

Center for Programs in Psychology

The Center for Programs in Psychology (CPP) provides education and training in the theory and application of psychology to current and future license-eligible psychologists and counseling professionals. The Center also provides a rich curricula of study in the field of psychology for individuals who are interested in the subject but do not intend to become licensed professionals. Steeped in Antioch's long tradition of recognizing the diversity of individual backgrounds, the curriculum promotes values of ethical practice, social responsibility and cultural pluralism. Additionally, Center programs and classes promote self-exploration, empowerment and whole-person learning. Informed by this tradition and viewpoint, the Center for Programs in Psychology balances traditional and contemporary perspectives in the field of psychology to develop graduates who are informed, effective practitioners and change agents. Ultimately, these professional licensure programs develop practitioners who become part of an Antioch community of mental health professionals dedicated to helping their clients adapt to the challenges created by life in a rapidly changing and complicated world.

Master of Arts in Psychology – Art Therapy (AT/CCFT or AT/MHC)

Students develop competencies in art therapy concurrently with earning a master's degree with either the Child, Couple and Family Therapy program or the Mental Health Counseling program. A \$15 lab fee is collected each quarter to cover costs associated with supplies and various other expenses including, but not limited to, presentations or exhibits of student work.

Master of Arts in Psychology – Child, Couple and Family Therapy (CCFT)

Students in the CCFT program develop clinical competencies for the effective practice of individual, child, couple and family therapy.

Master of Arts in Psychology – Integrative Studies in Psychology (ISP)

Students in this program pursue a self-directed, individualized course of inquiry in the diverse field of psychology. Students may explore any area of interest through the disciplinary foundation of psychology. This course of study does not lead to clinical licensing or certification. Graduates of this non-licensure Integrative Studies in Psychology program leave with a rich understanding of human behavior which has been helpful in creating more effective public service professionals, managers, supervisors, leaders, partners, spouses and parents.

Master of Arts in Psychology – Mental Health Counseling (MHC)

Students in the MHC program acquire comprehensive skills for the practice of counseling.

Doctor of Psychology (Psy.D.) Program

The Psy.D. program uses a practitioner/scholar model to educate students as professionals in clinical psychology and as scholars in psychology to promote health, education and human welfare.

The curriculum advances students in the broadest and most liberal manner, including the conduct of research in psychology. The program promotes the highest standards of ethics, conduct, education and achievement in a manner that balances traditional and contemporary perspectives so students become responsible change agents in this complex world.

Career Choices for M.A. graduates

Many professional options are open to graduates of the Master of Arts in Psychology programs. Depending on the program chosen, graduates can seek professional positions in organizations such as community agencies, hospitals, mental health clinics, private practices, community college teaching, consulting and research. Those who choose to continue their education find the Antioch degree provides a solid foundation for entering a doctoral program or obtaining post-master's credentials in an area of professional interest, such as substance-abuse counseling or other clinical specialties.

A Commitment to Diversity

Antioch Seattle's psychology programs reflect the University commitment to diversity in at least three distinct areas:

Curriculum: Skill-based classes and field experience address emerging issues and trends and promote values of ethical practice, social responsibility and cultural pluralism. The courses deliver the critical skills and knowledge necessary to prepare students to meet professional challenges and serve a diversity of people.

Faculty: Psychology faculty members bring broad professional experience and diverse backgrounds in education to Antioch Seattle. In addition to their

teaching and advising responsibilities, they are active in their communities and/or in clinical practices.

Student Population: Psychology graduate students at Antioch vary in age, background and professional experience as well as ethnicity. Many have worked in psychology-related fields, such as substance abuse or crisis hotline work. Some are homemakers preparing to re-enter the workforce. Others are leaving professions such as banking, law or education to prepare for a different career. A few enter immediately after receiving their undergraduate degrees.

Clinical Master of Arts Programs

Program Design

The clinical programs offer both the academic and practical training needed to work in diverse settings. All programs are academically rigorous, intertwining theory and practice through classroom learning and an internship, with an emphasis on multicultural competencies.

Upon graduation, students meet the educational requirements which, along with appropriate supervised practical experience, allow them to be licensed as mental health counselors, marriage and family therapists or clinical psychologists in Washington and in most other states. Art therapy students meet the educational requirements for additional registration as art therapists (ATR).

Required Prerequisite Courses

Normally applicants for admission to the M.A. programs are expected to have completed courses equivalent to those listed here.

PSY490: Theories of Personality (3)

Instructor: TBA; TBA

A study of major personality theorists within their cultural and historical contexts, which provides students with a broad understanding of the evolution of ideas concerning human nature. The focus is on the exploration of theories that apply specifically to the practice of counseling. Major topics include the interaction of the individual with the social milieu, the cultural biases within theory and the effect of personal history on theoretical claims.

PSY492: Lifespan Development (3)

Instructor: TBA; TBA

Traces the major phases of human development from a variety of perspectives. Lifespan is viewed as a continuum on which crisis and change, coping and adjustment occur within a social context. The emphasis is on addressing how developmental perspective informs students of important lifespan issues.

PSY494A: Abnormal Psychology (3)

Instructor: TBA; TBA

Introduces students to theories and concepts of human behavior in the context of both personal and the professional understandings of what is normal vs. abnormal behavior. This includes: defining abnormal behavior; understanding historical context; reviewing psychological models and forms of assessment; delineating major categories of abnormal behavior; reviewing treatment interventions; and discussing social, cultural, ethical and legal issues.

Commuter Option

Cluster scheduling enables students from the Pacific Northwest and Western Canada to attend classes on the Antioch Seattle campus Thursdays, Fridays, Saturdays and occasional Sundays for M.A. and Friday/Saturday for Psy.D. students. This schedule helps reduce commuting time and allows students to integrate their studies with other personal and professional commitments.

Internship Experience

All students participate in field-based practica. These experiences in professional settings enable students to validate and clarify the theory they acquire in the classroom while they develop their own roles as clinicians. The combination of coursework and supervised field experience fosters self-awareness and understanding of ethical and professional guidelines critical for practice. Examples of practica and internship sites include: college counseling centers, group homes, homeless shelters, youth and family services, community centers, public mental health clinics, jails, penitentiaries and in-patient psychiatric hospitals.

Program-specific Admission Requirements

For M.A. Clinical Programs

- Completion of one of the following academic prerequisites:
 - Theories of personality, abnormal psychology and developmental psychology courses with a minimum grade of C taken within the last 10 years

–OR–

- A bachelor's degree in psychology completed within the last 10 years with a GPA of 3.0 or higher on a 4.0 scale.
- Completion of 100 hours of practical experience in a helping relationship role in an educational and/or human services setting. Experience may be volunteer or professional.
- Two letters of recommendation: one from a professional who has provided oversight of practical experience and one from a social science instructor who can assess the applicant's capabilities and readiness to enter graduate clinical training. If the applicant has not enrolled in a college course in five years, two letters may be submitted from professional supervisors.
- Writing sample: If selected for an interview, the applicant is assigned an essay to compose during the interview visit.

Additional Admission Requirements- For Art Therapy

In addition to the aforementioned requirements, applications to the art therapy concentration must have:

- Art coursework (27 quarters/18 semester hours) in both two- and three-dimensional media such as ceramics, metalsmithing, painting, drawing, printmaking and sculpture.
- A portfolio of 20 works that demonstrate multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD or by e-mail. Please note that portfolios become the property of Antioch University and are not returned.

Admission Essay

Applicants must submit a one- to two-page response to each of four admission questions specified in the program application.

Transfer Credits

A student may request transfer of up to 12 quarter credits of prior graduate-level coursework.

Provisional Admission To Clinical Programs

This option allows an applicant to be granted pre-master's status when the first and second requirements listed previously are not yet fulfilled. If admitted provisionally, a student has two quarters to complete the psychology prerequisites at Antioch. An applicant provisionally accepted in art therapy has four quarters to complete the art prerequisites. Upon completion, the student is fully admitted into one of the M.A. clinical programs.

M.A. in Psychology – Child, Couple and Family Therapy

Degree Requirements

72 total credits to graduate

Required Courses Completed Before Internship (39 credits)

MAP603C: Family of Origin Systems
(taken first quarter)

MAP609E: Multicultural Perspectives
(taken second quarter)

MAP501B: Systems Perspectives in Family Therapy (taken first or second quarter)

MAP510D/MAP510E: Theory and Practice of Counseling

MAP507H: Theories and Practice of Family Therapy I

MAP507I: Theories and Practice of Family Therapy II

MAP508D: Communication and Counseling Skills

MAP 509B: Psychopathology

MAP 509C: Psychodiagnostics and Treatment Planning

MAP512D: Research Methods

MAP506F: Ethics and Professional Issues

MAP615B: Human Sexuality

MAP614A: Human Development in the Family Life Cycle

MAP598A: Internship Preparation (not for credit; taken two quarters before starting internship)

Other Required Credits (2 credits)

MAP512C: Research in Family Practice

MAP619: Ethics in Family Practice

Elective Courses (15 credits)

- One elective in family practice
- One elective in counseling a culturally specific population
- One elective in abusive relationships
-OR- addictions and substance abuse
- Six other elective credits

Required Internship Courses (16 credits)

MAP600B: CCFT Internship I

MAP601U/601Z: Case Consultation OR Case Supervision

M.A. in Psychology – Mental Health Counseling

Degree Requirements

72 total credits to graduate

Required Courses Completed Before Internship (42 credits)

MAP603C: Family of Origin Systems (taken first quarter)

MAP609E: Multicultural Perspectives (taken second quarter)

MAP 508D: Communication and Counseling Skills

MAP501B: Systems Perspectives in Family Therapy

MAP604: Group Counseling

MAP510D: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior

MAP510E: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern

MAP509B: Psychopathology

MAP509C: Psychodiagnostics and Treatment Planning

MAP506F: Ethics and Professional Issues

MAP612J: Human Development in Context: Gender and Development

MAP626: Advanced Theories: varying topics

MAP613C: Career Development and Counseling

MAP512D/631G: Research Methods: Introduction or Assessments: Tests and Measurements

MAP598A: Internship Preparation (not for credit; taken two quarters before starting internship)

Elective Courses (15 credits)

- One elective class in counseling a culturally specific population or one of the Historical/Socio-Cultural Perspectives in Psychology classes
- One of the following electives:
 - MAP602B: Abusive Relationships
 - MAP608B: Addictions and Substance Abuse
 - MAP616B: Loss and Grief
- Other elective credits

Required Internship Credits (15 credits)

MAP600: MHC Internship

MAP601: Case Consultation I

M.A. in Psychology – Art Therapy with CCFT or MHC

Either of Antioch Seattle's two master's degree in psychology programs – Child, Couple and Family Therapy or Mental Health Counseling – can be combined with courses leading to professional cre-

dentials in art therapy as recognized by the American Art Therapy Association (AATA).

