Psychology

PSY 0. Do Not Use. 3-4 Unit.

PSY 1040. General Psychology. 3 Units.
This is the first semester of yearlong introductory course that will provide students with an overview of the current body of knowledge and methods of the science of psychology. In the first semester, topics will include the biological basis of behavior; sensation and perception; states of consciousness; and learning and memory; and in the second semester, developmental psychology; personality psychology; social psychology; abnormal psychology; and motivation and emotion. Emphasis also will be placed on the historical foundations of psychology and the application of psychology to diverse human endeavors.

PSY 1050. General Psychology. 3 Units.
This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. Topics will include the historical foundations of psychology, cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, psychotherapy and behavior change, and social behavior. Emphasis also will be placed on the application of psychology to diverse human endeavors.

PSY 2500. Prior Learning: Psychology. 1-5 Unit.

PSY 2510. Independent Study: Psychology. 1-5 Unit.

PSY 3010A. Addiction & Human Development. 3-4 Unit.
This course provides an overview of the theories of human development and a critical analysis of the disruptive impact of addiction on the natural developmental process. Areas of study will include, developmental deficits, developmental arrest in recovering clients, delayed reactions to childhood trauma, the stages of recovery, a developmental model of recovery and the dominant discourses that influence human development. This course will also investigate the prevention and intervention techniques used to minimize the impact of addiction on human development. This course is one of several core courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

PSY 3030. Origins of Psychodynamic Theory. 1 Unit.
This course is designed to expose students to the psychological tenets of the origins of psychodynamic theory, with a primary focus on the work of Sigmund Freud, Carl Jung, Melanie Klein and Alfred Adler. Through lecture, hands-on activities, documentary film and assigned readings, this one-day workshop will equip students with the tools to identify, articulate and analyze the theories, concepts and interventions that have laid the foundational framework for practices within the field of clinical psychology. Additionally, the historical context behind the creation of these theories and the sociopolitical ramifications resulting from the practice of these modalities will be explored, providing an educational context for each orientation's theory of change, view of the self, and role of the therapist.

PSY 3070. History and Systems of Psychology. 3-4 Unit.
This course provides an overview of historical tendencies in the history of psychology and introduces participants to some of the major systems that have developed during the past century. Emphasis is placed on the social context in which psychology originated and the philosophical issues underlying central psychological controversies. The course touches on the Eastern philosophy of Zen Buddhism, the Japanese psychotherapy of Morita and Naikan, and African healing traditions. Students explore the manner in which psychology functions in the present world as a form of practice and ideology.

PSY 3080A. Existential Psychology: Roots, Theory, and Practice. 3-4 Unit.
This course will explore the major themes of Existential Psychotherapy from the perspectives of psychology, philosophy, film, the expressive arts and literature. The Existential movement will be studied within a broader framework from positivism to postmodernism. Students will be introduced to the contributions of Irvin Yalom, Viktor Frankl and James Bugental, as well as a range of clinical practices. Emphasis will be placed on the themes of authenticity, meaning, freedom, responsibility, agency and choice. The class format will include experiential exercises, discussions and films that trace existential concepts within society and everyday experience.

PSY 3090. Abnormal Psychology. 3-4 Unit.
In this course, a critical perspective on abnormal psychology is presented through consideration of methods of conceptualizing the individual, concepts of normality vs. abnormality, subjectivity vs. objectivity, and the medical model vs. the humanistic-existential model.

PSY 3110. Contemporary Modes of Counseling. 3-4 Unit.
This course offers a collaborative, interactive introduction to six major contemporary models of psychotherapy: Existential, Humanistic, Cognitive, Gestalt, Narrative, and Solution-Focused therapies. Students will explore these models through reading, discussion, class exercises, instructor role-play, and DVD presentations. The course also guides students in looking critically at the material presented through the lens of cultural sensitivity and issues of social justice.
PSY 3110A. Foundations of Art Therapy: Past, Present, and Practical. 3-4 Unit.
This 10-week experiential course invites students to explore the power of art through an historical, contemporary and practical approach to art therapy. Students will learn how art therapy influences and works in tandem with neuroscience, attachment, clinical art assessment tools, art directives and interventions. Students will explore the power and significance of art materials and how to work with various populations. Through the use of readings, lectures, discussions and art making, students will gain self-awareness through a reflective and introspective process. Students will explore clinical issues seen through commonly used contemporary theories & art therapy lenses, and gain insight into the universal nature of art, illustrating how clinical issues can be accessed, assessed and healed through the use of art and psychotherapy.

PSY 3110B. Art Therapy in Practice. 3-4 Unit.

PSY 3120. Addiction Prevention Programming. 3-4 Unit.
With opioid addiction and heroin overdose at an all-time high, the United States government has shifted its focus from the traditional post-abuse rehabilitation models to prevention programming. The ability to develop targeted and effective anti-addiction psycho-education programming is now a required skill set for employment in the behavioral health treatment field, especially as federal funding for abstinence-based drug education has more than quadrupled in recent years. This course explores historic attempts at drug abstinence education with a focus on the DARE model and similar youth prevention programming. Additionally, students examine the theoretical tenets of community resourcing and empowerment using strength-based and applied community psychology lenses. Finally, the course asks students to analyze the achievements and shortcomings of past prevention programming and to co-create informed therapeutic outreach projects for potential use out in the recovery field.

PSY 3140A. Addiction & Marginalized Populations. 3-4 Unit.
This course identifies special problems, issues, and concerns for individuals challenged by addiction within specific population groups. The course offers an overview of the historical issues involved in the intercultural socialization process. This course focuses on the social-psychological dynamics of diverse and marginalized population groups that are challenged by addiction (such as individuals that are disabled, individuals diagnosed with HIV/AIDS, women, the LGBT community, criminal offenders and adolescents). Ethnic and cultural differences will be emphasized to provide students the skills needed to communicate effectively with diverse populations. This course is one of several core courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

PSY 3160A. Queer Counseling & Narrative Practice. 3-4 Unit.

PSY 3170A. Counseling Addiction & Co-Occurring Disorders. 3-4 Unit.
This course will delve deeply into the intricacies of counseling clients with addiction and co-occurring disorders paying special attention to how this population is marginalized and the dominant discourses that influence the standard of care. Co-occurring disorders refers to co-occurring substance use (abuse or dependence) and mental disorders. Course contents include: cultural and contextual factors of the co-occurring population, evolution of the co-occurring disorders (COD) field, the guiding principles in treating clients with COD and strategies, key techniques and treatment planning for working with clients who have COD. This course is one of several expertise/skills courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

PSY 3190. Ethics in Counseling and Psychotherapy. 3-4 Unit.
This course explores fundamental ethical theories and applies them to an understanding of professional ethics in counseling. A variety of Western views are addressed including deontological, utilitarian, virtue ethics, and egoistic theories. The class includes several cross-cultural theories such as Chinese, Indian, Islamic and Buddhist. Students scrutinize basic ethical dilemmas encountered in the work of being a psychologist, as well as engaging in the debate about what is moral, how we make choices about right and wrong, and the responsibilities counselors shoulder in giving advice and in their influence over another person's life.
What we know is based on what we learn and remember. How do we learn best and is our memory reliable? What parts of the brain are involved in crying, playing, and risk. The physical development of the infant, emotional and cognitive theories of development, and student’s own experience are parental expectations and interactive behavior with topics such as feeding, sleeping arrangements, attachment, separations, autonomy, sense of self, and sense of others and with nature.

Ecopsychology holds that human beings create a wellness for both themselves and for non-human beings through the process of connecting with nature. While ecopsychology itself is a relatively new development within mainstream psychology, the fields of wilderness therapy, adventure therapy, and therapeutic recreation provide a base of research, applied knowledge and experiential learning that extends back for more than 30 years. Through experiential exercises, students learn and practice skills to expand their ability to develop and maintain a deep connectedness with themselves, with others and with nature.

This course is designed to increase understanding of the psychological basis underlying common parenting practices, broaden the student’s knowledge of available parenting techniques, and invite the student to consider maladaptive parenting practices that intensify difficulties in the parent-child relationship. The concept of equi-finality (the many different paths that can result in a healthy, functioning child) is stressed throughout the course.

This course develops understanding and competency in the area of personal growth, development and awareness as an addiction treatment professional. This course also provides an understanding of interpersonal styles and limitations, reaction patterns, life-styles, transference, counter-transference and personal/professional balance. Students will gain greater awareness of the impact of self, including one’s unique personality characteristics on the developing relationship; enhance their ability to work in the here-and-now with the client, and; develop sensitivity to ethical issues and issues of diversity. This course is one of several expertise/skills courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

Small groups are an inescapable and essential element of public and private lives. This course helps students understand: (a) why small groups are important; (b) how they develop and work; and (c) how an individual can have an impact on the course of action of a group.

This class explores the socio-cultural matrix of infant development. Cultural universals and cultural variability are considered in terms of societal/parental expectations and interactive behavior with topics such as feeding, sleeping arrangements, attachment, separations, autonomy, sense of self, crying, playing, and risk. The physical development of the infant, emotional and cognitive theories of development, and student’s own experience are investigated.

What we know is based on what we learn and remember. How do we learn best and is our memory reliable? What parts of the brain are involved in learning and memory? This course examines the behavioral processes, neuroscience and clinical applications of learning and memory. Topics include conditioning, generalization and discrimination, mechanisms of remembering and forgetting, and emotional influences and social learning. We will explore the theories and research related to learning and memory, challenge their assumptions, and conduct experiments while also applying the concepts to everyday life.
PSY 3500.LA. Prior Learning: Psychology. 1-5 Unit.

PSY 3510. Independent Study - Psychology. 1-5 Unit.

PSY 3520. Family Systems. 3 Units.

PSY 3520A. Human Sexualities. 3-4 Unit.
This course deconstructs the issues of gender, gender identity, sexual orientation, and the concepts of normal and abnormal sexualities, all through a socio-cultural lens. Film presentations, class discussions, and interactive class exercises will engage students in exploring the development of their own sexual identities, while fostering an appreciation of the rich historical context of sex and sexuality in America throughout the past century. The many topics studied include patriarchy, fantasy, femaleness/maleness, intimacy, open relationships, family of origin discourses, eroticism, and LGBT issues.

PSY 3530. Internship: Psychology. 1-5 Unit.

PSY 3540. Interpersonal Communication in The Workplace. 3-4 Unit.
This course focuses on two-person relationships in both the personal and professional lives of managers and others in the workplace. Its goals are to improve students’ awareness and competence in interpersonal relationships, including listening behavior.

PSY 3540A. Positive Psychology: Bldg Resilience To Trauma. 3-4 Unit.
Resilience, a now significant construct in psychology, education, sociology, and elsewhere, is best conceived in the context of preventative mental health, and has applications in personal relationships, families, classrooms, and school, with special relevance to children and adolescents in poverty. This course examines the factors shown to be associated with such successful adaptation and resistance in the face of oppression and how educators and psychologists can provide the types of experiences and environments that encourage these developments.

PSY 3560A. The Science of Psychopharmacology. 3-4 Unit.
This course assists students in developing an understanding of the science behind clinical drug therapies. Students explore the mechanism of action of drugs that affect the central nervous system and learn about their entry into the brain, their molecular targets and their global effects on the brain and behavior. Basic scientific models of disease, learning and addiction are used as discussion points to discover how drug therapies are developed using the scientific method.

PSY 3570A. Jungian Theories & Techniques. 3-4 Unit.
This course turns an evaluative eye on mainstream psychology, how it ignores power differences between social classes, and the resulting impact on the mental and physical well being of individuals and groups of people. Through reading, class discussion and exploratory research, this class will use a lens of intercultural awareness and social justice to deconstruct the hierarchies inherent in much of western psychology, and to identify alternative, culturally sensitive views of interpersonal relationship. *This is a highly recommended Gateway course for all Psychology Concentration students.

PSY 3580. Community Psychology: Context and Change. 3-4 Unit.
This course teaches students to develop skills in examining social problems and solutions from an ecological, multidimensional perspective. The relationships between problem definitions, solutions and the process of change are emphasized. Community Psychology theory, research, and action are applied to specific social issues such as homelessness, social oppression, poverty, and the destruction of our natural environment. Topics include primary prevention, empowerment, global issues, and roles for nonprofessionals in community psychology.

PSY 3590. Theories of Addiction. 3-4 Unit.
Students learn to differentiate and contrast medical, social, and psychological theories of addiction as well as hypothesize about integrated models. The course focuses on alcohol and drug abuse, but other addictive behaviors such as eating disorders, tobacco consumption, and sexual addiction are considered as well. Although not a course on treatment, students examine the relationships between theories and intervention practices.

PSY 3600. Sources of Creativity: Theory And Process. 3-4 Unit.
This class is designed to examine a variety of current psychological theories on creativity, as students apply this knowledge to music, art, writing, science, psychotherapy, and theatre. The course also focuses on creative blocks, burnout and breakdowns. The class includes discussion, reading and hands-on experience. SOCIAL.

PSY 3600A. Psychology of Couples in Fiction & Film. 3-4 Unit.
This course will explore the psychology of couples through the use of films and one classic American novel. It will examine the representation of couple relationships through a postmodern, social constructionist lens, deconstructing multiple discourses such as those of culture, gender, politics and patriarchy. The class will investigate what informs our understanding of normalcy, sexuality, heterosexism, monogamy, family and divorce. In addition, we will engage with ideas from psychotherapy in working clinically with couples. The class format will emphasize collaborative discussions, experiential exercises, and film viewing.

