

PACIFICA  
GRADUATE INSTITUTE

2017-2018

# Course Catalog

September 1, 2017-August 31, 2018



Masters and Doctoral Programs  
in the Tradition of Depth Psychology

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# Pacifica Graduate Institute

**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 hybrid, low-residency degree programs.

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

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

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

***The Catalog is updated annually. Annual updates may be made by the use of supplements or inserts accompanying the catalog. The information included in this catalog is as accurate as possible at the time of publication; however, the Institute reserves the right to make changes during the life of this catalog.***

**The mission of Pacifica Graduate Institute** is to foster creative learning and research in the fields of psychology and mythological studies, framed in the traditions of depth psychology. By creating an educational environment with a spirit of free and open inquiry, consistent with the recognized values of academic freedom, Pacifica is dedicated to cultivating and harvesting the gifts of the human imagination. So that these insights may influence the personal, cultural, and planetary concerns of our era, this dedication is contained in the motto: *animae mundi calendae gratia*- for the sake of tending soul in and of the world.

**Origins & Orientation** Pacifica traces many of its central ideas to the heritage of ancient story tellers, dramatists, and philosophers from all lands who recorded the workings of the imagination. The legacies of these early men and women have evolved in multiple cultural contexts including the systematic explorations of the unconscious by Freud, Jung, and other theorists of the psychologies of this century.

The concepts of depth psychology results from this long development and are at the core of Pacifica's orientation. These ideas- such as the importance of symbol and metaphor in personal and cultural imagery or the recognition of the dynamic interplay between the natural world and the world of the human psyche- are articulated in all of the Institute's programs. Pacifica students and faculty contribute further to this rich body of knowledge through the intricacies of the human imagination.

Extending the concepts of psychology and mythological studies beyond the personal, beyond the consulting room, and beyond the classroom, we see psychological life as an evolutionary development within nature, alive in all the phenomena and systems of our world. In studying and working with these multidimensional exchanges, we facilitate contributions to the contemporary concerns of our world through dialogues between the psyche of the individual, the mythologies of the culture, the collective human imagination, and the living planet.

# Masters in Counseling Psychology

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

This dynamic program 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 **Masters in Counseling Psychology program** has offered distinctive, 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 program emphasizes both theoretical understanding and experiential training in clinical skills. Pacifica students have outstanding pass rates of 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, Humanities, and Depth Traditions.**

Research studies prepare students to explore and contribute to the continuing development of scholarship within the marriage and family therapy, professional clinical counseling, and depth psychological tradition. This underlying emphasis invites a curiosity about the psyche and encourages respect for the diversity of life and human experience. Supervised practicum traineeship provides students the opportunity to apply clinical counseling techniques in a clinical setting. Students continue to learn multi-theoretical perspectives and supervisory styles while working with individuals, couples, families, and groups. 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 in the Masters 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 referrals and collaborative treatment team consultations.
- 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 while working with 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 professional clinical counseling.
- Students will identify and integrate systemic depth psychological perspectives of human interaction and demonstrate competence in the field of marriage and family therapy and professional clinical counseling.
- Demonstrate an evolving capacity to self-assess and articulate one's own strengths.

### **Program Mission**

The Masters in Counseling Psychology Program with an Emphasis in Marriage and 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 and family therapy and professional clinical counseling.
- To prepare and graduate students skilled in the art, science, practice, and profession of marriage and family therapy and professional clinical counseling.
- To prepare students for the practice of marriage and family therapy and professional clinical counseling through theoretical understanding, experiential training, and a one and half year supervised practicum/traineeship experience.
- To prepare students to be informed researchers and creators of scholarly work as it relates to the practice of marriage and family therapy and professional 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.
- Faculty will demonstrate awareness, knowledge, and engagement with the practice of marriage and family therapy and professional clinical counseling.
- Faculty will engage in activities that reflect at least two out of the six core values (Logos, Eros, Consciousness, Integrity, Stewardship, and Service) 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.

- 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 professional clinical counseling.
- Students will demonstrate knowledge of and respect for diversity.
- Students will learn and apply research knowledge and skills in their scholarly work pertaining to marriage and family therapy, professional clinical counseling, and depth psychological perspectives.
- Students demonstrate knowledge of family systems theories and apply understanding to case conceptualization, assessment, and treatment in clinical practice.
- Students are knowledgeable and apply evidence based assessment procedures to client cases and demonstrate awareness of community mental health and diversity related considerations.
- Students will identify and integrate systemic depth psychological perspectives of human interaction and demonstrate competence in the field of marriage and family therapy and professional clinical counseling.

## **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**

#### **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 and Long Term Care – CP 526, 1 Unit

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

Depth Psychology Theory and 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 and Domestic Violence – CP 605, 1.5 Units

Depth Psychology Theory and 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 and the Law – CP 523, 3.5 Units

Research in Psychology – CP 620, .75 Unit

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

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

## **SECOND YEAR**

### **Fall**

Clinical Practice I – CP 610, 3 Units

Child Psychotherapy – CP 532, 1.5 Units

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

Community Mental Health Counseling I – CP 607 A, 3 Units

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

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

### **Winter**

Clinical Practice II – CP 611, 3 Units

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

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

Psychological Assessment I – CP 630 A, 2.5 Units

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

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

## **Spring**

Clinical Practice III – CP 612, 3 Units

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

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

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

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

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

## **Summer**

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

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

Psychological Assessment II – CP 630 B, 2 Units

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

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

Clinical Practice IV – CP 613, 1 Unit

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

## **THIRD YEAR**

### **Fall**

Cultural Psychology – CP 511, 2 Units

Career Development I – CP 608 A, .75 Unit

Psychopharmacology I – CP 670 A, 2 Units

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

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

Clinical Practice V – CP 614, 1 Unit

### **Winter**

Psychopharmacology II – CP 670 B, 2.5 Units

Career Development II – CP 608 B, 3.75 Units

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

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

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

Clinical Practice VI – CP 615, 1 Unit

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

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

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

#### **CP 501, 2.5 Units**

This course introduces students to the theory and practice of psychotherapy, marriage and family therapy, and professional clinical counseling and how 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 socioeconomics, age, gender, and other cultural matters that affect social position and social stress. Systemic dysfunction in marriages, couples, and families are evaluated to develop awareness of psychopathology in a relational context. In the spirit of Freud's drives and conflicts, and Jung's "the gods are in the diseases," suffering and the soul are explored in the tradition of depth psychology.

### **Family Systems 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.

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

#### **CP 607 A, 3 Units; CP 607 B, 1.5 Units**

These courses will explore how the depth psychological traditions enhance community mental health service delivery. Each course builds upon the previous one, and must be taken in sequential order. 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, .2 Unit; CP 666, .25 Unit; CP 667, .25 Unit; CP 668, .25 Unit**

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. Each course builds upon the previous one, and must be taken in sequential order. 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. Each course builds upon the previous one, and must be taken in sequential order.

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.

### **Psychological Assessment I, II**

#### **CP 630 A, 2.5 Units; CP 630 B, 2 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. Each course builds upon the previous one, and must be taken in sequential order. 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 660 A, 3 Units; CP 660 B, 1.5 Units**

Theories, skills, and techniques of bio-psycho-social therapy for substance abuse are studied in these courses. Each course builds upon the previous one, and must be taken in sequential order. 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.

## **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. Each course builds upon the previous one, and must be taken in sequential order. Special emphasis will be placed on theories of developmental stages related to group work, group leadership styles and approaches, pertinent research and literature, and evaluation of effectiveness. In class participation in an extensive group experience is designed to further the understanding of group interaction and strengthen facilitator skills.

## **Cultural Psychology**

### **CP 511, 2 Units**

Psychological experience, development, and pathology occur in a cultural context. This class examines cultural phenomena such as race, gender, age, sexual orientation, group affiliation, environment, socioeconomics, politics, violence, media, and education to illuminate how they affect the individual and the community. The intermingling of cultural and depth psychologies brings culture into the consulting room of counseling psychology and psyche to the world whereby individual souls are found to be interrelated and interdependent. Special emphasis is given to liberation psychology

and strategies for recovery from dependence, building individual and community resilience to crisis, multidisciplinary approaches to research and intervention that limit social barriers to mental health services and other resources, advocacy for diverse populations, fostering social justice, and develop greater awareness of mental health consequences which result from bias and oppression.

### **Career Development I, II**

#### **CP 608 A, .75 Unit; CP 608 B, 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. Each course builds upon the previous one, and must be taken in sequential order. 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 607 A, 2 Units; CP 607 B, 2.5 Units**

The basic principles of psychopharmacology are presented including the biology, and neurochemistry of behavior. Each course builds upon the previous one, and must be taken in sequential order. 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. Each course builds upon the previous one, and must be taken in sequential order. 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.

## **THEORY AND PRAXIS COURSES**

### **Counseling Skills: Process of Psychotherapy I, II, III**

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

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

### **Research in Psychology**

#### **CP 620, .75 Unit**

This course introduces students to the distinctive theory and practice of research in 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.

### **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) (5<sup>th</sup> 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. Each course in the Clinical Practice Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. 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.

## **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. Each course in the Clinical Practice Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. 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 professional 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 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.

## **Clinical Practice IV**

### **CP 613, 1 Unit**

In this online course, students continue to refine assessment, diagnostic, and treatment skills. Each course in the Clinical Practice Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. 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. Each course in the Clinical Practice Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. 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. Each course in the Clinical Practice

Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. The ethical standards and liability of private practice will be presented in manageable components and students will learn how to start and run a psychotherapy counseling office. Students will learn to respond to managed care, minimize risk, set fees, generate referrals, and advertise their practice in keeping with state licensing regulations. Additional vocational opportunities such as marketing practices through clinical presentations, workshops, print, web, and organizational resources will also be reviewed.

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

#### **CP 650 A, .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. Each course in the Research Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. 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. Prerequisite: CP 620

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

#### **CP 650 B, .45 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. Each course in the Research Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. 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.

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

#### **CP 650 C, .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. Each course in the Research Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. 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.

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

#### **CP 651 A, .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. Each course in the Research Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. Methods of analysis 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.

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

#### **CP 651 B, 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. Each course in the Research Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. 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.

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

### **CP 651 C, 1 Unit**

Each course in the Research Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. Successful completion of the course requires completion and submission of the thesis which is 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 and is published in ProQuest.

## **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.

### **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.

### **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 a minimum of 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 20 hours must be completed by first year summer.
7. Students must pass the Comprehensive Oral Examination and the Written Clinical Vignette Examination.

### **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.

## **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 program's Clinical Practicum Department 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.

## **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.

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 Masters in 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 and Family Therapy**

CP 609, 610, 611, 612, 613, 614, 615 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 630 A, B Psychological Assessment I, II

**Psychopathology**

CP 502 Psychopathology

**Research Methodology**

CP 620 Research in Psychology

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

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

**Theories of Marriage, Family 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 660 A, B Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions I, II

**Psychopharmacology**

CP 670 A, B Psychopharmacology I, 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 A, B Community Mental Health Counseling I, II

## **Preparation for California Professional Clinical Counselor Licensure**

The Masters in 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 608 A, B Career Development I, II

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

CP 630 A, B Psychological Assessment I, II

CP 530 Multicultural Counseling Theories and Techniques

CP 511 Cultural Psychology

CP 502 Psychopathology

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

CP 523 Professional Orientation, Ethics, and Law in Counseling

CP 525 Ethics and the Law: Child Abuse, Assessment, and Reporting

CP 670 A, B Psychopharmacology I, II

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

CP 607 A, B Community Mental Health Counseling I, II

CP 522 Advanced Theories and Techniques: Human Sexuality

CP 605 Family Systems and Domestic Violence

CP 565, 566, 567, 568 Professional Skills Development I: A, B, C, D

CP 665, 666, 667, 668 Professional Skills Development II: A, B, C, D

### **Advanced Coursework**

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

CP 601, 602 Marriage, Family, and Relationship Counseling I, 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, 610, 611, 612, 613, 614, 615 Clinical Practice I, II, III, IV, V, VI

# Doctoral Programs in Clinical Psychology

Pacifica Graduate Institute's Clinical Psychology Programs have been designed to engage students' intellectual and relational capacities in addition to inviting them toward a radically 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, physics (complexity therapy), cultural studies, and the arts.

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, as well as assessment, ethics, and research. These courses are taught by faculty who actively bridge and critique both prevailing as well as 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 is found in multiple cultural contexts and perspectives, and 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 a focus on recent scholars of relational psychoanalysis, archetypal psychology, phenomenology, social constructivism, post-colonial and feminist approaches, as well as 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

Inaugurated in 1987, Pacifica's Ph.D. Clinical Psychology Program is dedicated to educating scholar-practitioners who integrate theory, research and clinical practice within human science and depth psychology traditions. The curriculum is designed to facilitate licensure as a clinical psychologist, based on current educational requirements for psychologists in the State of California.

The Ph.D. in Clinical Psychology Program focuses on theoretical, cultural, and clinical traditions of depth psychology. Found in multiple cultural contexts and perspectives, including the groundbreaking explorations of 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 as well as engagement in scholarly inquiry.

Thus, 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, postcolonialism, ecological studies, Eastern thought, and contemplative practices and traditions.

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 neurosciences and neuropsychanalysis.

The commitment to a human science model of psychology—a viable alternative to conventional psychology's natural science approach—emphasizes human meaning as the fundamental component of psychological life. This focus on meaning, carried out by way of the program's qualitative research



orientation, yields an in-depth understanding of how things matter for people within their life situations. Acknowledging the cultural and historical character of meaning, human science psychology is deliberately affiliated with the humanities. Accordingly, our curriculum is infused with the study of mythology, history, religion, philosophy, and the arts.

By emphasizing the importance of scholarship in the education of psychologists, the program continues depth psychology's longstanding approach to clinical training. The clinical orientation that infuses our curriculum facilitates the engagement of theory and research in addressing individual, community, and global concerns.

Our goal is to prepare students to become constructively engaged in diverse clinical, academic, and community settings as researchers and clinicians who are grounded in deeply humane, theoretically sophisticated, and socially conscious approaches to clinical psychology. The engaging beauty of the campus, an intense residency format, and class cohort configuration lend themselves to an experience of scholarly and personal development keenly attuned to Pacifica's mission of "caring for soul in and of the world."

## **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 ASSESSMENT**

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

### **CLINICAL PRACTICE COURSES**

History and Systems of Psychology – CP 700, 2 Units  
Psychological Assessment I, II – CP 930, CP 931, 2 Units each  
Legal, Ethical, and Professional Practice – CP 832, 2 Units  
Advanced Psychopathology I – CP 730, 2 Units  
Biological Foundations of Human Behavior – CP 735, 2 Units  
Phenomenological Psychology: Theory and Practice – CL 917, 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 and Methodology I: Overview – CP 932, 2 Units  
Research Designs and 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 ASSESSMENT**

2<sup>nd</sup> Year Annual 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  
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  
Social Foundations of Human Behavior – CL 800, 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 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 ASSESSMENT**

3<sup>rd</sup> Year Annual 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 and Methodology IV: Advanced Qualitative Methods – CL 940, 2 Units

## **Capstone Projects and Program Requirements**

Comprehensive Exam 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 and dissertation writing.

## **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 their academic coursework.

### **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 as well as strategies toward becoming licensed as psychologists. Professional values, attitudes and behaviors are emphasized. 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 an overview of Pacifica's clinical psychology training program, the professional identity of a clinical psychologist, and the career path to licensure. Ethical, legal, and professional behavior and attitudes within the context of working with diverse clients and communities are emphasized. 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 multicultural competencies. A practicum application workshop will also be included in this seminar. Professional values, attitudes and behaviors within the context of working with diverse clients and communities are emphasized.

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. Professional values, attitudes and behaviors are emphasized. Ethical and legal standards in the field are specifically addressed.

Pass/No Pass

### **1<sup>st</sup> 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 as well as professional values, attitudes and behaviors 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. Professional values, attitudes and behaviors continue to be highlighted. 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. Communication and interpersonal skills are specifically highlighted and examined. 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. Communication and interpersonal skills are specifically highlighted and examined. Ethical and cultural aspects of clinical practice and supervision are emphasized.

*Prerequisite:* CL 758. Pass/No Pass

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

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

In this assessment, each student will be evaluated with focus on case formulation, conceptualization, academic and interpersonal functioning to assure readiness to perform in the advanced practicum. Professional values, attitudes and behaviors as well as communication and interpersonal skills are reviewed. Pass/No Pass *Prerequisite:* CL 758

### **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 practices. Professional values, attitudes and behaviors as well as relational skills continue to be highlighted.

*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. Professional values, attitudes and behaviors as well as relational skills continue to be highlighted. *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 interpretations, additional consideration of boundaries in psychotherapy, and issues related to the development of practice. Professional values, attitudes and behaviors as well as relational skills continue to be highlighted. *Prerequisite: CL 762. Pass/No Pass*

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

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

In this module, each student will have a written 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*

## **DEPTH PSYCHOLOGY AND CLINICAL PRACTICE 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. The Clinical Practice courses provide a broad foundation for the development of a generalist practitioner, with diverse training in multiple psychotherapeutic orientations, assessment, supervision, consultation, and evidence-based approaches.

### **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.

### **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.

### **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 course emphasizes the contributions of classic and contemporary Object Relations and interpersonal psychoanalytic scholars who helped delineate the dynamics and treatment of borderline, narcissistic, and psychotic conditions. In addition to advanced conceptualization and diagnosis skills, students will examine psychoanalytic theories that address working with complex affective and cognitive states. *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. Hillman's contributions to social psychology will be highlighted, including his concepts in regard to group behavior, social identity formation, and the complex interactions between the individual and the society.

## **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. Affective (emotions) and cognitive (mindful processing) applications of Jungian approaches to psychotherapy are presented. Students will also continue to engage in 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 who contributed to the development of Jungian/Post-Jungian psychotherapy and scholarship. 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 (e.g., Greek, Egyptian, Native American/Indigenous explored (selectively) in relation to their applicability to clinical practice. Interactions between biological sciences, specifically contemporary neuropsychological developments, complexity theory, and biological systems theories are discussed. Students are asked

to engage in 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. Developmental, cognitive, and affective aspects of the imaginal approaches are emphasized. Diversity and cultural considerations are discussed in these contexts.

### **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.

### **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.

### **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 and Jungian literature on affect.

## **Cognitive Foundations of Human Behavior**

### **CL 837, 2 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. Neuropsychanalytic and complexity theories of cognitive experience are emphasized.

## **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. Plant based psychopharmacological interventions are discussed in context of indigenous healing practices. 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**

This course focuses on examination of the evolution of consciousness and mind-body approaches to understanding human experience as foundational to development of Western psychology. Critical and constructivist viewpoints on the development of Western psychotherapeutic modalities will be presented. Non-Western approaches to psychological phenomena will be emphasized. Specific

attention will be given to historical and contemporary foundations of depth psychologies, including psychoanalysis, Jungian/analytic psychology, post-colonial and liberation approaches, phenomenology, and existentialism. Primary source reading is emphasized.

### **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 theory of personality as the realization of the innate idiosyncrasies of a living being and Hillman's *The Soul's Code* as the 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. Prerequisite: 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 as well as contemporary feminist and social justice critiques of Western ethics. Ethical Theory will be examined with emphasis on Ethical Subjectivity, The Ethics of Desire, 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. Child abuse treatment and reporting are discussed. 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 while Psychodynamic Diagnostic Manual is also introduced. 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 of substance abuse and dependence, psychopharmacological and interaction of varied classes of drugs, dual-diagnosis, cultural and ethnic considerations, iatrogenic dependency, treatment approaches, differences in populations related to substance abuse, prenatal effects of abuse, implications for elderly clients, referral process, 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. Specific depth psychological evidence approaches (e.g., brief dynamic psychotherapy, Mentalization, Transference-Based Psychotherapy) are emphasized.

## **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 coursework also provides coverage of child abuse assessment and reporting. The impact of early trauma, including splitting, dissociation, and interjection as well as depth psychological treatment approaches will be emphasized.

## **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 and disorders 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.

## **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 clinical work approaches 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, collective trauma, cultural complex, and projections are also explored.

## **Developmental Psychology Through the Lifespan**

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

Students study developmental theories, constructs, research, and methods as they contribute to understanding normative human development and its variants. Emphasis is on the psychological and neurological development from conception through old age and attachment issues that shape development through the lifespan. Childhood experiences of violence and trauma, including reporting and treatment issues, are emphasized. Clinical implications, cultural considerations, and contemporary trends are examined. Special focus is given to aging and long term care as part of developmental human trajectory. Specifically, the course provides a review of biological, social, and psychological aspects of aging.

## **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 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. Additionally, 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 and theories related 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.

## **RESEARCH AND SCHOLARLY INQUIRY COURSES**

The program of study in research provides 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 qualitative, quantitative 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 positionality, reflexivity, ethics, diversity, postmodernism and critical theory, and the relationship between research and clinical practice. Research as a praxis for social engagement and social change is emphasized. 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 major human science traditions, including phenomenology, narrative approaches, heuristic approaches, ethnography, grounded theory, action research and case study. Depth psychological approaches to qualitative approaches are discussed. 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.

## **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*

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

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

The course focuses 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. Metabletics as social psychological praxis is discussed. *Prerequisites: CP 932, CP 933, CP 934*

### **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

### **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*

### **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, ethics, 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 Exam 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 Exam Portfolio. The Comprehensive Exam Portfolio is designed to assess student competencies in the area of each of the Program Domains with emphasis on depth psychological scholarship and clinical applications: Depth Psychological Clinical Practice and Depth Psychological Research and Scholarly Inquiry. Students must pass all components of the Comprehensive Exam 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 Exam Portfolio within two attempts he or she will be academically disqualified.

Pass/No Pass

## **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 may not meet all the requirements of each state for licensure in clinical psychology. Students seeking licensure in California will acquire regional accredited doctoral training qualifying them to pursue licensure as a clinical psychologist in California; however because requirements do change, students are responsible for remaining aware-of current licensure regulations. Other students may need to meet additional licensure requirements in their home states, and are likewise responsible for knowing their applicable 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 during third and fourth year of studies, 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.

## **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 over a period of four years. Between learning sessions, study and instruction continues through individual mentorship from faculty, web-enhanced learning, and cohort support groups. Pre-doctoral internship is expected to take place during fifth year of training in the program, following the completion of coursework and dissertation.

## **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

Clinical Interviewing – CY 940, 1 Unit

Advanced Psychopathology I – CY 730, 2 Units

Legal, Ethical, and 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

Psychoanalytic-Based Psychotherapy I – CY 711, 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

## **ANNUAL ASSESSMENT**

1<sup>st</sup> Year Annual 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**

Cognitive Foundations of Human Behavior– CY 837, 3 Units

Biological Foundations of Human Behavior – CY 735, 3 Units

Gender and Human Sexuality – CY 901, 1 Unit

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

## **DEPTH PSYCHOLOGY AND HUMANITIES COURSES**

Integrative and Interprofessional Treatment Approaches – CY 920, 1 Unit

## **RESEARCH AND SCHOLARLY INQUIRY COURSES**

Qualitative Research Designs and Methods CY 952, 2 Units

Dissertation Development – CY 955, 2 Units

Theories of Psychometric Measurement – CY 933, 3 Units

## **ANNUAL ASSESSMENT**

2<sup>nd</sup> Year Annual 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**

Projective Personality Assessment – CY 938, 2 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 through Adolescence – CY 830, 2 Units

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 COURSES**

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**

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

Comprehensive Portfolio – CY 989, 0 Units

## **FOURTH YEAR**

### **CLINICAL PRACTICE COURSES**

Developmental Psychology II: Adulthood through 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 COURSES**

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.

### **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 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. During fourth year students may participate in other opportunities offered at Pacifica to extend their therapeutic skills or work toward completion of their dissertation.