Degree Requirements for M.A. in Psychology – Art Therapy with Child, Couple and Family Therapy

90 total credits to graduate

Required Psychology Courses Completed Before Internship (30 credits)

MAP501B: Systems Perspectives in Family Therapy (taken first or second-quarter)

MAP51D/510E: Theories and Practice of Counseling

MAP507H: Theories and Practice of Family Therapy I

MAP507I: Theories and Practice of Family Therapy II

MAP508D: Communication and Counseling Skills

MAP509B: Psychopathology

MAP509C: Psychodiagnostics and Treatment Planning

MAP506F: Ethics and Professional Issues

MAP615B: Human Sexuality

MAP614A: Human Development in the Family Life Cycle

Required Art Therapy Courses Completed Before Internship (34 credits)

MAP603D: Family of Origin Systems and Art Therapy (taken first quarter)

MAP609L: Multicultural Perspectives and Art Therapy (taken second quarter)

MAP540F: Art Therapy in Diverse Settings: Individual and Group

MAP540C: History and Theory of Art Therapy I

MAP540H: History and Theory of Art Therapy II

MAP540A: Techniques and Practice of Art Therapy

MAP631G: Assessment: Tests and Measurements

MAP640B: Art Therapy Research in Individual and Family Therapy

MAP640D: Advanced Art Therapy Research in Individual and Family Therapy

MAP640A: Advanced Art Therapy Assessment

MAP540D: Developmental and Treatment Models in Art Therapy

MAP540B: Ethical Issues in Art Therapy

MAP604A: Group Art Therapy

MAP604B: Family Group Art Therapy

Map598A: Internship Preparation (not for credit; taken two quarters before starting internship)

Other Required Psychology Courses (2 credits)

MAP619: Ethics in Family Practice

Other Required Art Therapy Courses (1-5 credits)

MAP650A/650B: Master's Project or Thesis

Elective Courses (6 credits)

■ One elective in a family practice course

■ One of the following electives:

MAP602B: Abusive Relationships

MAP608B: Addictions and Substance Abuse

MAP609: Counseling culturally specific populations

Required Internship Credits (16 credits)

MAP600D: CCFT/AT Practicum (optional)

MAP600C: CCFT/AT Internship I

MAP601J: Case Consultation: AT/CCFT

Degree Requirements for M.A. in Psychology – Art Therapy with Mental Health Counseling

90 total credits to graduate

Required Psychology Courses Completed Before Internship (33 credits)

MAP508D: Communication and Counseling Skills

MAP501B: Systems Perspectives in Family Therapy

MAP604: Group Counseling

MAP510D: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior

MAP510E: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern

MAP509B: Psychopathology

MAP509C: Psychodiagnostics and Treatment Planning

MAP506F: Ethics and Professional Issues

MAP612J: Human Development in Context: Gender and Development

MAP626: Advanced Theories: varying topics

MAP613C: Career Development and Counseling

Required Art Therapy Courses Completed Before Internship 34 credits)

MAP603D: Family of Origin Systems and Art Therapy (taken first quarter)

MAP609L: Multicultural Perspectives and Art Therapy (taken second quarter)

MAP540F: Art Therapy in Diverse Settings: Individual and Group

MAP540C: History and Theory of Art Therapy I

MAP540H: History and Theory of Art Therapy II

MAP540A: Techniques and Practice of Art Therapy

MAP631G: Assessment: Tests and Measurements

MAP640B: Art Therapy Research in Individual and Family Therapy

MAP640D: Advanced Art Therapy Research in Individual and Family Therapy

MAP640A: Advanced Art Therapy Assessment

MAP540D: Developmental and Treatment Models in Art Therapy

MAP540B: Ethical Issues in Art Therapy

MAP5989A :Internship Preparation (not for credit; taken two quarters before starting internship)

Elective Courses (6 credits)

■ One of the following electives:

MAP602B: Abusive Relationships

MAP608B: Addictions and Substance Abuse

MAP616B: Loss and Grief

■ One elective in counseling a culturally specific population or one of the Historical/Socio-Cultural Perspectives in Psychology courses.

Other Required Art Therapy Courses (1-5 credits)

MAP650A/MAP650B: Master's Project or Thesis

Required Internship Courses (15 credits)

MAP600D: Internship Practicum MHC/AT (optional)

MAP600C: Internship MHC/AT

MAP601M: Case Consultation: AT/MHC

Individualized Program: M.A. in Psychology – Integrative Studies

The Integrative Studies in Psychology (ISP) program offers a formal, individualized master's degree program in which students explore any area of interest related to the field of psychology. Students develop a self-directed,

self-designed program. Through this program, students collaborate within the diverse Antioch community and access other resources in the larger academic and professional community. This program is for people who are interested in new career paths that involve psychology; want to apply psychology to their current careers; are interested in pursuing research; or want to pursue personal and professional development. This course of study does not lead to clinical certification or a license.

Program Design

Students entering the Integrative Studies in Psychology program take 27 credits of required core courses, 24 credits in their concentration area and nine credits in their application project. Students design their program in consultation with a degree committee composed of a faculty adviser and field advisers drawn from the academic and professional communities. Students can select courses in their focus area from either Antioch or other accredited institutions. Examples of current student interests include: East/West psychology, eco-psychology, health psychology, intercultural communication, adult development, somatic psychology, geriatric interventions and transpersonal psychology.

Program-specific Admission Requirements

- Ability to initiate independent work with a high degree of responsibility and self-direction
- Ability to work collaboratively within a learning environment
- Completion of one of the following academic prerequisites:

- Lifespan development and theories of personality courses with a minimum grade of C

–OR–

- A bachelor's degree in psychology completed within the last 10 years, with a GPA of 3.0 or higher on a 4.0 scale
- Two letters of recommendation: one from a professional who can assess the applicant's organizational and interpersonal skills and one from a social science instructor who can describe his or her potential as a graduate student
- Writing sample: If selected for an interview, applicants are asked to compose an essay during the interview visit

Admission Essay

Applicants must submit a one- to two-page response to each of four admission questions specified in the program application.

Transfer Credit

An applicant may request transfer of up to 12 quarter credits of prior graduate level coursework.

Provisional Admission to ISP Program

This option allows an applicant to be admitted into a pre-master's status when all prerequisites have not yet been completed. If admitted provisionally, the student has two quarters to complete the prerequisites at Antioch, prior to full admission into the ISP program.

Theoretical Foundation Courses (27 credits)

The theoretical foundation is comprised of the following required courses:

MAP502X: ISP Program Seminar

MAP512D: Research

MAP609E: Multicultural Perspectives

MAP626: Advanced Theories

MAP508D: Communication Skills

Map501B: Systems Perspectives in Family Therapy

Individualized Self-designed Courses (24 credits)

The foundation of the program is the individualized, self-designed portion of the learning. During this time, students take courses as electives or design independent study courses to fulfill a learning goal of their program. A typical elective course or independent study is one to three credits. Up to nine credits may be transferred as elective credits from another master's-level, accredited institution.

Practical Application Courses (9 credits)

The practical application section of the program is the culmination of the student's work in the prior two sections. The nine credits for the project are distributed as follows: three for the literature review and six for the application project which can be an applied learning project, curriculum development project, a formal research thesis, an internship or a creative expressive project.

Psychology Courses for Master's Degree Programs

MAP501B: Systems Perspectives in Family Therapy (3)

Instructor: Lazaroff, SU, FA, WI; Saltzman, FA; Jenkins, WI; TBA, SP

Introduces family systems theory for the clinical assessment and treatment of mental health problems, inclusive of multicultural perspectives. Emphasis is on understanding and intervening in the interpersonal dynamics of the family system as a basic framework for mental health treatment. Required of all MHC and CCFT students. *Prerequisite:* MAP603C: *Family of Origin Systems (or may be taken concurrently; waived for ISP students)*

MAP502X: Integrative Studies Program Seminar (2)

Instructor: Farley; FA, WI, SP

Provides a conceptual, intra- and interpersonal context for understanding historical and cultural dimensions of the field of psychology and each student's chosen role in the field, including specific attention to the developmental and ethical domains necessary for a rounded interdisciplinary degree. The seminar is a forum for building a sense of community among students in the Integrative Studies program, orienting them to graduate school and providing them support throughout their studies. Continues over six quarters (excluding summers). *Prerequisite:* Only for ISP students.

MAP506F: Ethics and Professional Issues (3)

Instructor: Saltzman, SU, FA, WI; Franklin, FA, WI; TBA, SP

Introduces specific ethical guidelines for counselors and therapists, with attention

to the broader historical, cultural and professional contexts within which helping behavior occurs. Emphasis is on developing the ability to think about clinical situations in ethical terms.

MAP507H: Theories and Practice of Family Therapy I (3)

Instructor: Franklin, FA; Stanley, WI; TBA, SP

Examines major theories of couple/family therapy and different therapeutic practices associated with them. Includes discussion of the historical development of the field of couple/family therapy. Required of all CCFT students, immediately followed by Theories & Practice of Family Therapy II. **Prerequisite:** MAP603C: *Family of Origin Systems and MAP501B: Systems Perspectives in Family Therapy.*

MAP507I: Theories and Practice of Family Therapy II (3)

Instructor: Stanley, SU, SP; Franklin, WI

Continues to examine major theories of couple/family therapy and different therapeutic practices associated with them. *Must be taken immediately following the completion of Theories and Practice of Family Therapy I.* **Prerequisite:** MAP507H: *Theories and Practice of Family Therapy I.*

MAP508D: Communication and Counseling Skills (3)

Instructor: Meggert, SU, FA, WI; Yang, FA, WI; Rolfs, FA; TBA, SP

Offers students the opportunity to acquire and practice basic counseling tools such as listening skills, congruent communication, use of self as instrument and specific aspects of interviewing and contracting with a client. In-class role-playing

and practice, as well as additional practice assignments, supplement the readings.