PSY 3600E. Drama Therapy: Special Topics in Psychology. 1 Unit.
This interactive and creative workshop will engage students in the history and practical applications of Drama Therapy as an effective clinical therapeutic treatment, as well as a powerful resource for creative expression and personal growth in non-clinical contexts. A collaborative format will be utilized, engaging theater improvisation techniques, along with other practices central to the process of Drama Therapy.
PSY 3610. The Psychology of Bullying. 3-4 Unit.
This course is designed to introduce students to the cognitive, psychosocial and historical theories behind the reasons we bully. Through psychoeducational lecture, small group activities, documentary film, expert panels and in-the-field immersion experiences, this interactive course will equip students with the tools to deconstruct the dominant discourse surrounding today's bullying epidemic. Modules will cover a wide range of psychological bullying situations -- from the schoolyard to the workplace, through media and consumerism, from Nazi Germany through the 1980's HIV epidemic, and even from within ourselves. Applied community psychology tenets and postmodern/art therapies will be explored as possible solutions to healing internalized traumas; social justice and empowerment theory will be examined as a means to reframe detrimental schemas/systems and combat micro, meso and macro-level marginalization. Additionally, students will participate in interactive therapeutic projects in order to explore their own inner-critic and resilience stories, as well as learn practical community action skills for combating oppression at both the local and national levels.

PSY 3630A.LA. Psychology and Individuation in Soc. 4 Units.
PSY 3630A. Applications of Psychology in the 21st Century. 3-4 Unit.
This course will enrich the student's awareness of various applications of psychology and invite critical analysis of those applications. In addition to opportunities in teaching and counseling, we will consider some of the professional alternatives to areas of psychology frequently overlooked: advertising, criminal/forensic, industrial, military, organizational, school-based, sports and more. In addition to building an understanding of what professional alternatives entail, we will assess them in academic terms (by querying how well their intentions and practices serve their target populations) and in personal terms (by examining how well they intersect with who you want to be in the world and what you value). To do so, we will engage the following questions: What does society need psychology for and how well do these professional domains seem to meet these needs? Which practices engaged by these domains of psychology would you champion and which would you challenge? When is it useful to bring to the practice of psychology a more modern or more postmodern approach? How might Antioch's cultivation of critical skills, social awareness and community engagement be implemented in the particular workplace environments in which these domains are performed? And how well do these professional possibilities match up with what fascinates, motivates or inspires you? The class includes guest speakers, academic articles, papers, research and discussions.

PSY 3660A. Psychology of Addiction. 3-4 Unit.
This course examines the biological, psychological and social aspects associated with the phenomena of addiction and its clinical treatment. Traditional treatment approaches will be contrasted and compared to approaches derived from a strengths perspective, both in the U.S. and abroad. Course work will include an overview of the Limbic System Theory of Addiction as well as other pertinent areas of cognitive functioning and neurobiology. This course is one of several developed to provide the practical knowledge required for credentialing (Certified Addiction Treatment Counselor) examinations.

PSY 3661. Temperance and Abstinence Movements in America. 1 Unit.
This course exposes students to the history of the abstinence/temperance movements in the U.S. from 1776 to 1940. Through lecture, hands-on activities, documentary film excerpts, and assigned readings, this one-day workshop equips students with the tools to identify, articulate, and analyze the theories, concepts, movements, and interventions that established the foundational framework for abstinence as a model for recovery from addiction to substances. The course also explores the historical context of these movements and the sociopolitical ramifications resulting from the practice of these modalities.

PSY 3690A. Group Facilitation for Addiction Counselors. 3-4 Unit.
This course is designed as an introduction to the dynamics of group interaction with the emphasis upon the individual?s firsthand experience as the group studies itself (under supervision). The factors involved in problems of communication, effective emotional responses, and personal growth will be highlighted. The emphasis will be on group process as a means of changing behavior. This course reviews the major goals, stages, and processes of group counseling in addiction treatment programs. The role, responsibilities, and ethics of the group leader are emphasized along with the strategies and techniques for facilitating group processes. Learners practice and demonstrate competencies through group leadership practice and participation as well as other measurable indicators, such as use of interventions learned. This course is one of several expertise/skills courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations. This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies.

PSY 3700A.LA. Moral Psychology in the Dramatic Film. 3-4 Unit.
This course analyzes several dramatic films in class with the application of the theories of moral psychology of John Rawls, Lawrence Kohlberg, and Jean Piaget. Through class analyses and discussions, students will learn to apply these developmental and social contract theories. Films studied may include The Hunchback of Notre Dame, Mutiny on the Bounty, Babette's Feast, The Diaries of Adam and Eve, Born on The Fourth of July, Crimes and Misdemeanors, and Casablanca.

PSY 3710A.LA. The Politics of Psychology. 3-4 Unit.
This course investigates the social, economic, and political contexts of the contemporary practice of psychology. Approaching the subject from a variety of disciplinary perspectives raises substantive questions concerning the role of psychologists in the politics of psychology. This course intends to broaden the horizons of understanding of the discipline's history, present day social practices, and future potential. *This is a highly recommended gateway course for all Psychology Concentration students.
PSY 3710C. Politics of Psychology. 4 Units.

PSY 3750. Concepts of Child Development. 3-4 Unit.

PSY 3750A. Postmodern Group Therapy. 3-4 Unit.

PSY 3750B. Group Therapy Process. 3-4 Unit.
Group therapy provides a rare and unique opportunity for us to explore how we perceive and interact relationally with other group members - while inviting insight for preferred ways of enhancing other significant relationships in our lives. Through both process and psycho-educational models of group therapy, students in this course learn to listen with genuine curiosity, to develop generative questions for rich conversations, and to engage one another's inner resources and strengths in the capacity of group member and group facilitator. Emphasis is placed on establishing and upholding the utmost care for respectful group practices. This course enhances creative communication skills that can be carried into partnership, family, workplace, community and other diverse contexts.

PSY 3800A. Psychology of Dramatic Writing & Identity Development. 3-4 Unit.

PSY 3830. Psychology of Women Through Literature and film. 3-4 Unit.
This course explores, through literature and film, a variety of the emotional and psychological experiences of women. Insights from works on the psychology of women by Jean Baker Miller and Phylis Chesler are brought to discussion of short novels, short stories, and films. Through literature and films students examine the relationship between patriarchal culture and differing psychological definitions of women and men's emotional life.

PSY 3830A. The Psychology of Consumer Behavior: Why We Buy. 3-4 Unit.
This course analyzes the psychological, sociological, and cultural variables that influence buying behavior. The focus is on how marketing strategies and the communication process impact the ways in which consumers perceive, select, and make purchases. Issues such as behavioral approaches to segmentation, social influence, the diffusion of innovation, learning, motivation, perception, attitudes, and decision making are explored.

PSY 3830B. Myth and the Psyche: Analysis of the Concept of Self. 3-4 Unit.
This class explores the fundamental concepts of the unconscious and the mythological journey of transformation that human beings experience as a part of the life process. The class explores the meaning and purpose of the inner, mythic journey to both society and the individual. It also examines mythological interpretations of universal themes and symbols found in various mythologies throughout the world both past and present and concepts presented by C.G. Jung in his analysis of the Self, including archetypal images and the collective unconscious. Through this study, the student will gain a better understanding of the process of the psychological journey and its power to create a sense of harmony and wholeness.

PSY 3840A. Social Psychology. 3-4 Unit.
In attempting to understand human beliefs and behavior, social psychology looks at the interrelationship between individuals and groups. Social psychology is rooted in Lewin's field theory, which examines how a person's behavior is impacted not just by the individual's personality but the surrounding social environment. This course explores how various aspects of social psychology help explain issues such as aggression and altruism as forms of social behavior, how attitudes are formed and their relationship to behavior, how we present the self and issues around self-esteem, social identity, prejudice and stereotypes. Students also attend to the impact of cross-cultural experiences on these themes.

PSY 3850. Adult Levels of Psycho-Sexual Development. 3-4 Unit.
This course examines constructivistic-interactionist theories of adult levels of psychosexual development along with psychoanalytic theory and evolutionary psychology. Psychological and philosophical issues are examined and films are reviewed and discussed to illustrate relational virtues and vices in adult psychosexual relationships. Case studies including those of Marie Curie and Paul Langevin, and John-Paul Sartre and Simone de Beauvoir are examined. Interviews with subjects are analyzed.

PSY 3850A. Psychology of Love As the Path to Wholeness. 3-4 Unit.
This course examines the concept of love in its myriad expressions, analyzing each within a context of its role in maintaining psychological wholeness and health. Students gain an appreciation for and understanding of the concept of love in its various meanings and expressions as well as its value to a healthy psyche (consciously and sub/unconsciously) to both antiquity as well as contemporary society. Love is recognized as the force of creation and the energy by which life continues to exert itself in its many manifestations. Students discern the myriad experiences of love and their expressions within a personal experience of self and among/between others.

PSY 3860A. Systems & Systems Thinking. 3-4 Unit.
This course presents principles of general systems theory and key aspects of their application in psychology, organizational units, urban development, education, and health care by analyzing the systemic nature of the human body, business, educational settings, family, and the modern city. The course develops systemic dispositions in students' personal and professional experiences by providing basic knowledge and skills essential for students to identify their lives and work environments as systems and to generate solutions for changing those environments effectively.

PSY 3870. The Psychology of Fairy Tales. 3-4 Unit.
This course introduces students to a range of conceptual approaches to the understanding of fairy tales, including folklorist, literary, psychoanalytic, feminist, and cross-cultural. Through lecture, theoretical readings, close reading of fairy tale texts, interactive classroom discussion, and written assignments students will develop their critical lenses for interpreting the tales, critiquing conceptual approaches, and reflecting on the personal meaning they have acquired from the learning.
PSY 3900. Mic Check: This Is What a Social Movement Looks Like. 1 Unit.

PSY 3900AA. Urban Violence Traumatic Stress Syndrome (UVTS): Strategies for Educators and Clinicians. 1 Unit.
This interactive course explores the dynamics and impact of ongoing violence on children who live and attend school in war-like conditions. Psychoneurological and develop-mental effects are explored, as well as associated cognitive and emotional stress responses. Recommended treatment techniques, and best practices for schools are presented and discussed.

PSY 3900AL. Social Justice & Advocacy Skills. 2 Units.

PSY 3900AN. Narrative Phototherapy. 1 Unit.

PSY 3900AQ. Transgender Identities: a Multicultural View of Gender Variance. 1 Unit.
This workshop visits unconventional lives of extraordinary people who transcend conventional concepts of gender identity: from the French Saint Joan of Arc to American icons Calamity Jane and Rupal, from the gall of Mesopotamia and the hijra of India, to the Faafafine of Samoa, and others who are intersex, two-spirit, transvestic, etc. Through this safari of trans identity run patterns of hybrid beauty, leadership, and spiritual stewardship. Students have the opportunity to reevaluate and expand their understandings of gender identity in society. No grade equivalents allowed.

PSY 3900AU. Seeing the Glass Half Full: Asset-Based Community Development. 2 Units.

PSY 3900AZ. Introduction to Art Therapy. 1-2 Unit.

PSY 3900BA. Contemporary Exploration of Freudian Theory. 2 Units.

PSY 3900BC. Ericksonian Hypnosis: Theory & Practice. 1 Unit.

PSY 3900BD. Reclaiming Community Out of Catastrophe. 1 Unit.
Through video, audio, storytelling and group experiential work, students will explore and engage therapeutic practices that assist clients suffering from the effects of personal catastrophe. Built on ethical foundations of relationally responsible practices, students will analyze responses to personal catastrophe (natural disaster, family loss, suicide) that link individuals to naturally sustaining networks of support and offer profound possibilities for communal reciprocity and transformative healing. Peggy Sax is an international consultant, licensed psychologist, online study group host, and author of the book, Re-authoring Teaching: Creating a Collaboratory. Her passion is in facilitating transformative dialogues that build learning communities and transcend the barriers of geography, professional status, and other culturally imposed experiences of difference.

PSY 3900BE. Psychology of Soldiers, War & Trauma. 2 Units.
What is the effect of war and trauma on the human psyche? What is the process by which ordinary citizens are transformed in soldiers and how does this training and the experience of combat impact an individual’s views of themselves, the world and the future? What philosophical, psychological and spiritual ideas do humans use to reconstitute and re-story themselves after trauma? This two-day workshop will explore the impact of trauma related to combat and military sexual assault along with current ideas regarding its treatment and integration into personal narratives. Students will develop greater understanding of and empathy for those who have served, and identify diverse viewpoints about the nature and treatment of trauma as they begin to formulate their own ideas about growth and renewal following unexpected or tragic events.

PSY 3900BF. Deconstructing Bullying. 2 Units.

PSY 3900BG. Trauma and Recovery: Selected Topics. 1 Unit.
This workshop will provide students with an introduction to definitions, key concepts and theories associated with various types and causes of individual and collective trauma. Students will be familiarized with the role of the therapist in the use of assessment and treatment objectives for clients affected by trauma. Students will learn the psychosocial factors associated with trauma response while receiving a general overview of behavioral, cognitive, and affective, implications of trauma. Multicultural differences in the presentation of trauma will also be highlighted. Through lecture, in-class exercises, film, and assigned readings, this one-day workshop will introduce students to the tools to identify trauma-affected individuals, articulate origins of psychological trauma, along with treatment models that promote healing, recovery, and resilience.

PSY 3900CC. Narrative Medicine: Teaching Empathy Through Literature & Performance. 1 Unit.

PSY 3900R. Children in War: Special Topics in Psychology. 1-2 Unit.
This one-day workshop explores the ways that war impacts the psychosocial well-being of children, their families, and communities. The topic covers children who currently reside in war, as well as children who are refugees. Workshop participants develop practical plans of action in prevention, emergency intervention, and rehabilitation for war-affected children. No grade equivalents allowed.