### **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, ethics and diversity. Professional values, attitudes and behaviors as well as relational skills are emphasized. 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. Professional values, attitudes and behaviors as well as relational skills are emphasized. 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. Professional values, attitudes and behaviors as well as relational skills are emphasized. Ethical and legal considerations and practice are discussed. Pass/No Pass

### **1<sup>st</sup> 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 as well as professional values, attitudes and

behaviors 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. Communication and interpersonal skills are specifically highlighted and examined. *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. Communication and interpersonal skills are specifically highlighted and examined. *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. Communication and interpersonal skills are specifically highlighted and examined. *Prerequisite:* CY 758. Pass/No Pass

### **2<sup>nd</sup> 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 with an emphasis on case conceptualization, integration of foundational psychological knowledge and practice, and interpersonal skills. Pass/No Pass *Prerequisite:* CY 758

### **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. Professional values, attitudes and behaviors as well as communication and interpersonal skills are reviewed. *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. Professional values, attitudes and behaviors as well as communication and interpersonal skills are reviewed. *Prerequisite:* CY 762 Pass/No Pass

### **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. Professional values, attitudes and behaviors as well as communication and interpersonal skills are reviewed. Pass/ No Pass. *Prerequisite:* CY 762

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

#### **CY 766, 0 units**

In this module, each student will have an 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 *Prerequisite:* CY 762

## **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. Integrating results into client-centered, case-focused, issue-oriented reports for clinical, vocational, medical, and forensic settings is emphasized. Prerequisite: CY 930

### **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, client-centered, case-focused reports that describe the psychological context of the client as well as answer the referral question. An emphasis on using assessment results to enhance the therapeutic process utilizing evidence-based best practices is made.

### **Clinical Interviewing**

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

Students learn the essential skill sets involved in biopsychosocial 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. Child abuse and reporting, suicide and homicide assessment are emphasized. 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. Child abuse assessment and reporting as well as suicide and homicide prevention and intervention are emphasized. 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. Diagnostic and nosological approaches in mental health are reviewed.

**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.

## **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 covers the theory and treatment of addictive behaviors. Areas covered in this course include current theories of etiology, physiological and medical aspects of substance abuse and dependence, psychopharmacological and interaction of varied classes of drugs, dual-diagnosis, cultural and ethnic considerations, iatrogenic dependency, treatment approaches, differences in populations related to substance abuse, prenatal effects of abuse, implications for elderly clients, referral process, 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.

## **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 competence or the knowledge, skills, and attitudes necessary to work effectively as a diversity-sensitive clinician are an ethical responsibility in a multicultural society. This course examines the role of culture in psychotherapy and assessment, as well as key issues in the provision of psychological services to under-represented populations. Biases in traditional clinical theory and practice are discussed, while culturally relevant 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, cultural trauma, and cultural complexes 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, biological and neurological development from conception through childhood and adolescence and attachment issues that shape early human development. Childhood experiences of violence and trauma are emphasized. Current developmental and biopsychosocial 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. Special focus is given to aging and long term care as part of developmental human trajectory. Specifically, the course provides a review of biological, social, and psychological aspects of aging as well as multicultural and clinical considerations in regard to these experiences.

**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. Theories and 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 Psychotherapy****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 and disorders 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.

**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 and Jungian literature on affective foundations of human behavior.

**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 coursework also provides coverage of child abuse assessment and reporting. 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. Social psychological processes and multicultural imagination are emphasized. *Prerequisites: CY 810, CY 811.*

## **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 classic and contemporary psychoanalytic scholars who helped delineate the dynamics and treatment of varied psychological states and conditions. *Prerequisite: CY 711*



### **Psychoanalytic Psychotherapy III**

#### **CY 715, 2 units**

This course examines contributions of contemporary psychoanalytic schools. . The psychoanalytic techniques are examined from multiple theoretical standpoints within psychoanalytic frame. Different approaches to the therapeutic frame and to psychoanalytic interpretation are also highlighted. Multicultural and critical approaches within psychoanalysis are presented and applied. *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 social psychoanalysis, multicultural psychoanalysis, neuropsychanalysis and psychodynamic research and psychoanalytic psychotherapy. 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.

### **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, narrative approaches, ethnography, grounded theory, focus groups, hermeneutic approaches and case study. Theory and praxis of these approaches are examined within a particular

qualitative methodology (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 Pass/No Pass

## **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 Pass / No Pass

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

### **CY 957, 2 units**

### **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 methods to the clinical research question of the dissertation. *Prerequisite:* CY 955, CY 956 Pass/No Pass

## **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. Pass/No Pass.

*Prerequisite: CY 955*

## **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. Pass/No

Pass. *Prerequisite: CY 958*

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

### **CY 959ex, 0 units**

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

## **Comprehensive Exam 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 Exam Portfolio. The Comprehensive Exam 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 Exam 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.

### **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.*
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. During the Dissertation phase of training, students' Dissertation committee Chair is assigned to serve as their Faculty Advisor in order to help students actively integrate their academic, clinical, and dissertation aspects of their learning.

## **PREPARATION FOR CLINICAL PSYCHOLOGY LICENSURE**

This curriculum may not meet all the requirements of each state for licensure in clinical psychology. Students seeking licensure in California will acquire regional accredited doctoral training qualifying them to pursue licensure as a clinical psychologist in California; however because requirements do change, students are responsible for remaining aware-of current licensure regulations. Other students may need to meet additional licensure requirements in their home states, and are likewise responsible for knowing their applicable state licensure requirements.

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

## Offered with Four 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 four different options for degree specialization:

### **Somatic Studies**

### **Jungian and Archetypal Studies**

### **Community Psychology, Liberation Psychology, and Ecopsychology**

### **Integrative Therapy and Healing Practices**

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 hybrid/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 21<sup>st</sup> 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./Ph.D. in Depth Psychology

## Somatic Studies Specialization

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

From a somatic perspective, body experience is always understood holistically, as part of a larger context in which that experience becomes meaningful. For example, a particular sensation or body movement may be considered in relation to psychological issues, physical health, interpersonal relationships, social and cultural contexts, spirituality, and the environment. The program incorporates an interdisciplinary range of practices and perspectives, including neuroscience, cultural studies, somatic education, and the expressive arts. Students are drawn from similarly diverse backgrounds, including counseling, education, health care, bodywork, and dance.

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

- Read, interpret, and critically reflect upon the theories and traditions of depth psychology, remembering the body and recalling its voice.
- Develop the capacity and skill to maintain awareness of and connection to the unconscious.
- Learn techniques and practices of dream work, body movement, and active imagination as transformative practices.
- Develop literacy in the emerging domain of neuroscience as it applies to depth psychology and the mind/body connection.
- Develop skills in research and writing that support their efforts to articulate and promote new theoretical directions and practical applications.
- Participate with interdisciplinary scholars and practitioners in an emerging field of study.
- Create a professional portfolio to enhance existing career skills.
- Engage in transformative practices and fieldwork projects.

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.

## **CURRICULUM OVERVIEW**

Students in the Somatic Studies specialization come to campus nine times each year for three years. Each campus session consists of three days each month during fall, winter, and spring quarters. 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. Students engage in off-campus fieldwork in the summer quarters of their first and second years of study.

### **FIRST YEAR**

#### **Fall**

Introduction to Depth Psychology – DPS 730, 2 Units

Introduction to Somatic Studies – DPS 725, 2 Units

Somatic Dreamwork – DPS 770, 2 Units

Integrative Seminar I – DPS 791, 2/3 units

#### **Winter**

Foundations in Fieldwork – DPS 900, 2 Units

Marion Woodman and the Jungian Tradition – DPS 761, 2 Units

Embodied Depth Group Work – DPS 712, 2 Units

Integrative Seminar II – DPS 792, 2/3 units

#### **Spring**

Scholarly Writing and Publication – DPS 812, 2 Units

Neuroscience and Somatic Depth Psychology I – DPS 720, 2 Units

Freud, Reich, and the Psychoanalytic Tradition – DPS 760, 2 Units

Integrative Seminar III – DPS 793, 2/3 units

## **Summer**

Summer Fieldwork I – DPS 905, 4 Units

Depth Transformational 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

Presenting the Fieldwork Experience – DPS 880, 2 Units

Integrative Seminar IV – DPS 794, 2/3 units

### **Winter**

Embodied Alchemy – DPS 750, 2 Units

Quantitative Research Methods – DPS 883, 2 Units

Archetypal Psychology – DPS 762, 2 Units

Integrative Seminar V – DPS 795, 2/3 units

### **Spring**

Body and Soul in the Expressive Arts – DPS 753, 2 units

Qualitative Research Methods – DPS 884, 2 Units

Trauma and Resilience – DPS 850, 2 Units

Integrative Seminar VI – DPS 796, 2/3 units

Written Comprehensive Examination – DPS 892, 0 Units

## **Summer**

Summer Fieldwork II – DPS 906, 4 Units

Depth Transformational Practices – DPS 997b, 2.5 Units

## **THIRD YEAR**

### **Fall**

Relational Embodiment – DPS 851, 2 Units

Neuroscience and Somatic Depth Psychology II – DPS 721, 2 Units

Human Sexuality – DPS 925, 2 Units

Integrative Seminar VII – DPS 797, 2/3 units

Dissertation Development A – DPS 932A, 2/3 Unit

### **Winter**

The Body in Literature – DPS 950, 2 units

Non-Western and Indigenous Healing Practices – DPS 952, 2 Units

Depth Psychology and the Sacred – DPS 920, 2 Units

Dissertation Development B – DPS 932B, 2/3 Unit

Integrative Seminar VIII – DPS 798, 2/3 units

### **Spring**

Body, Soul, and Social Justice – DPS 754, 2 units

Frontiers of Somatic Depth Psychology – DPS 955, 2 units

Integration of Theory, Practice, and Teaching (Oral Comprehensive Examination) – DPS 992, 2 Units

Dissertation Development C – DPS 932C, 2/3 Unit

Integrative Seminar IX – DPS 799, 2/3 units

### **Continuing**

Dissertation Writing - DPS 980, 15 units

This curriculum may vary depending upon evolving academic needs.

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

## **THEORY AND TRADITIONS OF SOMATIC DEPTH PSYCHOLOGY**

Courses in this domain ground students in the psychoanalytic, Jungian, and archetypal lineages of depth psychology. In addition, connections are made 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 transformation, 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.

### **Embodied Depth Group Work**

#### **DPS 712, 2 units**

This course explores group process and dynamics through a practice of engaged inquiry that includes embodied dialogue, creative process, movement, myth, and active imagination. Drawing on concepts from somatics, nonverbal communication, and depth psychology, students will learn strategies for understanding and transforming interpersonal and intergroup relations through embodied presence with Self and Other.

### **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 relates to the evolution of human development. 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.

### **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 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,” “symptom”, and “dream.”

### **Freud, Reich, 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 be introduced to the contributions to somatic theory and practice developed by Freud’s student Wilhelm Reich, including the concepts of character armor and orgone energy. They will also see how the psychoanalytic tradition is currently blended with studies in body movement and movement therapies.

### **Marion Woodman and 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. The work of Jungian analyst Marion Woodman will be examined as one contribution to the integration of the body into Jungian thought. 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.

### **Body and Soul in the Expressive Arts**

#### **DPS 753, 2 units**

Drawing on intermodal expressive arts that highlight the mind-body connection, this course introduces strategies for incorporating movement, drama, and music into a variety of professional contexts. The course emphasizes an understanding of the interconnected elements of imagination in working with aesthetic response in relation to embodied experience.

### **Integrative Seminar I – IX**

#### **DPS 791-799, 2/3 units each**

Integrative Seminar offers students a structured and facilitated opportunity to integrate the program's varied course material into a cohesive theoretical framework, and to practice applying their developing knowledge and skills to a range of professional issues and contexts. Embodied learning, critical thinking, divergent perspectives, and intergroup relations are key areas of focus. Pass/No Pass

### **Body, Soul, and Social Justice**

#### **DPS 754, 2 units**

Recognizing the embodied dimensions of oppression is key to transforming the soul damage it inflicts on all members of society, regardless of the privilege they hold. This course provides a conceptual framework, research evidence, and practical skills for working with power, privilege and difference in the context of personal and social change.

### **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 drawn from their fieldwork or from their own somatic depth practices.

## **Introduction to Somatic Studies**

### **DPS 725, 2 Units**

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.

## **Somatic Dreamwork**

### **DPS 770, 2 units**

This course explains the central importance of imagery in Jungian and archetypal approaches to depth psychology. It introduces Jung's technique of active imagination and its evolution in contemporary applications, teaching students different ways of working somatically with dream images. Students learn the impact of imagery on the creative process and its role in personal transformation.

## **Trauma and Resilience**

### **DPS 850, 2 units**

This course reviews somatic approaches to post-traumatic stress, and explores trauma-related coping strategies from a holistic and integrative perspective. The course also focuses on the nature of the recovery process, including a review of approaches developed within diverse cultural systems and historical contexts.

## **Non-Western and Indigenous Practices**

### **DPS 952, 2 units**

This course will focus on the theories and techniques of several different 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 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.

## **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 various approaches for responding to mourning, heartbreak, and the loss of meaning 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.

## **Relational Embodiment**

### **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 interpersonal situations. Students learn to listen with an awareness of fluctuations in somatic cues during the

relational encounter, and explore concepts and skills related to nonverbal communication, intercorporeality, and somatic transference and counter-transference.

## **Foundations in Fieldwork**

### **DPS 900, 2 Units**

This course lays the theoretical and practical foundation for somatic based depth psychological oriented fieldwork. 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 practice that will further their own learning goals and provide an opportunity to integrate the theories, ideas, and experiences within the Somatic Studies specialization. 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 exploring some aspect of community experience that relates to the learning goals of this program. 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 for both the fieldwork researcher and their chosen community. 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 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 exploring some aspect of community experience that relates to the learning goals of this program. 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.

**Frontiers of Somatic Depth Psychology****DPS 955, 2 units**

Course content varies. A variety of theories and practices from diverse realms may be studied in service to extending the practical and theoretical boundaries of depth psychology and somatic studies.

**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 25 hours of individual counseling or psychotherapy during their first year of 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**

In the first year of coursework, students must complete a minimum of 25 hours of individual counseling or psychotherapy with a pre-approved practitioner. Once these 25 hours are complete, students may then accrue the remaining 25 hours of the required 50 hours total in an approved somatic or depth modality offered in a group or individual context. They may also elect to continue with individual counselling or psychotherapy if they wish. A list of pre-approved modalities is available through the DTP Coordinator, and additional modalities may be submitted for consideration. This course may be completed in the first, second or third year of coursework, but is required for the MA degree. Prerequisite DPS 997a, Pass/No Pass.

## **RESEARCH, WRITING, AND PUBLICATION**

There are three primary goals of the research domain. First, students learn to read and critically evaluate current research literature in the areas of depth psychology and somatic studies. Second, students learn to use a variety of methodologies typically employed in such research. Third, students will acquire the necessary skills 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 Depth Psychology**

### **DPS 782, 2 units**

This course provides an introduction to research methods in somatic studies and depth psychology. Topics include philosophical issues in research, ethical and legal concerns, and diversity and equity issues. An overview of both qualitative and quantitative research paradigms will be provided.

## **Quantitative Research Methods**

### **DPS 883, 2 units**

This course provides an introduction to the design and methodology of quantitative research projects, including experimental, survey, and correlational research. The emphasis will be on the role of this type of research in the emerging field of somatic based depth psychology.

## **Qualitative Research Methods**

### **DPS 884, 2 units**

Students will develop literacy and capability in the use of various qualitative methods frequently used in depth psychology and somatic studies, including grounded theory, narrative inquiry, 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 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. No incompletes. 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 applications of somatic depth psychology and prepare and deliver a presentation to faculty and students which will serve as the oral comprehensive examination. Pass/No Pass

## **M.A./Ph.D. in Depth Psychology, Somatic Studies Specialization**

### **DEGREE REQUIREMENTS FOR GRADUATION**

1. Students must complete a total of 90 quarter units for the Ph.D. to fulfill the degree requirements for graduation. A minimum grade of C is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
2. Students must attend at least 2/3 of each course.
3. During the second year of coursework, students must pass a written comprehensive examination. The M.A. degree is awarded when the exam is passed and 48 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, passed the oral comprehensive examination and all pre-requisite coursework, 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 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/Ph.D. in Depth Psychology

## Jungian and Archetypal Studies Specialization

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.

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 Jungian 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.
- Deepen the capacity for imaginal, symbolic, mythic, critical, theoretical, and archetypal thinking and being in the world.
- Engage with the creative, dynamic unconscious in both its personal and collective dimensions.



- Hone the expression of their unique voice and vision through courses in research, writing, publication, and presentation.
- Study side-by-side with Jungian scholars and practitioners interested in envisioning new possibilities for extending contemporary thought and practices into the world.
- 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.
- Evaluate the limitations and potentials of Jungian and archetypal psychology within contemporary contexts.

## **A BLENDED HYBRID LOW-RESIDENCY PROGRAM**

### **Curriculum Overview**

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.

## **CURRICULUM OVERVIEW**

### **FIRST YEAR**

Introduction to Depth Psychology – DJA 700, 3 Units

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

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

Dreamwork: Tending the Living Images – DJA 825, 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: Foundations for Research – 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

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

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

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

Psychological Types – DJA 835, 3 Units

Reflective Studies II – DJA 930, 3 Units

## **THIRD YEAR**

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

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

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

This curriculum may vary depending upon evolving academic needs.

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

## **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.

## **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.

## **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.

### **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.

### **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: Foundations for Research**

#### **DJA 920, 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 with the autonomous psyche. This course raises the all-important question: if we take seriously the existence of the personal and collective unconscious, what are the implications for our research? Special attention is paid to the vocational and transferential aspects of research, as research is conceived as a path to both personal and collective healing and transformation. Students are introduced to the dissertation process at Pacifica, and begin exploring potential ideas for research topics and learning about a variety of qualitative research methodologies. The course encourages reflection in three main ways: 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. 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. Pass/No Pass *Prerequisite: DJA 920.*

## **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.*

## **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. *Prerequisite: Student must be in good academic standing and have successfully remediated all failing grades prior to beginning to this class.*

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

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

This degree program specialization is a bold initiative to forge transdisciplinary and transformative approaches to some of the most 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, peacebuilding, and ecological sustainability. The specialization is committed to rebuilding fragmented cultural and ecological connections, and to co-creating democratic, dialogical, joyful, sustainable, equitable 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 intercultural and decolonial approaches to depth psychological theories and practices in dynamic dialogue with ecopsychology, indigenous psychologies, critical community psychology, and psychologies of liberation from diverse localities around the world. 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. Students are able to make their own significant contributions to the attainment of a just and sustainable world, in which—as Paulo Freire said— “it is easier to love.”

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

- Deepen insight about individual, group, and cultural life through the 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, peacebuilding, and reconciliation
- Practice participatory action research and program and organizational evaluation, while deepening ethical discernment on 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, 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 justice and sustainability

## **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.

## **FIRST YEAR**

### **Fall**

Introduction to Decolonial Depth Psychology – DPC 730, 2 Units

Introduction to Critical Community Psychology – DPC 700, 2 Units

Indigenous Psychologies I – DPC 710, 2 Units

Council Practice – DPC 871, 2/3 Unit

### **Winter**

Psychoanalytic Tradition: Social Psychoanalysis – DPC 760, 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**

Jungian Psychology – DPC 761, 2 Units

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

Mythopoetic Imagination: Community Theater – DPC 873, 1.33 Units

Community Dreamwork – DPC 874, 1.33 Units

### **Summer**

Community/Ecological Fieldwork Practicum – DPC 783, 5 Units

## **SECOND YEAR**

### **Fall**

Archetypal Psychology – DPC 762, 2 Units

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

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

Crafting Generative Questions– DPC 876, 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

Restorative Justice – DPC 875, 2/3 Unit

### **Spring**

Community Program and Organization Evaluation – DPC 879, 2 Units

Ecopsychology II: Environmental and Earth Justice – DPC 847, 2 Units

Psychosocial and Collective Trauma – DPC 923, 2 Units

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



## **Summer**

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

Depth Transformative Practices – DPC 997, 0 Units

## **THIRD YEAR**

### **Fall**

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

Community Building and Empowerment – DPC 720, 2 Units

Social Network Analysis – DPC 878, 1 Unit

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

### **Winter**

Advocacy and Policy Development – DPC 886, 2 Units

Community Consultation, Research, and Resource Mobilization- DPC 887, 2 Units

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

This curriculum may vary depending upon evolving academic needs.

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

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

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

### **Introduction to Decolonial Depth Psychology**

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

This introductory course explores the theoretical and practical links among the four major concentrations of the CLE specialization: community psychology, indigenous psychologies, liberation psychologies, and ecopsychologies. Emerging critical philosophies of decoloniality and complex living systems from Africa and the Americas help to place the evolution of historical paradigms through which these psychologies have been understood as separate and dissociated in the past, and connected and interdependent in the present. Depth psychological theories and practices are also placed in historical and cultural perspective, emphasizing symbolic, creative, and healing dimensions of the work. Finally we will sort through how we are implicated in current First Nations activist demands for climate justice, sustainability, and defense of the earth.

### **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 Jung's late work such as the psychoid, synchronicity, spirit, psychological rebirth, collective consciousness, and the transcendent function will be explored in relation to the cultural context of his time and our own. We will analyze the links between Jung's work and indigenous epistemologies and ontologies, contemporary biological theories, community-building, and current emergent social and political trends.

### **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*.

## **Psychosocial and Collective Trauma**

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

The effects of many forms of collective woundings have been assimilated into medicalized and individualized diagnoses and psychological treatment models that are divorced from the historical and cultural contexts in which they occur. This has given rise to a vast literature on individual trauma and PTSD. Liberation psychology critiques this approach to disruptive events and calls attention to “collective” or “psychosocial trauma.” This course contextualizes the misery that is experienced in the face of destructive conditions and events that affect whole groups and communities. This approach will help us to understand the impacts of structural violence and racism, the experiences of marginalized groups that have been historically written out of individualized trauma theories, those who feel “misnamed” by such theories, and the unique political contexts that give rise to these interactions.

## **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.

## **Depth Transformative Practices**

### **DPC 997, 0 units**

Various schools of depth psychology have created therapeutic contexts for personal transformation and/or healing. These practices are related to transformative rituals and rites across cultures and history. Ecological, cultural, and organizational work has also created transformative practices. During the first two years of the program, students are expected to engage in a minimum of 60 hours of depth transformative practice within a relational context. Latitude is given to students to choose the form of this practice in accordance with their needs and interests. Examples of such practice may

include, but are not limited to, individual depth psychotherapy, group dialogue work, community theater, facilitated vision questing, rites of passage, arts-based community work, appreciative inquiry. Students are invited to use this requirement to gain experience and further training in a group or community modality they hope to use in their work. Students are required to submit a proposal in advance of beginning and a log recording the hours they complete. Pass/No Pass.

### **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 view 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.

### **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 explores psychologies that attempt to understand and address the impact of colonialism and coloniality on individuals, communities, and eco-systems. Beginning with Fanon and Memmi's descriptions of the impacts of colonial violence, racism, and exploitation, we locate the legacy of colonialism and neoliberal globalization in the contemporary world and in our own local communities and relationships. Through Freire and Martín-Baró we enter liberation psychology in the Latin American context, and explore the development of critical consciousness, critical dialogical pedagogy, prophetic imagination, and actions-in-solidarity to transform oppressive structures and to create libertory environments and public homeplaces. Our shared undertaking is to explore the possible roles of liberation psychologies in the healing of the sequelae of collective traumas, in the understanding and addressing of their roots, and in the co-creation of sustainable, just, and dynamically peaceful communities.