MAP509B: Psychopathology (3)

Instructor: TBA, SU; Stanley, FA; Lazaroff, FA, SP; Farley, WI

Provides orientation to the etiology and symptoms of the major DSM-IV-TR categories of psychopathology, as understood from a variety of perspectives. Includes discussion of schizophrenia, major affective disorders, borderline, narcissistic and other personality disorders and anxiety disorders. Focus is on the role of the symptom in the inner world of the individual and in the broader interpersonal and cultural contexts. **Prerequisite:** PSY494A: *Abnormal Psychology.*

MAP509C: Psychodiagnostics and Treatment Planning (3)

Instructor: TBA, SU; Lazaroff, SU, WI; Stanley, FA, WI; Farley, SP

A survey of approaches to assessment, steps in delineation and presentation of client patterns and issues, and decision-making procedures for recommending appropriate treatment options for clients. Students become familiar with the use of DSM-IV-TR and multi-axial diagnosis, as well as alternative conceptualizations and approaches, such as family systems assessment. **Prerequisite:** MAP509B: *Psychopathology.*

MAP510D: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior (3)

Instructor: Hollomon, SU; Henschel-McGerry FA; McGerry, FA, SP; Hollomon, WI

Links theoretical foundations of psychodynamic and cognitive behavior theories

to their application in the practice of counseling. **Prerequisite:** MAP508D: *Communication and PSY490: Counseling Skills and Theories of Personality.*

MAP510E: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern (3)

Instructor: McGerry, SU, WI; Hollomon, FA, SP; Henschel-McGerry, WI

Links theoretical foundations of humanistic, transpersonal and eastern theories to their application in the practice of counseling. **Prerequisite:** MAP508D: *Communication and PSY490: Counseling Skills and Theories of Personality.*

MAP512C: Research in Family Practice (1)

Instructor: Yancey, FA, WI; TBA, SP

Addresses special topics in research concerning child/couple/family studies and therapy. After an overview of basic research issues in the field, students develop and pursue a research question for themselves. **Prerequisite:** MAP512D: *Introduction to Research.* (CCFT students are encouraged to take these courses concurrently.) This course is not required for CCFT students who complete MAP631L for 4 credit hours.

MAP512D: Research Methods: Introduction to Research (3)

Instructor: Yancey, SU; Yang, FA, WI; TBA, SP

Introduces social science research methods and fundamental strategies of inquiry in psychology. Includes quantitative and qualitative methods, descriptive and inferential statistics, and the logic of hypothesis development and testing. Required of all M.A. students who have not had

an introductory social science research course in the past 10 years. Other CCFT students may take MAP631L: Research in Family Studies and other MHC students may take MAP631G: Assessment: Tests and Measurements.

MAP514K: Historical and Sociocultural Perspectives In Psychology: Explorations in Psychology and Spirituality (3)

Instructor: Hepburn; WI

Examines how humans experience connections between spirit and psyche, diverse spiritual traditions and transpersonal psychology. Investigates such questions as: What is the self? What are the connections between self and spirit, between psychological and spiritual development? How do both ordinary and non-ordinary states of consciousness relate to psycho-spiritual health and transformation? How can spiritual perspectives and practices contribute to psychotherapy?

MAP514N: Historical and Sociocultural Perspectives In Psychology: The Body: Gender, Society and Symbol (3)

Instructor: Rado; FA

Explores how people experience discrimination and isolation because of bodily attributes. Emphasis given to meanings ascribed to the human body during various historical periods as well as in contemporary times. Readings include personal accounts of bodily discrimination, fictional sources and psychological and/or anthropological studies.

MAP514O: Historical and Sociocultural Perspectives in Psychology: Social Justice, Advocacy and Practice (3)

Instructor: Farley; SP

Explores how contemporary social and cultural changes impact how people negotiate personal identity and live out their self-concept. Course participants attempt to synthesize wide-ranging and multidisciplinary perspectives, including the environmental, cultural, social, economic and political contexts within which individual and community behavior is shaped. Also addressed is how these perspectives affect the form and shape of the mental health professions.

MAP516: Pre-internship Practicum and Supervision in CCFT (1)

Instructor: Wright, SU; Young, SU, FA WI, SP; Forisha, FA

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. First quarter students are assigned one client at a time in Antioch's Community Counseling and Psychology Clinic. At instructor's discretion, up to three clients may be assigned in subsequent quarters. Accumulated hours may later count as internship hours. There is a \$15 fee each quarter for liability insurance. **Prerequisites:** *MAP603: Family of Origin Systems, MAP501B: Systems Perspectives in Family Therapy, MAP508D: Communication and Counseling Skills, and MAP509B: Psychopathology. This is an elective course; once elected, students are expected to repeat the course for three consecutive quarters.*

MAP516A: Pre-internship Practicum and Supervision in MHC (1)

Instructor: Holloman, SU, FA, WI, SP; Ostrow, FA

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. Students are assigned one client at a time in Antioch's Community Counseling and Psychology Clinic. Accumulated hours may later count as internship hours. There is a \$15 fee each quarter for liability insurance. **Prerequisites:** *MAP603: Family of Origin Systems, MAP609E: Multicultural Perspectives, MAP508D: Communication and Counseling Skills, MAP509B: Psychopathology and concurrent enrollment in MAP510D: Theories and Practice of Counseling: Psychodynamic & Cognitive-Behavior. This is an elective course; once elected, students are expected to repeat the course for three consecutive quarters.*

MAP535C: Case Management in Mental Health (1)

Instructor: Lau; SU

Explores case management in mental health, including the history and philosophical bases of case management, its role in the delivery of mental health services and its connections to counseling and psychotherapy inclusive of the inherent therapeutic value case management may provide in a collaborative approach to treatment.

MAP540A: Techniques and Practice of Art Therapy (3)

Instructor: George; FA

Provides comprehensive framework for the practice of art therapy through visual and nonverbal techniques using various

media and experiential exercises. Art therapy applications for diagnosis, therapeutic intervention and treatment through multidisciplinary teamwork are explored. Assignments include readings and participation in weekly experiential exercises using a variety of materials. Case studies are used to illustrate specific AT applications. There is a \$15 lab fee for supplies.

MAP540B: Ethical Issues in Art Therapy (1)

Instructor: TBA; SP

Provides historical, philosophical and practical context for ethical, clinical and professional issues in art therapy. Applies theory to clinical situations and introduces issues of confidentiality specific to art therapy and ethical research practice. Students prepare a file of relevant ethical codes, a glossary, a bibliography and other related material. There is a \$15 lab fee for supplies. **Prerequisite:** MAP540C: *History and Theory of Art Therapy* and MAP540A: *Theory of Art Therapy and Techniques and Practice of Art Therapy*. Only for AT students.

MAP540C: History and Theory of Art Therapy I (3)

Instructor: George; WI

Overview of the history of art therapy as a field of study and practice, inclusive of the founders, the therapeutic approaches, philosophical frameworks, theoretical emphasis and formation of the American Art Therapy Association (AATA). There is a \$15 lab fee for supplies.

MAP540D: Developmental and Treatment Models in Art Therapy (3)

Instructor: TBA; SP

Provides an overview of the developmental stages and effective treatment models with differing populations. Emphasizes

individual and group art therapy format with role-playing to demonstrate different models and stages. Students research, write critiques and apply these models with diverse clients. There is a \$15 lab fee for supplies. **Prerequisite:** MAP540C: *History and Theory of Art Therapy* and MAP540A: *Techniques and Practice of Art Therapy*. Only for AT students.

MAP540F: Art Therapy in Diverse Settings: Individual and Group Therapy (3)

Instructor: Bloom, SU; Rothaus, SU

Provides background and theory on the practice of individual and group art therapy in a variety of settings. The student integrates theories inherent to art therapy with a spectrum of psychopathology and developmental characteristics in divergent treatment settings through lectures, role-play, readings and papers. There is a \$15 lab fee for supplies. **Prerequisite:** MAP540C: *History and Theory of Art Therapy I*.

MAP540H: History and Theory of Art Therapy II (3)

Instructor: George; SP

Provides a continuation of and further development of History and Theory of Art Therapy I. Offered spring quarter only. There is a \$15 lab fee for supplies. **Prerequisite:** MAP540C: *History and Theory of Art Therapy I*.

MAP596: ISP Application Project Literature Review (3)

Instructor: Varies; SU, FA, WI, SP

Comprehensive survey of the literature relevant to an integrative studies student's application project. The student compiles an annotated bibliography of 15 to 20 sources and submits the completed bibli-

ography to his or her evaluator for review. This literature review forms the foundation for further work in the student's area of interest. **Prerequisite:** *Completion of core integrative studies courses.*

MAP598A: Internship Preparation (0)

Instructor: Harmon Jacobs; SU, FA, WI, SP

Assists students in identifying professional practice goals and finding prospective internship sites consistent with those goals. It also helps students negotiate and complete their internship contract and other related requirements. **Prerequisite:** *Completion of required core courses in the student's respective program; may be taken any quarter before the internship starts, but it is highly recommended to be taken no less than two quarters before starting internship. May be repeated.*

MAP599: Independent Studies (1-6)

Instructor: Varies; SU, FA, WI, SP

For students seeking to design a course currently not offered at Antioch University Seattle. Students must designate an evaluator, write a syllabus and schedule learning activities of the independent study prior to registration. All independent studies must have prior approval of the student's adviser, and all paperwork must be submitted to the program associate by Friday of week seven of the prior quarter.