PSY 3910. Theories and Treatment of Learning Disabilities. 3 Units.

PSY 3910A. Integrating Addiction Counseling Practices. 3-4 Unit.
This course is designed to address the needs of students with no prior addiction treatment training as well as provide appropriately challenging coursework that will offer upper division scholarship for an advanced education in addiction studies. This course will demonstrate the need, regardless of professional identity or discipline, for each helping professional working with an addicted population to have a basic understanding of addiction that includes knowledge of current models and theories, appreciation of the multiple contexts within which substance use occurs, and awareness of the effects of psychoactive drug use. This course also addresses the need for each professional to be knowledgeable about the continuum of care and the social contexts affecting the treatment and recovery process. In 1998, the Substance Abuse and Mental Health Services Administration published Addiction Counseling Competencies: The Knowledge Skills and Attitudes of Professional Practice TAP 21. This course will explore the 123 competencies of the TAP 21 from a strength-based perspective and seek to identify dominant discourses that may support or interfere with transformation and healing for those challenged by addiction. This course is one of several core courses developed (special attention paid to TAP 21 criteria) to provide the practical knowledge required for successfully navigating credentialing (Certified Addiction Treatment Counselor) examinations.
PSY 3920A. Madness in American History and Film. 3 Units.
This course will explore the history and cinematic representation of madness in America, inviting the students’ critical analysis of the ethical, psychological and political effects in the treatment of insanity from 1750 to the present. An interactive and collaborative class format will be utilized, with discussion of weekly readings and film presentations. Topics to be explored include European influences, ethical dilemmas, the emergence of asylums, treatment pioneers, humane/inhumane practices, scientific and political imperatives, creation of the DSM, and interpersonal challenges within the individual, the family and the culture at large.

PSY 3920B. Documentary Film & the American Psyche. 3-4 Unit.

PSY 3950. The Bodymind Therapies. 3-4 Unit.
This course looks at how current western psychological theories, both traditional and newer, have been informed by eastern traditions such as mindfulness. Students will explore how Buddhist and other eastern practices have been integrated into current theories. Students will compare and contrast global concepts of ‘the self,’ ‘mental health’ and ‘well-being’ and will also explore the latest research regarding the effects of mindfulness and other eastern practices on the brain.

PSY 4030A. Proseminar on Research. 3-4 Unit.
This sponsored independent study will engage in the structural-developmental research study of generosity. Theories of moral, ethical and spiritual virtues will be researched. Pilot research projects will be conducted.

PSY 4040. Philosophical and Psychological Issues of Adult Development. 4-5 Unit.
This course presents a case-study approach to the examination of adult levels of decision-making, choice of personal philosophy, and conceptions of liberties, rights, duties, and obligations. Case studies include the ideas of former California Supreme Court Chief Justice Rose Bird, the Rev. Martin Luther King Jr., Bishop Desmond Tutu, Georgia State Senator Julian Bond, and philosophers Simone de Beauvoir and Jean Paul Sartre.

PSY 4050. Psychology of Leadership. 3-4 Unit.
What is leadership and why is it important? Is leadership a matter of power or authority? What makes a leader - virtues, charisma, or position? Are leaders about goodness, justice, or mere efficacy? This course is designed to explore the theoretical aspects of leadership from several disciplinary perspectives and to understand how theory applies to real situations. Topics include leadership models, leader behavior and skills, followership, teams and motivation, social and ethical responsibilities, and leading with creativity. Students are expected to analyze cases, current situations and their own leadership style.

PSY 4080A. Relational Approaches to Counseling. 3-4 Unit.

PSY 4090. Research Design and Methodology. 4-5 Unit.
The course introduces students to experimental and non-experimental designs used in psychological research. Class time is divided between discussion of the reading material and laboratory work. Students discuss commonly used designs, the elements of these designs, and the benefits of each type of design. Students get hands-on experience with several studies, serving as subjects in these studies, analyzing the data, and writing reports on the research using an APA-style format. Students are involved in designing their own studies, gathering data, analyzing the data, and presenting this information both in oral and written form. Prerequisite: MAT 403/PSY 414 Descriptive and Inferential Statistics.

PSY 4110A. Selected Research Issues in Ethical and Spiritual Development of Compassion. 3-4 Unit.
This course engages the structural-developmental research study of ethical and spiritual compassion in decision making. Theories of moral, ethical, and spiritual virtues are presented. Expected research relationships between moral and ethical judgment questionnaires developed by Kohlberg and Erdynast are discussed as are general relationships between levels of moral development and levels of spiritual development. The social contract, structural-developmental conception of compassion presumes capacity for several levels of compassion within individuals and across different individuals.

PSY 4140. Descriptive and Inferential Statistics. 4 Units.
This course concentrates on the application of statistical methods to research problems. Statistical methods such as correlation analysis, t-tests, and analysis of variance are applied to research designs. In addition, students learn how to utilize computer programs to solve statistical problems.

PSY 4180. Integrating Addiction Counseling Modalities. 3-4 Unit.

PSY 4230. Social and Ethical Issues in Management. 4 Units.
In this course, the case study method is employed to examine contemporary organizational problems that concern rights, responsibilities, justice, and liberties. Topics include affirmative action, employee rights, testing in the workplace, AIDS in the workplace, maternity/paternity leave, fraud, bribery, kickbacks, and environmental issues. Landmark U.S. and State Supreme Court decisions are analyzed from the perspectives of dominant ethical theories, such as those of Bentham, Hume, Mill, Kant, and Rawls.

PSY 4240. Contemporary Issues in Adolescent Development. 4-5 Unit.
This course explores issues faced by adolescents as they navigate the developmental trajectory from childhood to adulthood, focusing on issues that impact the social, emotional and psychological development of youth in the United States. Topics include: influence of the media and the commercialization of youth, academic performance and achievement, schools, peer relationships, sex and sexuality, youth violence and victimization, juvenile justice, diversity of identities, and preparation for the challenges of adulthood.

PSY 4250. Global Approaches to Normal & Abnormal Psychology. 3 Units.
In this course, a critical and global perspective on abnormal psychology is presented through consideration of methods of conceptualizing the individual, concepts of normality vs. abnormality, subjectivity vs. objectivity, and the medical model vs. the humanistic-existential model.
especially useful for those seeking completeness within or for those wishing to deepen a lifelong love relationship with another. These teachings are
is Mahayana Buddhism’s most celebrated text and most profound philosophical statement. Students learn to use this time-honored guide as well as
This psychologically based course utilizes a meditation retreat format to explore awakening as an organizing principle of relationship. The Heart Sutta
concerning the place of psychedelics specifically in contemporary America, also in the world more broadly. This course is designed to critically engage
a variety of disciplinary perspectives (History, Anthropology, Cultural Studies, Psychology, Religion and Philosophy) raising substantive questions
This course investigates the social, cultural, economic, and political contexts of the contemporary status of psychedelics in the West. Charting a critically
worked into the intergenerational transmission of both trauma and resilience within families. We will examine a range of traumatic experiences and their differential
impact based on race, ethnicity, gender and membership in oppressed groups, paying careful attention to the importance of cultural competence in
clinical work with trauma survivors.

PSY 4270A. Transgender Identities. 3-4 Unit.

PSY 4300. The Psychology of the Higher Emotions. 4 Units.
This course explores Buddhist psychological methods for dismantling patterns of suffering and cultivating loving-kindness, compassion, equanimity and
sympathetic joy. These higher emotions are known as the Four Immeasurables. Students are introduced to a basic meditation practice and assigned
readings in preparation for a 3 1/2 day residential retreat. Instruction draws upon central Buddhist concepts and themes giving students a broad view of
Buddhist perspectives with an emphasis on practical self-experiencing. The Retreat itself includes lecture, sitting and walking meditation, processing and
extended periods of noble silence.

PSY 4330. Cognitive Psychology: Children’s Thinking. 3-4 Unit.
This course examines current and historical views of the development of problem-solving skills, language skills, and conceptual abilities in children.
Through work with these topics, the student is introduced to central issues and concepts in cognitive psychology.

PSY 4340A. Contemporary Neuro-Psychology. 3-4 Unit.
This course proposes models for relating brain dysfunction and/or damage to observable empirically describable psychological behavior. Basic concepts
covered are: the relationship between brain and behavior, lateralization of brain function, emotions, and the neuro-psychology of development and
aging. The course also considers a number of neuro-pathologies: neuro-linguistic problems, apraxias, memory problems, and the neuro-psychology of
drug abuse.

PSY 4510. Independent Study: Psychology. 1-5 Unit.

PSY 4530. Internship: Psychology. 1-5 Unit.

PSY 4540. School and Community-Based Interventions with Children. 4 Units.
The goal of this course is to introduce students to the range of school and community-based interventions available for school-aged children. Through
readings, lecture, video presentations and discussions students are expected to develop an understanding of: 1) approaches to intervention with young
children in school settings; 2) approaches to intervention with young children in community settings; and 3) how school and community approaches to
interventions with children can be integrated for maximum efficacy.

PSY 4580A. Spiritual Psychologies & Psychotherapies. 3-4 Unit.

PSY 4640A. Introduction to Postmodern Psychotherapies. 3-4 Unit.
In this interactive, collaborative class (readings, discussions, DVD presentations, and dyadic exercises) students learn the underlying assumptions, the
working principles, and the basic practices of doing resource-oriented, Postmodern Therapy. Specific models examined are Solution-Focused Therapy
and Narrative Therapy, both with an underlying perspective based in Social Constructionist thought.

PSY 4710. Mark Twain: Personal Philosophy and Moral Psychology. 3-4 Unit.
This course studies Mark Twain as a social critic and moral educator and examines the personal philosophy that he brought to his writings. In context of
Rawls’ moral psychology, course topics include Twain’s critiques of moral determinism, conventional religion, creationism, as well as the moral sense in
human morality, adultery, hypocrisy, patriotism, superstition, religious intolerance and persecution.

PSY 4730. Psychedelics Revisioned: The Cultural Politics of Consciousness. 4 Units.
This course investigates the social, cultural, economic, and political contexts of the contemporary status of psychedelics in the West. Charting a critically
oriented path between fear and ignorance on one hand, and unbridled enthusiasm on the other, this course studies issues related to psychedelics from
a variety of disciplinary perspectives (History, Anthropology, Cultural Studies, Psychology, Religion and Philosophy) raising substantive questions
concerning the place of psychedelics specifically in contemporary America, also in the world more broadly. This course is designed to critically engage
and broaden the horizons of understanding of the history, present day practices, and future potential of psychedelics.

PSY 4850. Art of Relationship in Tibetan Buddhism. 4 Units.
This psychologically based course utilizes a meditation retreat format to explore awakening as an organizing principle of relationship. The Heart Sutta
is Mahayana Buddhism’s most celebrated text and most profound philosophical statement. Students learn to use this time-honored guide as well as
profound Tibetan Teachings on relationship to come to know and improve their relationships with others and with themselves. These teachings are
especially useful for those seeking completeness within or for those wishing to deepen a lifelong love relationship with another.
PSY 4900AC. Lgbt Sexual Identity Development: Diversity and the Multi-Layered Self. 1 Unit.
This class will explore how we see ourselves and others, how we came to see ourselves that way, and why it matters. To this end we will be learning various LGBT-affirmative models of sexual identity development (many of which are based on racial and cultural identity development processes) and discussing their practicality or lack thereof in the lived experiences of LGBT individuals. Through lecture, film, audio vignettes, exercises and lots of discussion, we will work to understand the multiple layers of identity, how they interact with each other, and how they impact the overall developmental process. No grade equivalents allowed.

PSY 4900AG. Divine Madness: Spirituality and Psychosis. 1 Unit.
This workshop critically considers the relation between spiritual experience and madness; carefully unpacking both similarities and differences between the two; while situating both within the broader context of the cultural politics of consciousness and the ongoing valuing and devaluing of various forms of alternate consciousness. Specific attention will be given to the spiritual/psychotic paradox: two types of experience defined, in part, as having opposing effects, yet closely enough related as to possibly suggest a common underlying process; while coming to an understanding of what is at stake in this for both religion/spirituality and psychology/psychopathology.

PSY 4900AS. The Creative Arts & Psychotherapy. 1 Unit.
Increasingly, mental health practitioners are using various arts in conjunction with therapy. This workshop examines how visual arts, movement, and theater improvisation techniques can be incorporated into the therapeutic practice as positive healing tools in processing emotions, experience, and behaviors. As a result of looking at both theoretical and practical applications of these creative means, we will explore the benefits of using these new tools in therapy. A portion of the day will be spent with hands-on experience, not only to allow students to grasp the power of these tools, but also to afford students the practice of facilitating these new means. No grade equivalents allowed.

PSY 4900H. Grief and Loss. 1 Unit.

PSY 4900P. Disaster Psychology: Acute Stress Management. 2 Units.
This two-day experiential workshop explores the theories and practical applications of emergency mental health for widespread disasters. Participants learn how to recognize and effectively manage normal and maladaptive reactions to extreme stress in themselves and in others. Through examples of real past events and related emergency responses, quick-write exercises, and role-plays, students learn psychological crisis management approaches for individuals, small groups, and whole communities.

PSY 4900R. David Epston: Master Class in Narrative Therapy. 1 Unit.

PSY 4900W. Re-Membering Skills & Practices. 2 Units.
Redefining Grief & Loss.

PSY 4910. Sex-Positivity and Social Justice. 3-4 Units.

PSY 4940. Re-Membering Skills & Practices. 2 Units.
Redefining Grief & Loss.

PSY 4950. The Psychological Teachings of the Historical Buddha. 4 Units.