## **Indigenous Psychologies I**

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

This class will highlight the historical, social/cultural, and psychological risk factors that Indigenous people experienced on contact with colonial settlers. Definitions of these will also be included to see variations through an Indigenous cultural lens and the impact on behaviors related to traditions, ceremonies, and way of life. Discussion will include psychological worldviews, Indigenous ways of thinking, and traditional knowledge shared by Indigenous scholars and elders. This will include the process and parts of stories shared by the keepers of Indigenous knowledge. In addition, this class will present an overview of Modern Indian Psychology and methodology, as well as Indigenous

Healing Definitions. Ceremonies of Awakening are reviewed in relation to dreams, therapist and shaman parallels, and spiritual power.

## **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- 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.

## **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.

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

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

With the hope of deepening our capacities for the prevention of violence, we will explore the relationship between structural, intrapersonal, and interpersonal violence in a variety of cultural settings, and the psychological theories that account for it. Innovative community and ecological approaches to violence reduction 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 work by 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.

## **Frontiers of Liberation Psychologies**

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

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 variety of dialogical, somatic, and arts-based approaches to community issues and dynamics, building capacities to listen across differences, creatively address conflict and division, create pathways to individual and community healing in the aftermath of trauma, and to rehearse for desired futures.

## **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/or Playback Theater will be explored for their potential to raise awareness, to build community, and to support community visioning and future planning.

**Restorative Justice****DPC 875, 2/3 unit**

From Gacaca rituals in Rwanda to juvenile restorative 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, mutual understanding, and community inclusion.

**Crafting Generative Questions****DPC 876, 2/3 unit**

Through the exploration of three dialogical processes (Public Conversation, Alternatives to Violence, and Clearness Committees), students will learn how to structure dialogue using generative questions to transform conflict, to facilitate nonviolent living, and for personal self-exploration in the company of others. The key role of generative questions in personal and community life will be explored theoretically and experientially.

**Somatic Approaches to Trauma Healing****DPC 877, 2/3 unit**

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

## **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 post-conflict situations can pave the path to ongoing and sustainable peace. The limits of peacebuilding in the aftermath of violent conflict will be confronted.

## **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 qualitative research in community and ecological settings. The participatory research paradigms presented draw on critical theory, indigenous, visual, arts-based, and standard qualitative research methodologies, with stated goals to address the disruption of social, economic, and environmental injustice. Research design within this framework requires that inquiry be conducted collaboratively with community members, to foster the individual and group self-reflection, and to value and share local knowledge sources and strategies for social transformation.

## **Community/Ecological Fieldwork Practicum**

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

This summer externship helps students to create a bridge from their growing theoretical knowledge of depth, community, indigenous, and liberation psychologies to cultural and ecological fieldwork that supports psychological and community well-being. Through participatory work in community settings connected to a contemporary cultural, community, or ecological issue that interests them, students explore and practice applications of depth psychology that extend beyond the consulting room.

Pass/No Pass.

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

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

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

## **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 is given to the interfaces between culture and intrapsychic experience, between cultural/ecological symptoms and individual suffering or psychopathology, and, finally, between ecological/cultural/institutional transformation and psychological and communal healing. 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, websites, and community publication venues.

## **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.

## **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.

## **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.

## **Community Consultation, Research, and Resource Mobilization**

### **DPC 887 2 units**

In this course students will gain foundational skills in community consultation, research, organizing, and coalition building to mobilize community resources and assets to attain desired community and/or ecological goals. Students will acquire grant-writing and evaluation skills to help organizations and grassroots groups find economic means and mobilize resources to conduct their own projects. 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 the existing and potential social networks and the necessary strategies to mobilize assets and resources for social justice, peace building, and ecological sustainability. Students will analyze conscious and unconscious dynamics of collective action and solidarity and develop strategies to build coalitions for sustainable, ecological systems change.

## **Community Program and Organization Evaluation**

### **DPC 879 2 units**

Students will learn to conduct community program and organizational evaluations using depth psychological, participatory, and empowering frameworks, for example, collecting organizational and community symbols, visions, missions, and dreams as well as other types of qualitative data to determine processes and outcomes of interventions and collective action. Students will interpret results and apply 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 a participatory and empowering 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 visual, phenomenological, voice-centered, participatory action research, and thematic analysis, in order to learn how to strengthen their data collection skills. Students will apply various methodological approaches that promote participation, inclusion of diverse and conflicting voices and worldviews, and crystallization of data interpretation. By engaging in collaborative research, students will deepen their sensitivity to ethical issues and the impact of social location on data collection and interpretation, applying continuous self-reflexivity to avoid miss-representation and imposition of bias. Students will learn how to use research results for transformative social change. Emphasis will be given to the importance of “giving psychology away” throughout the research process and in developing research products for community use and sustainable systems change.

## **Dissertation Development I**

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

The Dissertation Development three-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 drafting a literature review. Pass/No Pass.

## **Dissertation Development II**

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

Students design a research methodology and ethical procedures for addressing their research question. *Prerequisite:* DPC 932A. Pass/No Pass.

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

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

This course is designed for the completion and approval of the concept paper. Students refine their research question and literature review, and hone their methodology for submission of a final concept paper. *Prerequisites:* DPC 932A, DPC 932B. Pass/No Pass.

## **Dissertation Writing**

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

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

*Prerequisites:* DPC 932A, DPC 932B, DPC 933.

## **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 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

## Specialization in Integrative Therapy and Healing Practices

*An innovative doctoral specialization that re-imagines approaches to therapeutic practice, enhances and supports the individuation work of students, and integrates the essential perspectives of depth psychology and applied healing traditions.*

This doctoral specialization cultivates an integrative approach to professional development in the art and science of therapeutic practice. Working with leading faculty, Pacifica students engage in a journey of personalized education that fosters advanced therapeutic skills and practices, and which supports them in making important and original scholarly contributions to their fields.

For established and emerging practitioners, we invite you to join a diverse group of academic and practice-oriented professionals who are called to deepen their therapeutic work through an integrative study of healing based on the visionary aspects of depth psychology. Become a part of a learning community focused on exploring the critical connections between psychology, spirituality, and healing.

We welcome students with a deep personal calling to their therapeutic work, individuals with profound curiosity about themselves and the world, and lifelong learners devoted to a transformative engagement with the numinous, the psyche, and the natural world.

In three-day residential learning retreats surrounded by the natural landscape of Pacifica's Lambert campus, students and faculty work together to integrate essential healing traditions and contemporary research—drawing from indigenous and ancient practices, multicultural and contemporary perspectives, and emerging science on human experience and consciousness.

The Ph.D. in Depth Psychology with Specialization in Integrative Therapy and Healing Practices requires master's-level education and training in a distinct healing-oriented profession. The program is ideal for diverse practitioners in the following professions, including (partial list):

- Psychotherapists and Psychologists
- Marriage and Family Therapists, Social Workers, and Professional Counselors (licensed

or pre-licensed)

- Health and Medical Professionals (Nursing, Physicians, Allied Health Providers)
- Jungian Analysts and Psychoanalysts
- Specialized Addiction Treatment Counselors
- Expressive Arts Therapists
- Spiritual and Pastoral Counselors
- Health and Wellness Practitioners with Advanced Training
- Other Qualified Consultants and Counselors

Students develop important mentoring relationships with Pacifica's unique faculty of clinicians and scholars that include: Jungian analysts, clinical psychologists, psychiatrists, psychodynamic therapists, systems therapists, archetypal psychologists, spiritual counselors, health and medical professionals, and advanced scholars in research, mythology, and the humanities.

This academic specialization includes two and a half years of coursework, followed by completion of an original dissertation emanating from the student's own selected area of research interest. Students in this program:

- Join an advanced doctoral cohort of diverse professionals collaborating and deepening their work with clients and themselves.
- Explore the growing field of depth psychological research and develop perspectives that help address the critical needs of our world.
- Develop a greater capacity to work symbolically with images, dreams, symptoms, complexes, and synchronicity.
- Work towards becoming advanced practitioners, academic educators, supervisors, or scholarly researchers in the field.
- Examine the critical underpinnings of therapeutic processes and the broad range of theoretical approaches to mental, physical, and spiritual well-being.

- Build mentoring relationships with distinguished faculty and experts devoted to supporting students in deepening their practice and their individuation journey.
- Study the works of leading scholars who have bridged psychological, cultural, mythological, historical, and social traditions to advance broader understandings of human experience.
- Develop advanced skills in important practice areas, such as somatic healing, sexuality, dream work, and spirituality.
- Investigate the important connections between the health of an individual or group and the health of their environment and culture through courses that consider ecology, collective trauma, social justice, and cross-cultural dynamics.

## **Curriculum Overview**

Ph.D. in Depth Psychology with Specialization in Integrative Therapy and Healing Practices 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 online, along with ongoing practice supervision.

## **FIRST YEAR**

### **Fall**

Foundations of Depth Psychology for the Healing Professions – DPT 730, 2 Units

Imaginal and Experiential Dimensions of Therapeutic Practice – DPT 962, 2 Units

The Art of Scholarly Inquiry and Writing – DPT 784, 2 Units

### **Winter**

Jungian Psychology and Contemporary Healing I: Applied Theory and Practice – DPT 761, 2 Units

Relational Psychology I: Psychodynamic and Psychoanalytic Practices – DPT 763, 2 Units

Archetypal Psychology: Re-Visioning Approaches to the Psyche – DPT 762, 1.5 Units

Practice Consultation Groups I – DPT 750, 1 Unit

### **Spring**

Dissertation Development I: Imagination, Calling, and Rigor in Doctoral Scholarship – DPT 832, 2 Units

The Inner Landscape of Dreams and Active Imagination – DPT 780, 1 Unit

Cultural Dimensions of Psychological Life: Engaging Collective Trauma, Cultural Healing, and Social Justice – DPT 830, 2 Units

Practice Consultation Groups II – DPT 751, 1.5 Units

**Summer** (online)

Healing Narratives: Writing Compelling Practice Studies and Client Stories – DPT 785, 2 Units

Practice Consultation Groups III – DPT 850, 1 Unit

## **SECOND YEAR**

### **Fall**

Depth Approaches to Psychopathology – DPT 760, 2 Units

Dissertation Development II: Qualitative and Mixed Methods Research – DPT 782, 2 Units

Sex and the Spirit: Integrating Jungian and Depth Approaches to Sexuality – DPT 961, 2 Units

Practice Consultation Groups IV – DPT 851, 1.5 Units

### **Winter**

Eco-Spirituality and Eco-Therapy: Nature as Healer – DPT 732, 2 Units

Interpersonal Neurobiology, Affective Neuroscience, and Depth Psychology – DPT 870, 2 Units

Special Topics I: Digital Life and Emerging Cultural Phenomena – DPT 974, 1.5 Units

Practice Consultation Groups V – DPT 852, 1 Unit

### **Spring**

Relational Psychology II: Working with Narcissism, Borderline States, and Addictions – DPT 863, 2 Units

Psyche and the Sacred: Psychology and Spirituality in Dialogue – DPT 920, 2 Units

Dissertation Development III – DPT 942A, 1 Unit

Practice Consultation Groups VI – DPT 950, 1.5 Units

**Summer** (online)

Working with Illness and Death: East-West and Depth Perspectives on Suffering – DPT 894, 2 Units

Practice Consultation Groups VII – DPT 951, 1 Unit

Written Comprehensive Examination – DPT 899, 1 Unit

## **THIRD YEAR**

## **Fall**

Jungian Psychology and Contemporary Healing II: Engaging Complexity and Diversity – DPT 861, 2 Units

Special Topics II: Religious Fundamentalism, Terrorism, and the Problem of Evil – DPT 992, 2 Units

Practice Consultation Groups VIII – DPT 952, 1.5 units

Dissertation Development IV – DPT 942B, .75 Units

## **Winter**

Body, Mind, and Soul in the Healing of Trauma: Somatic, Neurological, and Archetypal Approaches – DPT 975, 2 Units

Enacting the Oral Tradition: Oral Comprehensive Presentation – DPT 994, 2 Units

Practice Consultation Groups IX – DPT 957, 1.5 Units

Dissertation Development V – DPT 942C, .75 units

## **CONTINUING**

Dissertation Writing – DPT 999, 15 Units

This curriculum may vary depending upon changing academic needs. Selected courses may have online components. The required two-year dissertation period, following coursework, focuses on scholarly research and writing.

The program will also feature a series of special seminars and lectures on a range of important practice areas, such as: Addictions, Dream Tending, Family Systems Theories, Organizational and Group Dynamics, Jung and Shamanism, Expressive and Therapeutic Arts, Healing Mythologies, Shadow and Power in the Healing Professions, Joseph Campbell and Mythic Journeys Through the Underworld, Evolution of Jungian Analysis, James Hillman's Cultural Critique of Psychology, Chinese Healing Arts, Inner Life and Trauma, Jung's Red Book, Indigenous Healing Traditions, Treating the Soul in the Health and Medical Professions, Yoga Therapy, Therapeutic Vocations and Careers, and other current issues and movements influencing the healing professions.

## **THEORY AND TRADITIONS OF DEPTH THERAPY AND HEALING PRACTICES**

### **Foundations of Depth Psychology for the Healing Professions**

**DPT 730, 2 units**

Depth psychology acquired its name in 1910, but its lineage reaches back into antiquity across many cultures, philosophies, and disciplines of wisdom and practice. This course will trace that lineage by conversing with the ancestors of the field: ancestors from Mesopotamia, North Africa, East Asia, Europe, and other parts of the world. Students will learn the approaches they developed and see them move forward from healing and reflective arts in antiquity to include, in the present, various schools of analytical, relational, existential, humanistic, family, post-modern, and multicultural psychology. The course will also explore and appreciate what ecopsychology, mythology, and systems/complexity theory have contributed to depth psychology as we dream it onward in theory and in practice.

**Jungian Psychology and Contemporary Healing I: Applied Theory and Practice****DPT 761, 2 units**

Students learn classical Jungian concepts such as ego, persona, shadow, Self, complex, archetype, collective unconscious, transcendent function, and individuation. The course explores dreams, active imagination, typology, and transference/countertransference considerations in the context of Jung's approach to therapeutic practice. Contemporary perspectives and applications of Jungian thought are demonstrated through readings that elucidate Jung's original work and modern integrations. The course pays particular attention to how various forms of pathology can be viewed on multiple levels from the personal and cultural-historical to the archetypal, mythic, and imaginal.

**Jungian Psychology and Contemporary Healing II: Engaging Complexity and Diversity****DPT 861, 2 units**

Explore the phenomenon of synchronicity, a discovery that marked a new creative phase in Jung's later work that has far-reaching theoretical and therapeutic implications. Synchronicity involves 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 practice, including the centrality of the dream, visionary experiences, and the religious function of the psyche.

**Sex and the Spirit: Integrating Jungian and Depth Approaches to Sexuality**

**DPT 961, 2 units**

Sexuality holds great mysteries of pleasure and suffering, yet this aspect of human health has been split off from traditional therapy and from its connection to spirituality. Students explore the intimate relationship between Psyche and Eros, Jung's approach to sexuality, and the important influence of sensual and sexual life to the individuation process. Sexual pathologies also illuminate the delicate relationship between Eros and Thanatos, and how pain and suffering closely follow love and sex. This course will review the dynamics between moralism and instincts, spiritual and physical experiences of sexuality, as well as its diverse expressions through LGBTQ culture, sexual fluidity, sex addiction, and archetypal expressions of gender.

**Imaginal and Experiential Dimensions of Therapeutic Practice****DPT 962, 2 units**

This course explores the traditions that comprise the field of imaginal psychology and elaborates the unique features of imaginal approaches to therapeutic work that flow from depth psychological perspectives. 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 emerging in therapeutic relationships. In this course, one's integrative practice is regarded as a vocational commitment in which the awakened heart is the organ of vision essential to support healing. Pass/No Pass

**Relational Psychology I: Psychodynamic and Psychoanalytic Practices****DPT 763, 2 units**

Students are introduced to contemporary developments in psychodynamic and psychoanalytic practices, which place human relationships and mutuality at the center of the therapeutic and healing endeavor. Relational theory integrates a wide range of current therapeutic approaches, including object relations theory, self-psychology, intersubjectivity, interpersonal psychotherapy, and some aspects of modern Kleinian and Freudian thinking. The concepts and techniques of therapeutic work 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, and the mutual construction of meaning.

**Relational Psychology II: Working with Narcissism, Borderline States, and Addictions**

**DPT 863, 2 units**

Students look at approaches to specific situations and pathological structures, and foster a deeper understanding of the dynamics and presentations of various psychological symptoms including narcissist and borderline conditions, as well as the relational components of addictions and recovery. 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 contemporary psychodynamic and psychoanalytic theory with applied techniques for working with individual and group dynamics.

**Archetypal Psychology: Re-Visioning Approaches to the Psyche****DPT 762, 1.5 units**

Focusing primarily on the work of James Hillman, this course 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. Students 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 practice material provided by students, lectures and discussions explore how archetypal psychology calls for a re-vision of many traditional therapeutic strategies and approaches.

**Depth Approaches to Psychopathology****DPT 760, 2 units**

This course explores the original formulations of psychopathology and its diverse expressions. Students study theories of character formation and look at the major character disorders, neuroses, and states both from the point of view of their phenomenology and their unconscious underpinnings. Students explore the ways in which theorists of different schools have approached disorders and have offered distinctive therapeutic approaches, with an emphasis on depth-oriented contributions.

**Interpersonal Neurobiology, Affective Neuroscience, and Depth Psychology****DPT 870, 2 Units**

Contemporary research across a number of disciplines, ranging from systems theory and depth psychology to neuroscience, are leading to a paradigm shift in our understanding of the mind/brain. These new research findings illustrate 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 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.

## **THERAPY INFORMED BY THE HUMANITIES, ARTS, AND SCIENCES**

### **Eco-Spirituality and Eco-Therapy: Nature as Healer**

#### **DPT 732, 2 units**

C. G. Jung wrote, “If one touches the earth one cannot avoid the spirit.” Nature is the bedrock of spirit, and spirit the life force of the natural world. Based in the tradition of depth psychology, this course explores the union of nature and spirit and the healing that comes about through conscious engagement with these two profound aspects of our existence. In this course, we depart from the modernistic fantasy of separation of humankind from nature and explore a psyche that is rooted in nature, infused by spirit, and at the same time deeply personal. By bringing mind/spirit, body/nature into dialogue, this course fosters an integral approach to healing that addresses the large and important scope of the societal and environmental issues we face today.

### **Cultural Dimensions of Psychological Life: Engaging Collective Trauma, Cultural Healing, and Social Justice**

#### **DPT 830, 2 units**

An integrative approach to the healing of collective trauma and issues of social justice requires a collaborative study between important contemporary approaches and indigenous traditions of healing. Moreover, psyche and culture are interdependent and co-arising phenomena. To nourish this understanding, theorists who have focused on the cultural dimensions of the psyche will be studied. Students will look at emerging research on the impacts of various forms of trauma, from natural disasters to the effects of genocide and war. The causes of psychosocial and collective trauma, such as racism and the oppression of specific communities, will be thematized and examined. Students will explore the necessary work for justice (social, economic, and environmental) and study techniques designed to address the critical peace-building efforts needed to support healing on individual and group levels.

### **Special Topics I: Digital Life and Emerging Cultural Phenomena**

**DPT 974, 1.5 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 pages. 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 cyborgs—enhanced humans—an image of both horror and hope. Students explore their own dependence upon technology and discuss how digital life manifests in contemporary psychological symptoms.

**Special Topics II: Religious Fundamentalism, Terrorism, and the Problem of Evil****DPT 992, 2 Units**

This course will discuss the problem of evil from a variety of social and depth psychological perspectives. The course will explore the main features of fundamentalism, including its underlying psychodynamic, social, and historical features. Students will examine the connections between political and religious violence and fundamentalism, and the relationships between fundamentalism and terrorism. The course will describe what is known about the psychology of the terrorist and the terrorism-prone individual, based on terrorists' published ideological manifestoes and memoirs combined with inferences from the empirical observation of terrorists' behavior. The class will examine terrorist organizations and the importance of their leadership, the covert factors of self-destructiveness, and the externalization of the terrorists' sense of victimhood. Students will look at the religious underpinning and justification for terrorism and contrast this with secular, politically motivated and ethno-nationalist forms of terrorism. This course will also examine the phenomenon of children and adolescents in terrorist groups, their psychology, and the allure of ideology, violence, and group influence on young people. In addition, the class will examine the attack-revenge-counter-revenge cycle, and look at the possibility of forgiveness and reparation.

**Body, Mind, and Soul in the Healing of Trauma: Somatic, Neurological, and Archetypal Approaches****DPT 975, 2 units**

Attachment theory, developed by Bowlby and Ainsworth, is now confirmed and extended by contemporary neurobiological research, and points toward the complex interconnections between the body and the mind. This course examines the renewed emphasis on somatosensory awareness in therapeutic practice, a reversal of the cultural legacy of Cartesian dualism that continues to affect many healing modalities. Kalsched's archetypal perspective extends awareness of the healing

process and dimensions of traumatic experience, including a careful exploration of the means necessary to support the individuation journey. Students learn core principles and skillful use of a whole-person approach to trauma, and develop a felt sense of the embodied psyche in their professional practice.

### **Psyche and the Sacred: Psychology and Spirituality in Dialogue**

#### **DPT 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 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 many therapists and helping professionals might work with the religious function of the psyche.

### **Working with Illness and Death: East-West and Depth Perspectives on Suffering**

#### **DPT 894, 2 Units**

This course will integrate critical perspectives on working with terminally ill patients from both depth psychological perspectives and eastern traditions. Students will explore aspects of their own transference, beliefs, and potential roles in serving the needs of those suffering from chronic or long-term physical and psychological ailments, as well as those transitioning between life and death.

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

### **The Inner Landscape of Dreams and Active Imagination**

#### **DPT 780, 1 unit**

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 therapeutic work. The main focus of the class is on developing personal ability 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.

### **The Art of Scholarly Inquiry and Writing**

**DPT 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. The course 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. It also sharpens students' ability to critically evaluate and write scholarly prose, identifying the key characteristics of a well-argued academic essay, article, or dissertation.

**Healing Narratives: Writing Compelling Practice Studies and Client Stories****DPT 785, 2 units**

Writing about clients and conveying their compelling stories is critical to depth practitioners who understand the power of narrative for healing and advancing professional knowledge. This special seminar course will encourage students to explore their own creativity and imagination, and will support them in honoring their work with clients through advanced writing skills specifically attuned to the work of the healing profession.

**Dissertation Development I: Imagination, Calling, and Rigor in Doctoral Scholarship****DPT 832, 2 units**

Working with image, dream, symptom, and synchronicity, this course helps students attune themselves to the vocational nature of depth psychological inquiry, and then refine their proposed research 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 background knowledge of their topic area. 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 and Mixed Methods Research**

### **DPT 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. In addition, students learn how to blend qualitative and quantitative studies in a mixed-methods research study. Discussion 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 research design, procedures, and outcome of the work. The course is intended to guide students in choosing a possible methodology for their dissertation topic.

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

### **DPT 942 A (1 unit), B (.75 unit), C (.75 unit) per quarter**

These seminars span the second and third years of coursework, slowly and organically guiding students toward the completion of an approved dissertation concept paper. Each student, in consultation with the instructor, sets individual learning goals. The course answers 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 winter quarter, most or all students will emerge with an approved concept paper. *Prerequisites: DPT 942 A for DPT 942 B and DPT 942 B for DPT 942 C.* Pass/No Pass

## **Enacting the Oral Tradition: Oral Comprehensive Presentation**

### **DPT 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 in a depth-oriented way a synthesis of what he or she has learned. In this course students develop effective presentation skills to prepare them for speaking and teaching. In particular, this course helps to prepare students for the 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 followed by 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

## **Practice Consultation Groups I, II, III, IV, VII, VIII, IX**

**DPT 750, DPT 850, DPT 951 (1 unit each)**

**DPT 751, DPT 851, DPT 952, and DPT 957 (1.5 units each)**

The goals of the practice 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 practice 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 pathology, transference, and ethical problems. During the two quarters of the third year of coursework, students present a control paper to examine their practice work with one client in depth.