MAP600: Internship: Mental Health Counseling (1-3)

Instructor: Varies; SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families. During a minimum of four quarters, students must acquire

600 on-site hours, 300 of which must involve direct face-to-face client contact. There is a \$15 fee each quarter for liability insurance. **Prerequisite:** *Core required courses as listed in MHC Plan of Study. Must be taken concurrently with Case Consultation.*

MAP600B: Internship: Child, Couple and Family Therapy (1-3)

Instructor: Varies; SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples, and families – usually over five quarters but never less than four. Students must acquire 500 hours of direct face-to-face client contact, 250 of which must be with couples or families, and 100 hours of supervision from an Antioch Approved Supervisor, of which 50 must involve direct observation. There is a \$15 fee each quarter for liability insurance. **Prerequisite:** *Core required courses as listed in CCFT Plan of Study. Must be taken concurrently with Case Consultation or Case Supervision.*

MAP600C: Internship: Child, Couple and Family Therapy/Art Therapy (1-3)

Instructor: Varies; SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families – usually over five quarters but never less than four. Students must acquire 500 hours of direct face-to-face client contact, 250 of which must be with couples or families and 350 of which must use art therapy, and 100 hours of supervision from an Antioch Approved Supervisor, of which 50 must involve direct observation. There is a \$15 fee each quarter for

liability insurance. **Prerequisite:** *Core required courses as listed in CCFT/AT Plan of Study. Must be taken concurrently with Case Consultation or Case Supervision.*

MAP600C: Internship: Mental Health Counseling/Art Therapy (1-3)

Instructor: Varies; SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families. During a minimum of four quarters, students must acquire 700 on-site hours, 350 of which must involve direct face-to-face client contact using art therapy. There is a \$15 fee each quarter for liability insurance. **Prerequisite:** *Core required courses as listed in MHC/AT Plan of Study. Must be taken concurrently with Case Consultation.*

MAP600D1: Internship Practicum: Mental Health Counseling/Art Therapy (1-3)

Instructor: Varies; SU, FA, WI, SP

Prior to starting the formal internship experience, art therapy students may opt to do a limited number of practicum hours. This practicum is designed as a precursor to the larger internship experience and is decided on a case-by-case basis. There is a \$15 fee each quarter for liability insurance. **Prerequisite:** *Adviser's and Art Therapy chair's approval.*

MAP600D2: Internship Practicum: Child, Couple and Family Therapy/Art Therapy (1-3)

Instructor: Varies; SU, FA, WI, SP

Prior to starting the formal internship experience, art therapy students may opt to do a limited number of practicum hours. This practicum is designed as a precursor to the larger internship experi-

ence and is decided on a case-by-case basis. There is a \$15 fee each quarter for liability insurance. **Prerequisite:** *Adviser's and Art Therapy chair's approval.*

MAP600D1: Internship Practicum: Mental Health Counseling/Art Therapy (1-3)

Instructor: Varies; SU, FA, WI, SP

Prior to starting the formal internship experience, art therapy students may opt to do a limited number of practicum hours. This practicum is designed as a precursor to the larger internship experience and is decided on a case-by-case basis. There is a \$15 fee each quarter for liability insurance. **Prerequisite:** *Adviser's and Art Therapy chair's approval.*

MAP601: Case Consultation: Child, Couple and Family Therapy (1)

Instructor: Varies; SU, FA, WI, SP

Provides CCFT students the opportunity to receive on-campus consultation regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class, emphasis typically is given to such topics as individual and/or family assessment, integration of theory and practice, and ethical and professional issues. **Prerequisite:** *Core required courses as listed in CCFT Plan of Study and concurrent enrollment in CCFT internship.*

MAP601: Case Supervision: Child, Couple and Family Therapy (1)

Instructor: Stanley; SU, FA, WI, SP

Designed for CCFT students who are completing their internships under the onsite supervision of those who do not meet the standards for being an Antioch Approved Supervisor. (See the updated list

of approved supervisors at “My Center” on FirstClass.) Provides a minimum of 100 hours of supervision, inclusive of 50 hours of direct observation, and consultation about ethical and professional issues. **Prerequisite:** Core required courses as listed in CCFT Plan of Study and concurrent enrollment in CCFT internship.

MAP601: Case Consultation: Art Therapy/Child, Couple and Family Therapy (1)

Instructor: Bloom; SU, FA, WI, SP

Provides CCFT/AT students the opportunity to receive on-campus consultation regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class and integrated with theories and practices associated with art therapy, emphasis typically is given to such topics as individual and family assessment, integration of theory and practice, and ethical and professional issues. There is a \$15 lab fee for supplies. **Prerequisite:** Core required courses as listed in CCFT/AT Plan of Study and concurrent enrollment in CCFT/AT internship. Enrollment optional after four quarters of internship.

MAP601: Case Consultation: Art Therapy/Mental Health Counseling (1) (\$)

Instructor: Bloom; SU, FA, WI, SP

Provides MHC/AT students the opportunity to receive on-campus consultation regarding their work at internship sites. Progressive emphasis across quarters given to: individual assessment, relational/family assessment, integration of theory and practices associated with art therapy and the demonstration of clinical competence within a multicultural context. Additional emphasis on

ethical and professional issues. There is a \$15 lab fee for supplies. **Prerequisite:** Core required courses as listed in MHC/AT Plan of Study and concurrent enrollment in MHC/AT internship. Enrollment optional after four quarters of internship.

MAP601: Case Supervision: Child, Couple and Family Therapy/Art Therapy (1)

Instructor: Hoshino; SU, FA, WI, SP

Designed for CCFT/AT students completing their internships under the onsite supervision of those who do not meet the standards for being an Antioch Approved Supervisor. (See the updated list of approved supervisors at “My Center” on FirstClass.) Provides minimum of 100 hours of supervision, inclusive of 50 hours of direct observation, and consultation about ethical and professional issues. Supervision integrates family therapy and art therapy. There is a \$15 lab fee for supplies. **Prerequisite:** Core required courses as listed in CCFT/AT Plan of Study and concurrent enrollment in CCFT/AT internship. Enrollment optional after four quarters of internship.

MAP601: Case Consultation: Mental Health Counseling (1)

Instructor: Varies; SU, FA, WI, SP

Provides MHC students the opportunity to receive on-campus consultation regarding their work at internship sites. Progressive emphasis across quarters given to: individual assessment, relational/family assessment, integration of theory and practice, and the demonstration of clinical competence within a multicultural context. Additional emphasis on ethical and professional issues. **Prerequisite:** Core required courses as listed in MHC Plan of Study and concurrent enrollment in CCFT internship.

MAP602B: Abusive Relationships (3)

Instructor: MacQuivey; WI

Provides an integrated perspective on forms of abuse, including sexual, physical and emotional. Explores the relational dynamics commonly found in such situations, examines the experiential and interactive patterns shared by participants in abusive systems and discusses the treatment implications and models for intervention.

MAP603C: Family of Origin Systems (3)

Instructor: Varies; FA, WI, SP

Introduces family of origin systems perspective as a basic interpretive framework for understanding and addressing issues of human development in the context of multigenerational family dynamics. Emphasis is on students examining their own development in terms of their socio-cultural roots, family history and unresolved family conflicts. **Note:** *Open only to first-quarter clinical students or by program and instructor permission for students outside of the clinical programs.*

MAP603D: Family of Origin Systems and Art Therapy (3)

Instructor: Hoshino, FA; TBA, SP

Introduces family of origin systems perspective for understanding and addressing issues of human development in the context of multigenerational family dynamics. Emphasis is on students examining their own development in terms of socio-cultural roots, family history and unresolved family conflicts through experiential, creative exploration and papers. This is the first course in a two-quarter sequence. There is a \$15 lab fee for supplies. **Note:** *Open to first-quarter clinical/AT students.*

MAP604: Group Counseling (3)

Instructor: Friedman, SU; Ostrow, FA, SP; TBA, WI

Introduces students to the theory and practice of group counseling. Emphasizes integrating theoretical approaches to group counseling and learning basic skills needed to prepare for leading a variety of client groups. **Prerequisite:** *MAP508D: Communication and Counseling Skills.*

MAP604A: Group Art Therapy (3)

Instructor: Rothaus, WI

Introduces theory and practice of group art therapy practice. Integrates theoretical approaches to group counseling and emphasizes basic skills needed to prepare for leading a variety of client groups through creative experiential activities, lectures, and role-plays. **Prerequisite:** *MAP508D: Communication and Counseling Skills and MAP640B: Art Therapy in Individual and Family Therapy. \$15 lab fee for art supplies.*

MAP604B: Family Group Art Therapy (1)

Instructor: Rothaus; WI

Designed for CCFT/AT students. Introduces theory and practice of group art therapy practice. Integrates theoretical approaches to group counseling and emphasizes basic skills needed to prepare for leading a variety of family groups through creative experientials, lecture and role play. There is a \$15 lab fee for supplies. **Prerequisite:** *MAP508D: Communication and Counseling Skills and MAP507H: Theories and Practice of Family Therapy I (or concurrent enrollment).*

MAP607F: Applied Couple Therapy (3)

Instructor: David; FA, WI

Provides an integrated systems model for conducting couples therapy. Emphasis is on application of this model and the development of clinical skills in working with couples, including defining relevant problems, establishing the therapeutic contract, implementing treatment strategies and homework, and facilitating closure and follow-up to treatment.

Prerequisite: MAP501B: *Systems Perspectives in Family Therapy and one of the Theories and Practice of Counseling courses MAP510D or 510E.*

MAP608B: Addictions and Substance Abuse (3)

Instructor: Erickson; FA

Covers assessment, referral and intervention in addictions and substance abuse, based on current theories of etiology and treatment. It includes special topics such as children of alcoholics, women and addiction, family dynamics of addiction and family intervention, community resources and prevention.

MAP609C: Counseling Sexual Minorities: Issues and Interventions (3)

Instructor: Lazaroff; SU

Students address a range of clinical, cultural and developmental issues related to sexual minorities in light of theory, intervention and practice. A variety of approaches serve to heighten participants' awareness of problems such as homophobia and heterosexism as they affect the counseling relationship and process. **Prerequisite:** MAP609E: *Multicultural Perspectives.*

MAP609E: Multicultural Perspectives (3)

Instructor: Varies; SU, WI, SP

Promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and the impact of such differences on the theory and practice of MHC and CCFT.

Prerequisite: MAP603C: *Family of Origin Systems (for CCFT/MHC students); space may be available for other students during late registration.*

MAP609G: Counseling Asian-Americans & Pacific Islanders (3)

Instructor: TBA; SP

Explores cultural considerations necessary to provide relevant assessment and treatment to various Asian-American and Pacific Islanders populations.