PSY 5000. Clinical Training Orientation. 0 Units.
This meeting provides initial orientation to the Clinical Training process, presenting AULA's clinical training requirements, California Board of Behavioral Sciences requirements for MFT licensure, and processes and resources for finding a clinical training site. Students also meet with representatives from AULA-approved clinical training sites to learn about the variety and diversity of training opportunities that are available. Required for all first quarter MFT students; a prerequisite for entering Clinical Training.

PSY 5000A. Pre-Enrollment Requirements for Clinical Training. 0 Units.
This meeting provides a detailed review of forms and procedures students must follow in registering for AULA clinical training units, earning hours, and meeting trainee requirements of the Board of Behavioral Science Examiners. Required for MFT Concentration students in or prior to the quarter before entering clinical training; a prerequisite for entering clinical training.

PSY 5000AA. Clinical Readiness. 0 Units.
This course serves as a capstone to initial program coursework and is designed to assess students' readiness to begin clinical training and serves as a bridge between previous coursework and upcoming clinical traineeship. Students will learn about various facets of traineeship, including gathering information about training sites and the application process, as well as professional development skills. Students will integrate the knowledge and skills gained in all prior program coursework by applying a clinical theory to case conceptualize and create a treatment plan. Professionalism and receptivity to feedback, assignments including the case conceptualization and clinical roleplays, participation, communication with the instructor, interpersonal skills and the expressed understanding and knowledge of prerequisite courses will be used to evaluate students' readiness to begin clinical training. Successful completion of this course will allow students to progress into the clinical training component of their program.
PSY 5000C. Professional Development Seminar: Life After Graduation. 0 Units.

PSY 5000W. Writing for Graduate School and Beyond. 0 Units.
The five week long MAP Academic Writing Workshop introduces new graduate psychology students to the process of writing in an academic format and style. The workshop familiarizes the student with techniques for crafting academic essays and papers using American Psychological Association style (including correct citation and reference applications), structure, and scholarly research (developing research questions, locating peer reviewed journal articles, etc.). In addition, it instructs students in various techniques for creating and supporting their ideas. The course enforces what steps a student needs engage in when writing a paper, and will enrich their ability to write for their careers within the graduate psychology program and beyond. Writing is a craft requiring a multi-tiered process. Through this seminar, students will understand writing as a craft, along with developing good working habits, skills, and methods to assist in their academic endeavors.

PSY 5010A. Process of Interpersonal Psychotherapy I. 2-3 Unit.
This course introduces principles and skills involved in providing relational psychotherapy. Goals of therapy, initial contact, gaining rapport, the therapeutic relationship, the therapist's own motives and personal issues, and the sources of therapeutic change are topics of study. Students develop skills through role play and dyadic work with classmates. Required for MFT Concentration students; a prerequisite for entering clinical training.

PSY 5010D. History and Systems of Psychology. 3 Units.

PSY 5010E. Introduction to Clinical Process. 1 Unit.
The therapist is a healing presence. He/she creates a feeling of safety and openness that allows healing to take place. No matter what the therapist's theoretical orientation, the client will have the most success when he/she feels safe and has the experience of being heard. The reading, discussions and exercises in this workshop will explore what the therapist brings to his/her work that fosters healing, growth and change. The focus is on the therapist rather than the client. We will turn our attention to creating and maintaining a safe space and learning the basics of active, reflective, compassionate listening as the foundation for doing therapy.

PSY 5011. History and Systems of Psychology. 3 Units.
This course will survey the historical events relevant to the development of modern psychological theory, research, and application. We will review the roots of modern psychology in philosophy (beginning with the Greeks) and the biological and physical sciences. The course will also describe the different schools (e.g., structuralism, functionalism, behaviorism, Gestalt psychology) and theories that emerged when psychology became a separate academic discipline (in the late 1800s). We will also look at the ways social and technological contexts have influenced the evolution of psychology theory, research, and practice. Finally we will look at the current state of the field of psychology and anticipate its future directions.

PSY 5060. Career Development I. 4 Units.

PSY 5060A. Organizational Behavior: People in Organizations. 4 Units.

PSY 5060D. Planned Change and Organizational Development. 4 Units.

PSY 5060E. Career Development I. 3 Units.

PSY 5060F. Career Development II. 2 Units.

PSY 5060F. Career Development II. 2 Units.

PSY 5090. Brief Therapy. 2-3 Unit.
This course articulates some of the basic processes, principles and techniques of doing brief therapy from cognitive-behavioral, solution-focused and narrative perspectives. Focus is on understanding the premises and usefulness of each approach and on developing brief therapy skills through role-play and work with case material. This course may be elected to partly fulfill the Clinical Skill Development requirement in the MFT Concentration. Prerequisites: PSY 501A.

PSY 5100. Introduction to Psychotherapy Theory and Practice. 0 Units.
This course, required for incoming students who do not have a recent Bachelor's degree in psychology, provides an overview of psychology. Particular emphasis is given to developmental, abnormal psychology and the history of psychology.

PSY 5101. Geographic Informations Systems (GIS). 3 Units.
This is an introductory course in the use of GIS software to create, manage and work with spatially explicit data. The class will explore how to access GIS information available on the WWW, extract and analyze data using ArcGIS 10.0 software, understand limitations associated with various data sources, technical vocabulary, and preparation of maps for digital presentations. This is a computer based course with emphasis on the language of GIS and real world application.

PSY 5120. Communication Skills for Psychotherapists. 1 Unit.
This online independent study course is designed to broaden students' awareness of the diverse people and communities with which they will work as future professionals in psychology. A further goal is broadening awareness of self in society. Students select community settings of interest, carry out interviews and field visits, and share learning with classmates and faculty through dialogue on First Class, the Antioch conferencing and e-mail system. Required for all MAP students entering 1/98 or later, in the second quarter of study.
PSY 5120A. Field Study: Psychology and Society. 2-3 Unit.
This course is designed to broaden students' awareness of the diverse people and communities with which they will work as future professionals in psychology. A further goal is broadening awareness of self in society. Students select community settings of interest, carry out interviews and field visits, and share learning with classmates and faculty instructor through classroom dialogue or on Antioch University's email network. Required for all MAP students; best taken in the second or third quarter of study. Students must attend initial hour long face to face meeting, generally held the first Saturday of the quarter. One may not take the online course if they cannot attend the meeting.

PSY 5120B. Field Study in Applied Community Psychology. 2-3 Unit.
This course provides Applied Community Psychology students with the opportunity to work directly with a community agency on a project involving program development, evaluation, consultation, collaboration, psychoeducational group and/or in-service training development. Prerequisites include corresponding core courses (e.g., students engaged in field study involving program development and evaluation must successfully complete PSY 545E prior to enrolling in field study). Students in the Applied Community Psychology Specialization are required to complete two units of field study but may enroll in one unit at a time. Prerequisites: 545C and the appropriate one of the following: 545D, 545E, 575E.

PSY 5120C. Advanced Field Study in Community Psychology. 1-4 Unit.

PSY 5120D. LGBT Community Action. 2 Units.

PSY 5120GFS. Global Field Study. 3-4 Unit.
The literature is replete with research that shows developing multicultural competence is an essential task for contemporary psychotherapists. It also shows that cultural immersion experiences are among the best ways to develop and enhance this competence. In service of this as a best practice in the field, we have developed an overseas service learning/cultural immersion opportunity via WorldTeach's summer teach abroad program. The course includes a two month stay in a foreign country (China, Ecuador, Morocco, Nepal, or Poland) during which participants will teach English to under-resourced children and adults while living with local families. In order to participate in this course, learners must apply to and be accepted into the WorldTeach Summer Teach Abroad Program (worldteach.org).

PSY 5140A. Photoanalysis in Clinical Practice. 1-2 Unit.

PSY 5140C. Career Development & Life Planning. 1-2 Unit.

PSY 5160B. The Emotional Elements and Psychic Realities of Post Traumatic Stress Disorder. 1 Unit.

PSY 5160D. Therapeutic Issues in Managing Traumatic Stress and Anger. 2-3 Unit.
Everyday stress and anger are often seen as the root of many frequently expressed human emotions, yet our primary socializing institutions (families, schools, religious institutions) provide very little instruction to manage them effectively. As a result, Anger Management Training is increasingly being used by the courts, medical, legal and other corporate disciplinary committees, and by media consultants to remediate aggressive behavior exhibited while driving the highways, in the workplace and on the public airways. As stress levels rise in these times of economic uncertainty, we know that there is even more of an impact on the severity of psychological impairment and functioning. Moreover, there is evidence that clinicians should be prepared to see a growing number of Post Traumatic Stress Disorder (PTSD) cases resulting from the trauma associated with war zone deployment, as well as natural disasters, terror, motor vehicle accidents and sexual assault.

PSY 5160G. Secondary Post Traumatic Stress Disorder. 1 Unit.

PSY 5160H. The Neurobiology of Trauma. 1 Unit.


PSY 5190L. Constructing a Relational Framework for LGBT Affirmative Psychotherapy. 1-2 Unit.

PSY 5200A. Developmental Psychopathology I: Diagnosis. 3-4 Unit.
This class introduces students to the clinical assessment of young people from infancy through adolescence, with emphasis on the construction of diagnostic and assessment questions founded in an understanding of developmental processes. This course includes discussions of criteria for mental health and illness in childhood and adolescence, as well as the philosophy and use of the DSM-IV with young people. Demonstrations and exercises help the student understand how therapists handle various problems of assessment from a developmental perspective that is sensitive to issues of culture and the position of the child and/or adolescent in society. Generally offered in Spring Quarter. Required for students in MFT Child Studies Specialization; may also be open to others. Prerequisite: PSY 543C.

PSY 5200B. Developmental Psychopathology II: Intervention. 3-4 Unit.
Building on developmentally and culturally sensitive diagnosis, this class explores a broad spectrum of treatment interventions for children and adolescents in society. Consideration is given to individual and family methods of psychological treatment as well as to community interventions and interventions in the school context. The aim is to provide the student with a broad, developmentally informed, culturally sensitive spectrum of intervention possibilities. Generally offered in Summer Quarter. Required for students in MFT Child Studies Specialization; may also be open to others. Prerequisites: PSY 520A and 543C.
PSY 5200C. Parent-Child Interaction Therapy (PCIT): An Early Childhood Evidence-Based Treatment. 1 Unit.

Parent Child Interaction Therapy (PCIT), is an evidence-based treatment model that fosters strengthening of the parent-child relationship and develops parent’s ability to appropriately manage child’s maladaptive behaviors. When young children are exposed to traumatic events such as physical and emotional abuse, several domains in their development may be impacted. Trauma affects children’s cognitive, social and emotional development as well as children’s relationships with their caregivers, especially when the trauma consists of physical or emotional abuse. PCIT gives parents the opportunity to learn, practice, and master specific parenting skills to manage and subsequently reduce their children’s acting out behaviors. At the same time PCIT promotes building social and emotional competence, such as taking turns, sharing, decreasing impulse control, and increasing frustration tolerance. The treatment consists of two phases: Child Directed Interaction (CDI) and Parent Directed Interaction (PDI). CDI portion of PCIT focuses on relationship enhancement skills, while PDI addresses age appropriate management of children’s maladaptive behaviors. This workshop will assist students in developing an understanding of PCIT concepts and the unique ways in which PCIT is suited to improve relationship between parents and children. It will also address the cultural barriers and considerations when using PCIT with different ethnic groups.

PSY 5201. Interrupting Intergenerational Trauma and Advancing Development in Children and Families: A Contemporary Psychoanalytic & Neurobiological Approach <CS>. 1 Unit.

This course offers psychoanalytically and neurobiologically informed interventions to introduce students to how to interrupt multi-generational transmission of unresolved trauma. Rather than focusing mainly on symptom reduction in identified children, it teaches active techniques to help students recognize interpersonal patterns between parents and children that perpetuate traumatic experiences and inform behavioral difficulties in children. Through lecture and class discussions the didactic part of the workshop will address ideas about organizing patterns and meaning making between parents that are often expressed in the dysregulation of the autonomic nervous system in adults and children. The lecture will also address the somatic symptoms of dysregulation as a way to return to autonomic balance so family closeness can develop. The dynamics of attachment, empathic mirroring and attunement, and boundary negotiation will be addressed in order for parents and families to grow both in terms of family closeness and the individuation of family members, without sacrificing one for the other. The experiential part of the workshop, with the focus on both implicit and explicit communication, will help students acquire tools to help families develop new organizing patterns of relating. By using various sensory modalities the experiential exercises will enhance students’ self-awareness in a relational context and will develop their ability to negotiate individual differences including cultural, sexual, and gender differences.

PSY 5210A. Sexual Transference and Countertransference. 1-2 Unit.

PSY 5210D. Transference/Countertransference: Eros And Psyche. 3 Units.

PSY 5210E. Black Women’s Psyche: an Exploration Into Complexity (sdp). 2 Units.

This workshop focuses on the ways in which psychotherapists are consciously and unconsciously aware of their relationship to and with Black women, defined here as women who claim a racial, cultural or ethnic identity linked to the African diaspora. Thus, this definition recognizes that Black women’s identities and corresponding psyches are not universal. Rather, there exists a complex-and often complicated-way in which these women are recognized and understood by themselves as well as by the broader society. The workshop explores the distinctions between archetypal representations and social stereotypes, as well as cultural complexes, shadow presentations and defense mechanisms frequently associated with the Black woman’s psyche. Through interactive experiences, discussion, self reflection and writing, the workshop aims to increase participant’s understanding of their own values and beliefs as they relate to Black women. The class will help delineate best practices for establishing a strong therapeutic alliance, whether inter-culturally or intra-culturally. Therefore, this workshop seeks to increase key skills and knowledge necessary quality psychotherapy for Black women.