Pass/No Pass

## **Practice Consultation Groups V**

**DPT 852, 1 unit**

This course combines lecture and small group discussions that focus on various processes of becoming a supervisor of other practitioners in their field. Topics may include establishing the supervisory frame; issue of authority, competency, certainty and shame in beginning to conduct supervision; differentiating supervision from therapy (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, group process, 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

## **Practice Consultation Groups VI**

**DPT 950, 1.5 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 supervisory relationships, 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 Practice Consultation V. Everyone will have an opportunity to present a supervision experience; exploring and developing competency in supervision through group discussion facilitated by instructors who have long, established careers as supervisors. Pass/No Pass *Prerequisite: DPT 852*

## **Written Comprehensive Examination**

### **DPT 899, 1 Unit**

## **Dissertation Writing**

### **DPT 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

## **Requirements for Graduation**

1. Students must complete a total of 74 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 therapeutic or depth-oriented practice work with a particular client, family, or select group to two faculty members during the third year of practice consultation courses.
5. Students must successfully complete a comprehensive oral presentation at the end of two and a half years of coursework.
6. Students must write, submit, and defend an original dissertation accepted by the faculty.

7. Students are required to take part in 50 hours of depth-oriented therapy, counseling, analysis, or an engaged self-reflective process with a provider in their field while enrolled. This is required for graduation and strongly recommended to support students in their educational experience in the program.

### **Practicum Requirements**

There is no minimum number of required hours of practice, but students must be actively engaged in the practice of therapy, counseling, or work in their healing-oriented or wellness profession with clients 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 the supervision of practice hours that may be required for licensure or any similar purpose. Students must provide for their own insurance coverage for professional liability.

### **Notice Regarding Internship and Licensure**

The Ph.D. in Depth Psychology with specialization in Integrative Therapy and Healing Practices is designed specifically for those who, before enrolling, already are licensed or have sufficient academic and other credentials to pursue their chosen professional practice in compliance with applicable regulations. The degree provides in-depth education in the theory and practice of therapy 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 and should not be considered as helpful in that regard. Furthermore, although students will engage in some form of therapeutic practice while in this specialization, and may consult with faculty about their practice, Pacifica does not authorize, monitor, or supervise that practice for licensure purposes, 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 at the end of the second year and an oral portion taken at the end of the third year. The written exam is divided into three sections corresponding to the three study tracks of the specialization: Theory and Traditions of Depth Therapy; Therapy, Counseling, and Healing Practices 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 for students before continuing into the third year.



of study. The third year oral examination consists of the student's formal oral presentation addressing the ways the program has informed their work and their proposed dissertation topic.

### **Control Paper**

During the third year case presentation series, each student presents a control paper that demonstrates his or her client work and the ability to synthesize a variety of appropriate therapeutic 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. Requirements and procedures for enrolling in dissertation writing are detailed in the Dissertation Handbook. 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.

*Pacifica does not provide the supervision of practice hours that may be required for licensure or any similar purpose. Students must provide for their own insurance coverage for professional liability. This curriculum does not contain any license-specific coursework and should not be considered as helpful in that regard. Also, although students will engage in some form of therapeutic practice while in this specialization, and may consult with faculty about their practice, Pacifica does not authorize, monitor, or supervise that practice for licensure purposes, nor do we arrange or administratively support traineeships, pre- or post-doctoral internships, or other licensing practice requirements. The curriculum may vary depending upon changing academic needs. Selected courses may have online components. The required two-year dissertation period, following coursework, focuses on scholarly research and writing.*

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

## WITH EMHPASIS IN DEPTH PSYCHOLOGY

As the only doctoral program in the country dedicated to the exploration of human experience through the interdisciplinary and multicultural study of myth, ritual, religion, literature, depth psychology, and art, the Mythological Studies Program cultivates scholarship, self-inquiry, and imagination in those who seek to understand and express the depths of the psyche. The program is richly informed by the pioneering works of Sigmund Freud, C.G. Jung, Marie-Louise von Franz, James Hillman, and mythologist Joseph Campbell, who 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—both of our own and others.

The curriculum as a whole is animated by two basic questions: How is this material meaningful to me in my life and work, and how is it meaningful to the world within which I live? The sequence of course work provides a sustained inquiry into the diverse mythologies of the world, situating them in the global context of the postmodern world. Throughout the program, students engage in the close reading of classic works of world literature, including Homer's *Odyssey*, the Greek tragedies, the Hebrew Bible, the *Ramayana* and *Mahabharata*, the medieval grail legends, and fairy tales. The rituals and contemplative practices of religious traditions are investigated along with mythic and archetypal aspects of modern literature, contemporary events, and popular culture. Several methods of scholarly interpretation are taught with a special emphasis on the hermeneutical approaches of depth psychology.

At the cusp of a paradigm shift in which outmoded mechanistic, reductive modes of thinking are being replaced by more complex, reanimated worldviews, the study of myth, story and fable has an exciting new relevance. The study of myth with its storehouse of narratives and images can help guide us by facilitating our personal and collective transition into a more vibrant reality. Myth reveals the unconscious narratives of both past and present, making the study of myth vitally important to our time. Issues of faith and violence, sexuality, the sacred and the secular, all co-mingle to weave the stunning tapestry that comprises mythological studies.

Guided by internationally recognized scholars, authors, and educators, Pacifica's Mythological Studies Program invites students to understand the mythological, folkloric, and archetypal structures of the stories that play out in many different arenas all around us—politics, the environment, education, and religion. The program explores new ways to detect and study the mythic and folkloric motifs revealed in current events, tell stories in ways that bring consciousness to important issues and events, and mentor others in the power of storytelling to transform and renew culture.

Inquiry is sustained through course work sequences that investigate:

- Similarities and differences that may be discerned within and between indigenous traditions, Hinduism and Buddhism, and Judaism, Christianity, and Islam.
- Courses that begin with the classics and progress toward contemporary and postmodern re-visionings in literature, film, music, and art.
- Personal development courses on dreams, visions, and myths; personal mythology and creative writing; evolving God-images in the context of postmodernity; and memoir and autobiography.
- Depth psychological courses devoted perspectives of Sigmund Freud, C. G. Jung, Joseph Campbell, and James Hillman.
- Research courses on theoretical approaches to the study of myth, ritual, philosophy, methods and contemporary issues in religious studies, and dissertation writing.

Students consolidate their learning through a sequence of special topics courses taught by alumni who utilize their training in their professional careers as well as by distinguished faculty members from other Pacifica programs, including Stephen Aizenstat, Susan Rowland, and Joseph Cambray. Mentoring throughout matriculation on the program is available from core faculty members. A student literary journal provides students with opportunities for publication. The curriculum is further augmented by an annual colloquium lecture given by distinguished guest scholars—such as Robert Segal (University of Aberdeen), Maria Tatar (Harvard University), and Jeffrey Kripal (Rice University)—who address critical issues in the study of myth and contemporary culture. Graduates of the program enrich their personal and professional lives through the transformative power of myth. Alumni utilize their degree in a range of professions such as education, psychology, healthcare, the arts, filmmaking, religion, business, 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**
- **Myth and Literature**
- **Depth Psychology and Culture**
- **Research**

Students in the Mythological Studies Program:

- Investigate mythologies and cultural traditions through the lenses of religious studies, literature, and depth psychology.
- Discover recurring mythic themes in classic and contemporary literature, ritual, theater, art, music, film, and philosophy, and explore their cultural, sociopolitical, and historical contexts.
- 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.

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.

## **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 once each month during fall, winter, and spring. There is also one five-day summer session each year.

## **FIRST YEAR**

### **Fall**

Greek and Roman Mythology – MS 505, 2 Units

Approaches to the Study of Myth – MS 620, 2 Units

Dreams, Visions, Myths – MS 521, 2 Units

Special Topics in Mythological Studies – MS 599a, .5 unit

### **Winter**

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

Epic Imagination – MS 604, 2 units

Hindu Traditions – MS 503, 2 Units

Special Topics in Mythological Studies – MS 599b, .5 unit

### **Spring**

Myth and Philosophy – MS 515, 2 Units

Jungian Depth Psychology – MS 511, 2 units

Ritual and the Embodied Imagination – MS 603, 2 units

Special Topics in Mythological Studies – MS 599c, .5 unit

### **Summer**

Colloquium – MS 540, 1 Unit

Mythic Motifs in Cinema – MS 626, 3 Units

## **SECOND YEAR**

### **Fall**

Folklore and Fairy Tales – MS 602, 2 units

Greek and Roman Mythology II – MS 705, 2 units

Buddhist Traditions – MS 605, 2 units

Special Topics in Mythological Studies – MS 699a, .5 unit

### **Winter**

Personal Myth and Creative Writing – MS 613, 2 units

Archetypal Psychology – MS 611, 2 units

African and African Diaspora Traditions, MS 506, 2 units

Special Topics in Mythological Studies – MS 699b, .5 unit

### **Spring**

Native Mythologies of the Americas – MS 522, 2 units

Psyche and Nature – MS 615, 2 units

Cultural Mythologies I – MS 514, 2 units

Special Topics in Mythological Studies – MS 699c, .5 unit

### **Summer**

Colloquium – MS 640, 1 Unit

Myth and the Underworld – MS 619, 3 Units

Integrative Studies – MS 630, 1 Unit

## **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

Special Topics in Mythological Studies – MS 799a, .5 unit

### **Winter**

Christian Traditions – MS 703, 2 units

Sex and Gender – MS 609, 2 units

Cultural Mythologies II – MS 614, 2 units

Special Topics in Mythological Studies – MS 799b, .5 unit

### **Spring**

Evolving God-Images and Postmodernity – MS 711, 2 units

Research Strategies for Dissertation Writing – MS 730, 2 units

Dissertation Formulation – MS 733, 2 units

Special Topics in Mythological Studies – MS 799c, .5 unit

### **Summer**

Colloquium – MS 740, 1 Unit

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

### **Continuing**

Dissertation Writing\* – MS 900, 15 Units

Self-Directed Studies – MS 750, .3.5 units

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

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

## **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**

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

This course explores the most important contemporary approaches to the study of classical mythology. Its focus on how the poets of ancient Greece and Rome reworked inherited mythic themes and plots entails close readings of the cultic, bardic, and lyric poetry of the archaic period and the dramatic poetry of 5th century Athens. It also looks at the very different Roman understanding of

myth conveyed in the epic poems of Virgil and Ovid. Attention is given both to the role these myths played in their original historical context and to their ongoing archetypal significance. As Nicole Loraux has observed, "There is no statement about Athens that does not nourish very contemporary passions."

### **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.

### **Yoga Spiritualities: Traditional and Contemporary**

#### **MS 707, 2 units**

Yoga has become a transnational phenomenon. Over 20 million Americans practice modern postural yoga. However, yoga is far more than physical exercises that engender flexibility, health, and an attractive body. Traditionally, yoga is a philosophy and array of psycho-spiritual practices designed to



liberate human beings from existential suffering and the limitations of conditioned experience—a worldview and praxis that often seeks a transcendence that eclipses the value of worldly existence.

This course examines how core teachings and practices of traditional yoga derived from classical texts are reframed in contemporary culture. Modern sages such as Swami Vivekananda, Sri Aurobindo, and Sri T. Krishnamacharya revision yoga spirituality as a means of addressing challenging social, political, and environmental issues. In this way, contemporary yoga spiritualities seek Self-realization and freedom in the world rather than beyond it. Special attention is given to the immanent presence of the divine in nature and the human body, the role of goddesses in yogic practices, kundalini, chakra symbolism, and the complementarity of yoga and depth psychology.

### **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.

### **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

## **Egyptian Mythology**

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

The mythology that informs the ancient Egyptian way of life and death is the subject of this course. It explores the principal Egyptian creation myths, gods, goddesses, motifs, symbols, temple ritual, pyramid building, and mummification. The night sea journey of the sun god Re and that of the deceased Pharaoh, and eventually of all deceased Egyptians, is studied through Pyramid, Coffin, and mortuary texts, particularly the Amduat. The Isis and Osiris myth receives particular attention, and its reverberations across literature, alchemy, and depth psychology are followed.

## **Hebrew and Jewish Mythology**

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

This course studies Hebrew and Jewish monotheism from a mythological perspective. The focus is on the emergence of monotheism in early Israel and on trying to understand the ways in which this

mythic system differs from polytheistic traditions. Attention is given to how this mythology develops and changes in relation to changing historical circumstances, not only within the Biblical period but throughout the course of Jewish history.

### **Christian Traditions**

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

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

### **Islamic Traditions**

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

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

### **MYTH AND LITERATURE**

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

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

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

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

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

#### **MS 516, 2 units**

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

## **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.

## **Personal Myth and Creative Writing**

### **MS 613, 2 units**

This course combines the fields of mythological studies as well as the theory and practice of creative writing. Its intention includes: defining the nature of myth generally and personal myth specifically; utilizing creative writing as an expressive art form to shape one's meditations on myth both personally and collectively; discovering the psychic patterns imbedded in students' writings that expose many of the contours and creative impulses that give form to the myth we are living within; exploring the energy fields out of which arise the specific novelty of one's personal mythology. The course includes body movement, exercises in active imagination, as well as poetry and short story writing. Other

areas of the course include mimesis, imagination, depth psychology, neurology and creativity to supplement the above works.

### **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**

### **MS 611, 2 units**

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

## **Psyche and Nature**

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

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

## **Mythic Motifs in Cinema**

### **MS 626, 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.

## **Sex and Gender**

### **MS 609, 2 units**

Every culture seems to have had myths and rituals through which it has sought to contain and constrain human sexuality and to define gender roles. This course will focus on Hindu and Graeco-Roman traditions and on ostensibly post-mythic contemporary attempts to move beyond the binarisms so central to the traditional understanding, though it will also include reference to indigenous American and Jewish-Christian perspectives.

### **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.

### **Graphic Mythologies**

#### **MS 708, 2 units**

This course explores the ancient roots of the so-called "graphic novel" in the postmodern tradition. Those roots include the synthesis of text and image that we find in the Egyptian Books of the Dead, the Mayan Codices, and, more recently, Jung's Red Book—all of which fuse narrative and image in ways that pre-figure, enrich, deepen, and challenge those associated with such forms of expression as comic books, graphic novels, video games, and animated films.

### **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.

## **Special Topics in Mythological Studies**

### **MS 599abc, 699abc, 799abc, .5 units each**

This course consists of lectures by institute faculty and guest speakers on a wide range of topics pertaining to myth, religious traditions, literature, depth psychology, and culture. The lectures provide opportunities or learn about traditions, text, and themes that are beyond the scope of other courses and/or to present alternative perspectives on course material. Pass/No Pass



## **Self-Directed Studies**

### **MS 750, 3.5 units**

The purpose of Self-Directed Studies is to allow students to explore areas of interest in mythological studies and depth psychology outside the boundaries of the curriculum. This may take the form of attending conferences, workshops, lectures, and/or seminars; engaging in relevant depth transformative practices; participant observation research or fieldwork; or other training that augments the three disciplinary components of the program: mythology and religious traditions; myth and literature; depth psychology and culture. Student must complete a total of 35 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 a self-directed studies coordinator. Pass/No Pass

## **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*

## **DEGREE REQUIREMENTS FOR GRADUATION**

1. Students must complete 89 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

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.

## **A BLENDED HYBRID LOW-RESIDENCY PROGRAM**

### **CURRICULUM OVERVIEW**

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

C. G. Jung, Individuation, and the Symbolic Life – HMC 150, 3 Units

The Purpose and Power of Image – HMC 160, 3 Units

Project Workshop I: Creative Dialogue and Design – HMC 170, 3 Units

## **SECOND YEAR**

Active Imagination, Dreams, and Psychic Creativity – HMC 200, 3 Units

Mythic Narratives: Eternal Sources and Contemporary Inflections – HMC 210, 3 Units

Time, Place, Space, and the Ecology of Creative Expression – HMC 220, 3 Units

The Healing Power of Creativity – HMC 230, 3 Units

The Artist as Activist and Agent of Social Change – HMC 240, 3 Units OR

The Purpose and Power of the Moving Image – HMC 180

Technology and the Psyche – HMC 250, 3 Units

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 curriculum may vary depending upon changing academic needs.

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

## **Creativity and Aesthetic Sensibility**

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

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

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

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

Joseph Campbell understood mythology to be humankind's most creative act. Throughout his career Campbell focused on the creative mythopoetic act as manifested in the art and literature of the world's culture in order to explore mythology itself. Through an exploration of Campbell's work, students will learn the methods of comparative mythology which give them eyes to see the universal

themes of humanity expressed through image and story. The story of Campbell shows how he saw the mythmaker's path as extending into the present moment—the mythmakers of the ancient times become the modern day teachers, writers, painters, and poets, and it is through their works that the cosmos continues to come forth.

## **The Complex Nature of Inspiration**

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

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

## **Creative Influence Across The Humanities**

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

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

## **The Expressive Power of Archetypes**

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

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

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

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

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

### **The Purpose and Power of Image**

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

Depth psychology has always maintained a close relationship with Image—the literal images which visit in our sleep, the fantasy images we flirt with while awake, the autonomous images that appear "out of nowhere," the metaphorical images we have of ourselves and others. The psyche is always creating images. In turn, those images give shape to our psyches, an idea which archetypal psychologist James Hillman explored in his work. Hillman proposed that "at the soul's core we are images," and that life can be defined as "the actualization over time" of the images in our hearts and

souls. Hillman went even further by suggesting that our unique images are the essence of our life, and “calls [us] to a destiny.” Students will study the writings of James Hillman and others on the purpose and power of Image in psychological and creative life, and meditate upon the core images meaningful to their lives and work.

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

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

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

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

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

In the book series *The Myths*, contemporary world renowned authors retell ancient myths, writing them in their unique styles with their own particular spins. Though a relatively new series, there is nothing new about the concept: artists across mediums have always drawn on myths for inspiration and source material. Sometimes, they recreate them using modern technology, such as the animated version of *Hercules*, or the 3-D version of *Clash of the Titans*. Other times, they borrow ancient mythic themes to create an entirely new story; for example, C. S. Lewis’ novel *Till We Have Faces* retells the Cupid and Psyche myth; the South African novel *Cry the Beloved Country* by Alan Paton retells the myth of the prodigal son. In truth, the most impactful films, novels, plays, and other artistic expressions not only reflect eternal mythic narratives, but do so in a way that feels fresh and timely. Students will compare several original myths with both historical and contemporary retellings of them, and will produce their own creative retellings of a myth.



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

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

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

## **The Healing Power Of Creativity**

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

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

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

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

Artistic expression has always had the power to raise consciousness and contribute to social change such as, the photographs of Dorothea Lange which chronicled the tragic poverty of the Great Depression, Upton Sinclair's novel *The Jungle* which highlighted the corruption of the meatpacking industry at the turn of the 20th century, the documentary films of Michael Moore. In fact, art and artists have played a powerful role in many revolutionary movements: for example, Mexican muralism which arose in the 1930's in post-revolutionary Mexico, and the Black Arts Movement in the United

States during the 1960's. Great works of art often open up taboo conversations: one recalls movies like *Guess Who's Coming to Dinner* which used humor to explore interracial relationships, and *Brokeback Mountain* which used tragedy to challenge heteronormality. Through examples like these and more, this course explores the artist as activist and agent of social change. Working in groups, students will select a social issue of importance to them, and use various forms of creative expression to raise critical consciousness.

## **The 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.

### **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).

# Executive Administration

Chancellor and Founding President.....	Stephen Aizenstat, Ph.D.
Provost and Vice-President of Academic Affairs.....	Joseph Cambray, Ph.D.
Associate Provost.....	Craig Chalquist, Ph.D.
Dean of Academic Affairs.....	Patricia Katsky, Ph.D.
General Counsel.....	Franklyn Michaelson

## Board of Trustees

Pacifica is 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, and provides ongoing advice in their various areas of expertise. Their outstanding contributions and ongoing involvement are invaluable to the growth and well-being of the school.

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

Holding a Ph.D. in Human and Organizational Development from Fielding Graduate University, Dr. Thyonne brings an extensive experiential background in organizational structure and management to Pacifica's Board of Trustees. Dr. Gordon is a Business Profit Strategist, Producer and Writer working with small business Executives to accelerate their growth through her proven methodology of S.T.O.R.Y. (Structure, Targets, Ownership, Relatability and YOU). She joined the Pacifica Board of Trustees in 2007 and became Chair in 2015.

### **Russ Revlin, Ph.D., Vice Chair**

Dr. Revlin was an early faculty member in Pacifica's Clinical Psychology Program and is an Emeritus Professor of Psychology at the University of California at Santa Barbara. His research focuses on how adults and children imagine possible worlds and carries these findings forward to building Pacifica into the future. He has served on Pacifica's Board since 1995.

### **Nancy Swift Furlotti, Ph.D., Trustee**

Nancy Swift Furlotti, Ph. D. is a Jungian Analyst in private practice in Carpinteria, CA. She is past president of the C.G. Jung Institute of Los Angeles, where she trained, and founding board member

and a president of the Philemon Foundation. She has numerous publications and lectures internationally on Jungian topics, mythology, the environment, and narcissism. 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 joined the Pacifica Graduate Institute Board of Trustees in 2014.

**Paul C. Hudson, J.D., Trustee**

Paul is the founder and Managing Director of Hudson & Holland Advisors LLC, a financial advisory firm that assists nonprofit organizations with designing and implementing sustainability initiatives and planning, structuring, negotiating and implementing strategic restructures, including strategic mergers, collaborations and other nonprofit organizational alliances. He is the immediate past Chairman and CEO of Broadway Federal Bank, a certified Community Development Financial Institution that has operated in South Los Angeles since 1947. His practice also includes executive coaching and conducting seminars and workshops for executives on “Understanding Financial Statements” and “Strategic Restructuring”. Paul received his BA in Political Science from the University of California at Berkeley and his JD from the U.C. Berkeley School of Law. He is a member of the State of California and District of Columbia bars. Paul joined the Pacifica Graduate Institute Board of Trustees in 2016.

**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.

**Thomas L. Steding, Ph.D., Trustee**

Dr. Steding has been CEO of over 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 Leadership in Depth, currently in preparation. Dr. Steding joined the Pacifica Graduate Institute Board of Trustees in 2013.

### **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 served as Chair from 1997-2014.

## **PROGRAM CHAIRS**

**Willow Young, M.A., L.M.F.T.** serves as Core Faculty and Chair of the Counseling Psychology Program. Ms. Young has 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.

**Oksana Yakushko, Ph.D.** serves as Core Faculty and Chair of the Clinical Psychology Department, which houses the PsyD and PhD programs. Dr. Yakushko's training and interests span depth psychology, women and gender studies, and multicultural psychology. Her clinical and research interests focus on immigration, xenophobia, 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. Her work on xenophobia received international media attention. Recently she expanded her work to present and publish on depth psychological as well as feminist critique of mainstream psychological approaches. Dr. Yakushko has published over 60 peer reviewed articles, book chapters, encyclopedia entries and book reviews, including many with Pacifica students and alumni. She has received several awards for her scholarly work and activism including an APA Presidential Citation and the Oliva Espin Social Justice Award. In addition to her scholarly work, she has been active in the American Psychological Association, specifically Division 39 (Psychoanalysis) as well as local initiatives focused on spirituality and social justice. Her goal as Chair is to nurture the students and the clinical programs toward both soulful and radical engagement with issues of today's world, inside and outside the classrooms or clinical spaces.