Prerequisite: MAP609E: *Multicultural Perspectives. Students complete assigned readings prior to class.*

MAP609H: Counseling Native Americans (3)

Instructor: TBA; WI

Offers students an opportunity to explore psychosocial/cultural considerations relevant to assessment and treatment issues with urban and reservation-based Native Americans, extended families and communities. **Prerequisite:** MAP609E: *Multicultural Perspectives.*

MAP609I: Counseling Hispanic/Latino(a) Clients (3)

Instructor: Abreu; FA

Students explore cultural considerations necessary to provide relevant assessment and treatment. **Prerequisite:** MAP609E: *Multicultural Perspectives. Students complete assigned readings prior to the class.*

MAP609J: Counseling Clients with Disabilities (3)

Not offered 2007-08

Explore cultural considerations necessary to provide relevant assessment and treatment to clients with various disabilities. **Prerequisite:** MAP609E: *Multicultural Perspectives*.

MAP609L: Multicultural Perspectives and Art Therapy (3)

Instructor: Hoshino; WI

Promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and the impact of such differences on the theory and practice of art therapy. Nonverbal aspects of art therapy are emphasized. There is a \$15 lab fee for supplies. **Prerequisite:** MAP603C: *Family of Origin Systems and Art therapy major; others by permission of liaison*.

MAP609P: Story Books as Attunement: Creating Children's Stories as Psychological Intervention

Instructor: George; WI

Stories, both oral and written/illustrated, have been used by many cultures to communicate essential truths about life circumstances to promote well-being. As a counselor, how would one go about creating a children's illustrated storybook that responds to a child's predicament? Students investigate current children's literature and create a storybook.

MAP611D: Creative Modalities: Bodily Knowing and Movement

Instructor: TBA; SP

Introduction to the theory and practice of dance/movement therapy, with focus on psychotherapeutic use of movement

and body experience toward the expression, communication and transformation of the self. Includes experiential movement work as an important adjunct to conceptual work derived from readings and group discussion. Class schedule includes an all-day intensive meeting. **Prerequisite:** MAP508D: *Communication and Counseling Skills*.

MAP611E: Creative Modalities: Music, Self-Exploration and Therapy (3)

Instructor: Zieve; FA

An overview of the field of music therapy. Offers varied perspectives of therapeutic approaches in this creative modality and hands-on opportunities for exploration in the uses of music in therapy.

MAP611I: Creative Modalities: Adventure-based Counseling (3)

Not offered 2007-08

Introduction to a spectrum of therapeutic uses of outdoor experiences ranging from vision quests to challenge/survival programs. Students have an opportunity to pursue special topics of interest as well as to participate in planning and facilitation of scheduled field experiences.

Prerequisite: *Good health. Please clear any health concerns with instructor before registering. Prior experience in outdoor activities not required, but students must be able to hike several miles with a backpack and be able to participate in ropes course activities. Group gear for trips is provided. Students are responsible for their own personal gear, a share of food and transportation costs and ropes course fees.*

MAP611J: Creative Modalities: Writing and Therapy (3)

Instructor: Rolfs; SU

Explore multiple forms of the art of writing as a tool for both therapeutic work and creative expression. Students incorporate stream of consciousness, as in journal writing and free verse, and the more structured medium of dramatic story. The class covers current theories on the use of these tools in therapy and provides an opportunity for individual and group projects that challenge students to expand imaginative powers and clinical strategies. Students examine the relationship of writing, emotion and the imperative to create. **Prerequisite:** *MAP508D: Communication and Counseling Skills.*

MAP611L: Clinical Treatment of Children (3)

Instructor: TBA; SP

Provides an overview of clinical techniques in the treatment of children from early childhood to puberty, examining techniques used with individual children as well as those incorporating family, group or larger systems. Topics include: play therapy, parent education, family therapy, collateral parties, transference/counter-transference, use of expressive mediums, discussion of diagnostic issues and medication use.

MAP611N: Clinical Treatment of Adolescents (3)

Instructor: Stanley; SU

Explores the many facets and issues involved in the psychotherapeutic treatment of adolescents.

MAP611P: Clinical Treatment of Older Adults and Families (3)

Instructor: Mayfield; FA

Introduces concepts related to human development, assessment and treatment of older adults. Emphasis given to selected subtopics such as: myths about growing older, cultural aspects of aging, contemporary social trends – such as children being raised by their grandparents instead of their parents – and other topics.

MAP611R: Clinical Treatment of Internalized Oppression (3)

Instructor: Saltzman; SU

Introduces counseling theories and interventions to assist clients in addressing issues that result from internalized oppression based on gender, class, race, age, religion etc. Students have the opportunity to identify and address these issues in themselves in preparation for addressing them more effectively in their clinical work. Theoretical material, counseling demonstrations and practice sessions are included in the course curriculum. **Prerequisites:** *MAP508D: Communication and Counseling Skills, and MAP609E: Multicultural Perspectives.*

MAP612J: Human Development in Context: Gender – A Lifespan Perspective (3)

Instructor: Jones, FA, SP; Dubin, WI

An overview of current theories and perspectives on the development of gender identity and gender role from infancy through old age. Within an interdisciplinary perspective, students explore the psychological, interpersonal and societal issues related to gender in Western culture. Particular attention is given to students' individual experiences.

MAP613C: Career Development and Counseling (3)

Instructor: Lewis; FA, WI, SP

Provides a practical understanding of the resources and tools available to career development practitioners. Contemporary issues that relate to career in an individual's life are examined in the context of both historical and emerging career development paradigms. There is a \$10 lab fee for supplies. **Prerequisite:** MAP508D: *Communication and Counseling Skills*.

MAP614A: Human Development in the Family Life Cycle (3)

Instructor: Franklin, SU, WI; TBA, SP

Focuses on the basic developmental tasks of individuals throughout the lifespan, and how these tasks relate to stages of the family life cycle. Students also examine stressors common to contemporary American families and their effect on the family life cycle. **Prerequisite:** PSY492: *Lifespan Development*.

MAP615B: Human Sexuality (3)

Instructor: Lazaroff; FA, WI, SP

Focuses on psychological aspects of human sexuality and the development of interpersonally intimate relationships, including sexual attitudes and values, sexual issues in intimacy and communication, and the influence of social contexts in the meaning and experience of sexual behavior.

MAP616B: Loss and Grief (3)

Instructor: Hepburn, SU; TBA, SP

Explores the experience of loss and grief from a variety of perspectives – personal, sociocultural, psychological, therapeutic, symbolic and spiritual. Emphasis on increasing awareness of one's own grief process and

its potential impact on counseling work as well as on developing an understanding of principles and practices involved in grief counseling and grief therapy.

MAP618E: Art, Practice and Application of Meditation (1)

Instructor: Matsu-Pissot; FA

During the first of two class meetings, students explore various meditations and aspects of being which are related to meditation practice. Investigation into the psychological benefits of meditation and how to use these practices as therapeutic interventions take place during the second meeting. Practice of the meditations in class and between classes is integral to course content.

MAP619: Ethics in Family Practice (1)

Instructor: Franklin, FA, WI; TBA, SP

Provides an overview of special topics in family law, ethics and professional issues related to the practice of couple and family therapy with a case-focused presentation. **Prerequisite:** MAP506F: *Ethics and Professional Issues*. (CCFT students are encouraged to take these courses concurrently.)

MAP621A: Culturally Responsive Cognitive-Behavioral Therapy (1)

Instructor: Hays; SP

Presents a practitioner-oriented framework for addressing diverse cultural influences in therapy, an overview of the key concepts and principles in the field of Cognitive-Behavioral Therapy and opportunities to practice CBT with fellow students and in relation to case examples of culturally diverse clients. Students learn cutting-edge research from *Culturally Responsive Cognitive-Behavioral Therapy* (2006) (co-edited by

the instructor). **Prerequisite:** MAP508D: *Communication and Counseling Skills*.

MAP626A: Advanced Theories: Existential (3)

Instructor: Farley; FA

Explores the emergence of existential practice from its roots in existential philosophy. Although the focus of study is on this phenomenological approach to research and therapy, it also can apply to fields such as education and organizational theory. Existential theory and practice are clearly understood as a subjective-humanistic venture toward understanding the human experience and facilitating a healing process. **Prerequisite:** MAP510E: *Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical programs*.

MAP626B: Advanced Theories: Brief Therapies (3)

Instructor: McNeil; FA

Provides an introduction to the theory and practice of brief psychotherapies. Focuses on cognitive, narrative and solution-focused approaches. Includes consideration of clinical issues that arise in today's often time-limited clinical settings, such as the evidence-based treatment movement and working within managed care. **Prerequisite:** MAP510D: *Theories and Practice of Counseling, Psychodynamic and Cognitive Behavior, or by program and instructor permission for students outside of the clinical programs*.

MAP626D: Advanced Theories: Jungian (3)

Instructor: Blake; WI

Overview of Carl Jung's theory, emphasizing the impact of analytical psychology

on counselors' attitudes and values in working with clients. Introduces the use of typology in understanding personality; the role of imagination, symbols and creative process; and the application of dream analysis in therapy. **Prerequisite:** MAP510D: *Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or permission of instructor*.

MAP626J: Advanced Theories: Introduction to Buddhist Psychology (3)

Instructor: Matsu-Pissot; SU

Students discuss primary Buddhist ideas and explore their relevance to the development of emotional stability, joy in life, higher functioning in daily affairs and peace of mind with their inner lives and the outer world. Mindfulness/vipassana meditation is an integral part of this exploration. **Prerequisite:** MAP510E: *Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical programs*.

MAP631G: Assessment: Tests and Measurements (3)

Instructor: Chang; FA, SP

Introduces psychological testing and surveys the most widely used tests. Emphasis on basic skills necessary to interpret and appropriately use testing, both for clinical and research purposes. A hands-on course with opportunities to take, administer or observe the administration of a sampling of tests.