PSY 5220. Effects of Trauma on Human Development & Neurobiology; Social History & Current Issues (tra). 2 Units.

PSY 5220A. Perspectives: Trauma & Its Effects, Awareness & Recovery. 3-4 Unit.

This survey course introduces the student to the complex issues of trauma, trauma healing, and transformation. Students will learn about the biopsychosocial/spiritual model which helping professionals can employ to help individuals who have experienced deep personal loss, violent conflict, pain and suffering. Students will explore the theoretical bases of trauma healing through narratives and case examples from a variety of clinical settings and engage in practical exercises to experience approaches to the treatment of trauma from awareness to recovery.

PSY 5220ACR. Perspectives: Trauma and Its Effects, Awareness, and Recovery. 3 Units.

This class introduces students to the issues of trauma healing and transformation. Students will examine the biopsychosocial/spiritual theories used in healing trauma and will explore the theoretical bases of trauma through narratives and case examples from a variety of clinical settings and through various class exercises. Students will be able to identify proper theories and treatments recognized by leaders in the field of trauma studies, and will be able to understand the best healing techniques available for individuals who have experienced trauma.

PSY 5220ACT. Perspectives: Trauma and Its Effects, Awareness, and Recovery. 3 Units.

This course introduces students to the issues of trauma healing and transformation. Students will examine the biopsychosocial/spiritual treatments used in healing people who have experienced trauma, suffering and loss. Additionally, they will explore the theoretical bases of trauma through narratives and case examples from a variety of clinical settings and through various class exercises. Students will be able to address the issues of trauma, identify proper theories and treatments recognized by leaders in the field of trauma studies, and will be able to understand the best healing techniques available for individuals who have experienced trauma.

PSY 5220B. Treatment of Trauma & Posttraumatic Stress Disorder. 3-4 Unit.

PSY 5220BCR. Treatment of Trauma and Posttraumatic Stress Disorder. 3 Units.

This course focuses on the treatment methods and needs of individuals suffering from symptoms characteristic of emotional trauma (Acute Stress Disorder, and Posttraumatic Stress Disorder (PTSD)). This course also addresses assessment and intervention skills to work effectively with diverse populations using biopsychosocial and ecosystemic constructs. Specific techniques surveyed will include play therapy, biofeedback, cognitive-behavioral, narrative, virtual reality treatment, and crisis interventions.
Pre-departure meeting, pre-training reading and journaling. In addition to the training agenda created in consultation with the Tavistock faculty, there will be concepts and training in their application in psychodynamic psychotherapy. As the application of psychoanalytic thinking is advanced students will learn

Building on the foundational knowledge gained in Personality I, the training at Tavistock aims to provide exemplary instruction in additional theoretical approaches. This course encompasses classroom lectures, clinical learning, field study, and intensive intercultural exchange with patients and treatment team members from diverse socio-economic, human diversity, ethnic, cultural, spiritual, and religious backgrounds.

PSY 5250FR. The Integration of Buddhism & Psychology: East & West Join in France (SDP). 3-4 Unit.

PSY 5250GB. Tavistock & Portman Training: Psychodynamic Approaches to Working With Adults. 2 Units.

Building on the foundational knowledge gained in Personality I, the training at Tavistock aims to provide exemplary instruction in additional theoretical concepts and training in their application in psychodynamic psychotherapy. As the application of psychoanalytic thinking is advanced students will learn to apply it to their personal lives, professional development, and clinical practice. The Tavistock training will include lectures, Tavistock's work discussion groups and a final professional development seminar. In addition to the training agenda created in consultation with the Tavistock faculty, there will be a pre-departure meeting, pre-training reading and journaling.
PSY 5250JA. Japanese Approaches to Mindfulness & Mental Health (SDP). 3 Units.

PSY 5250L. Working With Transgender Issues: Cultural Perspective Series. 1 Unit.
This workshop explores gender identity issues as related to working in therapy with transsexuals, individuals who are transgendered and cross-dressers, their families and significant others. Through lecture, video and guest presentations, we examine the complex and multi-faceted issues facing people in this culture whose experience of gender may not fit into the distinct, polarized categories of male or female. We examine some cross-cultural material to understand other and often less rigid ways of conceptualizing gender and consider how these can be incorporated into a therapeutic paradigm for working with this population.

PSY 5250SA. The Legacy of Race-Based Trauma: Intergenerational Trauma Transmission and Community Resilience. 3 Units.
The purpose of this course is to provide students with an opportunity to study the impact of one of the most traumatic periods in South African history. Using an ecological framework, students will examine the impact of legalized oppression in the form of apartheid. Additionally, this course is a study of a people’s agency and resilience in the face of state sanctioned terror. Students will have an opportunity to observe and examine the functioning of community-based organizations and systems with an international context, focused on the topic of healing trauma. Students will learn how the legacy of apartheid and the current social stratification continues to have a major impact on the health, education and welfare of the citizens of South Africa. Students will be exposed to the history, culture, academic and mental health systems within South Africa, as well as develop skills in critical observation, communication, and community collaboration. Students will have a beginning understanding of the impact of trauma on individuals and the intergenerational transmission of both trauma and resilience within families. We will examine a range of traumatic experiences and their differential impact based on race, ethnicity, gender and membership in oppressed groups, paying careful attention to the importance of cultural competence in clinical work with trauma survivors.

PSY 5250W. African American Psychology. 1 Unit.
This course is designed to introduce students to African and African-American Psychology. A further goal is to introduce students to psycho-social and historical issues that often influence the mental health and behaviors of African-American people. Including some of the challenges facing African-American people and the resulting coping mechanisms, resources, and strengths. Key areas of consideration when making clinical judgments and interventions with African-American people will be assessed as well.

PSY 5250Z. Rinzaic Zen: Mindfulness & Stress Reduction (SDP). 1 Unit.
The intersection between contemporary psychology and classical Buddhist ideas about the mind and mindfulness have been an area of considerable interest over the last decade. Interventions that grow out of classical Buddhist approaches (including Zen meditation) continue to grow in popularity. For instance, Mindfulness Based Cognitive Therapy has become the treatment of choice for prevention of recurrent depression in Great Britain (http://oxfordmindfulness.org/). In the United States many universities and medical schools, including University of Massachusetts and University of Pennsylvania, have created mindfulness-based stress reduction programs. This workshop will return to the source material for these interventions by exploring a new technique that grows directly out of classical Japanese mindfulness. It will focus on a contemporary applications of classical Zen mindfulness principles as a tool for stress reduction as developed by Takafumi Kawakami, Vice-Abbot of the Shunkoin Temple in Kyoto. Shunkoin is affiliated with the Rinzaic School of Buddhism. Rinzaic mindfulness practice can include reflecting upon koans (paradoxical questions or statements), samu (physical work done mindfully) and zazen (seated meditation). The day will focus on zazen practice.

PSY 5251. Black Psychology. 2 Units.
This course examines the psychology of the African-American experience. This includes an overview of Black/African-American and African-centered psychology as an evolving field of study along with the consideration of the Black/African-American Psychology paradigm as one of the key conceptual frameworks for understanding the psychological experiences of African-Americans. Further, exploration of a range of topics that pertain to the psychological experiences of African-Americans such as racism and discrimination, achievement and schooling, kinship and family, racial identity, religion and spirituality, and African-American mental health. A focus of the course is the range of theoretical and methodological approaches that scholars have developed to conceptualize the thoughts, styles, and behaviors of African-Americans. The course includes discussions of current topics, controversies, and recent advances in African-American psychology. Throughout the course, a primary objective will be to consider how our knowledge of African-American psychological experiences can be used to promote African-American psychological health and wellness.

PSY 5252. NTU-Psychotherapy. 2 Units.
This course is designed to provide attendees with an introduction to the philosophical, conceptual and practical foundations of NTU Psychotherapy. NTU is a spiritually-based, family focused, approach to psychotherapy that is grounded in the acknowledgement of the inherent competence that exists in all people. NTU is also a method of delivering services to families through therapeutic and psycho-educational programs and services that is framed in an ‘Africentric’ understanding of the world. This training will introduce the NTU approach for providing mental health services to individuals and families through the use of contemporary and ancient conceptualizations of the mind-body-spirit relationship as well as conceptualizations and techniques from Western Psychology.

PSY 5255. Black Masculinity & Sexuality. 2 Units.
This course includes an overview of Black masculinity and sexuality and the evolving field of Black Masculinity Studies. Colonization of Black masculinity includes image domination and lack of representation. This includes the historical construction of Black masculinity and sexuality. Further, Black male vulnerability will be evaluated as well as the history of the LGBTQ community in the African-American community. In addition, frameworks such as intersectionality that poorly attempt to describe Black masculinity and sexuality will be critically evaluated. Moreover, Dr. Tommy Curry's framework of the Man-Not will be centered in the discourse. A focus of the course is the range of theoretical and methodological approaches that scholars have developed to conceptualize Black masculinity and sexuality. The course includes discussions of current topics, controversies, and recent advances in the emerging field of Black Masculinity Studies. Throughout the course, a primary objective will be to consider how our knowledge and understanding of the psychological experiences of Black men can be used to promote psychological health and wellness.
PSY 5290. Feminist Theories in Psychology: Application in Clinical Practice. 2-3 Unit.
Current research and empirical investigations have shown that women-identified clients in the U.S. use psychotherapy and psychological services significantly more than their male peers. Further, the American Psychological Association (APA) has established non-sexist practice as part of its ethical guidelines and standards for practitioners (APA, 2002). This higher utilization of therapy by women and gender-nonconforming clients and call for gender-affirmative practice indicate the need for therapists and counselors: (a) to understand psychological issues that affect women in particular, (b) to become knowledgeable about feminist principles and practices which, by definition, include an examination of the social, political, and cultural contexts of women, and (c) to broaden their knowledge base to include feminist perspectives on psychological theory, intervention, and client populations of women in order to become more effective therapists. The purpose of this course is to introduce students to contemporary feminist theory and the impact that feminist thought has had on psychology. Students will develop an understanding of the varieties of feminist thought, the psychology of gender, issues of power and privilege, and feminist models of assessment, counseling and psychotherapy.

PSY 5310A. Personality Theory I: Psychodynamic Theories. 3-4 Unit.
This course is an introduction to modern psychodynamic theories of personality, beginning with Freudian and Jungian foundations, and continuing with study of self-psychology and object-relations approaches. The focus is on basic assumptions and concepts of significant theorists, with attention also to application in clinical practice. This course is required for all MAP students.

PSY 5310H. Intercultural Transpersonal and Depth Psychology. 3-4 Unit.
This course provides an intercultural orientation to the unconscious, spirituality and self transformation as seen through the lens of transpersonal and depth psychology. Utilizing Jungian psyche-centered theory the course explores the meaning of intercultural myths and symbols including dream work, active imagination, and rituals. Coursework will provide the opportunity to practice skills for developing personal inner work with the aim of furthering intercultural dialogue and clinical competence. Students will gain knowledge of a depth psychological view of intercultural personal, cultural, and transpersonal identities and its application in clinical practice with emphasis on the treatment of intergenerational trauma (e.g. legacy of slavery, racism, homophobia, religious oppression, colonization, and immigration). With the intention of expanding beyond a Eurocentric view of psyche, the class will broaden understanding of intercultural ideas about the psychic reality and non-duality, the increasing East/West/South/North dialogue in Western* psychology, and the exploration of non-Western/indigenous psycho-spiritual techniques of self-transformation. The course also considers the significant influence of various (Western and non-Western) religious and spiritual traditions that are critical to Jung’s theories of the Self, complexes, individuation, the transpersonal, the collective unconscious, and the evolution of consciousness. (*West European/Euro-American).

PSY 5310J. Life As Practice: Inner Work, Social Responsibility, and Community Service. 2-3 Unit.

PSY 5320. Contemporary Theories of Personality. 2 Units.
In this course, students survey theoretical issues and clinical applications of selected humanistic, existential, modern psychoanalytic, cognitive-behavioral and transpersonal approaches to psychology and psychotherapy. Required for all students.

PSY 5320A. Personality Theory II: Comparative Contemporary Theories. 3-4 Unit.
This course surveys theoretical issues and clinical applications of selected humanistic, existential, cognitive-behavioral, narrative and transpersonal approaches to psychology and psychotherapy. Attention is also given to postmodern alternatives to traditional personality theories as a basis for clinical work. Prerequisite: PSY 531A. This course is required for all MAP students.

PSY 5320B. Advances in Personality Theory: Emerging Perspectives in Spiritual & Depth Psychology. 1 Unit.

PSY 5330. Cognitive Behavioral Theory and Therapy. 2-3 Unit.
This course surveys contemporary cognitive and behavioral approaches to psychotherapy. In addition to underlying theoretical principles, emphasis is given to application, such as behavior modification and cognitive-behavioral approaches to anxiety disorders and depression. Prerequisites: PSY 501A and PSY 532A.

PSY 5330B. Brain and Behavior: the Child. 3-4 Unit.
This course provides an orientation to current understandings of genetic, environmental, and biological bases of child and adolescent disorders, with particular emphasis on understanding brain mechanisms that may underlie psychological problems. Emphasis is also placed on current approaches to drug therapies for children and adolescents, to demonstrate how and where medications can contribute to effective treatment. Frequently voiced philosophical, ethical, and legal concerns regarding biological factors and drug treatments for young people are discussed, along with the risks and benefits of drug therapies. Generally offered in Winter Quarter. Required for students in MFT Child Studies Specialization; may be open to others. Prerequisite: PSY 543C.