**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*.

**Rae Johnson, Ph.D., RSMT**, is Chair of the Somatic Studies Specialization of the M.A./Ph.D. Depth Psychology Program. Dr. Johnson presents internationally on the embodied experience of oppression and somatic research methods, and is the author of *Knowing in Our Bones*, a study on the embodied knowledge of somatic educators, and *Elemental Movement*, a movement practice that integrates crosscultural somatic literacy with the depth-oriented expressive arts. She has held academic



leadership roles in somatic psychology at the Santa Barbara Graduate Institute, Naropa University, Meridian University and the Chicago School of Professional Psychology.

**Keiron Le Grice, Ph.D.**, is Core Faculty and Chair of the Jungian and Archetypal Studies specialization of the Depth Psychology program at Pacifica. He was educated at the University of Leeds, England (B.A. honors Philosophy and Psychology) and the California Institute of Integral Studies in San Francisco (M.A. and Ph.D. Philosophy and Religion). He is the author of four books, including *The Archetypal Cosmos*, *The Rebirth of the Hero*, and *Archetypal Reflections*. A founding editor of *Archai: The Journal of Archetypal Cosmology* (2007-2015), Dr. Le Grice now serves as Senior Editorial Advisor at *Archai* and as commissioning editor for Muswell Hill Press in London.

**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 Psicologia 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.

**Patricia O. Katsky, Ph.D.**, has been a core faculty member at Pacifica for over 15 years, teaching and mentoring students in many of Pacifica's programs. She is currently serving as Vice-Provost, and Chair of the Depth Therapy Specialization. She was certified as a Jungian analyst 20 years ago, and has been a psychotherapist for over 30 years. Her research interests include the process of becoming a psychotherapist, the world of dreams, and the religious function of the psyche. Dr. Katsky was formerly the president of the C.G. Jung Institute of Los Angeles, and serves regularly on the reviewing and certifying boards of the San Francisco and Los Angeles Jung Institutes. She co-founded a non-profit counseling center in Los Angeles, Counseling West, which serves individuals, couples, and families seeking a depth psychotherapeutic approach in charting a path in their lives, and she continues to participate in this organization as a member of the board of directors.

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

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.

**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); *The Sleuth and the Goddess* (2015) and *Remembering Dionysus: Revisioning Psychology and Literature in C. G. Jung and James Hillman* (2016). 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; Active Imagination and Jung and The Red Book.

### **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 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.

Administrative Coordinator, Linda Price

Program Administrators, Joanne Hayden, M.A., Sybille Wesner-Salperto, M.S.

Student Affairs Coordinator, Oralia Limon, B.S.

Practicum Associate, 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.

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 SPECIALIZATION IN INTEGRATIVE THERAPY AND HEALING PRACTICES**

Specialization Chair, Patricia O. Katsky, Ph.D.

Program Administrator, Nick Sabatino

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, Patrick Mahaffey, Ph.D.

## **DISSERTATION OFFICE**

Dissertation Office Director, Patricia Katsky, Ph.D.

Academic Director of Dissertation Policy, Elizabeth Nelson, Ph.D.

Senior Dissertation Administrator, Robyn Cass

Dissertation Administrator, Rachel Reeve

## **CORE AND ADJUNCT FACULTY**

### **David Abram**

Ph.D., Philosophy, State University of New York at Stony Brook

PUBLICATIONS INCLUDE: *Becoming Animal: An Earthly Cosmology*; *The Spell of the Sensuous: Perception and Language in a More-Than-Human World*

AREAS OF EMPHASIS: Ecological Philosophy, Environmental Ethics; Environmental Literature and Poetics; Continental Philosophy and Phenomenology; EcoPsychology; Ethical and Cultural Consequences of Scientific and Technological Change; Philosophy of Religion; Indigenous Philosophies and Worldviews

**Stephen Aizenstat**

Ph.D., Clinical Psychology, Fielding Graduate University

PUBLICATIONS INCLUDE: *DreamTending; Imagination and Medicine* (co-editor)

AREAS OF EMPHASIS: Depth Psychotherapy; Dream Research; Archetypal Psychology

**Francisco Humberto Eduardo Almeida Acosta**

Ph.D., Social Psychology and Personality, Cornell University

PUBLICATIONS INCLUDE: *Conocimiento y Acción en Tzinacapan* [*Knowledge and Action at Tzinacapan*] (Co-edited with María Eugenia Sánchez); *Las Veredas de la Incertidumbre* [*Paths of Uncertainty*] (Co-authored with María Eugenia Sánchez); *International Community Psychology: Community Approaches to Contemporary Social Problems, Vols. I and II* (Main editor of the 2010 Proceedings)

**Avrom Altman**

M.A., University of Missouri, Kansas City; Licensed Marriage 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**

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, Professor Emeritus**

Ph.D., Educational Psychology, University of Southern California; Certified Psychoanalyst, Psychoanalytic Center of California; Licensed Psychologist

AREAS OF EMPHASIS: Psychoanalysis; Music and Psychoanalysis; Psychoanalytic Practice

**Robert Bosnak**

Psy.A., Jungian Psychoanalyst, C.G. Jung Institute, Zürich

PUBLICATIONS INCLUDE: *A Little Course in Dreams; Embodiment: Creative Imagination in Medicine, Art and Travel*

AREAS OF EMPHASIS: Embodied Imagination and Psychoanalysis; Therapeutic Training; Dreamwork; Cyberdreamwork—Interactive Real-Time Voice and Video Work with Imagery

**Linda Branch**

Ph.D., Human Development, Fielding Graduate University

AREAS OF EMPHASIS: Cultural Diversity; Social Justice; Art; Writing; Healing

**James Broderick**

Ph.D., Clinical Psychology & Community Change, California School of Professional Psychology, San Diego; Licensed Clinical Psychologist

AREAS OF EMPHASIS: Evidence-Based Practices and Diagnostics; Phenomenology; Critical Theory (of Frankfurt School of Social Research); Sand Tray Therapy; Humanistic-Existential Psychology; Innovative Approaches to Serious Mental Illness; Depth Psychology in Management

**Linda Buzzell**

M.A, Social Science, Azusa Pacific University; M.J., Journalism, UCLA; Marriage & Family Therapist

PUBLICATIONS INCLUDE: *Ecotherapy: Healing with Nature in Mind; How to Make it in Hollywood*

AREAS OF EMPHASIS: Ecopsychology; Ecotherapy

**Joseph Cambray**

Ph.D., Chemistry, University of California, Berkeley

Certified Jungian Analyst, C. G. Jung Institute, Boston

PUBLICATIONS INCLUDE: *Synchronicity: Nature and Psyche in an Interconnected Universe; Analytical Psychology: Contemporary Perspectives in Jungian Analysis, (ed).*

**Patricia Cane**

Ph.D., Multicultural Wellness Education, Union Institute and University

PUBLICATIONS INCLUDE: *Trauma Healing and Transformation; Capacitar for Kids: Multicultural Wellness for Children, Schools & Families*

AREAS OF EMPHASIS: Trauma Healing and Wellness; Multicultural Wellness and Energy therapies; Spirituality and Wellness Education; International Trauma Healing/Wellness trainings in the Americas, Africa, Europe, Middle East, Asia

### **Edward Casey**

Ph.D., Philosophy, Northwestern University

PUBLICATIONS INCLUDE: *Imagining: A Phenomenological Study; Getting Back Into Place; Spirit and Soul: Essays in Philosophical Psychology*

AREAS OF EMPHASIS: Philosophical foundations of archetypal psychology; Phenomenological psychology; Phenomenology and hermeneutics; Ecopsychology; Frontiers of depth psychology; Somatic psychology

### **Nuria Ciofalo**

Ph.D., University of Hawaii

AREAS OF EMPHASIS: Depth psychology applied to community studies; Jungian approaches to youth development; Ethno-cultural aspects in depth psychology; Indigenous psychologies; Participatory action research; Indigenous approaches to knowledge generation; Depth psychology and psychodrama; Archetypal psychology and cultural issues; Liberation psychology

### **Christi Clogston**

Ph.D., Mythological Studies with an emphasis in Depth Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Mythologies emergent from human genomics and evolutionary biology; Intersections of depth psychology and neuroscience; History of the natural sciences

### **Joseph Coppin, Professor Emeritus**

Ph.D., Clinical Psychology, Pacifica Graduate Institute; Licensed Marriage & Family Therapist

PUBLICATIONS INCLUDE: *The Art of Inquiry: A Depth Psychological Approach*

AREAS OF EMPHASIS: Depth Psychology; Clinical Practice; Therapeutic Dialogue; Organizational Psychology; Depth Psychological Approaches to Research

### **Lionel Corbett**

M.D., University of Manchester; Certified Jungian Analyst, C.G. Jung Institute, Chicago

PUBLICATIONS INCLUDE: *The Religious Function of the Psyche; The Sacred Cauldron: Psychotherapy as a Spiritual Practice; Psyche and the Sacred: Spirituality Beyond Religion*

AREAS OF EMPHASIS: Religious Function of the Psyche; Interface of Analytical Psychology and Psychoanalytical Theories

### **Roger Dafter**

Ph.D., Clinical Psychology, University of North Texas, Licensed Clinical Psychologist

Ph.D., Behavioral Medicine, University of North Texas

### **Claudia Degradi**

Ph.D., Clinical Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Maps to the Soul: Stories Latinas tell of their Migration Journey*

AREAS OF EMPHASIS: Stories; Issues faced by Immigrants; Multi-cultural issues; Psychology and the Law

### **Helen Desmond**

Ph.D., Clinical Psychology with Specialization in Child and Family, California School of Professional Psychology, Diplomat, American Board of Psychoanalysis

### **Jorgé De La O**

M.A., Counseling Psychology, Pacifica Graduate Institute; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Chicano Studies; Process of Psychotherapy; Group Process; Domestic Violence; Jungian Psychology; Sand Play

### **Mike Denney**

M.D., University of Michigan, Ph.D., Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Second Opinion: A Matter of Choice*

AREAS OF EMPHASIS: The Union of Science and Spirituality – Body and Soul, Soma and Psyche – in Healing; Complexity Theory and Quantum Mechanics at the Frontiers of Depth Psychology; Emergence, Discontinuity, and Self-referential Paradox in the New Sciences of the 21st Century as Related to Depth Psychology and Cultural Issues



**Christine Downing**

Ph.D., Religion & Culture, Drew University

PUBLICATIONS INCLUDE: *The Luxury of Afterwards*; *Prelude: Essays in Ludic Imagination*; *Disturbances in the Field: Essays in Honor of David L. Miller (editor)*; *Gleanings: Essays 1982-2006*

AREAS OF EMPHASIS: Greek Mythology; Women's Studies; Psychoanalysis

**Michael Elliott**

Ph.D., Clinical Psychology, with Emphasis in Marriage And Family Therapy, United States International University; Licensed Clinical Psychologist; MFT Certified Supervisor.

AREAS OF EMPHASIS: Philosophical Psychology; Archetypal, Existential, and Imaginal Psychotherapy; Soul-Centered and Eros-Focused Couples and Family Therapy; The Narration and Phenomenology of Desire; Assessment, Diagnosis, and Treatment of Learning Disabilities; Attention Deficit Disorder and Behavior Disorders in Children and Adolescents.

**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; Licensed Marriage & Family Therapist

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, Professor Emerita**

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

**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

**Maren Tonder Hansen**

Ph.D., Psychology, Saybrook Graduate School; M. Div., Starr King School for the Ministry; Licensed Marriage, Family and Child Therapist; Ordained Unitarian Universalist Minister

PUBLICATIONS INCLUDE: *Mother Mysteries*; *Teachers of Myth*

AREAS OF EMPHASIS: Psychological and Educational Uses of Myth; Women's Spirituality; Human Development

**Kim Hermanson**

Ph.D., Education, University of Chicago

PUBLICATIONS INCLUDE: *Sky's the Limit: The Art of Nancy Dunlop Cawdrey*; *Getting Messy: A Guide to Taking Risks and Opening the Imagination for Teachers, Trainers, Coaches and Mentors*

AREAS OF EMPHASIS: Transformative Adult Learning; Creative Process; Metaphor; Teaching; Group Process

### **George Hogenson**

Ph.D., Philosophy, Yale University, Certified Jungian Analyst, C. G. Jung Institute of Chicago

PUBLICATIONS INCLUDE: *Jung's Struggle with Freud*

### **James Hollis**

Ph.D., Drew University, Certified Jungian analyst, C.G. Jung Institute, Zurich, Switzerland

PUBLICATIONS INCLUDE: *The Middle Passage: From Misery to Meaning in Midlife*; *Under Saturn's Shadow: The Wounding and Healing of Men*; *Tracking the Gods: The Place of Myth in Modern Life*; *Swamplands of the Soul: New Life in Dismal Places*; *The Eden Project: In Search of the Magical Other*; *Hauntings: Dispelling the Ghosts Who Run Our Lives*

### **C. Doyle Hollister**

M.A. English, University of California, Santa Barbara, M.A. Counseling, University of Santa Clara; Marriage and Family Therapist; Neurolinguistic Programming Certificate

PUBLICATIONS INCLUDE: *Jung Journal*, "Letter to Jane Wheelwright"

AREAS OF EMPHASIS: Relationship Counseling, Couples and Families, Mens' Issues

### **Tom Holm**

PhD, University of Oklahoma.

PUBLICATIONS INCLUDE: *Code Talkers and Warriors: Native Americans and World War II*; *Strong Hearts, Wounded Souls: Native American Veterans and the Vietnam War*

### **Caylin Huttar**

Ph.D., Depth Psychology, Pacifica Graduate Institute, L.Ac,

AREAS OF EMPHASIS: The intersection of Buddhist meditation practice and teachings with depth psychology; Chinese Medicine: Acupuncture and Chinese Herbs; Complementary and Alternative Medicine; Chronic Illness, Terminal Illness, Dying and Death

**Susan James**

Ph.D., Community Psychology, New York University

AREAS OF EMPHASIS: Racial socialization; Structural violence, Indigenous technologies

**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

**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, Professor Emeritus**

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, Professor Emeritus**

D.Min., Fuller Theological Seminary; Certified Jungian Analyst, C.G. Jung Institute, Los Angeles; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Theoretical Foundations of Depth Psychology; Myth, Literature, and Religion; The Trickster; The Creative Process

**Richard Kradin**

M.D., Thomas Jefferson University; Certified Jungian Analyst, C.G. Institute, Boston

PUBLICATIONS INCLUDE: *The Herald Dream: An Initial Approach to the Dream in Psychotherapy*; *The Placebo Response and the Power of Unconscious Healing*; *Psychomatics*

AREAS OF EMPHASIS: Somatic Studies, Jungian Studies

**Kathryn LaFevers Evans**

M.A., Literature and Writing Studies, California State University San Marcos

AREAS OF EMPHASIS: Comparative Literature; Nature & Devotional Poetry; Religions as World Literature; Neoshamanic Practice; Esoteric Studies; Renaissance Neoplatonism, Christian Kabbalah, and Natural Magic; Relation between Literature and Depth Psychology

**Thomas Lane**

Ph.D., Comparative Literature, Yale University

AREAS OF EMPHASIS: Classical Literature and Mythology, 19th and 20th Century Literature, Cultural History, Buddhist Meditation Practice, Hatha Yoga Practice

**Keiron Le Grice**

Ph.D., Philosophy and Religion, California Institute of Integral Studies

PUBLICATIONS INCLUDE: *The Rebirth of the Hero: Mythology as a Guide to Spiritual Transformation*; *The Archetypal Cosmos: Rediscovering the Gods in Myth, Science and Astrology*; *Discovering Eris: The Symbolism and Significance of a New Planetary Archetype*

**Christine H. Lewis**

Ph.D., Clinical Psychology , University of California ; Certified Psychoanalyst, Licensed Psychologist;  
M.A., Literature, University of California, Santa Barbara.

AREAS OF EMPHASIS: Contemporary Psychoanalysis , Literature and Psychoanalysis, Clinical Supervision, Therapeutic Presence.

**Enrique Lopez**

PhD, Clinical Psychology, Pepperdine University  
Licensed Clinical Neuropsychologist

**Kathryn Madden**

PhD, Psychology and Religion, Union Theological Seminary, Licensed Psychoanalyst.

PUBLICATIONS INCLUDE: *Dark Light of the Soul*

**Michael Madden**

M.A., Experimental Psychology, Northeastern University; M.A. Clinical Psychology, Antioch University

AREAS OF EMPHASIS: Trauma and Recovery; Couples and Family Systems Therapy; Domestic Violence Assessments and Treatment; Spiritual and Buddhist Approaches to Psychotherapy & Transformation

**Patrick Mahaffey**

Ph.D., Religious Studies, University of California, Santa Barbara

AREAS OF EMPHASIS: Comparative Religions; Psychology and Religion; Hindu Traditions; Buddhist Traditions

**Kathee Miller**

M.A., Antioch University, Santa Barbara; Licensed Marriage and Family Therapist

AREAS OF EMPHASIS: Process of Psychotherapy; Clinical Practice; Imaginal Psychology; Active Imagination and Sandplay; Authentic Movement—A Pathway to Psyche; The Body as Sacred Text; Symbol & Image in Visual Art

**Angela Mohan**

M.A., Marriage and Family Therapy, Phillips Graduate Institute; Licensed Marriage and Family Therapist

AREAS OF EMPHASIS: Couples, Adolescents, Family Systems; Interpersonal Dynamics; Philosophy and Rituals; Multi-cultural Issues; Legal and Ethical Issues in the Helping Professions; Use of Literature and Film in Therapy

**Mark Montijo**

Ph.D., Clinical Psychology, Pacifica Graduate Institute; Marriage and Family Therapist

AREAS OF EMPHASIS: Native American Healers; Anima Mundi; Sacred Work of a Psychotherapist

**Maureen Murdock**

Ph.D., Mythological Studies with an Emphasis in Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Unreliable Truth: On Memoir and Memory*; *Monday Morning Memoirs: Women in the Second Half of Life*

AREAS OF EMPHASIS: Depth Psychology; Myth, Literature, and Religious Studies; Clinical Practice; Trauma and Dissociation in Somatic Psychology; Imaginal Psychology; Memoir as Contemporary Myth; The Sacred Feminine in the Work of Gimbutas, Woodman and Downing; Mental Illness and the Criminal Justice System

**Elizabeth Nelson**

Ph.D., Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *The Art of Inquiry: A Depth Psychological Perspective*, (co-authored); *Psyche's Knife: Archetypal Explorations of Love and Power*

AREAS OF EMPHASIS: Research Methodologies and Dissertation Development

**Patrizia Pallaro**

PhD, University of Padua, Italy. MA, Dance/Movement Therapy, UCLA.

PUBLICATIONS INCLUDE: *Authentic Movement: Moving the Body, Moving the Self; Being Moved: A Collection of Essays*, Two volumes

**Avedis Panajian**

Ph.D., Clinical Psychology, U.S. International University; Certified Psychoanalyst; Training and Supervising Analyst; Licensed Psychologist; Diplomate in Clinical Psychology, American Board of Professional Psychology

AREAS OF EMPHASIS: Clinical Psychoanalysis; Psychopathology; Primitive Mental States

**F. N. Tina Panteleakos**

Ph.D., Counseling, Clinical, and School Psychology, University of California, Santa Barbara; Registered Psychological Assistant?

AREAS OF EMPHASIS: Psychopathology; Trauma and Dissociation; Assessment; Humanistic and Existential Psychotherapy; Biological Bases of Behavior

**Ginette Paris, Professor Emerita**

Ph.D., Social Psychology, University of Montreal; Licensed Clinical Psychologist

PUBLICATIONS INCLUDE: *Heartbreak: New Approaches to Healing; Pagan Grace; Pagan Meditations; The Wisdom of Psyche*

AREAS OF EMPHASIS: Depth and Archetypal Psychology

**Craig Park**

M.A., Clinical Psychology, Antioch University, San Francisco; Licensed Marriage and Family Therapist

AREAS OF EMPHASIS: Chemical Dependency; Family Systems Therapy; Dual Diagnosis and Adolescent Treatment

**Elizabeth Perluss**

Ph.D., Depth Psychology, Pacifica Graduate Institute; Licensed Marriage and Family Therapist and Credentialed School Counselor

AREAS OF EMPHASIS: Ecopsychology; Wilderness rites of passage; Jungian psychology

**Chris Peterson**



Ph.D., Counseling Psychology, University of California, Santa Barbara; Licensed Psychologist, Diplomate of the American College of Forensic Examiners; Certificate from National Board of Addiction Examiners; Certificate in Psychoanalytic Psychotherapy  
AREAS OF EMPHASIS: Psychoanalytic Psychotherapy; Clinical Supervision; Treatment of Addictive Disorders

### **Wendy Phillips**

Ph.D., Psychology, Georgia State University  
AREAS OF EMPHASIS: Art practice as a component of Psychotherapy; Culturally relevant Psychotherapy; Symbols in Visual Art; Archetypes of traditional indigenous African religious systems such as the Yourba and Vodun; Hip Hop Music and Culture; Healing Rituals.

### **Suzanne E. Rapley**

Ph.D., Clinical Psychology, Fielding Graduate Institute  
AREAS OF EMPHASIS: Human Sexuality; Addictions

### **Monika Relph-Wikman**

Ph.D., Clinical Psychology, California School of Professional Psychology, Diplomat of Jungian Analysis, Center for Depth Psychology according to Carl Jung and Marie-Louise von Franz, Zurich, Switzerland, Licensed Marriage and Family Therapist

### **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)

### **Gregor Sarkisian**

Ph.D., Community Psychology, University of Missouri, Kansas City, Postdoctoral fellow in the Clinical Services Researching Training Program at the Department of Psychiatry, University of California, San Francisco (UCSF)  
AREAS OF EMPHASIS: Community Psychology: Theories and Methods; Community Consultation and Collaboration; Program Development and Evaluation; Prevention and Promotion, Power, Empowerment, and Community Practice; Community Organizing; Community Coalition Building; Qualitative Interviewing; Field Study in Applied Community Psychology.

### **Jennifer Selig**

Ph.D., Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Thinking Outside the Church: 110 Ways to Connect With Your Spiritual Nature*; *Reach for the Stars*; *What Now? Words of Wisdom for Life after Graduation*; *Reimagining Education: Essays on Reviving the Soul Learning* (co-authored with Dennis Patrick Slattery)

AREAS OF EMPHASIS: Multicultural Studies and Diversity Issues; The Application of Therapeutic Principles to Cultural Settings; Psyche and the Humanities; Depth Psychological Approaches to Writing and Research

### **Mady Schutzman**

Ph.D., Performance Studies, New York University

PUBLICATIONS INCLUDE: *The Real Thing: Performance, Hysteria, and Advertising*; *Playing Boal: Theatre, Therapy, Activism*; *A Boal Companion: Dialogues on Theatre and Cultural Politics*

AREAS OF EMPHASIS: Ritual; Theatre and Social Justice; Trickster Figure in Culture; Humor/Comedy/Parody

### **Michael P. Sipiora**

Ph.D., Psychology with a concentration in Literature, University of Dallas; Licensed Clinical Psychologist

AREAS OF EMPHASIS: Phenomenological philosophy and psychology; Archetypal psychology; Narrative, hermeneutics, and rhetoric; Critical theory; Organizational development.