MAP631L: Research in Family Studies (3-4)

Instructor: Forisha, FA; David, SP

Provides students the opportunity to pursue individually selected topics of interest in research literature pertaining

to family studies and/or family therapy. Because course does not meet on a regular basis, students must be able to work independently. **Prerequisites and notes:** MAP507H: *Theories and Practice of Family Therapy I and an introductory social science research course taken in the past 10 years (Students should have received a waiver upon admission to CCFT of the requirement to take MAP512D: Research Methods: Introduction to Research.) Students who complete this course are not required to complete MAP512C: Research in Family Practice. (Those who have already taken MAP512C register for only 3 credit hours.)*

MAP640A: Advanced Art Therapy Assessment (3)

Instructor: Teneycke; FA

Provides an overview of art therapy and pertinent assessment tools used in the art therapy field. Students practice the utilization of these tools and/or develop and demonstrate their own tools. Art therapy assessment of specific populations also included. There is a \$15 lab fee for supplies. **Prerequisite:** MAP540F: *Art Therapy in Diverse Settings: Individual and Group Therapy.*

MAP640B: Art Therapy Research in Individual and Family Therapy (3)

Instructor: George; FA

Covers research literature, design and implementation in the art therapy field, applicable to individual clients or family clients. Basic research methodology, proposal formats and ethical and multicultural considerations are included. Students research, design and complete a literature review and gain approval to implement the research project. The instructor aids in research ideas as needed. There is a \$15 lab fee for supplies. **Prerequisite:** MAP540F: *Art Therapy in Diverse Settings: Individual and Group Therapy.*

MAP640D: Advanced Art Therapy Research in Individual and Family Therapy (3)

Instructor: Johnson; WI

A continuation of Art Therapy Research in Individual and Family Therapy, in which students implement the research project through data collection and analysis. Students completed research project includes an abstract, literature review, methodology and results section, and future research options. There is a \$15 lab fee for supplies. **Prerequisite:** *All other art therapy classes and Art Therapy Research I.*

MAP650A: Art Therapy Master's Project (1-5)

Instructor: Varies; SU, FA, WI, SP

An individualized process designed mutually by the student and art therapy chair to expand scholarship in and make a contribution to the field of art therapy. This process may include various media, including film, presentations and visual imagery. **Prerequisite:** *Core art therapy coursework.*

MAP650B: Art Therapy Thesis (1-5)

Instructor: Varies; SU, FA, WI, SP

An extensive research paper that expands the body of existing art therapy literature and makes a contribution to the field of art therapy. The student and art therapy faculty mutually decide upon the research topic area, timeline, design and process of completion. **Prerequisite:** *Core art therapy coursework.*

Doctor of Psychology – Clinical Psychology

Program Design

The Psy.D. program uses a practitioner/scholar model to educate students as professionals in clinical psychology and as scholars in psychology to promote health, education and human welfare. The curriculum promotes values of ethical practice, social responsibility and cultural pluralism. Faculty members balance traditional and contemporary perspectives in the field of psychology, educating students to become informed and effective practitioners, and agents of change in a complex world.

Features of the Program

- Flexibility to pursue the doctoral program full or part time (full time takes four years.)
- Rotating concentrations from which to choose
- The only art therapy concentration within a clinical doctoral program in the United States
- Elective course options that round out the program
- Practical experiences integrated throughout the program, including a full-year internship
- Clinical focus with flexibility to choose an applications-oriented doctoral paper or research dissertation
- Competency-based model with electronic portfolios

Concentration Options

Concentrations provide the student with a spectrum of theoretical perspectives

and concomitant practical experiences supported through professional seminars. Concentrations are offered on a rotating basis. Students may choose more than one. Examples of concentration areas are:

- Art Therapy
- Child in Family Context
- Forensics
- Existential-Humanistic Psychology
- Cognitive Behavioral Therapy

Admission Requirements for the Psy.D. in Clinical Psychology Program

- Completion of academic prerequisites: A master's degree in a mental health related field within the last 10 years. Eligible master's degrees include: marriage and family therapy, mental health counseling, clinical social work and art therapy. (Exceptions to the 10-year requirement may be granted on a case-by-case basis.)
 - OR– A bachelor's degree in psychology within the last 10 years
 - OR– A bachelor's or master's degree in other fields with four prerequisite courses with a minimum grade of B:
 - Theories of Personality
 - Abnormal Psychology
 - Developmental Psychology
 - Introduction to Statistics(If these courses were completed more than 10 years ago, they must be retaken)
- Completion of 100 hours of volunteer or professional experience in a helping relationship role in an educational and/or human services setting

- Two letters of recommendation: one from a professional who supervised the applicant in a human services setting; one from an academic instructor who can best assess the applicant's capabilities and readiness to enter a clinical doctoral program
- Documentation of relevant professional and volunteer experience
- Documentation of professional affiliations, publications and licensure

Additional Admission Requirements for Art Therapy Concentration

In addition to the program requirements already listed, admission to the art therapy concentration requires:

- Psychology coursework (18 quarter/12 semester hours) including theories of personality, abnormal psychology and developmental psychology plus other elective psychology courses
- Art coursework (27 quarter/18 semester hours) including work in both two- and three-dimensional media such as ceramics, metalsmithing, painting, drawing, printmaking and sculpture
- A portfolio of 20 works that demonstrate multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD or by e-mail. Please note that portfolios become the property of Antioch University and are not returned. An applicant may apply to the Psy.D. art therapy concentration with some art studio coursework in progress. If accepted into the program, the student must complete these credits during the first year.

Admission Essay Instructions

Applicants must submit a one- to two-page response to each of four admission questions specified in the program application.

Prior Graduate Work

Graduate credits earned at regionally accredited institutions are accepted toward Antioch Seattle's Psy.D. degree as follows:

Master's Degree in Mental Health Field

- Applicants who have completed a master's degree in a mental health-related field receive 51 quarter credits toward the doctoral program requirements; eligible fields include but are not limited to: marriage and family therapy, mental health counseling, clinical social work and art therapy.
- Accepted credits may be applied toward both core course requirements and elective credits.
- The Psy.D. faculty will complete a detailed transcript evaluation after the applicant's admission to the Psy.D. program and before initial course registration.

Other Master's Degrees

- Applicants with a master's degree in a field other than an approved mental health-related field may request a course credit evaluation.
- Courses are reviewed for equivalent content on a course-by-course basis. Official transcripts and course syllabi for all requested courses must be submitted to the Admissions Office by the application deadline.
- Students must have earned a grade of B or better.

- A maximum of 25 graduate-level quarter credits may be accepted.

Transfer into Psy.D. Program

- Applicants who began a Psy.D. program approved by the American Psychological Association at another regionally accredited university may request a transfer credit evaluation.
- Courses are reviewed for equivalent content on a course-by-course basis. Official transcripts and course syllabi for all requested courses must be submitted to the Admissions Office by the application deadline.
- Courses must carry a grade of B or better.
- For applicants with a master's degree earned in a mental health-related field: 51 quarter credits will be awarded. Antioch may waive up to 15 additional quarter credits for doctoral courses completed beyond a master's degree.
- For applicants entering from another Psy.D. program without a master's degree in a mental health-related field, up to 25 quarter credits may be awarded.
- Courses from an institution that is regionally accredited but not APA approved will be considered on a case-by-case basis.

International Transfer Credit

To receive credit for coursework completed at an institution outside the United States or Canada, an applicant must have that institution send official transcripts and records directly to a credential evaluator. The applicant may select an evaluator from either of two websites: www.naces.org or www.aice-eval.org. Certified translations and evaluation of international documents

are required. Four to 10 weeks should be allowed for the evaluation. The evaluation and the original transcript must be sent to the Admissions Office. International transcripts must be evaluated before admission.

International Student Admission

An international student who requires a student visa must submit additional documentation to satisfy admission requirements:

- Certified and translated educational records, if the records are not in English.
- Evaluation of international transcripts from institutions outside the United States or Canada. See **International Transfer Credit** information.
- Demonstration of English language proficiency – official TOEFL (Test of English as a Foreign Language) test results must be submitted reflecting a minimum score of 600 (paper-based) or 250 (computer-based). An applicant who has completed education in the United States or Canada may request that this requirement be waived.
- Financial certification – Documentation of the applicant's ability to pay for the educational and living expenses for the duration of the program must be submitted.

Contact the Admissions Office for more information at admissions@antiochseattle.edu.

Graduation Requirements

150 total credits to graduate

In addition to the satisfactory completion of all core courses, a student also must meet the following requirements to qualify for award of the Psy.D. degree:

- Satisfactory oral case study presentation
- Satisfactory annual narrative evaluation from the faculty
- Satisfactory completion of clinical training sequence (see next page)
- Performances reflecting program competencies (see next page)
- Satisfactory evaluation from all supervised experience hours
- Satisfactory completion of doctoral paper/dissertation
- Completion of 50 hours of personal psychotherapy
- Satisfactory completion of two years of supervised experience

Psy.D. Competencies and Electronic Portfolio

The Psy.D. program is framed in terms of eight competencies needed by professional psychologists. The competencies are: *relationship, intervention, scientific foundations, assessment, supervision, multicultural practice, consultation and career development and management*. Each competency is sub-divided into levels, which are the developmental steps needed to achieve each competency. All Psy.D. courses are tied into this framework: the levels become the course goals, and the course requirements are designed to show the student can effectively put into action the content of that course and demonstrate the mastery of the competency level. An *electronic portfolio* is created by each student, documenting these *key performances*. The portfolios help assess and advise students, help the Psy.D. faculty continuously improve the program and help outside accreditors (e.g., APA) see that Antioch trains competent psychologists.

Clinical Training Sequence

Students who enter the program without a mental health-related M.A. will be placed in a *Social Justice Practicum*: an agency, institution or other setting that invites the student to provide service to individuals from backgrounds significantly different than his/her own. This work (300 hours total) is tied to a series of courses in the first year, in which reflection on multicultural practice and other beginning-level clinical competencies is central. The next step of clinical training is in a concentration in which every student sees two clients each week in Antioch's on-campus Community Counseling and Psychology Clinic, under supervision, for the time they are enrolled in the program. By asking students to demonstrate their clinical skills in the Clinic and concentrations first, Antioch can confidently recommend students to outside sites for internship and pre-internship experiences. All supervised experience hours count toward the 3,300 hours required for licensure by Washington state.

Course Descriptions

PSD700: Assessment: Integration (3)

Instructor: Wieneke, SU; TBA, FA

Students provide a battery of assessments and learn to draw inferences from multiple measures and provide feedback to clients and referral sources.

PSD701: Assessment: Intelligence Testing (3)

Instructor: Alford, FA; TBA, WI

Assessment theory and technique as it applies to cognition and intelligence. Students are introduced to a variety of cognitive and intellectual measures.