PSY 5330D. Cognitive Behavioral Theory and Therapy. 2-4 Unit.
The course explores the principles of anatomy, physiology, and general organization of human brain in connection with mental processes. By exercising analysis of functional systems of the brain and the role they play in forming mental activity, the course involves students into a systemic vision of the biological structure of psychological processes and association between them. The major topics include fundamental aspects of syndrome analysis, the anatomy and functions of the brain lobes as local brain systems, and cerebral organization of complex mental activities such as perception, attention, movement, memory, speech, emotions, and cognition. This course is built as a means of evoking and developing students’ personal experiences with normal and disturbed human behavior. On this ground, students will develop basic knowledge essential to creating and maintaining effective learning environments and adequate psychological responses to mental illness. The course utilizes an array of reading materials and multimedia.
PSY 5330E. Cognitive Behavioral Theory and Therapy. 3 Units.

PSY 5330K. Mindfulness in Clinical Practice. 3-4 Unit.

PSY 5330L. Introduction to Classical Mindfulness-Based Cbt for the Treatment of Post-Traumatic Stress Disorder. 1-2 Unit.

PSY 5330M. Child Parent Psychotherapy (CPP): An Evidence-Based Treatment for Young Children (CS). 1 Unit.
Childhood is a time when children's central nervous system is developing at rates that never again will occur in their lives. Experience shapes a child's brain and stress response systems. Learning self-regulation is a developmental task of early childhood and infants and young children attain social and developmental tasks in context of relationships. When infants and young children are exposed to trauma, it impacts a child's cognitive, social and emotional development. Especially impacted is a child's capacity to regulate their own emotions. Children exposed to trauma are often left with sense of being unprotected and not worthy of protection, which causes disruptions of internal working model of the self and the caregivers. This workshop will assist students in developing an understanding of how trauma impacts cognitive, social and emotional development of a child when exposed to trauma. It will provide an overview of Child Parent Psychotherapy (CPP), an evidenced based treatment for children, birth to five, exposed to trauma.

PSY 5330P. Dialectical Behavioral Therapy. 2-3 Unit.
This course surveys Dialectical Behavioral Therapy (DBT) theory, a therapeutic approach developed by Dr. Marsha Linehan. In addition to underlying theoretical principles, emphasis is given to application, including the core modules such as mindfulness, emotion regulation, distress tolerance and interpersonal effectiveness. The history and development of DBT will be surveyed, including contributions made by Marsha Linehan, as well as how to treat diverse populations, including Borderline Personality Disorder, using this approach.

PSY 5350. Systems Theories and the Family. 3-4 Unit.
This course presents an introduction to systems thinking, with emphasis on using the systems perspective in understanding family issues and working with families in clinical practice. The approaches of leading family therapists are explored, including observation of their work on videotape and examining their understanding of family interaction patterns. Students preparing for clinical practice are encouraged to consider applications to individual and family therapy; students preparing for applied community psychology careers are encouraged to consider applications to organizations and larger systems. This course is required for all MAP students.

PSY 5350C. Treatment of Families. 2-3 Unit.
This course considers practical and theoretical issues in the treatment of families with an emphasis on family systems approaches. The instructor may focus on one or more family-systems theory, considering family dynamics, techniques with typical family problems, varieties of families, and development of the student's own competence as a therapist. Prerequisite: PSY 535. This course may be elected to partly fulfill the Clinical Skill Development requirement in the MFT Concentration.

PSY 5350K. Advanced Family Systems. 2 Units.

PSY 5350M. Systems Theory & the Family II. 2 Units.
This course will focus on case conceptualization, assessment and treatment of individuals, couples and the family utilization systems theory. Through lecture, discussion, in class experiences and the assigned tasks, students will be asked to broaden their systemic view to include the larger community and cultural social systems. Particular focus will be on the students' increasing awareness of their own position in society and the impact of their work with client families. Students will also be exposed to diverse diagnostic issues as it may appear in a diverse population.

PSY 5350T. Systems Theories and the Family II. 3-4 Unit.

PSY 5360A. Research and Professional Writing. 3-4 Unit.
This course provides an orientation to research methodology for the clinician, focusing on developing competence for using and understanding professional literature throughout a clinical career. Computer access to library resources is demonstrated. The course focuses on basic concepts for research in psychology, the meaning of common statistical procedures, critical thinking about research designs and conclusions, and identifying biases in psychological research. Each student evaluates clinical research studies reported in psychological journals; participates in the design of research on a subject of interest; and prepares a brief review of professional literature on a societally-focused topic in psychology, demonstrating mastery of American Psychological Association format. Required for all MAP students. Students should take this course in the second or third quarter of study.

PSY 5360D. Research for Mental Health Professionals. 3 Units.
This course provides an orientation to research methodology for the mental health professional, focusing on developing competence in using and understanding professional research literature throughout a clinical career. Computer access to library resources is demonstrated. The course focuses on basic concepts for research in psychology, the meaning of common statistical procedures, critical thinking about research designs and conclusions, and identifying biases in psychological research. Each student evaluates clinical research studies reported in psychological journals; participates in the design of research on a subject of interest; and prepares a brief review of professional literature on a societally-focused topic in psychology, demonstrating mastery of American Psychological Association format.

PSY 5360E. Research for Evidence Based Practices. 3-4 Unit.
After successfully completing PSY 536D and its introduction to research methods and research design in mental health, this course provides an intermediate engagement to research methodology for the mental health professional, focusing on developing competence in using and understanding professional literature throughout a clinical career. Computer access to library resources is demonstrated. The course focuses on basic concepts for research in psychology, the meaning of common statistical procedures, critical thinking about research designs and conclusions, and identifying biases in psychological research. Each student evaluates clinical research studies reported in psychological journals; participates in the design of research on a subject of interest? and prepares a brief review of professional literature on a societallyfocused topic in psychology, demonstrating mastery of American Psychological Association format.
PSY 5361. Research Methods for a Diverse Society. 3 Units.
This is an introductory course on quantitative, qualitative, and participatory action research methods. A particular emphasis is placed on sociocultural diversity and its implications for design and methods choices as well as stakeholder participation in social science research. ‘Sociocultural diversity’ refers to the range of social locations with respect to ethnicity, race, age, gender and gender expression, sexual orientation, disability/health, socio-economic status, religious and spiritual identities, and additional manifestations of the human experience. The course is organized into four sections. Section 1 introduces students to the scientific method, the research process and the role of ethics in conducting research with human participants. Section 2 focuses on quantitative methods, including sample selection, survey development, and basic statistical methods used in hypothesis testing. Section 3 provides an overview of qualitative methods, including participant observation, interviews, focus groups, and case studies. Section 4 focuses on participatory action research (PAR). Throughout the course, various methodologies will be assessed (quantitative, qualitative, PAR) in terms of their relative strengths and weaknesses for conducting research with diverse populations and in diverse settings, including comparative research (cross-cultural and cross-national). Readings, assignments, and interactive class sessions reinforce the focus on diversity/diverse settings. This is a required core course for students in the M.A. in Psychological Studies.

PSY 5362. Statistics: An Introduction. 3 Units.
This course is designed to familiarize students with statistical methods and prepare them to use various techniques that are essential in psychological and social science research. Students learn both the theoretical and practical features of the most commonly used statistical tests and methods in an effort to make them better creators and evaluators of statistical information. Topics include use of descriptive statistics, analysis of variance for single- and multi-factor designs, planned comparisons, simple effects analyses, correlation, regression, and the analysis of categorical data. In addition, students propose which statistical methods they will apply as part of their own thesis projects. During class meetings students are introduced to methods for conducting analyses on various datasets and review their progress each week successfully applying appropriate methods and interpreting their findings. For the majority of their assignments, students analyze data using a combination of hand calculations and SPSS statistical software, and then write about their results following formal APA style.

PSY 5390. Psychopharmacology for Therapists. 2 Units.

PSY 5390D. Psychopharmacology. 3-4 Unit.
This course provides an orientation to current approaches to drug therapies for a variety of psychological problems. Topics include medications generally in use; criteria for referring patients for psychopharmacological evaluation; issues related to medication: effective cooperation with other professionals; cultural and interpersonal issues; and how and when medications can contribute to effective treatment. Frequently voiced philosophical, ethical, and legal concerns regarding biological factors and drug treatment are discussed, along with the risks and benefits of drug therapies. Required for MFT students; open to others. Prerequisite: PSY 541.

PSY 5400C. Process of Interpersonal Psychotherapy II. 2-3 Unit.
This course assists students in deepening their understanding of the process of interpersonal therapy and in developing skills in forming therapeutic relationships, dealing with resistance, deepening clients’ expressions of feeling, responding to transference and counter transference, and handling termination of the therapy relationship. Prerequisite: PSY 501A. This course may be elected to partly fulfill the Clinical Skill Development requirement in the MFT Concentration.

PSY 5400D. Process of Psychotherapy III A Relational & Gestalt Perspective. 3-4 Unit.
This is an elective course designed to deepen the student’s skills in and understanding of relational and gestalt psychotherapy. The major focus will be in developing skills such as working in the present moment, moving toward the client’s affect, following the client’s agenda, sitting more comfortably with uncertainty (the therapist’s and client’s), recognizing and dealing sensitively and effectively with issues as they arise (including shame), exploring the relationship between therapist and client including transference & countertransference issues and understanding how context shapes our perspective and influences how we operate as therapists. In addition, the class is structured to aid students in gaining an increased awareness of and confidence in their own therapeutic style including recognizing their own limitations and how they are affecting the therapeutic work.

PSY 5410. Assessment and Treatment Planning. 3-4 Unit.
This course provides a critical examination of topics in psychopathology and abnormal psychology, including discussion of criteria for mental health and illness, philosophy and use of the DSM IV, and differential diagnosis of cases. Students consider cultural and gender bias and assessment of clients’ problems in cultural context, and are introduced to the process of preparing treatment plans. This course is required for the MFT Concentration, and it is a prerequisite for entering clinical training.

PSY 5410D. Documentation Basics: How to Write an Effective Treatment Case Note. 1 Unit.

PSY 5410E. Assessment of Psychopathology & Treatment Planning. 3 Units.

PSY 5410F. Assessment of Psychopathology (90). 3 Units.
This course introduces students to psychopathology and diagnostic assessment in accordance with DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, 5th edition). Students will have exposure to the main classes of diagnoses, strategies to assess signs, symptoms, and psychosocial stressors, and gain introductory proficiency in psychiatric terminology, diagnostic notation, and assessment language utilized by interdisciplinary and multidisciplinary treatment teams. Discussions related to possible etiology of disturbances of behavior, cognition, perception, interpersonal dynamics, and emotional expression; and ethical and legal implications in the assessment process are included. Special attention will be devoted to the students’ development of cultural and human diversity sensitivity, and awareness of the diagnostic assessment as an instrument of crucial clinical and social responsibility affecting the lives of consumers, families, and society.
PSY 5410G. Psychopathology & Treatment Planning(90). 3 Units.

PSY 5420. Psychological Testing. 3-4 Unit.
This course introduces students to methods of psychological assessment in social, cultural and interpersonal contexts. A broad range of tests in use today are surveyed, considering uses, strengths, weaknesses and cultural biases. Students learn to make effective referrals for psychological evaluations, to evaluate assessment reports critically, and to work with clients using test findings. Students may have the opportunity to take and to administer some frequently used tests. There is a testing materials fee for this class. See tuition and fees section for details. It is strongly recommended that students take this course towards the end of their program, preferably after having completed Personality I and Research Methods.

PSY 5430C. Child and Adolescent Development. 3-4 Unit.
This course provides a survey of physical, cognitive, social, emotional and cultural factors in the development of the healthy person from birth thru adolescence. Attention is given to selected contemporary issues in child and adolescent development, to theories of Freud, Erikson, Piaget and others, and to cultural and gender issues in development. Learning includes direct observation of children and adolescents. This is the gateway course for the Child Studies Specialization. Required for all MAP students.

PSY 5430D. Cross-Cultural Infant Observation. 3-4 Unit.

PSY 5430H. Cross-Cultural Infant Observation. 2-3 Unit.
In this class, students learn about the sociocultural matrix of infant development through sensitive, structured observation of a primary caretaker-infant pair over time, with ongoing class discussion of observations and of the process of observation. Cultural universals and cultural variability are considered in terms of students' observations of societal/parental expectations, feeding, sleeping arrangements, attachment, separation, interaction, crying, playing, and risk. The physical development of the infant, emotional and cognitive development and the student's own experience is investigated. Generally offered in Spring and Fall Quarters. Required for students in MFT Child Studies Specialization; may also be open to others. Prerequisite: PSY 543C.

PSY 5430W. Creative Interventions with Children: Looking Outside the Box <CS>. 1 Unit.

PSY 5430X. Working With Adolescents: How to Process And Treat Adolescents' Issues. 1 Unit.

PSY 5431. The Psychology of Adoption. 1 Unit.
Adoption is a family building event that has a lifelong impact on each member of the adoption constellation: birth family, adoptive family and adoptee. There are distinct developmental, neurobiological, psychological and social/cultural/environmental implications for this population that mental health clinicians will face at social service agencies, community clinics and in private practice settings. Few graduate level clinical psychology programs include modules on diagnosis and treatment of this group, while child and adolescent adoptees are recipients of mental health services at a significantly higher percentage than the general population. The intention of this one-day class is to contextualize psychological approaches through an adoption lens; to increase students' skills to accurately assess clinical issues that adoptees and their families may face; and learn appropriate therapeutic interventions to meet those needs from a strength-based, culturally competent framework.

PSY 5440K. Contemporary Issues of Aging. 2-3 Unit.