### **Glen Slater**

Ph.D., Clinical Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Senex and Puer* (editor); *Varieties of Mythic Experience* (editor)

AREAS OF EMPHASIS: Jungian and Archetypal Psychology; Psychology and Religion; Cinema and Psyche; Psychology and Technology

### **Dennis Patrick Slattery**

Ph.D., Literature & Phenomenology, University of Dallas

PUBLICATIONS INCLUDE: *Harvesting Darkness: Essays on Literature, Myth, Film and Culture*; *Casting the Shadows*; *Grace in the Desert: Awakening to the Gifts of Monastic Life*; *Just Below the Water Line*; *Depth Psychology: Meditations in the Field* (editor)

AREAS OF EMPHASIS: Psyche and Nature; Literary Classics; Genre Theory; Theories of Mythopoeisis; Pedagogy; Body and Psyche; Epic Narrative; Phenomenology; Joseph Campbell's Theory of Myth

**Lisa Sloan**

Ph.D., Clinical Psychology, Pacifica Graduate Institute; Licensed Clinical Psychologist

AREAS OF EMPHASIS: Jungian Psychotherapy; Imaginal Psychology; Shamanism and Jungian Theory

**Evans Lansing Smith**

Ph.D. Comparative Literature, Claremont Graduate School

PUBLICATIONS INCLUDE: *Sacred Mysteries: Myths about Couples in Quest*; *The Descent to the Underworld in Literature, Painting, and Film: The Modernist Nekyia*; *Figuring Poesis: A Mythical Geometry of Postmodernism*

AREAS OF EMPHASIS: Myth in Literature from Antiquity to Postmodernism; Arthurian Romances; The Hermetic Tradition

**Zaman Stanizai**

Ph.D., Political Science, University of Southern California; M.A. Linguistics, University of Washington

AREAS OF EMPHASIS: Islamic Studies; Theosophy, Political Philosophy; Islamic Mysticism; Sufism; Poetic Expression in Mystic Thought

**Maurice Stevens**

Ph.D., History of Consciousness, University of California at Santa Cruz

PUBLICATIONS INCLUDE: *Trans(per)forming African-American history and identity*

AREAS OF EMPHASIS: Critical Trauma Studies; Critical Race Studies; Critical Psychoanalysis; Cultural Studies

**Andrew Teton**

M.A., Clinical Psychology, Antioch University, Santa Barbara; Licensed Marriage and Family Therapist

AREAS OF EMPHASIS: Theories of Psychotherapy; Marriage, Couples, and Family Systems; Law and Ethics; Clinical Skills; Group Psychotherapy; Trauma Recovery; Body Inclusive Therapeutic Approaches; California Licensing Preparation

### **Beverly Title**

Ph.D., Education, emphasis in Peace and Conflict Studies, University of Colorado, Boulder

PUBLICATIONS INCLUDE: *Teaching Peace: A Restorative Justice Framework for Strengthening Relationships*

AREAS OF EMPHASIS: Restorative Justice; Conflict Resolution; Bullying Prevention; At-Risk Youth; Affective Curriculum Development

### **Paula Thomson**

Psy.D., Psychology, American Behavioral Studies Institute; Licensed Clinical Psychologist

AREAS OF EMPHASIS: Developmental Psychology through Adolescence, Strong Focus on Neurobiology and Attachment Theory

### **Norvene Vest**

Ph.D., Mythological Studies with emphasis in Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Re-Visioning Theology: A Mythological Approach to Religion*

AREAS OF EMPHASIS: Christianity; Benedictine life; Spiritual Direction; the Divine Feminine

### **Judah Viola**

Ph.D., Community Psychology, DePaul University-Chicago

PUBLICATIONS INCLUDE: *University Ecology & Student Service Motivation; Consulting and evaluation with community based organizations: Tools and strategies to start & build a practice* (co-authored with Susan Dvorak McMahon.)

AREAS OF EMPHASIS: Substance abuse aftercare; Affordable housing; Access to healthcare; Access to healthy food; Violence prevention and intervention programs for youth; Urban education for students with disabilities

### **Lou Ann Wallner**

M.A., Counseling Psychology, Pacifica Graduate Institute; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Family Systems from a Depth Perspective; Adolescent Psychology; Myth and Narcissism in Western Culture; Eco and Wilderness Psychology

### **Mary Watkins**

Ph.D., Clinical and Developmental Psychology, Clark University; Licensed Clinical Psychologist

PUBLICATIONS INCLUDE: *Waking Dreams; Invisible Guests; Talking with Young Children about Adoption; Toward Psychologies of Liberation co-author with Helene Shulman*).

AREAS OF EMPHASIS: Imaginal/Archetypal Psychology; Object Relations Theory; Liberation Psychology; Participatory and Phenomenological Research; Dialogue Theory/Praxis

### **Gary White**

M.A., Antioch University; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Sexual Violence; Sexuality; Multi-Cultural Issues; Men's and Women's Issues; Multiple Personality Disorder

### **Margaret Wilbur**

M.A., Psychology, Antioch West, Los Angeles; Certified Jungian Analyst, C.G. Jung Institute, Los Angeles; Licensed Marriage and Family Therapist

Professor Emerita of UCLA's School of Theater, Film, and Television.

### **Robin Newell Wynslow**

Ph.D., Counseling Education, University of Southern California, Certified Jungian Analyst , C.G. Jung Institute, Los Angeles; Licensed Marriage and Family Therapist

### **Oksana Yakushko**

Ph.D., Counseling Psychology, University of Missouri

AREAS OF EMPHASIS: Immigration; Indigenous Healing Practices; Feminist Spirituality; Qualitative and Mixed Methods Research; Dissertation Development

### **Willow Young**

M.A., Counseling Psychology, Pacifica Graduate Institute; Licensed Marriage and Family Therapist; CAMFT Certified Supervisor

AREAS OF EMPHASIS: Jungian and Self-Psychology; Archetypal Research; World Arts, Culture, and Mythology; Psyche and Dreams; Clinical Practice Issues

### **Paul Zolbrod**

Ph.D., English, University of Pittsburgh

PUBLICATIONS INCLUDE: *Dine' bahane': The Navajo Creation Story*; *Reading the Voice: Native American Oral Poetry on the Written Page*; *Weaving a World: Textiles and the Navajo Way of Seeing*; *Battle Songs: A Story of the Korean War in Four Movements*

AREAS OF EMPHASIS: Medieval and Early Renaissance Literature; Early American Literature; Native American Literature, with emphasis on mythology and oral tradition

### **Contributing Faculty**

#### **Nor Hall, Ph.D.**

PUBLICATIONS INCLUDE: *The Moon and the Virgin*; *Those Women*

AREAS OF EMPHASIS: History of Consciousness; Archetypal Psychology; Initiation Psychology

#### **Michael Meade, D.H.L.**

Founder of MOSAIC Multicultural Foundation

AREAS OF EMPHASIS: Storytelling; Drumming; Mythology; Study of Ritual in Traditional Cultures

#### **Richard Tarnas, Ph.D.**

Saybrook Institute

PUBLICATIONS INCLUDE: *The Passion of the Western Mind*; *Cosmos and Psyche: Intimations of a New World View*

AREAS OF EMPHASIS: Archetypal Studies; Philosophy, Cosmology, and Consciousness; Cultural History

#### **Marion Woodman, D.H.L.**

Scholar-in-Residence, Pacifica Graduate Institute, 1992; Certified Jungian Analyst, C.G. Jung Institute, Zürich

PUBLICATIONS INCLUDE: *Addiction to Perfection*; *The Pregnant Virgin*; *The Ravaged Bridegroom*

AREAS OF EMPHASIS: Jungian and Archetypal Thought; Addictive Behaviors; The Role of the Feminine in Our Changing World

#### **Ross Woodman, Ph.D.**

University of Toronto; Professor-Emeritus, University of Western Ontario, London, Ontario;

Distinguished Scholar, Keats-Shelley Association of America

PUBLICATIONS INCLUDE: *Apocalyptic Vision in the Poetry of Shelley; Sanity, Madness, and Transformation: Psyche and Romanticism; and Revelation and Knowledge (forthcoming)*

## Admission Requirements

Pacifica Graduate Institute welcomes a culturally diverse academic community. Applicants are selected for matriculation in the programs at the Institute according to the potential Pacifica perceives they have to succeed in master's 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 interview. All applicants are asked to demonstrate research skills and writing ability by submitting writing samples. The Institute's graduate degree programs require separate applications and admission evaluations. Completion of one of Pacifica's M.A. programs does not guarantee admission to one of the Institute's doctoral programs.

### **M.A. in Counseling Psychology**

Applicants must have a bachelor's and/or master's degree from a regionally 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.

### **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, which will be assessed during the application process for bachelor level applicants. Prior experiences of clinical training and human services work are valued. The program seeks individuals



who are psychologically-minded and evidence the emotional resilience necessary to work in relational field with diverse individuals and communities, including in community-based mental health settings. 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 natural and human sciences. The experience of personal depth psychotherapy is highly valued.

### **Ph.D. in Clinical Psychology**

Applicants must have a bachelor's and/or master's degree from a regionally accredited institution of higher education. Students with bachelors education, which emphasized scholarship in human sciences, psychoanalytic, Jungian, and other depth psychological approaches are especially considered. Applicants to the Clinical Psychology Programs are expected to bring a strong foundation in psychological scholarship, specifically scholarly research and writing, as well as a demonstrated interest and aptitude for the study of depth psychology, which will be assessed during the application process for bachelor level applicants. The program seeks individuals who are psychologically-minded, and who show evidence of emotional resilience, cultural awareness, and commitment to scholarly questioning necessary to work with diverse individuals and communities. 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 human sciences. The experience of personal depth psychotherapy is highly valued.

### **Ph.D. in Depth Psychology with Specialization in Integrative Therapy and Healing Practices**

Applicants must have a bachelor's and/or master's degree from a regionally accredited or state-approved institution of higher education. The Ph.D. in Depth Psychology with Specialization in Integrative Therapy and Healing Practices requires master's-level education; successful candidates will have completed all of the academic requirements of a master's degree. In addition, this doctoral specialization requires candidates to have experience and training in a distinct healing-oriented or therapeutic profession. The program is ideal for diverse practitioners (licensed, pre-licensed, or license-exempt) in the following professions (partial list): *Psychotherapists, Psychologists, Marriage and Family Therapists, Social Workers, Professional Counselors, Health and Medical Professionals (Nursing professionals, Physicians, Allied Health Providers), Jungian Analysts, Psychoanalysts, Specialized Addition and Treatment Counselors, Expressive Arts Therapists, Spiritual and Pastoral Counselors, Health and Wellness Practitioners with Advanced Training, and Other Qualified*

*Consultants and Counselors.* Applicants must either be practicing or have a plan in place to start practicing once they have enrolled in the program.

Because the program carries a strong emphasis on learning through client presentations and practice supervision groups, we seek candidates who are psychologically-minded and show evidence of the emotional resilience necessary to work in the transference/counter-transference field. Prior commitment to personal growth and development as a client or patient working with a therapeutic professional is an important factor in the consideration of the application.

In addition to having advanced skills in writing and scholarship, successful candidates will hold some familiarity with, and aptitude for, the perspectives of depth psychology, and demonstrate a commitment to practice and research in a therapeutic and healing-oriented profession.

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

- **Community Psychology, Liberation Psychology, and Ecopsychology**
- **Jungian & Archetypal Studies**
- **Somatic Studies**

Applicants must have a bachelor's and/or master's degree from a regionally accredited or state-approved institution of higher education. Applicants may also demonstrate aptitude in the following areas: a background in psychology through formal coursework, personal study and/or 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.

#### **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 a regionally 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 (Ph.D. coursework) of the program.

### **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 principles.

### **Applying to Pacifica**

Prospective students are asked to submit the online application (available at [www.pacifica.edu](http://www.pacifica.edu)) with a non-refundable \$75 application fee. To complete the application file, a personal statement, resume, writing sample, official transcripts, and recommendation forms and letters should be forwarded to Pacifica Graduate Institute. Early applications are encouraged due to limited space in Pacifica's programs. The Admissions Committees review completed application files and, upon recommendation, schedule interviews for qualified applicants.

### **International Applicants**

International applicants must have their transcripts evaluated to determine U.S. equivalency. We will accept evaluations from current members of the NACES (National Association of Credential Evaluation Services) and AICE (Association of International Credential Evaluators, Inc.). In addition, international applications must submit TOEFL (Test of English as a Foreign Language) results. All TOEFL scores must be submitted to Pacifica in advance of acceptance and must meet the minimum score requirements of 213 computer-based test; 550 written test; or 79 internet-based test.

The Institute is authorized under Federal Law to enroll non-immigrant students (F-1 Visa only). Upon acceptance to Pacifica Graduate Institute and completion of necessary documentation, Pacifica will prepare and send international students an I-20 Certificate of Eligibility for non-immigrant F-1 student status, which the student will use to apply for an F-1 visa. The Institute will also vouch for international students when needed. There is no charge for this service.

### **Interview Procedure**

Those applicants who have advanced through the review stage will be invited for an interview. The interviews address a number of important topics regarding the applicant's potential to engage in graduate studies. The interview will discuss past educational experience, emotional maturity, personal readiness, and goals specific to the applicant's chosen program of study.

### **Acceptance and Enrollment**

Applications for fall enrollment can be submitted after November 1<sup>st</sup> of each year. Notification letters will be mailed upon completion of the interview. Please consider the May 15<sup>th</sup> accepted student renewable scholarship deadline in the preparation of an 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 properly completed and signed Enrollment Agreement and a non-refundable enrollment deposit of \$250 within two weeks of acceptance in order to be secure their space in the program. Those who are unable to attend the 2017-2018 academic year will need to submit a new application should they wish to be considered for acceptance at a later date.

### **Transfer of Credits**

Due to the unique instructional nature of the doctoral and master's degree programs, prior coursework usually may not be equivalent to the approach and methodology used at Pacifica Graduate Institute. Pacifica does not award credit for prior experiential learning. Additionally, the sequential nature of some programs, should also be factored in the decision to apply for transfer credit.

Beginning fall 2017, a maximum of sixteen (16) units may be transferred from outside institutions, if there is significant overlap with current courses offered in the applicable Pacifica program. Courses completed at another institution more than four (4) years prior to matriculation at Pacifica Graduate Institute will not be considered for transfer.

A maximum of sixteen (16) units may be transferred from one degree program to one other program within Pacifica Graduate Institute. To be considered for transfer credit, the coursework must have been completed at Pacifica within the past five (5) or eight (8) years, depending on the program

The units for courses transferred must meet or exceed the unit values of petitioned courses, and students must have earned “B” grades or better in each course.

Additional information about transfer of credits can be obtained from the Office of Admissions.

Students must submit all requests for transfer of credit to the Office of Admissions six weeks **prior** to the start date of the first year classes to allow time for transfer credit requests to be reviewed and approved.

A student’s financial aid may be affected by a decrease in the number of enrolled units resulting from receipt of transfer credit. Potential students should consult with the Financial Aid Office about their financial aid eligibility.

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.

Pacifica does not have any current transfer or articulation agreements with any other colleges or universities; however, upon admission, students may request to transfer units from another institution per our Transfer of Credits policy.

Pacifica does not accept ability-to-benefit students.

### **“Notice concerning transferability of credits and credentials earned at our Institution**

The transferability of credits you earn at Pacifica Graduate Institute is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or diploma you earn in an educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree/diploma that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Pacifica Graduate Institute to determine if your credits or degree/degree will transfer.”

**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.

### **Instructional Facilities**

Pacifica Graduate Institute is a private corporation with campuses located at 249 Lambert Road and at 801 Ladera Lane in Carpinteria, CA 93013. Situated approximately five miles south of Santa Barbara, the Lambert Road campus is comprised of six buildings on thirteen acres.

Pacifica's Ladera Lane campus is situated on thirty-five acres in the coastal foothills of Montecito, just north of the Lambert Road Campus. The Ladera Lane campus has lodging as well as dining facilities.

Pacifica Graduate Institute has two campuses located in Santa Barbara County California. Our Ladera Lane campus consists of five buildings situated on 35 acres. Our classrooms are located in our administration building and consist of one auditorium, two large classrooms, two medium classrooms, and one small classroom. Other instructional spaces include one yurt, one computer lab, and three conference rooms. All classrooms and meeting spaces are equipped with either built in or mobile AV equipment which includes a sound system, a computer, projector, DVD players, projection screens, whiteboards, and markers. Table and chairs are also provided for all instructional spaces. Our two large classrooms are equipped with sand play therapy equipment, which includes professional sand play trays and figurines that are used for training and instruction. Our Lambert Road Campus consists of 6 buildings and is situated on 11 acres. There are two large classrooms, one medium classroom, one small classroom and two conference rooms. All classrooms and meeting spaces are equipped with either built in or mobile AV equipment which includes a sound system, computer, projector, DVD players, projection screens, whiteboards, and markers. Table and chairs are also provided for all instructional spaces. Both campuses house a fully functional library and research area, as well as a campus bookstore. Each campus has a dining facility which includes a fully equipped professional kitchen and student dining room.

Pacifica Graduate Institute does not offer distance learning programs. All programs have a residential component, which by definition is not distance learning.

### **On-Campus at Pacifica**

#### **Housing, Transportation, and Meal Policies**

Pacifica Graduate Institute aims to host students in an environment that promotes academic growth and personal comfort. Student life at Pacifica is based on respect for self and others, responsibility, and consciousness of behaviors and attitudes that form the basis of a community of learners. Additionally, Pacifica strives to provide students with a space that supports physical, emotional, and spiritual wellness while engaging in challenging academic, intellectual, and social growth. Pacifica's vision for its students is for them to remain in community with their group, both in and out of the classroom. Meal times and the time spent while in residence are key opportunities for students and faculty to generate cohesion and camaraderie. These interactions are essential to fully experience and understand life at Pacifica. Residential students are required to stay in Institute provided housing during their class sessions. Students may contact the Guest Services Coordinator for detailed information about lodging arrangements for their individual track.

Pacifica Graduate Institute has a 61 room residential building, and 11 additional guestrooms located in our administration building, at the Ladera Lane Campus. Our Residential students at our Lambert Road Campus are housed at the Best Western Carpinteria Inn; these accommodations are arranged through Pacifica's Office of Guest services.

Pacifica students are classified into two categories for purposes of determining housing and meal service: Residential and Non-residential. Residential students utilize Pacifica's housing and meal service and non-residential students utilize Pacifica's meal service, but not the housing service. Further explanation of the two categories follows so that you may assess which category applies to you.

## RESIDENTIAL STATUS

- This status classifies students who do not reside in either Santa Barbara or Ventura County. They are required to reside with Pacifica for their in session nights, and are provided with the standard meal service during residential visits.
- Residential students are required to complete and submit the enclosed Residential Housing Form. The residential agreement provides two nights of housing and meals, per class session, except for Summer Quarter.

## NON-RESIDENTIAL STATUS

- To meet the conditions of Non-Residential status, students must reside in either Santa Barbara or Ventura County. Both new and returning students are required to submit proof of residency, along with a Non-Residential Form, annually.
- Students who do not reside in either Santa Barbara or Ventura County but who wish to apply for Non-Residential status may do so by submitting a written request to the Pacifica Housing Committee.

\*If a student requests and is granted Non-Residential status, Pacifica does not provide assistance to the student in finding housing. The median price of a home in the Santa Barbara area is approximately \$900,000 and rent for a 1 bedroom apartment is approximately \$1,700.

## **Introduction to Library Resources and Services**

Pacifica Graduate Institute's library resources and services support graduate-level study in the areas of counseling psychology, clinical psychology, depth psychology, depth psychotherapy, mythological studies, and humanities. Subject area strengths are in Jungian and archetypal psychology, depth psychology, psychoanalysis, clinical psychology, mythology, religious studies, psychological studies of literature, and research methodology.

## **Library Collections**

The Graduate Research Libraries on the Lambert and Ladera campuses contain over 23,000 books, 100,000 ebooks, 2,900 theses and dissertations, and 1,000 audio and video materials. They also provide access to thousands of journals, both in print and electronic formats. Special reference collections include faculty publications, rare and hard-to-find books, and other unique multimedia materials. Computer terminals are available for students at both campus libraries to support word processing, web-based email, and Internet/database searching. Printers and photocopiers are also available and wireless Internet access is available throughout both campuses for personal laptop use. Library items can be sent by shuttle between the two campuses upon request, though transferring can take one business day or more. These items are available through the library catalog, which is available from the library's website.

The smaller Ladera campus library is staffed when Ladera campus students are in session. When Ladera classes are not in session, the Ladera library is closed, and students are asked to use the Lambert campus main library. Shuttle service is offered between the two campuses at designated times so students can make use of both library facilities.



## **Library Account and Off-Campus Resource Access**

You can access all electronic password-protected library resources off-campus, including your library catalog account. Your username is your firstname.lastname and your password is your 5-digit student ID number (found on your student ID card). For example:

Username: Joe.Student

Password: 12345

Logging into your library catalog account lets you renew your checked-out items online, see what you have assigned to your account, and see what, if any fines accruals you may have. Contact library circulation if you have trouble accessing resources off-campus.

## **Circulation Services**

Most of the library's print materials circulate except for reference books, print journals, and special collections (e.g., rare items). Currently enrolled Pacifica students may check out up to 50 library items at one time, and the standard loan period is six weeks. Contact Circulation staff for assistance with checking out materials.

## **Writing Resources and Tutors**

The Library also provides access to online writing resources, both created/provided by Pacifica and from other external organizations. Pacifica-created resources include recorded webinars and presentations by Pacifica faculty members on scholarly writing and APA Style, as well as online guides, tutorials, and handbooks on APA and MLA Style. Resources from external organizations, such as Purdue's Online Writing Lab (OWL) include links to materials on MLA and APA Style, scholarly writing, proofreading, the writing process, and plagiarism.

Pacifica currently provides access to writing tutors, free of charge to currently enrolled students who need help with *course papers* (not dissertations or theses). This includes English as Second Language (ESL) writing assistance. Tutors may help with grammar, structure, MLA and APA formatting, and more. Please contact tutors for appointments well in advance of due dates so that you can work with them in enough time to receive feedback, and at different points in the writing process.

This will give you enough time to revise your papers as necessary. Support is provided on a first-come, first-serve basis.

All writing resource and tutor information can be found at <http://www.pacifica.edu/graduate-research-library/writing-assistance>, in the Graduate Research Library navigation menu.

Instruction will not occur in a language other than English.

## 2017-2018 Tuition and Fees

All students are responsible for the Tuition, other Academic Fees and Residential/Non-Residential Fees as listed below. Tuition and Fees are reviewed annually and periodically adjusted as a matter of policy.