Primary focus is the Wechsler Scales, both child and adult. In addition to becoming competent with the Wechsler Scales, this course addresses the fundamentals of test construction, psychometric properties, the history and future of assessment, contemporary controversies, diversity and special populations. The course is designed as a hands-on, pragmatic primer that provides a beginning framework for all subsequent psychological testing endeavors.

Prerequisite: PSD715: *Psychopathology*

PSD702: Assessment: Neuropsychology (3)

Instructor: Wieneke; SU

This examines the structure and function of the central nervous system, brain-behavior relationships and neuropathology. Seminar content focuses on evaluation techniques for diagnosis of brain dysfunction including visual, auditory, memory and language processes. Application of these techniques to the development of remedial strategies for learning disabilities and dysfunction is addressed. **Prerequisite:** To be taken concurrently with PSD717: *Neuropsychology*.

PSD703: Assessment: Personality Inventories (3)

Instructor: Duthie; WI

An introduction to widely used instruments of self-reporting personality assessment, predominantly “pencil and paper” tests of personality. This covers rationale, administration, scoring and interpretation of these measurement tools, and includes information on the use of automated procedures, the appropriate application of these tests and the ethical considerations in their use in both clinical and non-clinical settings. Students are encouraged to make a

critical assessment of these tests in light of reliability and validation studies, appropriateness of item selection in terms of language, gender and cultural bias etc., and the applicability to tests for the specific use stated. **Prerequisite:** PSD715: *Psychopathology*, PSD701: *Intelligence Testing*.

PSD704: Assessment: Projective Testing (3)

Instructor: TBA; SP

Focus on projective testing, specifically on the Rorschach. Core objectives are for students to be able to score the Rorschach using the Exner System and to gain experience in qualitative interpretation of the scores, analysis of the content and sequence analysis into personality description. The class also includes analysis and scoring of other projective tests, such as TAT. **Prerequisite:** PSD715: *Psychopathology*, PSD701: *Intelligence Testing*, PSD703: *Personality Inventories*.

PSD705: Practicum and Professionalization Seminar I: Communication and Counseling Skills (3)

Instructor: Suarez; FA

Students acquire and practice basic counseling tools, such as listening skills, congruent communication, use of self-as-instrument and specific aspects of interviewing and contracting with a client. Reading assignments are supplemented with in-class role-plays and practice, as well as additional out-of-class practice assignments. Group advising and reflection on the Social Justice Practicum are integral to this seminar. **Note:** For students entering without an M.A. in a mental health-related field.

PSD706: Community Psychology (3)

Instructor: Moritsugu, SU; Chamrad, FA

An examination of psychology in the community context, with special attention to community mental health, prevention and delivery systems for psychological services. Central topics include: primary and secondary prevention delivery; the role of psychologists as change agents implementing actions to bring about greater social justice; and the political and regulatory aspects of psychology.

PSD707: Ethics (3)

Instructor: Tien; FA, WI

A thorough review of the American Psychological Association ethics code and associated standards for practice. Ethics cases and their application to daily practice are used to deepen students' understanding of how these principles are applied.

PSD708: Practicum and Professionalization Seminar II: Family of Origin/Multicultural Perspective (3)

Instructor: Suarez; WI

An introduction to a "family of origin systems" perspective that provides a basic interpretive framework for understanding and addressing issues of human development in the context of multicultural, multigenerational family dynamics. Particular emphasis on students examining their own personal and professional development in terms of their family history, ethnicity, relationships and conflicts. Group advising and reflection on the Social Justice Practicum are integral to this seminar. **Prerequisite:** PSD705: *Practicum and Professionalization Seminar: Communication and Counseling Skills.*

PSD709: Group Therapy and Practice (3)

Instructor: Martin; SP

Students deepen and broaden their knowledge and experience of group therapy and group theory. This course focuses on specific applications of different types of therapeutic groups, e.g., short term and long term, psychoeducational and support, with particular populations, such as women, men, children, adolescents, the medically ill and ethnically and racially diverse populations.

PSD710: Historical and Sociocultural Perspectives in Psychology (3)

Instructor: Martin, SU; Cushman, WI

This sets the field of psychology in a larger socio-cultural context: exploring questions regarding its historical roots and development, its place in the contemporary world and its potential future in response to the needs of the 21st century. The intent is to foster in students an ability to think creatively about the possibilities and to act as informed change agents in the world.

PSD711: Learning Theory (3)

Instructor: Martin; WI

An examination of fundamental learning principles, their integration into various theoretical approaches and relevant applications to therapy and teaching.

PSD712: Lifespan Development I - Child (3)

Instructor: Adams, SU; TBA, WI

This class is the first of a two-course series on human development. The focus is psychological development from prenatal life through adolescence and the theories and application of normal

development within a socio-cultural context. Classical developmental theory is examined within this context, as well as issues in development such as emotional, social, cognitive and moral growth. Students learn about clinical and theoretical problems in development through required readings and case material.

PSD713: Lifespan Development II – Adult (3)

Instructor: Suarez; FA

The focus is development from young adulthood to geriatric life and the theories and application of normal development within a socio-cultural context. Social, cultural, biological and psychological issues of adulthood and aging are presented. Cognitive functioning, adult life transitions, psychosocial aspects of adulthood, coping and adaptation, work and retirement, bereavement and related issues are explored. Students learn about clinical and theoretical problems in adult life development through required readings and case material.

PSD715: Psychopathology (3)

Instructor: Kennedy; FA

Introduces students to the multi-axial diagnostic system and categories of psychopathology contained in the “Diagnostic and Statistical Manual–IV (DSM-IV-TR).” It is designed to give students the knowledge needed to identify behavioral patterns for diagnostic categories presently used by the medical system in the United States.

PSD716: Psychophysiology (3)

Instructor: Suarez; FA

Focused on the biological bases of behavior, this course provides foundational knowledge in the areas of neuro-

anatomy, neurophysiology and neurochemistry. Students become knowledgeable about the issues surrounding research on the biological basis of behavior so they can become critical consumers of new information in this area.

PSD717: Neuropsychology (3)

Instructor: TBA; SP

Students begin with an overview of the central nervous system in terms of its structure and function, then study connections between neurophysiological processes and behavior. Behavioral dysfunctions and related mechanisms, and approaches used by clinical neuropsychologists are reviewed. Students present case material they have researched on neuropsychological dysfunctions.

PSD718: Research Seminar I (1-3)

Instructor: TBA, SU; Linn, FA; TBA, WI; Wieneke, SP

During this first of four related courses, the emphasis is on helping each student select a topic that touches upon a theme or area of genuine interest or concern. Students then decide on a realistic doctoral paper or dissertation question, refine that question, consider appropriate methodology, outline a proposal, develop a plan for a literature review and form their Doctoral Paper/Dissertation Committee. Students who register for 3 credits are also expected to schedule and pass their first Doctoral Paper/Dissertation Committee meeting. The class functions as a consultation group. Each student presents his/her work to receive feedback from peers and offers feedback to peers about their projects. **Prerequisites:** PSD726: *Quantitative Methods and Analysis 1*, PSD727: *Quantitative Methods and Analysis 2*, PSD728: *Qualitative Methods and Analysis 1* and PSD734: *Qualitative Methods and Analysis 2*.

PSD719: Research Seminar II (1-3)

Instructor: TBA, SU; Linn, FA; TBA, WI; Wieneke, SP

A continuation of Research Seminar I, the second quarter focuses on developing the student's idea for a doctoral paper or dissertation into a research proposal. An application to the Human Subject Committee is prepared, if necessary. Students who register for 3 credits will also be expected to schedule and pass their second Doctoral Committee meeting. **Prerequisite:** PSD718: *Research Seminar I*.

PSD720: Research Seminar III (1-3)

Instructor: TBA, SU; Linn, FA; TBA, WI; Wieneke, SP

Research Seminar III facilitates students in the data collection phase of their dissertation, or drafting of their doctoral paper. Students have the opportunity to present their data collection design and discuss problems/progress of the data collection. Students who register for 3 credits are ready to write the final draft of their project. **Prerequisite:** PSD718: *Research Seminar I*; PSD719: *Research Seminar II*.

PSD721: Research Seminar IV (1-3)

Instructor: TBA, SU; Linn, FA; TBA, WI; Wieneke, SP

This final section of the Research Seminar focuses on facilitating the completion and defense of the student's dissertation or doctoral paper. Students who register for 3 credits schedule and pass their final Doctoral Committee meeting. **Prerequisite:** PSD718: *Research Seminar I*; PSD719: *Research Seminar II*; PSD720: *Research Seminar III*.

PSD722: Social Psychology (3)

Instructor: Kennedy, FA; TBA, SP

The focus is on the behavior of individuals within the context of social interactions and the impact of social psychological forces on the individual. Includes social learning theory, personality development, behavior in the context of social groups, psycho-legal issues, sexual liberation and ethnic conflict.

PSD723: Theories: Systems Perspectives in Family Therapy (3)

Instructor: Callison; FA

This provides an introduction to systems theory and practice in family therapy. Systemic theory is applied across a variety of family structures regarding a range of presenting problems: clinical interventions address the whole family system as well as its individual, couple, sibling and parental subsystems. Multi-cultural perspectives also are addressed.

PSD724: Theories: Cognitive-Behavioral (3)

Instructor: Martin; WI

Introduces students to the conceptual basis and techniques of cognitive and behavioral interventions and their applications in the treatment of specific disorders. Included are cognitive restructuring and schema analysis. Also examined are cognitive-behavioral treatments for some personality disorders, such as Dialectical Behavioral Therapy.

PSD725: Theories: Psychodynamic (3)

Instructor: Martin; SP

Covers post-classical models that depart radically from Freud's drive-structural model, including relational (Mitchell), control-mastery theory (Weiss &

Sampson), object relations (Modell), social-constructivist (Hoffman), intersubjective self-psychology (Stolorow) and cyclical psychodynamic (Wachtel) models. Classical analytic concepts such as unconscious, transference, countertransference, resistance and self are reconstructed and applied to clinical case material presented in class.

PSD726: Quantitative Methods and Analysis I

Instructor: Linn; FA

This is the first of two courses on methods used in quantitative research in psychology. Students explore how research questions are made operational and how appropriate designs are chosen. Other topics are ethical and validity issues in research, experimental and survey designs and data analysis methods appropriate for these designs. Students begin a self-experiment and design and begin data collection for a survey research project.