PSY 5440L. The Myths of Aging. 1 Unit.

PSY 5450. Society and the Individual. 3-4 Unit.
This first-quarter course provides an opportunity for students to explore the psychological effects - for self and others - of social dynamics including marginalization and privilege in relation to race, ethnicity, social class, gender, sexual orientation, and physical difference. Students complete a cultural autobiography and consider psychotherapy as a social institution as well as power and powerlessness in society. Awareness work includes attention to group process in the classroom. The intention is to provide a foundation for effective and sensitive clinical and community work with persons different from self. Required for all MAP students in the first quarter of study. Passing this class is a prerequisite for advancing to the second quarter in the program.

PSY 5450A. Community Psychology: Theories and Methods. 3-4 Unit.
This course introduces students to the field of community psychology as preparation for work with communities on issues relevant to the diverse contemporary urban environments of Southern California. Emphasis is placed on the role of extra-individual processes (e.g., principles of ecology, prevention, power, and empowerment) for working with communities to promote a balance between personal, relational and collective wellbeing. Class members engage in reading and critical discussions on the role of values in their work as family therapists in the broader community. Students learn theory and skills that promote engagement of the broader community in assessing problems in the community and addressing them through ameliorative and transformative interventions. Required for all MFT students.

PSY 5450B. Community Psychology: Theories and Methods. 3-4 Unit.

PSY 5450C. Psychology in the Community. 3-4 Unit.
This course introduces students to the field of community psychology as preparation for work with communities on issues relevant to the diverse contemporary urban environments of Southern California. Emphasis is placed on the role of extra-individual processes in understanding the social contexts which shape individual behavior. Students learn new paradigms for working with communities to promote a balance between personal, relational and collective wellbeing. Class members engage in reading and critical discussions on the role of values in their work as family therapists in the broader community. Students learn theory and skills that promote engagement of the broader community in assessing problems in the community and addressing them through ameliorative and transformative interventions. Required for all MFT students.

PSY 5450D. Cross-Cultural Infant Observation. 3-4 Unit.

PSY 5450W. Creative Interventions with Children: Looking Outside the Box <CS>. 1 Unit.
PSY 5450CC. Grantsmanship for Non-Profits. 3 Units.

PSY 5450D. Community Consultation & Collaboration. 3-4 Unit.
This course introduces students to the role of professional psychologists as consultants and collaborators with individuals, groups, organizations, and agencies providing services to a variety of communities and constituencies (social service agencies, nonprofit organizations, mental health service providers, schools, etc.). Topics include the role of consultants and their relationship to the consultee. The course will emphasize consultation skills with attention to all phases of the consultation process: entry, assessment, diagnosis, development, intervention, and termination. The course also focuses on community-based consultation efforts, with particular attention to issues of diversity, community, and school settings. Prerequisite: PSY 545C. Required for students in Applied Community Psychology Specialization; open to others.

PSY 5450DD. Empowerment in Community Practice. 1-2 Unit.

PSY 5450E. Program Development and Evaluation. 3-4 Unit.
The central goal of the course is to introduce students to basic principles of program development and evaluation as practiced in mental health and community service settings addressing social problems. Emphasis is on practical considerations of what can and cannot be accomplished in real-world community settings with respect to design and implementation of evaluations and the use of evaluation findings in program development. Topics include: performing a needs assessment, developing program goals and program objectives, identifying resources and funding sources, assigning leadership tasks, implementation, evaluation and revision. Prerequisite: PSY 545C. Required for students in Applied Community Psychology Specialization; open to others.

PSY 5450EE. Coalition Bldg in Community Practice. 1 Unit.

PSY 5450F. Prevention and Promotion. 3-4 Unit.
This course introduces students to strategies, models, and methodologies used in the prevention of mental health and psychosocial problems and promotion of competence in individuals, families, and communities. The course emphasizes the importance of problem definition in the development of primary, secondary, and tertiary prevention strategies and examines how definition of problems guides the focus of prevention programming. Prevention strategies discussed include consultation, psychoeducational interventions, and empowerment. Attention is given to such issues as community violence, delinquency, adolescent pregnancy, substance abuse, and HIV/AIDS, with special attention given to needs of historically underserved and oppressed populations. Topics include: defining social problems targeted for prevention; origins, rationale, and need for prevention; fundamental concepts and models of prevention; the social context of prevention; prevention strategies and exemplary programs across the lifespan; program evaluation; and empowerment, community mobilization, self-efficacy, and social change. Prerequisite: PSY 545C. Required for students in Applied Community Psychology Specialization; open to others.

PSY 5450HH. Creating Radical Change: Understanding Systems Thinking & the Dynamics Involved In Systems Change. 1 Unit.

PSY 5450J. Social Psychology. 3-4 Unit.

PSY 5450JJ. Social Justice Advocacy Skills. 2 Units.

PSY 5450KK. Liberation Psychology: Intercultural Depth Psychology & Trauma Theory (ACP). 3 Units.
Psychologies of Liberation have developed on every continent in recent decades to address the aftermath of violence, especially forms of physical and psychological abuse that have affected whole populations as in racial oppression, violence against women, homophobia, state terror, and genocide. The wounds of such violence have begun to be theorized as a form of collective trauma within these psychologies which link trauma theory with depth psychologies and community social justice activism. This course will present in historical context some of the analyses, literatures, and films that have emerged from Guatemala, El Salvador, Nicaragua, Chile, Argentina, South Africa, Germany, Vietnam, and the United States on these topics. We will explore the symptoms of traumatic experience and the difficulties of memorializing such experiences through official histories and monuments as well as through resistant counter-memories and counter-monuments in environments where majorities erase the past through amnesia about historical events. Various projects of dialogue, reconciliation, and restoration will be analyzed, and community liberation arts projects will be explored. Finally, we will discern the outlines of new practices and theories emerging as liberation psychologies, questioning what aspects of our own understandings may have been shaped by a traumatic past. We will begin the course with an analysis of traumatic experiences in specific environments, drawing on film and literature to focus on symptoms and cultural effects of both physical and psychological violence. In the middle weeks of the course we will sort through the outcomes of violence for victims as well as for perpetrators, bystanders, and witnesses, and we will trace their performances in historic attempts at dialogue, reconciliation, or denial. Finally, in the last several weeks we will explore the theories and methodologies, as well as innovative aesthetics and ethics that have developed as liberation psychologies, evolving in communities to promote collaborative forms of art, dialogue, and research that break with the status quo and develop new solidarities for social transformation.

PSY 5450Q. Seeing the Glass Half Full: Asset-Based Community Development. 2 Units.

PSY 5450W. Community Coalition Bldg. 3 Units.

PSY 5450Z. Mental Health Paradigm in Action: 21st Century Recovery Model <ACP>. 2 Units.

PSY 5451. Coalition Building in Community Practice. 1 Unit.
This course will introduce students to contemporary theory, research and practice on community coalition building. Community coalitions have been successful in facilitating community change through the development of long-term collaborative relationships between citizens, community-based organizations, and government agencies. Students will develop their capacity to think critically about the ways in which community coalitions are structured and function. This course provides students with a training level of Exposure to Community Psychology Practice Competency - Collaboration and Coalition Development - The ability to help groups with common interests and goals to do together what they cannot do apart.
PSY 5452. Social Policy and Advocacy in Community. 1 Unit.
Social policy includes the social welfare polices and programs of governments as well as an academic field of study. Students will be introduced to social policy-making process within the U.S. government and advocacy techniques utilized by individuals, groups, organizations and communities seeking to affect changes in policy to promote wellbeing. This course provides students with a training level of Exposure to Community Psychology Practice Competency (CPPC) - Public Policy, Analysis, Development and Advocacy - The ability to build and sustain effective communication and working relationships with policy makers, elected officials and community leaders. Related CPPC's include collaboration, organizing, coalition development, community education, information dissemination, and building public awareness.

PSY 5453. The Community Narration Approach in Organizational and Community Settings. 1 Unit.
A core competency of community psychology practice is collaboration with individuals, groups, organizations, and communities. Consultants working in organizational and community settings often utilize community building tools to promote collaboration among people working within organizations and communities. In 2011, the Global Journal of Community Psychology Practice published a special issue on community psychology practice competencies which served as a catalyst for the development of practical and engaging community building tools. One such tool is the Community Narration (CN) approach (Olson & Jason, 2011) that utilizes the narrative method to deepen a group's understanding of their individual and collective identity. This one-day workshop will provide students with exposure to facilitating the CN approach, a participatory narrative technique that utilizes personal stories as well as community narratives to better understand identity and social dynamics within an organization, community, or social group. The CN approach can be used for a variety of purposes - program evaluation, visioning, strategic planning or organizational change. Students will participate in the CN approach exercise and learn how to facilitate the CN approach as part of their community practice. Students will collaboratively write a report that summarizes their experience and individually develop a work-plan to facilitate the CN approach with the organization or community of their choice.

PSY 5460B. Multicultural Counseling Assessment & Interventions. 3 Units.
This course is designed to provide students with advanced counseling skills necessary in working with diverse individuals, groups, and families. Students will learn how to select and apply culturally relevant interventions with persons representing multiple, and intersecting, diverse backgrounds including race, culture, ethnicity, sexual orientation, gender, socioeconomic status, age, ability, religion, and spirituality. Culturally relevant models of counseling theory and practice will be explored to enhance student clinical conceptualizations and treatment interventions. Student acquisition of knowledge and skills will be facilitated through course material and experiential activities (in-class practice of skills).

PSY 5460D. The Psychology of Disability and Chronic Illness. 1-2 Unit.

PSY 5460H. Psychotherapy As Liberation & Social Transformation: a Diversity Workshop. 1 Unit.

PSY 5470. Human Sexuality. 3-4 Unit.
Human sexual anatomy and response, sex roles, homosexual and heterosexual behavior, female and male sexual dysfunction and contemporary clinical treatment methods for sexual problems are studied in this class. There is consistent focus on students' own beliefs, attitudes and feelings, and examination of sexual mores, ethical issues, and sociocultural issues such as heteronormativity, homophobia and gender bias. Required for MFT Concentration, open to others. This is the gateway course for the LGBT specialization.

PSY 5480. Professional Ethics and the Law. 3-4 Unit.
This class provides an overview of legal and ethical issues associated with practice as a psychotherapist, counselor or psychological researcher, including latest laws, court decisions and regulations. Topics include confidentiality, child abuse reporting, record keeping, patients' rights, scope of practice, duty to warn and special ethical issues in treating children. Required for MFT Concentration. A prerequisite for entering clinical training.

PSY 5500. Chemical Dependency and Psychopharmacology. 3-4 Unit.
This class begins with an overview of physical mechanisms involved in psychopharmacology, as a foundation for understanding drugs used as adjuncts to therapy, as well as alcohol and other chemical dependency phenomena. Further topics include medical aspects and major treatment approaches for alcoholism and other chemical dependencies, including evaluation, theories of etiology, legal aspects, at-risk populations, prevention of substance abuse, and community resources for assessment, treatment, and follow-up for the abuser and family. This course or 550A is required for MFCC Concentration. Students entering before 1/98 may use this course to meet the 550A requirement, but may not take both 550 and 550A.

PSY 5500B. Assessment & Treatment of Addictive Disorders. 3 Units.
This course examines conditions in self and society associated with the use and abuse of addictive substances, particularly alcohol and drugs, and explores a variety of traditional and nontraditional approaches and models for treatment of alcoholism and chemical dependency. Further topics include medical aspects, evaluation, theories of etiology, legal issues, prevention, and follow-up for the abuser and family. Some attention will be given to family issues of substance abuse, and to addictive issues related to work, gambling, eating and sexuality. Required for the MFT Concentration.

PSY 5500C. Chemical Dependency. 3-4 Unit.
This course examines conditions in self and society associated with the use and abuse of addictive substances, particularly alcohol and drugs, and explores a variety of traditional and nontraditional approaches and models for treatment of alcoholism and chemical dependency. Further topics include medical aspects, evaluation, theories of etiology, legal issues, prevention, and follow-up for the abuser and family. Some attention will be given to family issues of substance abuse, and to addictive issues related to work, gambling, eating and sexuality. Required for the MFT Concentration.
PSY 5500E. Integrative Treatment of Addictive & Co-Ocurring Disorders. 3 Units.

PSY 5500F. Prevention & Treatment of Relapse From Addictive Disorders. 1 Unit.
This workshop will examine the bio-psycho-social aspects of the relapse (a return to chronic use after a period of abstinence or significantly reduced use) process. The student will be introduced to the concept of withdrawal, post acute withdrawal and craving from both a biological, psychological and systemic perspective. Students will learn to assess the client's specific diagnostic and social vulnerabilities to relapse as presented at various stages of recovery and to create an appropriate prevention strategy. Students will also learn how to treat clients who are currently experiencing relapse in order to strengthen their recovery. Students will be exposed to various evidenced based modalities of treatment and prevention of relapse including: medical interventions, psycho educational and cognitive behavioral approaches, as well as systems and experiential techniques (mindfulness).

PSY 5500G. Understanding and Treating Addiction: A Systems Perspective. 2-3 Unit.
This course will include an in-depth, study of family dynamics as related to addictive disorders and co-dependency. Various modalities of family therapy will be presented (family disease model, family systems model, cognitive-behavioral approach family therapy model, and multidimensional family therapy, etc). Students will learn, through lecture/discussion and in class exercises to implement a systemic conceptualization, assessment and treatment plan. They will also be afforded an opportunity to practice their learning through in class role plays.