**Application Fee** A \$75 fee must accompany the Application for Enrollment. This fee is non-refundable.

**Tuition Deposit** Once an applicant is accepted to Pacifica, a \$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	\$28,900
M.A./Ph.D. Depth Psychology, Jungian and Archetypal Studies Specialization	\$28,900
M.A./Ph.D. Depth Psychology, Community Psychology, Liberation Psychology and Ecopsychology Specialization	\$28,900
M.A./Ph.D. Depth Psychology, Somatic Studies Specialization	\$28,900
M.A. Engaged Humanities & Creative Life	\$19,900
M.A. Counseling Psychology, 1 <sup>st</sup> and 2 <sup>nd</sup> Year Only	\$23,900
M.A. Counseling Psychology, 3 <sup>rd</sup> Year Only	\$12,746
Psy.D. Clinical Psychology	\$28,100
Ph.D. Clinical Psychology	\$28,900
Ph.D. Depth Psychology, Integrative Therapy and Healing	\$27,300

## Residential

Category	M.A. COUNSELING	M.A. ENGAGED HUMANITIES & CREATIVE LIFE	M.A./PH.D. MYTHOLOGICAL STUDIES	M.A./PH.D. DEPTH COMM/LIB/ECO SPECIALIZATION	M.A./PH.D. DEPTH JUNGAN & ARCHETYPAL SPECIALIZATION	M.A./PH.D. DEPTH SOMATIC SPECIALIZATION	PH.D. DEPTH INTEGRATIVE THERAPY & HEALING PRACTICES	PH.D. CLINICAL	PSY.D. CLINICAL
Tuition	\$23,900	\$19,900	\$28,900	\$28,900	\$28,900	\$28,900	\$27,300	\$28,900	\$28,100
Residential Fee	\$6,890	\$3,332	\$6,410	\$5,337	\$3,332	\$6,410	\$5,337	\$8,931	\$7,398
Living Expenses	\$19,256	\$17,194	\$19,256	\$19,256	\$17,194	\$19,256	\$19,256	\$19,256	\$19,256
Travel/Misc. Expenses	\$3,682	\$0	\$3,682	\$2,761	\$0	\$3,682	\$2,761	\$3,682	\$2,761
Loan Fees	\$219	\$219	\$219	\$219	\$219	\$219	\$219	\$219	\$219
Books	\$1,300	\$1,100	\$1,300	\$1,000	\$1,100	\$1,000	\$800	\$1,300	\$1,500
<b>Total</b>	<b>\$55,247</b>	<b>\$41,745</b>	<b>\$59,767</b>	<b>\$57,473</b>	<b>\$50,745</b>	<b>\$59,467</b>	<b>\$55,673</b>	<b>\$62,288</b>	<b>\$59,234</b>

## Non-Residential

Category	M.A. COUNSELING	M.A. ENGAGED HUMANITIES & CREATIVE LIFE	M.A./PH.D. MYTHOLOGICAL STUDIES	M.A./PH.D. DEPTH COMM/LIB/ECO SPECIALIZATION	M.A./PH.D. DEPTH JUNGAN & ARCHETYPAL SPECIALIZATION	M.A./PH.D. DEPTH SOMATIC SPECIALIZATION	PH.D. DEPTH INTEGRATIVE THERAPY & HEALING PRACTICES	PH.D. CLINICAL	PSY.D. CLINICAL
Tuition	\$23,900	\$19,900	\$28,900	\$28,900	\$28,900	\$28,900	\$27,300	\$28,900	\$28,100
Non-Residential Fee	\$3,842	\$1,808	\$3,616	\$3,051	\$1,808	\$3,616	\$3,051	\$4,773	\$3,996
Living Expenses	\$19,256	\$17,194	\$19,256	\$19,256	\$17,194	\$19,256	\$19,256	\$19,256	\$19,256
Travel/Misc. Expenses	\$3,682	\$0	\$3,682	\$2,761	\$0	\$3,682	\$2,761	\$3,682	\$2,761
Loan Fees	\$219	\$219	\$219	\$219	\$219	\$219	\$219	\$219	\$219
Books	\$1,300	\$1,100	\$1,300	\$1,000	\$1,100	\$1,000	\$800	\$1,300	\$1,500
<b>Total</b>	<b>\$52,199</b>	<b>\$40,221</b>	<b>\$56,973</b>	<b>\$55,187</b>	<b>\$49,221</b>	<b>\$56,673</b>	<b>\$53,387</b>	<b>\$58,130</b>	<b>\$55,832</b>

### M.A. Counseling Psychology with Emphasis in Marriage and Family Therapy, Clinical Counseling, and Depth Psychology - Residential

	Fall 17	Winter 18	Spring 18	Summer 18	Total
Tuition	6,373.00	6,373.00	6,373.00	4,781.00	23,900.00
Residential Fee	1,779.00	1,779.00	1,779.00	1,553.00	6,890.00
Total Charges	8,152.00	8,152.00	8,152.00	6,334.00	30,790.00
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00
Account Balance	3,081.00	3,082.00	3,082.00	1,264.00	10,509.00

The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters and 7 day/6 night accommodations in the summer quarter at the Best Western or Ladera Campus, meals, shuttle service and misc. day use fees.

### M.A. Counseling Psychology with Emphasis in Marriage and Family Therapy, Clinical Counseling, and Depth Psychology - Non-Residential

	Fall 17	Winter 18	Spring 18	Summer 18	Total
Tuition	6,373.00	6,373.00	6,373.00	4,781.00	23,900.00
Non-Res Fee	1,017.00	1,017.00	1,017.00	791.00	3,842.00
Total Charges	7,390.00	7,390.00	7,390.00	5,572.00	27,742.00
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00
Account Balance	2,319.00	2,320.00	2,320.00	502.00	7,461.00

The Non-Residential/ Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.

### M.A. Engaged Humanities and the Creative Life with Emphasis in Depth Psychology - Residential

	Fall 17	Winter 18	Spring 18	Summer 18	Total
Tuition	4,975.00	4,975.00	4,975.00	4,975.00	19,900.00
Residential Fee	833.00	833.00	833.00	833.00	3,332.00
Total Charges	5,808.00	5,808.00	5,808.00	5,808.00	23,232.00
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00
Account Balance	737.00	738.00	738.00	738.00	2,951.00

The Residential Fee covers 4 day/3 night accommodations (meals, shuttle service, misc. day use fees) once each quarter.

### M.A. Engaged Humanities and the Creative Life with Emphasis in Depth Psychology - Non-Residential

	Fall 17	Winter 18	Spring 18	Summer 18	Total
Tuition	4,975.00	4,975.00	4,975.00	4,975.00	19,900.00

The Non-Residential/Commuter Fee covers

Non-Res Fee	452.00	452.00	452.00	452.00	1,808.00	meals, shuttle service, misc. day use fees once each quarter for those living in the Santa Barbara or Ventura County area.
Total Charges	5,427.00	5,427.00	5,427.00	5,427.00	21,708.00	
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	356.00	357.00	357.00	357.00	1,427.00	
Ph.D. Clinical Psychology with Emphasis in Depth Psychology- Residential						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Residential Fee covers 4 day/3 night accommodations each session during the fall, winter, spring quarters and 7 day/6 night accommodations in the summer quarter at the Best Western or Ladera campus, meals, shuttle service and misc. day use fees.
Tuition	7,707.00	7,707.00	7,707.00	5,779.00	28,900.00	
Residential Fee	2,466.00	2,466.00	2,466.00	1,533.00	8,931.00	
Total Charges	10,173.00	10,173.00	10,173.00	7,312.00	37,831.00	
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	5,102.00	5,103.00	5,103.00	2,242.00	17,550.00	
Ph.D. Clinical Psychology with Emphasis in Depth Psychology- Non-Residential						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.
Tuition	7,707.00	7,707.00	7,707.00	5,779.00	28,900.00	
Non-Res Fee	1,332.00	1,332.00	1,332.00	777.00	4,773.00	
Total Charges	9,039.00	9,039.00	9,039.00	6,556.00	33,673.00	
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	3,968.00	3,969.00	3,969.00	1,486.00	13,392.00	
Psy.D. Clinical Psychology with Emphasis in Depth Psychology - Residential						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Residential Fee covers 4 day/3 night accommodations each session during the fall, winter, spring quarters. Psy.D. students are not enrolled during the summer quarter and therefore do not incur summer charges.
Tuition	9,367.00	9,367.00	9,366.00	0.00	28,100.00	
Residential Fee	2,466.00	2,466.00	2,466.00	0.00	7,398.00	
Total Charges	11,833.00	11,833.00	11,832.00	0.00	35,498.00	
Net Loans -	6,761.00	6,760.00	6,760.00	0.00	20,281.00	
Account Balance	5,072.00	5,073.00	5,072.00	0.00	15,217.00	
Psy.D. Clinical Psychology with Emphasis in Depth Psychology - Non-Residential						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Non-Residential/ Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area. Psy.D. students are not enrolled during the summer quarter and therefore do not incur summer charges.
Tuition	9,367.00	9,367.00	9,366.00	0.00	28,100.00	
Non-Res Fee	1,332.00	1,332.00	1,332.00	0.00	3,996.00	
Total Charges	10,699.00	10,699.00	10,698.00	0.00	32,096.00	
Net Loans -	6,761.00	6,760.00	6,760.00	0.00	20,281.00	
Account Balance	3,938.00	3,939.00	3,938.00	0.00	11,815.00	
M.A./Ph.D. Mythological Studies with Emphasis in Depth Psychology - Residential						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters and 5 day/4 night accommodations in the summer quarter at the Best Western or Ladera campus, meals, shuttle service and misc. day use fees.
Tuition	7,707.00	7,707.00	7,707.00	5,779.00	28,900.00	
Residential Fee	1,779.00	1,779.00	1,779.00	1,073.00	6,410.00	
Total Charges	9,486.00	9,486.00	9,486.00	6,852.00	35,310.00	
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	4,415.00	4,416.00	4,416.00	1,782.00	15,029.00	
M.A./Ph.D. Mythological Studies with Emphasis in Depth Psychology - Non-Residential						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.
Tuition	7,707.00	7,707.00	7,707.00	5,779.00	28,900.00	
Non-Res Fee	1,017.00	1,017.00	1,017.00	565.00	3,616.00	
Total Charges	8,724.00	8,724.00	8,724.00	6,344.00	32,516.00	
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	3,653.00	3,654.00	3,654.00	1,274.00	12,235.00	
Ph.D. Depth Psychology with Specialization in Integrative Therapy and Healing Practices - Residential						

	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, and spring quarters. First and second year students are not in residence during the summer quarter therefore excluded from the summer charges for residential fees.
Tuition	7,280.00	7,280.00	7,280.00	5,460.00	27,300.00	
Residential Fee	1,779.00	1,779.00	1,779.00	0.00	5,337.00	
Total Charges	9,059.00	9,059.00	9,059.00	5,460.00	32,637.00	
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	3,988.00	3,989.00	3,989.00	390.00	12,356.00	
Ph.D. Depth Psychology with Specialization in Integrative Therapy and Healing Practices - Non-Residential						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area. First and second year students are not in residence during the summer quarter therefore excluded from the summer quarter non-residential fees.
Tuition	7,280.00	7,280.00	7,280.00	5,460.00	27,300.00	
Non-Res Fee	1,017.00	1,017.00	1,017.00	0.00	3,051.00	
Total Charges	8,297.00	8,297.00	8,297.00	5,460.00	30,351.00	
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	3,226.00	3,227.00	3,227.00	390.00	10,070.00	
M.A./Ph.D. Depth Psychology with Specialization in Community Psychology, Liberation Psychology, Ecopsychology - Residential						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters, meals, shuttle service and misc. day use fees. CLE students are not in residence during the summer quarter and therefore excluded from the summer charges for residential fees.
Tuition	7,707.00	7,707.00	7,707.00	5,779.00	28,900.00	
Residential Fee	1,779.00	1,779.00	1,779.00	0.00	5,337.00	
Total Charges	9,486.00	9,486.00	9,486.00	5,779.00	34,237.00	
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	4,415.00	4,416.00	4,416.00	709.00	13,956.00	
M.A./Ph.D. Depth Psychology with Specialization in Community Psychology, Liberation Psychology, Ecopsychology - Non-Residential						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc.day use fees for those living in the Santa Barbara or Ventura County area. CLE students are not in residence during the summer quarter and therefore excluded from the summer charges for non-residential fees.
Tuition	7,707.00	7,707.00	7,707.00	5,779.00	28,900.00	
Non-Res Fee	1,017.00	1,017.00	1,017.00	0.00	3,051.00	
Total Charges	8,724.00	8,724.00	8,724.00	5,779.00	31,951.00	
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	3,653.00	3,654.00	3,654.00	709.00	11,670.00	
M.A./Ph.D. Depth Psychology with Specialization in Somatic Studies - Residential						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters meals, shuttle service and misc. day use fees. First and second year students are not in residence during the summer quarter and therefore excluded from the summer charges for residential fees.
Tuition	7,707.00	7,707.00	7,707.00	5,779.00	28,900.00	
Residential Fee	1,779.00	1,779.00	1,779.00	1,073.00	6,410.00	
Total Charges	9,486.00	9,486.00	9,486.00	6,852.00	35,310.00	
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	4,415.00	4,416.00	4,416.00	1,782.00	15,029.00	
M.A./Ph.D. Depth Psychology with Specialization in Somatic Studies - Non-Residential						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in Santa Barbara or Ventura County area. First and second year students are not in residence during the summer quarter and therefore excluded from the summer charges for non-residential fees.
Tuition	7,707.00	7,707.00	7,707.00	5,779.00	28,900.00	
Non-Res Fee	1,017.00	1,017.00	1,017.00	565.00	3,616.00	
Total Charges	8,724.00	8,724.00	8,724.00	6,344.00	32,516.00	
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	3,653.00	3,654.00	3,654.00	1,274.00	12,235.00	
M.A./Ph.D. Depth Psychology with Specialization in Jungian and Archetypal Studies - Residential						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	The Residential Fee covers 4 day/3 night accommodations (meals, shuttle service, misc. day use fees) once each quarter.
Tuition	7,225.00	7,225.00	7,225.00	7,225.00	28,900.00	
Residential Fee	833.00	833.00	833.00	833.00	3,332.00	

Total Charges	8,058.00	8,058.00	8,058.00	8,058.00	32,232.00	<div></div>
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	2,987.00	2,988.00	2,988.00	2,988.00	11,951.00	
<b>M.A./Ph.D. Depth Psychology with Specialization in Jungian and Archetypal Studies - Non-Residential</b>						
	Fall 17	Winter 18	Spring 18	Summer 18	Total	<div>The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees once each quarter for those living in Santa Barbara or Ventura County area.</div>
Tuition	7,225.00	7,225.00	7,225.00	7,225.00	28,900.00	
Non-Res Fee	452.00	452.00	452.00	452.00	1,808.00	
Total Charges	7,677.00	7,677.00	7,677.00	7,677.00	30,708.00	
Net Loans -	5,071.00	5,070.00	5,070.00	5,070.00	20,281.00	
Account Balance	2,606.00	2,607.00	2,607.00	2,607.00	10,427.00	

### Thesis Fee: M.A. Counseling Psychology Program

Initial Thesis Fee (enrolled prior to Fall 2012) \$1,800.00 billed at \$900.00 per quarter for the first 2 quarters.

The Thesis Fee includes the required six (6) unit Directed Research II course while working with their thesis advisor for two (2) consecutive quarters. Students needing a third quarter to complete their thesis are eligible for one (1) additional quarter at no fee. Student requiring additional quarters beyond the third quarter to complete the thesis will be assessed a separate \$500 for each additional quarter of work with their thesis advisor.

### Dissertation Fee: Doctoral Programs

The Dissertation Fee for all doctoral programs is the Doctoral level tuition for the year the student entered into the Ph.D. program. The Dissertation Fee covers nine (9) quarters of work with the committee. Students will be billed 1/9<sup>th</sup> of the total fee each quarter. Dissertation work usually begins after the third year of course work. In the event any student withdraws and is re-admitted to Pacifica, the Dissertation Fee is equal to the annual tuition for the year the student was re-admitted to a Doctoral program.

### Dissertation Extension Fee

The Dissertation Extension Fee is for students who need additional time to finish their dissertation. Students may enroll for additional one-year enrollment periods; the annual fee is based on one-half of the Ph.D. level tuition from three years prior to the current academic year. One-fourth of the annual Dissertation Fee will be billed quarterly. Students will only be financially responsible for the quarters that are started or needed to complete their dissertation.

## **Miscellaneous Fees**

Student Tuition Recovery Fund (STRF) .0005 of total program fee (varies per program)

Leave of Absence (LOA) \$100

Academic Tutorial (1 month) \$150

Extended Academic Tutorial (3 months) \$300

Ph.D. Internship/Practicum Only (1 quarter) \$300

PsyD Internship Fee (initial 3 quarters) \$999/quarter

PsyD Internship Extension (1 quarter) \$300

Late Payment Fee \$100 per quarter

Tuition and Residential/Non-Residential Fees are due 14 days prior to the first day of the quarter. The Late Payment Fee will be assessed if payment is not received in full by the first day of each quarter, excluding secured anticipated Financial Aid.

Late Registration Fee \$75 per quarter

Late Registration Fee is assessed for continuing students who do not register on or before 14 days prior to the beginning of the first day of the quarter.

Transcripts, per copy \$4

Program Change Fee \$250

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you: 1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and 2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies: 1. You are not a California resident, or are not enrolled in a residency program, or 2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private

Postsecondary and Vocational Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

The school closed before the course of instruction was completed.

The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.

An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

### **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	\$6,410
M.A./Ph.D. Depth Psychology, Jungian and Archetypal Studies specialization	\$3,332
M.A./Ph.D. Depth Psychology, Community Psychology, Liberation Psychology and Ecopsychology specialization	\$5,337
M.A./Ph.D. Depth Psychology, Somatic Studies specialization	*\$5,337/\$6,410
M.A. Engaged Humanities & Creative Life	\$3,332
M.A. Counseling Psychology	\$6,890
Psy.D. Clinical Psychology	\$7,398
Ph.D. Clinical Psychology	\$8,931
Ph.D. Depth Psychology, Integrative Therapy & Healing	\$5,337

#### **Non-Residential Fee:**

M.A./Ph.D. Mythological Studies	\$3,616
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M.A./Ph.D. Depth Psychology, Jungian and Archetypal Studies Specialization	\$1,808
M.A./Ph.D. Depth Psychology, Community Psychology, Liberation Psychology and Ecopsychology Specialization	\$3,051
M.A./Ph.D. Depth Psychology, Somatic Studies Specialization	*\$3,051/\$3,616 (3 <sup>rd</sup> yr)
M.A. Engaged Humanities & Creative Life	\$1,808
M.A. Counseling Psychology	\$3,842
Psy.D. Clinical Psychology	\$3,996
Ph.D. Clinical Psychology	\$4,773
Ph.D. Depth Psychology, Integrative Therapy and Healing	\$3,051

**\*1<sup>st</sup>/2<sup>nd</sup> year Somatic students are not in residence during summer therefore the residential/non-residential fees do not include charges for summer quarter.**

### **FINANCIAL AID.**

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

1. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
2. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

### **Refundable Tuition Policy**

Students withdrawing, taking a leave of absence, or dropping a course from Pacifica: To be eligible for a refund of tuition, timely written notification must be submitted to the Office of the Registrar as specified below. The effective date of withdrawal, Leave of Absence, or dropped courses will be determined by the date written notification is received by the Office of the Registrar. If you withdraw, file a Leave of Absence, or drop a course from Pacifica after instruction has begun, you will receive a partial refund based on a "per unit tuition calculation"\* as specified below:

\*“Per unit tuition calculation”: the Tuition for the specific quarter, program, and academic year, divided by the number of units offered in that specific quarter and program.

You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

### **Academic Quarter Refund Deadline**

On or before the first day of class of the quarter 100% OR,

7<sup>th</sup> Day After Enrollment Date 100%

Day 2 to day 7\* 80%

Day 8 to day 14\* 70%

Day 15 to day 21\* 60%

Day 22 to day 28\* 50%

Day 29 to day 35\* 40%

Day 36 to day 42\* 30%

After day 42 0%

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

### **Summer Quarter Policy**

On or before the first day of class 100%

After the first day: The tuition refund is prorated based on the number of days in the quarter, up to and including the date written notification is received by the Office of the Registrar.

**Refundable Residential/Non-residential Fee Policy** You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

**For Students Who Have Received Federal Student Financial Aid:** If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

### **Attendance Policy – On-Campus**

Students are expected to attend all classes. Students are also expected to be on time and to be physically present for the entire duration of all class meetings for each of their courses. Attendance via skype, phone, or other electronic calling device is not permitted. If an absence should become necessary, it is the student's responsibility to inform the instructor. A student should also inform the Program Administrator and the Housing and Guest Services Coordinator before the absence occurs. Instructors may deduct participation points for absences.

Religious holiday observance does not negatively affect attendance; however, advance written notice must be given to the Program Chair. With the exception of students in the hybrid programs, students cannot miss more than five (5) class days per academic year. Additionally, in order to ensure academic excellence, students must attend a minimum of 2/3 of the total classroom hours for each course. Students in the hybrid degree programs may miss no more than 1/3 of the contact hours during the residential session per course and may miss no more than 1/3 of the total hours online and in residence.

Please Note: Missing more than 1/3 of any course during a quarter will result in a failing grade and necessitate retaking the course. Only under profound circumstances will Education Council waive or alter this requirement. Excessive unexcused absences may be cause for academic probation or academic disqualification (see section on Academic Standing).

### **Attendance Policy – Online**

Students completing coursework online are required to participate actively in online course activities. Online course activities include, but are not limited to: reading or listening to lesson presentations; reading and responding to discussion topics posted by instructors and fellow students; completing lesson assignments, group projects, and term projects; and maintaining contact with instructors and

peers by using course email, chat rooms, and/or discussion boards. For courses taught entirely online, regular activity is considered to be a minimum of logging in three times a week and posting at least one discussion question response each week for each course offered during a particular quarter in accordance with the course requirements. Please refer to each individual instructor's guidelines. In the online classes, weekly posts count towards class attendance, although students may miss up to 1/3 of online activity. Students in the hybrid programs meet the required contact hours for each course by attending the on-campus residential (approximately 15.5 hours for each three unit course), and by completing the necessary contact hours for each course online (14.5 hours for each three unit course). Students should expect to login several times a week to complete the discussion questions and assignments. Although students are allowed to miss up to 1/3 of online and 1/3 of on campus coursework, absences can severely compromise the learning experience and retention of information in a distance-learning environment. For this reason, Pacifica strongly discourages students from missing any on-campus class sessions or assigned online activities. Excessive absences may result in academic probation or disqualification (see section on Academic Standing).

### **Complaint and Grievance Policies and Procedures**

The Student Relations Liaison position is intended as an additional support for students who are seeking information and mediation regarding the grievance processes related to policies described in the Student Handbook. One of the key responsibilities of the Liaison is to create communication between students and their faculty, staff, and administration regarding creation of fair and positive solutions that uphold Pacifica's standards and values as well as to address student's questions and concerns.

The Student Relations Liaison can be reached at a confidential phone line (805) 220-8707 or at [studentliaison@pacific.edu](mailto:studentliaison@pacific.edu).

Students can contact the Bureau at any time and not required to use Pacifica's internal process first.

### **Procedure for Resolving Academic and Administrative Complaints**

Students are encouraged to first discuss complaints with the person(s) who is (are) directly involved in the complaint in an effort to come to a satisfactory, informal resolution.

If these informal direct discussions are not successful, the student may pursue further informal

avenues as defined within each academic program. The Program Chair, Student Affairs representative, or Student Relations Liaison may be involved in discussing possible resolutions or can be of assistance in directing a student to the appropriate person. If the matter relates to the student's financial account, it may be referred to the Student Accounts Committee.

Before filing a formal grievance, Pacifica encourages students to use established program procedures for addressing and resolving complaints whenever possible. In some cases, students or faculty may be directed to the Ethics Committee for consultation or to the Educational Council for consideration of exceptions to academic policies. If it is determined that the student complaint is appropriate for consideration by the Education Council, the Education Council will review the matter in accordance with its procedures and its decision will be final, subject to review by the Provost as described in Education Council procedures. When Education Council review is not appropriate, or where other specific and separate grievance procedures are not applicable, students may file a formal grievance according to the procedures described below. When an Education Council review is conducted, there will not be a duplicative grievance procedure.

### ***Restorative Approach***

Conflict on campus takes many forms. Sometimes it involves behaviors that are in clear violation of campus or community norms. Other times, it may be a personal harm that extends beyond campus policy, whether purposeful or unintentional. As part of the grievance process, Pacifica Graduate Institute has adopted a Restorative Approach to addressing conflict.

A **Restorative Approach** is a process of addressing conflict which focuses on repairing harm and healing relationships. Rather than a directive and punitive responses to wrongdoings, a restorative approach seeks to construct an environment where affected individuals have the opportunity to express their experience in a meaningful way. The fundamental premise of a restorative approach is that when participants understand the position of another person and are able to co-create a mutual resolution, affected individuals are more satisfied with the outcome, rather than having an individual or committee determine if and what punitive measures should be applied.

**Restorative Justice** is an alternative resolution method for individuals who accept responsibility for the violation of policies and community standards. Those responsible for the violation of policy are joined in a circle with those who were harmed by the incident, supporters of both offenders and

harmed parties, as well as affected community members. In the RJ circle, all participants co-create and sign a contract that contains specific actions to be completed in order to repair the harm that has been caused.