PSD727: Quantitative Methods and Analysis II

Instructor: Linn; WI

In the second course on methods used in quantitative research in psychology, students study quasi-experimental design, quantitative descriptive methods, program evaluation and analogue research, plus the data analytic strategies used with them. Students complete the self-experiment and survey studies started in the previous term, analyze the data and create APA-style reports. **Prerequisite:** PSD726: *Quantitative Methods and Analysis 1*.

PSD728: Qualitative Methods and Analysis I

Instructor: TBA; SP

The first in a two-course series on methods used in, and data analytic strate-

gies for, qualitative research in psychology. This course focuses on the theoretical basis of qualitative traditions such as grounded theory, case studies, biography, phenomenology and ethnography. Particular methods are presented by means of student presentations. A qualitative study is designed and data collection begins in this course. Computer-aided qualitative data analysis is introduced.

PSD733: Professional Issues in Career Management (3)

Instructor: TBA; SU

Taken in the third or fourth year of the program, this class is designed to help students plan for their professional lives post-graduation. Topics covered include: licensing, life-long learning, projecting and managing professional image, active engagement in community and professional organizations, finding a healthy balance between work and life, and retirement planning. Students develop a formal business plan including debt management, marketing strategies and a plan for moving to a leadership position in a professional organization.

Prerequisite: *Concentration complete or in final term of concentration and passed two annual reviews.*

PSD734: Qualitative Methods and Analysis II

Instructor: Linn; SU

In the second course on methods used in, and data analytic strategies for, qualitative research in psychology, additional methods from theoretical traditions of qualitative inquiry are presented. The qualitative study is completed, data analyzed and an APA-style report created. **Prerequisite:** PSD728: *Qualitative Methods and Analysis 1*.

PSD736-737: Practicum and Professionalization Seminar III and IV (3 each)

Instructor: TBA, SU; TBA, SP

These seminars support students in the third and fourth quarters of Social Justice Practicum placement by providing: additional faculty and peer support for students working in their practicum; additional resources for case conceptualization and therapeutic work, including attention to cultural influences and diverse contexts; an opportunity to learn about the consultation process, including presentation of one's work to a group. **Prerequisite:** PSD705: *Practicum and Professionalization Seminar I: Communication and Counseling Skills*; PSD708: *Practicum and Professionalization Seminar II: Family of Origins/Multicultural Perspective*.

PSD749: Psychopharmacology (3)

Instructor: Suarez; WI

Focus is on the pharmacology of agents used in the treatment of diseases of the central nervous system and other agents that might be causative factors in diseases of the central nervous system. This includes the role of special populations and multicultural differences. Students are introduced to the basic principles of pharmacology as background for understanding the clinical indications, mechanisms for action, common adverse effects, drug interactions, contraindications, reasons for treatment failures and controversies regarding each major class of psychoactive drug currently in use. **Prerequisite:** PSD716: *Psychophysiology*.

PSD755: Theories: Humanistic (3)

Instructor: Suarez; SU

Provides an overview of the basic theory of humanistic thought with focus on

humanistic ideas such as self-actualization, internal congruence, self-disclosure, awareness of the here and now, interpersonal encounters and irrationalism. Students are introduced to the works of a variety of seminal theorists, including Gordon Allport, Garner Murphy, Charlotte Buhler, Carl Rogers, Abraham Maslow and Rollo May.

PSD760: Forensic I: Integration of Law and Psychology (3)

Instructor: Benjamin; FA

Students prepare to build a practice in forensic psychology arenas. This first quarter covers the details of: 1) conducting custody evaluations or co-parent therapy with high-conflict litigants in family law cases, and 2) forensic mental health outpatient treatment. During the subsequent three quarters, students are closely supervised while conducting evaluations or treatment services in either of these two areas of practice. **Prerequisite:** PSD705: *Practicum and Professionalization Seminar I: Communication and Counseling Skills*, PSD708: *Practicum and Professionalization Seminar II: Family of Origin/Multicultural Perspective*, PSD736: *Practicum and Professionalization Seminar III* and PSY737: *Practicum and Professionalization Seminar IV, Ethics (may be taken concurrently with PSD760)*.

PSD761: Forensic II: Theory/ Practice Integration (6)

Instructor: Benjamin; WI

This is a three-quarter, linked seminar for students who are in the forensic psychology concentration. The seminar provides: 1) an ongoing group that focuses on the forensic applications of psychology; 2) faculty and peer support for students conducting evaluations and working with cases; and 3) practice of

supervision skills through peer review of videotapes of students' evaluation and treatment cases. Students are expected to work an additional three hours per week conducting services or writing reports. One hour of individual supervision occurs each week to be scheduled at a mutually convenient time.

PSD762: Forensic III: Theory/ Practice Integration (6)

Instructor: Benjamin; SP

The purpose of the second quarter seminar is to provide: 1) an ongoing group that focuses on the application of forensic psychology; 2) faculty and peer support for students while conducting evaluation and treatment cases in this concentration; and 3) practice of supervision skills through peer review of videotapes of students' evaluation and treatment cases. Students are expected to work an additional three hours per week conducting services or writing reports. One hour of individual supervision occurs each week to be scheduled at a mutually convenient time.

PSD763: Forensic IV: Theory/ Practice Integration (3)

Instructor: Benjamin; SU

The purpose of the third quarter seminar is to provide: 1) an ongoing group that focuses on the application of forensic psychology; 2) faculty and peer support for students while conducting evaluation and treatment cases in this concentration; and 3) practice of supervision skills through peer review of videotapes of students' evaluation and treatment cases. Students are expected to work additional hours conducting services or writing reports. One hour of individual supervision occurs each week to be scheduled at a mutually convenient time.

PSD776: Supervised Experience (0)

Instructor: Varies; SU, FA, WI, SP

This learning activity allows students to apply their academic learning and skills in practical settings such as mental health centers, adolescent treatment facilities, youth and family service agencies, college counseling centers and other public or private agencies that serve the mental health needs of individuals, groups and families.

PSD777–779: Professional Seminar I, II and III (3 each)

Instructor: TBA, WI; TBA, SP

This is a three-quarter, linked seminar to accompany students in a specific concentration. The purpose is to provide:

- An ongoing group that focuses on the application of a concentration/theoretical perspective
- Additional faculty and peer support for students working in their practicum placements
- Additional resources for case conceptualization and therapeutic work, including attention to cultural influences and diverse contexts
- An opportunity to learn about the consultation process, including presentation of one's work to a group

PSD780: Professional Consultation (1)

Instructor: Martin, SU; Wieneke, FA; TBA, WI, TBA, SP

Faculty and peers support students working in their supervised experience placements. This class provides resources for case conceptualization and therapeutic work (including attention to cultural influences and diverse contexts). Students learn about the consultation

process, including presentation of one's work to a group.

PSD783: Practicum: Prior Learning (1)

Instructor: Harmon Jacobs, SU, FA, WI, SP

Students work with the instructor to identify documentation of 300 hours of practicum experience, along with supervision and supervisor evaluation. The instructor produces at the end of the term a short narrative assessment specifying hours, placement site, supervisor name and supervisor evaluation. **Prerequisite:** *Earned mental health M.A.*

PSD788: Geropsychology (3)

Instructor: TBA; SP

Addresses individual and interpersonal aspects of development in aging and older adulthood. Students cover foundational and some advanced knowledge in the areas of biological, psychological, neurological and socio-cultural aspects related to development and aging. Topics include: expected physiological changes of aging and normal development, chronic illness, substance abuse, loss, cognitive functioning, reversible and irreversible dementias, theories and application of normal development and potential pathologies prevalent in aging populations. **Prerequisite:** *PSD 713 Lifespan Development II: Adult.*

PSD790: Professional Seminar III: Cognitive Behavioral Therapeutic Approaches (3)

Instructor: Reid; SU

Linking to the class on cognitive behavioral therapeutic (CBT) approaches, students learn to apply CBT concepts to clinical practice, including the clinical

interview, assessment and formulation of treatment plans, evaluation of the effectiveness of interventions and maintaining and generalizing treatment gains. Students are actively involved in working with clients in the Clinic and they receive individual and group supervision hours. Learning activities include role-plays, observation, case presentations, consultation, readings and discussion. **Prerequisite:** *PSD777: Professional Seminar I: Cognitive Behavioral Therapeutic Approaches and PSD778: Professional Seminar II: Cognitive Behavioral Therapeutic Approaches.*

PSD792: Child and Family Systems: Overview (3)

Instructor: Reid; FA

Focus is on the development of the individual (child, adolescent, adult) within family and multi-systemic systems. Adaptive behaviors, developmental psychopathology and reciprocal family and societal influences that require a multicultural perspective are introduced. Students review clinical interventions that foster strength and resiliency within individuals and systems that are developmentally appropriate and sensitive to issues of race, culture, economic class and gender. Ethical issues and public policy about child and family mental health are addressed. **Prerequisite:** *PSD723: Theories: Systems Perspectives in Family Therapy; and PSD712: Lifespan Development I: Child or equivalent.*

PSD793: Child and Family Systems: Child, Adolescent, and Family Systems Assessments (3)

Instructor: Reid; WI

The role of assessment in the diagnosis, treatment and followup with children, adolescents and their families including theoretical bases and ethical/multicul-

tural considerations. This is a skills class that emphasizes both formal and informal assessment methods. Clinical activities include conducting assessments, formulating findings, writing reports and communicating treatment recommendations. **Prerequisite:** PSD712: *Lifespan Development I – Child*, PSD701: *Assessment: Intelligence Testing*, PSD700: *Assessment: Integration and/or consent of instructor*. Please forward a list of your prerequisite child development and assessment classes.

PSD795: Health Psychology I: Introduction to Clinical Medicine (3)

Instructor: Wieneke; FA

Provides an overview of the functioning of major organ systems in health and illness. Reviews basic physiology, pathophysiology, and course of illness and treatment of the more common chronic, traumatic and/or life-threatening diseases of patients whom psychologists often encounter in their professional practices. Student discuss the biopsychosocial context and impact of disease, some psychiatric manifestations of medical illnesses, and epidemiology relevant to issues of gender and ethnicity, vulnerability to disease, access to care, and (sometimes culturally mediated) responses to treatment. **Prerequisite:** PSD716: *Psychophysiology or consent of instructor*.