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

## BPPE 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.

# Administrative Information

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## **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.

# Visiting and Applying to Pacifica Graduate Institute

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## 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 enrollment may be submitted at any time. Notification letters will be mailed upon completion of the in-person interview. 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 at Ladera Lane campus 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.