Goals of Restorative Approaches	Inherent Benefits of Restorative Approaches
Process is Healing and Transformative	Those affected have a voice in the resolution process
Outcomes are decided by those most affected by the incident	Allows participants to focus on the harm that occurred and decide how to best repair it
Reduces the likelihood of future violations	Facilitates a conversation between those impacted and those who harmed the community

### **Procedure for Addressing Grievances**

The grievance policy and procedures provide students with a method for addressing any concerns that may arise regarding possible violations to Pacifica's academic or administrative policies that pertain to students, or an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of Pacifica Graduate Institute pertaining to students. The procedure provides a thorough review of the student's complaint and affords due process rights to dispute participants with the intent of arriving at a mutual agreement. The grievance procedures are only for non-Education Council matters.

### **Definitions**

#### Complaint

A student complaint is an allegation by a student that there has been an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of Pacifica Graduate Institute pertaining to students.

A student complaint may involve a faculty or staff member(s) and/or the Program Chair or it may be related to an academic or administrative process.

#### Grievance

A grievance is made when complaints have not been resolved and the student alleges that there has been an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or

administrative policies of Pacifica Graduate Institute. A formal written grievance is made by a student to a designated academic (Program Chair) or administrative officer (Director) in which specific remedies may be requested.

### **Formal Procedure for Resolving Grievances**

A grievance is initiated by completing and filing a Grievance Form available on Pacifica's website or by writing a letter that includes the following description. This form requires a detailed description of the grievance, the parties involved, the attempts to resolve the grievance informally, and the remedies sought.

Most frequently, the grievance is addressed to the Program Chair or, if it involves non-academic matters, to the administrative director of that function, e.g., Financial Aid, Student Accounts Office, etc. If the Program Chair or an administrative director is a party to the grievance, the formal written grievance must be addressed to the Provost, who will assign the matter for review. If the Provost is a party to a grievance, the formal written grievance should be directed to the Chancellor, who will assign the matter for review.

The person receiving the formal written grievance will review it and within 30 days will gather information from the grievance parties, keeping a record and/or summary of this information. He or she will recommend a solution to the grievance based on mutual agreement. If a mutual agreement cannot be reached, a resolution will be determined and the grievant will be notified of the resolution in writing. Copies of all records will be sent to and maintained by the Academic Affairs Office or, for administrative department grievances, by the Human Resources office.

### **Appeal Process**

For both academic and administrative grievances, if the parties accept the resolution, the grievance is considered settled. If the resolution is not accepted, then the grievant(s) may appeal the resolution in writing within 15 days of the date the resolution is mailed to the grievant(s). If the appeal is not submitted within the prescribed time limit, the resolution is final.

If the grievant(s) elects to appeal, appeals are submitted to the Provost, along with the written record from the previous steps. If the Provost is the object of the grievance, the grievance will be referred to the Chancellor.

Within 30 days of appeal to the Provost, the Provost may decide the matter or may convene a Special Hearing Committee to further investigate the grievance. The Committee may include any of the following members, depending upon the circumstances: Core Faculty members, any Administrative Director, Ethics Committee members, or others. The Committee will make its recommendations to the Provost within 45 days after being convened.

The Provost will accept, reject, or revise the Committee's decision and communicate it to the grievant(s). This decision will be based on the record and the Provost will not reopen the matter for additional evidence or argument. The action of the institutional management will be final.

### **Academic Probation**

Students are placed on academic probation upon failure to achieve or maintain a cumulative grade point average of 3.0. Students may also be placed on academic probation for excessive unexcused absences or for failure to follow the Honesty or Conduct Policies of the Institute. After being notified of probationary status, it is recommended that a probationary student contact the Program Chair for advisement. Probationary status is removed when a student has raised his or her cumulative GPA to at least a 3.0 and/or when the honesty, conduct, or attendance issues have been addressed satisfactorily.

A student may be on academic probation for no more than two consecutive quarters of enrollment. If probationary status is not remediated and removed within two enrolled quarters, a student will be academically disqualified.

### **Clinical Program Probation**

The Clinical Psychology Program includes a probation policy that may focus on the academic, clinical practice and/or other problematic professional behaviors by students enrolled in the program (e.g., breaches of ethical or professional codes of conduct, failure to remediate issues identified in the annual student assessments). Prior to probation, the Identification of Student Problem form may be utilized to notify the student about concerns expressed by faculty, staff, their clinical supervisors or others directly involved in student's training. This form serves as preliminary notification of concern to a student together with specific steps and timing to remedy the concern. If the concern is not resolved



in a manner identified in the Identification of Student Problem form, the Probation process will ensue. Clinical Program Probation Status form may be utilized immediately if the nature of concern is deemed significant (e.g., distinct ethical or legal violation, severe breach of academic policies).

In regard to probation related to clinical training, the Director of Clinical Training (DCT) is responsible for monitoring student behavior and performance at clinical training field placement, including practicum and internship. In cases where the DCT, Pacifica faculty, or training site supervisor identifies a need for remediation of student performance, the DCT will review the situation. In cases of minor concerns, the DCT may simply discuss concerns about the student's performance with the student informally in order to help the student improve performance. This discussion may occur during end of year annual assessment, which may include a preliminary written identification of the problem. In other cases, the DCT may place the student on Clinical Probation for the purpose of identifying specific steps to remediate the problem. Clinical Program Probation involves a specific written Remediation Plan which addresses the relevant knowledge, skill set, and/or professional attitudes of the student.

Required actions will reflect the nature of concern and may include reading or writing assignments (e.g., researching the relevant ethical guidelines underlying the problem behavior, identifying steps to develop self-awareness and needed skills), additional coursework or other training, or removal from a practicum or internship position (if probation is related to clinical training). The student will have an opportunity to agree or disagree with the findings of the Remediation Plan and will be asked to make comments as well as sign the Clinical Probation Status form. Students may appeal the requirements of the Remediation Plan through the Program Chair and then to the Education Council if the Chair does not agree with the student's appeal. Additional details about Clinical Program Probation are outlined in the Annual Assessment documents and the Clinical Training Handbook.

### **Academic Disqualification**

Academic disqualification discontinues a student's current enrollment and bars further registration and attendance/participation in any course pending a review by the Education Council. There are five circumstances under which a student would be placed on academic disqualification status:

1. Students who fail to resolve their academic probation status within two consecutive quarters of enrollment will automatically be placed on academic disqualification status.

2. Students who do not make satisfactory progress during the six-month remedial work period of their clinical probation may be placed on academic disqualification status. Students in this situation have the opportunity to make a written and oral presentation to show cause for remaining in the program.
3. Students who engage in additional unethical or illegal behavior in regard to the practice of psychotherapy while on clinical probation will undergo an immediate review. If evidence of this behavior is substantiated by the Education Council, the student may have his/her probation extended or may be placed on academic disqualification status.
4. If a student does not pass either the written or oral exam in the Doctoral or Master's program after two attempts, he or she shall be placed on academic disqualification status.
5. Violation of the Honesty Policy or the Conduct Policy is cause for academic probation and/or disqualification.

When any of these situations occur, the Registrar will notify the student in writing of the status. Students who are academically disqualified will receive a prorated refund of tuition and fees based on Pacifica's Refund Policy as described in this handbook. Financial aid recipients will be evaluated based on the Return of Federal Funds policy required by federal regulations as outlined in the Financial Aid section of this handbook.

### **Disqualification Appeal Procedure**

In the event a student is academically disqualified, he or she may submit a petition to the Education Council to appeal the disqualification. Petitions to the Education Council must be submitted to the Registrar within one week of receipt of the disqualification notice. The Council will review and consider all materials that are submitted and will respond to the student in writing. A copy of the Council's action, along with the student's petition, will be placed in his or her permanent file.

If the Education Council denies the appeal for reinstatement, the student has the option to apply for readmission unless the disqualification was based on the Conduct and Impairment Policy or the Honesty Policy. Students who are disqualified for violations of the Conduct and Impairment Policy or the Honesty Policy are eligible to appeal the disqualification by petitioning the Student Relations Liaison in the Provost's Office who may appoint a review committee. The review committee will make a suggestion to the Provost and the decision of the Provost will be final.

## Suspension

Students who are suspended due to violations of the Honesty Policy or the Conduct and Impairment Policy may not attend classes in person or online. Within three weeks of the date of the suspension, there will be a review by the Program Chair and the Provost to determine whether the student will be taken off of suspension and allowed to return to classes, continued on suspension for a determined period of time, placed on academic probation, or academically disqualified. The student will be notified of the date of this review and will have the option of providing a written response to the reviewing committee. Suspension of classes includes those conducted online; the suspended student will be denied access to the Learning Management System.

## Financial Aid

The purpose of financial aid is to provide financial assistance to students enrolled at least half-time in an eligible program at Pacifica. Pacifica's Board of Trustees, administrators, faculty, and staff do all they can to ensure a quality education is accessible for all students.

*Important Note: The financial aid information published in this catalog is current and accurate at the time of publication. Institutional policies along with federal and state regulations may change periodically. Contact the Financial Aid Office for the most up-to-date information regarding applications, deadlines, policies, and procedures or visit the website at <http://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:**

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 January 1st.

**New applicants** to be considered must meet the following requirements by:

May 15<sup>th</sup> for the Program Scholarships

August 15<sup>th</sup> for the Education Assistance

- 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** to be considered must meet the following requirements by:

June 15<sup>th</sup>

- 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.

### **Program Scholarships**

#### ***Founders Scholarship***

Offered to newly admitted students entering into the M.A. Counseling Psychology Program. Awards are based on extreme financial hardship and strong academic excellence. This scholarship will be awarded to 4 students and is renewable provided recipients meet the required 3.5 cumulative grade point average.

### ***Global Innovators Scholarship***

Offered to newly admitted students entering into the M.A. Engaged Humanities and the Creative Life program or the M.A/Ph.D. Depth Specialization in Jungian and Archetypal Studies. The awards range from \$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***

Offered to newly admitted students entering into the M.A./Ph.D. Depth Psychology with Specialization in Community, Liberation, and Ecopsychology. Awards range from \$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***

Offered to newly admitted students entering into the M.A/Ph.D. Mythological Studies Program. Awards range from \$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.

### ***Jung/Freud Clinical Scholarship***

Offered to newly admitted students entering into either the Ph.D. or Psy.D. Clinical Psychology program. Awards range \$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. Depth Specialization in Somatic Studies Program. Awards range \$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.

### **Education Assistance**

Offered to new and returning students based on extreme financial hardship and strong academic excellence. The award is \$1,000 to be divided evenly over the academic year. For students in the M.A. Counseling Program, enrolled in the 3<sup>rd</sup> year, the award is \$500. This scholarship is not renewable, and students must apply each academic year.

### **Post 9/11 GI Bill Yellow Ribbon Scholarship**

Up to ten 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.

### **CLE Specialization Matching Grant**

Offered to newly admitted students entering into the M.A./Ph.D. Depth 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 students entering into the M.A. Counseling program or the M.A./Ph.D. Depth Community, Liberation, and Ecopsychology (CLE) Specialization. Refer to the Coverdell Terms and Conditions Agreement for specific details of Fellow benefits.

*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.

### **State Sources**

Many states offer grants and/or other types of financial aid to their residents. Contact the U.S. Department of Education in your state for information, or check the U.S Department of Education's website: <https://ed.gov/about/contacts/state>.

### **Student Employment**

Pacifica does not participate in the Federal Work-Study program.  
Pacifica does not offer job placement services.

### **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 the 1098-T tax form, please contact Pacifica's Student Accounts Office.

### **Tribal Benefits**

Pacifica accepts tribal benefits. Several American Indian tribal nations provide tuition assistance for students who are recognized members. For additional information on tribal funding, please visit:

<https://www.doi.gov/tribes/benefits>

### **Veterans Administration Educational Benefits**

Pacifica is approved to administer Chapter 33 Post-9/11 GI Bill tuition assistance benefits, Yellow Ribbon Scholarships, Chapter 35 Survivors' & Dependents' Educational Assistance and Chapter 31 Vocational Rehabilitation Benefits for qualifying veterans. To find out if you are eligible under any of these programs, call (888) GIBILL1 or visit the VA website at <http://benefits.va.gov/gibill/>. Pacifica is proud to offer Yellow Ribbon Scholarships to qualifying Post 9/11 veterans.

For students eligible for education benefits through the Veteran's 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 Veteran's Administration will be notified by the Registrar Office promptly. For information regarding Vocational Rehabilitation benefits please visit <https://disability.gov>.

### **Vocational Rehabilitation**

Pacifica accepts Vocational Rehabilitation benefits. The services available through these programs vary depending upon the state. For more information, please visit:

<https://www.disability.gov/resource/overview-of-vocational-rehabilitation-vr/>

## **STUDENT LOANS**

### **Federal Student Loans**

Pacifica participates in the U.S. Department of Education's 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 2017-2018 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 1.069% origination fee for loans first disbursed on or after 10/1/2016 and before 10/1/2017 which is deducted from each 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 4.276% origination fee for loans with first disbursement on or after 10/1/2016 and before 10/1/2017. These fees are deducted from each disbursement.

The interest rates on Grad PLUS loans are determined by federal law each year. The interest rate on Direct Grad PLUS loans for the 2017-2018 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.

### **Direct Loan Repayment**

There are several repayment plans for Direct Loans that range between 10-30 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 <https://studentaid.ed.gov/sa/repay-loans>.

### **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 U.S. Department of Education. If you do not sign up for the direct deposit, 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 Pacifica's 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 be retained on the student's behalf. Any aid unearned will be returned to the U.S

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 Psy.D. 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 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. During dissertation, if a student does not meet the Dissertation FSAP requirements, any further aid will be suspended until progress is made and confirmed by the committee. 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.

### ***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-

**M.A. Counseling Psychology:** [pacifica.edu/counseling-psychology-gainful-employment](http://pacifica.edu/counseling-psychology-gainful-employment)

This program prepares students for the following careers: SOC code: 19-3031.03 Counseling Psychologists, SOC code: 25-1066.00 Psychology Teachers, Postsecondary.

**M.A. Engaged Humanities and the Creative Life:** [pacifica.edu/humanities-gainful-employment](http://pacifica.edu/humanities-gainful-employment)

This program prepares students for the following career: SOC code 25-1199.00 Postsecondary Teachers, All Other.

**M.A./Ph.D. in Depth Psychology with Specialization in Somatic Studies:** [pacifica.edu/depth-gainful-employment](http://pacifica.edu/depth-gainful-employment). This specialization prepares students for the following career: SOC code: 25-1066.00 Psychology Teachers, Postsecondary.

**M.A./Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies:** [pacifica.edu/depth-gainful-employment](http://pacifica.edu/depth-gainful-employment). This specialization prepares students for the following career: SOC code: 25-1066.00 Psychology Teachers, Postsecondary.

**M.A./Ph.D. in Depth Psychology with Specialization in Community Psychology, Liberation Psychology and Ecopsychology:** [pacifica.edu/depth-gainful-employment](http://pacifica.edu/depth-gainful-employment). This specialization prepares students for the following career: SOC code: 25-1066.00 Psychology Teachers, Postsecondary

**M.A./Ph.D. Mythological Studies:** [pacifica.edu/myth-gainful-employment](http://pacifica.edu/myth-gainful-employment). This program prepares students for the following career: SOC code: code 25-1199.00 Postsecondary Teachers, All Other.

**Ph.D. and Psy.D. Clinical Psychology:** [pacifica.edu/clinical-psychology-gainful-employment](http://pacifica.edu/clinical-psychology-gainful-employment). These programs prepare students in the following careers: SOC code: 19-3031.02 Clinical Psychologists and SOC code: 25-1066.00 Psychology Teachers, Postsecondary.

**Ph.D. in Depth Psychology with Specialization in Integrative Therapy and Healing Practices:** [pacifica.edu/depth-gainful-employment](http://pacifica.edu/depth-gainful-employment)

This specialization prepares students for the following career: SOC code: 25-1066.00 Psychology Teachers, Postsecondary

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



# Administrative Information

## Accreditation

As an accredited institution, Pacifica Graduate Institute is committed to high standards of quality, integrity, capacity, and effectiveness. Pacifica's academic programs are subject to review and approval on multiple levels:

- WASC Senior College and University Commission (WSCUC)
- State of California Board of Private Postsecondary Education (BPPE)
- U. S. Department of Education (DOE)

The **WASC Senior College and University Commission (WSCUC)** is a regional accrediting agency serving a diverse membership of public and private higher education institutions throughout California, Hawaii, and the Pacific as well as a limited number of institutions outside the U.S. Through its work of peer review, based on academic standards agreed to by the membership, the Commission encourages continuous institutional improvement and assures the membership and its constituencies, including the public, that accredited institutions are fulfilling their missions in service to their students and the public good.

WSCUC is recognized by the **U.S. Department of Education (DOE)** as certifying institutional eligibility for federal funding in a number of programs, including student access to federal financial aid.

WSCUC is reviewed periodically for renewal of recognition by the U.S. Department of Education (DOE) and by the Council for Higher Education Accreditation (CHEA).

Accredited membership in WSCUC is achieved and maintained after an institution undergoes a series of self-studies and peer reviews by educators from member schools. These reviews are planned periodically to ensure that each institution is achieving its mission, educational purposes, and other academically-oriented standards of quality, integrity, capacity, and effectiveness.

## WSCUC Accreditation Status

In June 2010, Pacifica's accreditation was re-affirmed with the next review scheduled for 2018.

Current Accreditation Status: ACCREDITED

First Accredited: June 30, 1997

For standards of accreditation and information regarding the WSCUC, including information about policy and process for compliance complaints, visit: <http://www.wascsenior.org>, or contact WSCUC:

WASC Senior College and University Commission (WSCUC)

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

telephone: (510) 748-9001

fax: (510) 748-9797



### **Status**

To comply with new DOE requirements for proprietary schools, Pacifica Graduate Institute applied to the California Bureau for Private Postsecondary Education (BPPE) and in April 2014 was approved to operate by means of accreditation.

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Clinical Ph.D. - [http://www.pacifica.edu/images/documents/financial\\_aid/SPFS-Clinical\\_PhD.pdf](http://www.pacifica.edu/images/documents/financial_aid/SPFS-Clinical_PhD.pdf)

Clinical Psy.D. - [http://www.pacifica.edu/images/documents/financial\\_aid/SPFS-Clinical\\_PsyD.pdf](http://www.pacifica.edu/images/documents/financial_aid/SPFS-Clinical_PsyD.pdf)

Counseling - [http://www.pacifica.edu/images/documents/financial\\_aid/SPFS-Counseling.pdf](http://www.pacifica.edu/images/documents/financial_aid/SPFS-Counseling.pdf)

Humanities - [http://www.pacifica.edu/images/documents/financial\\_aid/SPFS-Humanities.pdf](http://www.pacifica.edu/images/documents/financial_aid/SPFS-Humanities.pdf)

Mythological Studies - [http://www.pacifica.edu/images/documents/financial\\_aid/SPFS-Myth.pdf](http://www.pacifica.edu/images/documents/financial_aid/SPFS-Myth.pdf)

Community, Liberation, Ecopsychology -

[http://www.pacifica.edu/images/documents/financial\\_aid/SPFS-Depth\\_CLE.pdf](http://www.pacifica.edu/images/documents/financial_aid/SPFS-Depth_CLE.pdf)

Jungian and Archetypal Studies - [http://www.pacifica.edu/images/documents/financial\\_aid/SPFS-Depth\\_DJA.pdf](http://www.pacifica.edu/images/documents/financial_aid/SPFS-Depth_DJA.pdf)

Integrative Therapy - [http://www.pacifica.edu/images/documents/financial\\_aid/SPFS-DPT.pdf](http://www.pacifica.edu/images/documents/financial_aid/SPFS-DPT.pdf)

Somatic Studies - [http://www.pacifica.edu/images/documents/financial\\_aid/SPFS-Depth\\_SOM.pdf](http://www.pacifica.edu/images/documents/financial_aid/SPFS-Depth_SOM.pdf)

### **BPPE Annual Report:**

[http://www.pacifica.edu/images/documents/financial\\_aid/Annual\\_Report\\_Final\\_for\\_2014.pdf](http://www.pacifica.edu/images/documents/financial_aid/Annual_Report_Final_for_2014.pdf)

For more information about the BPPE, including its policies and procedures, visit: [www.bppe.ca.gov](http://www.bppe.ca.gov).

For more information about the BPPE, including its policies and procedures, visit: [www.bppe.ca.gov](http://www.bppe.ca.gov).

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site ([www.bppe.ca.gov](http://www.bppe.ca.gov)).

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, [www.bppe.ca.gov](http://www.bppe.ca.gov), (888) 370-7589 or by fax (916) 263-1897.

This institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

### **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.

### **Retention of Student Records**

Pacifica maintains a permanent record of all student transcripts and degree information, including: 1. The degree or certificate granted and the date on which that degree or certificate was granted; 2. The courses and units on which the certificate or degree was based, 3. The grades earned by the student in each of those courses. This information is kept indefinitely. All other records are maintained for a minimum of ten years.

### **Non-discrimination Policy and equal opportunity statement**

Pacifica Graduate Institute does not discriminate on the basis of race, color, national origin, religion, creed, gender, sexual orientation or identity, physical or mental disability, citizenship status (within the limits imposed by law or Institute policy), marital status, medical condition, or age in any of its policies, procedures, or practices. This non-discrimination policy covers treatment in institutionally approved academic programs and activities. In conformance with Institute policy, Pacifica Graduate Institute is an Affirmative Action/Equal Opportunity Employer. If a student believes s/he has been subjected to any form of unlawful discrimination, please submit a written complaint to the Provost.

### **Withdrawal Policy**

Students wishing to withdraw from Pacifica Graduate Institute are required to notify the Registrar's Office in writing. Upon receipt, the Registrar will notify the appropriate departments. The Refund Policy will be administered by the Business Office.

### **LEAVE OF ABSENCE POLICY**

Students requesting a leave of absence are required to submit a completed Leave of Absence Form to the Registrar. Upon receipt, the Registrar's Office will notify the appropriate departments. The Refund Policy will be administered by the Business Office.

### **Standards for Student Achievement**

Good Standing: A graduate student is considered to be in good academic standing when a minimum 3.0 (B) grade point average is maintained. A full description of grading standards and academic regulations is contained in the current edition of the Pacifica Graduate Institute Student Handbook.

### **Campus Security**

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Department of Education requires all higher education institutions to track, report,

and distribute this information each year (in the fall) to all students and employees. Statistics are available online at [www.pacifica.edu](http://www.pacifica.edu)

### **Changes in Policies and Procedures**

Pacifica may from time to time alter the policies or procedures stated in this catalog in order to address emerging needs, or if otherwise in the best interest of the Institute. In that event the Institute would make all reasonable efforts to notify students. Thus students should be aware that the policies and procedures described in this catalog may not necessarily remain in effect during their entire program of studies at Pacifica. Also, to the extent there may be discrepancies in any time period between the Tuition and Fee Agreement and this catalog, the Agreement signed by Pacifica and the student shall be binding.

## **Applying to Pacifica Graduate Institute**

Students are selected for admission in the Institute's programs on the basis of their perceived potential to succeed in master's or doctoral level work. The application review process focuses on past educational performance, letters of recommendation, emotional maturity, application essays, and an interview. Applicants are asked to demonstrate research skills and writing ability by submitting an academic writing sample. Notification letters will be mailed upon completion of the interview. For additional information on the admissions process see pages 205-209. 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**

We welcome visitors to both Pacifica 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. This special event is held several times each year. It includes a tour of the campuses and detailed presentations on the Institute's degree programs. For more information on the One-Day Introduction events, call 805.969.3626, ext. 305 or visit [www.pacifica.edu](http://www.pacifica.edu). Weekday tours at Ladera Lane Campus are provided by the Admissions Team. Call 805-969-3626 ext. 305 to arrange a meeting with one of our Admissions Counselors.

Visit **[www.pacifica.edu](http://www.pacifica.edu)** and explore the resources we have 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.