PSY 5501. Understanding and Treating Addictions: Biological Perspectives. 3 Units.
This course examines addiction from a biological perspective in order to increase understanding of addictive behaviors and guide treatment. In addition to considering heredity and trauma as biological risk factors, the ways that drug abuse changes the structure and chemistry of the brain are explored. By understanding the biochemistry and physiology of addiction, students gain insight into the progressive process from substance use to diagnosable Substance Use Disorder, including the phenomena of triggers, craving, relapse, tolerance, and withdrawal. Students learn comprehensive treatment planning and biologically-based interventions through the lens of the Medical Model and Disease Model. Harm Reduction and Medication Assisted Treatment (MAT) will be discussed and Mindfulness-based Relapse Prevention (MBRP) will be introduced as an intervention from an evidence-based, neurobiological perspective. Students will gain an awareness of common biological comorbidities that occur within this population to consider during assessment and treatment planning. Students will learn to effectively translate and articulate what they learn in order to provide psychoeducation to clients regarding the biology of addiction and recovery.

PSY 5502. Understanding and Treating Addictions: Social, Cultural, and Political Perspectives. 3 Units.
This course examines the etiology and treatment of addiction from a social, cultural, and political perspective. Issues of racism, sexism, homophobia, poverty, and other social stressors will be explored as risk factors that perpetuate addiction and interfere with long-term recovery. Current social and political issues will be discussed along with disparities in public policies. The impact of current social issues including the legalization of marijuana, the opioid epidemic, the privatization of the prison system and long-term impact of a drug conviction, the failure of the War on Drugs, and the implications of the Just Say No campaign will be explored. Student's ability to assess cases from a culturally competent perspective will be emphasized including the ability to integrate the effects that oppression and inequality have on sustained recovery and relapse. Similarly, the impact of the various empowerment movements on recovery will be considered. The Recovery Model, Albee's work around social issues and prevention, and Bronfenbrenner's Social Ecological Model will be applied to socially, culturally, and politically competent case conceptualization and treatment planning. This course also covers the ethics of addiction treatment.

PSY 5503. Understanding and Treating Addiction: A Psychological Perspective. 3 Units.
In this course, in order to better understand substance use disorders from a psychological perspective, addiction is conceptualized as a psychopathological, maladaptive way of coping with thoughts, beliefs, and feelings. The impact of trauma and attachment on addiction will be examined as relevant psychological mechanisms in the development of addiction and the recovery process. Current evidence-based interventions including CBT, DBT, and MBRP will be introduced along with Motivational Interviewing and Stages of Change Theory as ways to help clients identify and resolve underlying psychological disorders while increasing cognitive, behavioral, and emotional functioning. Students will explore the 'addictive personality' framework along with the self-medication hypothesis. Co-occurring disorders will be thoroughly covered in PSY5500E.

PSY 5510A. Group Treatment Methods I. 3-4 Unit.
This course includes theory and experiential work on group psychotherapy, with particular emphasis on skills for leading different kinds of therapy groups. Participation in a classroom therapy group as member and/or leader is included, with study of group formation, norms, leadership, boundary issues, and groups for different populations. Prerequisite: PSY 501 Required for MFT Concentration.

PSY 5510B. Group Treatment Methods. 2-3 Unit.
The major goal of this course is to explore in depth the essential issues of group treatment and facilitation. Students will strengthen core clinical skills through participation in class discussions, through observation, participation and/or leadership of the demonstration group and through group supervision. There will be a particular focus on students’ individual and interpersonal dynamics in response to the course material and process. Students will additionally explore issues related to forming a therapeutic alliance, working with client resistance, deepening client expressions of feeling, understanding transference and countertransference and handling termination of the therapeutic relationship.

PSY 5530A. Intervention After Exposure to Trauma. 1 Unit.
The awareness of the devastating effects trauma can create in lives disrupted by acts of nature and of man, has increased significantly during the past years. With that awareness is the urgent need for effective methods of intervention. This course considers two therapies: Sensorimotor, created by Pat Ogden, and EMDR, created by Francine Shapiro. Emphasis is on the latter.
PSY 5530D. Crisis Intervention Workshop Theory and Therapy. 1 Unit.

PSY 5550. Gestalt Theory and Therapy. 2-3 Unit.
This course is designed to familiarize students with Gestalt Therapy concepts and their application in clinical practice, as well as to provide students with direct experience of the Gestalt therapy approach. Methodologies include theory lectures, experiential exercises, clinical demonstrations, dyad work and class discussion. Participants learn about the historical context of Gestalt Therapy and its theoretical foundation, and explore integration of the theory with the clinical work through exercises and demonstrations.

PSY 5550D. Introduction to Relational Gestalt Theory and Therapy. 1 Unit.

PSY 5580. Jungian Psychology (SDP). 2 Units.
This course presents the theory and practice of Jungian Psychology and explores the application of basic Jungian concepts in clinical practice. Particular emphasis is placed on the encounter with the unconscious with a focus on the students' own experience as well as on mediation of unconscious processes within the therapeutic relationship. Prerequisite: PSY 531A.

PSY 5580D. Taking the Red Pill: Theory and Practice of Jungian Psychology. 1 Unit.

PSY 5580M. Spiritual Psychology and Spiritual Psychotherapy. 1 Unit.
This course explores the viewpoint that spirituality, as reflected in various traditions from around the world, suggests an alternative perspective on how one overcomes suffering and moves toward having a happy life. This viewpoint is drawn from the integration of classical yogic based meditation practice and spiritual perspective with psychodynamic, object relations, existential, humanistic, and cognitive-behavioral approaches to working with clients. Many current therapeutic methods are utilizing and incorporating mindfulness, the mental, emotional, and physical benefits of which have been empirically supported. However, various meditative traditions diverge radically from the empirical perspective in how they understand cause and effect and the process of growth and change. In this course we explore the view that spirituality speaks directly to clinical problems and recommends the inclusion of the associated mysterious, powerful, and joyful healing experiences in our understanding of therapeutic process. We will share and discuss several clinical and personal spiritual experiences. And we will explore their therapeutic benefit and the difficulty in pinning down the mechanism of action in such instances, suggesting that activities in the spiritual realm may be apparent and experienceable while also remaining unknowable or incomprehensible in certain ways. The viewpoint taken in this course is that such phenomena should not be ignored or undervalued in mainstream psychology. We will explore contemplation as practiced in a variety of cultures and spiritual traditions. Contemplation is an entirely different way of knowing reality that has the power to move us beyond ideology and dualistic thinking. The capacity for nondual knowing that is developed through contemplation allows us to be happy, and comfortable with paradox and mystery. Spiritual masters of various traditions have taught us how all the hopes we have on the outside can be fulfilled on the inside through meditation and contemplation. Suffering can be an important and valuable source of guidance in this process, as we detach from the experience of needing external things to find fulfillment. This course will also consider the practical use of contemplative practice to identify and intervene on processes of psychological projection, as well as to intercede on binary thinking often applied to culture, gender, sexuality, class, and disability, building our capacity as therapists to be compassionate and respectful of socio-cultural differences. We will draw from and seek parallels amongst a number of the great spiritual traditions and practices drawn from a variety of cultures around the world in this workshop, including: Buddhist, Hindu-Yoga-Vedanta, Kashmir Shaivism, Sufi/Muslim, mystical Christianity, Native American and Kabbalah/Jewish Mysticism as we reflect on the concepts of spiritual psychology and psychotherapy.

PSY 5580Q. Introduction to Mindfulness-Based Relapse Prevention. 1 Unit.
Addictions - whether to alcohol, drugs, food, gambling, or other behaviors - often stem from a desire to escape our current experience. By bringing awareness to this tendency, and by finding new ways to relate to our experiences, whether pleasant or unpleasant, we can step out of our habitual tendencies, and choose a more skillful response. This workshop serves as a basic introduction to Mindfulness-Based Relapse Prevention (MBRP), an aftercare program intended for individuals who have completed initial treatment for substance use disorders. MBRP integrates mindfulness practices with cognitive-behavioral strategies to help clients relate more compassionately and skillfully to physical, mental, or emotional experiences. The workshop will consist of an experiential tour of the core practices and exercises from the eight-week MBRP program. In addition to lecture by the instructor, students will take part in various meditation practices and cognitive-behavioral exercises so they can experience MBRP for themselves.

PSY 5600E. Somatic Psychology: Waking Up the Emotional Body. 3-4 Unit.

PSY 5610A. Contemporary Perspectives on Transpersonal Psychology: Integrating Principles of Eastern Yogic Spirituality With Clinical Practice. 1 Unit.

PSY 5610B. Contemporary Perspectives on Transpersonal Psychology: Integrating Principles of Eastern Yogic Spirituality With Clinical Practice Part II <sdp>. 1-2 Unit.

PSY 5640E. Introducing Narrative Therapy in Clinical Practice. 1 Unit.

PSY 5640F. Queer Counseling and Narrative Practice. 2-3 Unit.

PSY 5640H. Narrative Therapy in Practice. 3-4 Unit.
Students will learn the underlying assumptions, the working principles, and the basic practices of engaging resource-oriented narrative therapy. This will be a highly interactive class with weekly discussion of readings, collaborative dyadic/group role-play and exercises, viewing of film and videod clinical work, and in-class instructor clinical interviews with students. Included in our studies will be narrative approaches to working with adults, children, couples, trauma, and addiction.

PSY 5650. Existential Theory and Therapy. 3 Units.
This class provides an introduction to the theory and practice of existential psychotherapy. Issues of responsibility, death, isolation, freedom and meaninglessness are addressed, and strategies for psychotherapy with adults and couples are presented.
PSY 5660. Couples Counseling. 3-4 Unit.
This course presents a variety of perspectives on the theory and practice of psychotherapeutic work with married and unmarried couples, including family systems and other approaches and with attention to issues of sexual orientation, ethnicity and culture. Required for MFT Concentration.
Prerequisite: PSY 535.

PSY 5660B. Couples Counseling. 2-3 Unit.
This course presents a variety of perspectives on the theory and practice of psychotherapeutic work with married and unmarried couples, including family systems and other approaches, and with attention to issues of sexual orientation, ethnicity and culture.

PSY 5670B. Introduction to Play Therapy. 1-2 Unit.
This workshop is designed to introduce students to an experiential model of play therapy. This model is a culturally relevant and universally useful model, as the child’s play is witnessed through the universal language of symbolism and metaphor. The healing and resolution of the child’s problems are resolved through the experience of play. Children naturally approach therapy as a level of play. This model uses the intrinsic task of play to access therapeutic healing benefits. Students will become familiar with the concepts and theory of the experiential model, understand the implications of therapeutic play and the role of the clinician throughout the play process as the clinician implements interventions and promotes healing and resolution of presenting issues.

PSY 5670P. Working With Juvenile Offenders: Treatment Implications and Interventions in Intersubjective Relationship (or Not). 1 Unit.
Known as the most criminogenic population of any given society, juvenile offenders are often under-severed and under-resourced by mental health professionals. This course focuses on developing a multifaceted understanding of clinical considerations when working with Justice Involved Youth (JIY). Emphasis is placed on understanding juvenile criminality from multiple perspectives and corresponding psychological and social interventions and techniques involved in counseling JIY. Further, development of effective communication models and treatment oriented programs for counseling clients in a correctional environment is explored. The importance of building rapport with court directed and court mandated JIY is stressed.

PSY 5670R. Early Attachment Between Parent & Child: How the secure Enough Self Is Formed In Intersubjective Relationship (or Not). 1 Unit.

PSY 5670T. Treatment of Children & Adolescents. 2 Units.
Course provides students with the foundations of the developmental and attachment theories and clinical practice when working with children and adolescents. Students will learn clinical interventions related to the beginning, middle and end stages of treatment, including art therapy techniques when working with families, individuals, adolescents and children in multiple settings. Students are expected to build upon previous knowledge of children's developmental stages so that they familiarize themselves with representations of normative development. Attachment theory related to the treatment of children is presented through lecture, class experiential and role-playing. Treatment guidelines and clinical interventions for specialized treatment issues such as trauma, abuse, severe mental health disorders and disabilities that integrate the art into clinical treatment are highlighted.

PSY 5680A. Child Advocacy and Social Policy. 3-4 Unit.
This course explores fundamental tenets of child advocacy and social policy. As a professional discipline, child advocacy fosters children’s access to resources, power and education within society. Scholarly studies are examined on a broad range of societal issues related to the healthy development and education of children in society. Topics may include ethnic violence, drugs, poverty, the juvenile justice system, health and mental health care, and child abuse. The class is designed to assist students in building an ongoing professional commitment to advocating for the welfare and rights of children in society. Offered in Fall Quarter only. Required for students in Child Studies Specialization; may also be open to others. Prerequisite: PSY 543C.

PSY 5680MA. Community Interventions With LGBT Youth. 1 Unit.

PSY 5680U. LGBTQ Youth Development: Conceptualization & Intervention Skills. 1 Unit.

PSY 5710. Traumatic Grief and Loss. 3-4 Unit.
Childhood, adolescence, adulthood and aging, as distinct life stages, require different knowledge and skills to assess and treat varied traumatic grief reactions. The framework for this course involves theories of grief and loss, assessment, and intervention with children, adolescents and adults. The interplay between normal grief and bereavement, and clinical syndromes is analyzed for the purpose of developing empirically based interventions grounded in psychology values and an ethical decision making process. The effects of trauma, grief, loss, and life threatening illness on individuals, both negative effects as well as aspects of human resilience will be examined. Students will develop an advanced understanding of the grief process experienced by people from diverse backgrounds, affirming and respecting their strengths and differences. This course is designed to help students engage clients in appropriate working relationships, and to identify needs, resources and assets for coping with traumatic grief reactions.

PSY 5711. Disasters, Mass Violence and Psychologic al First Aid. 3 Units.
This course is an introduction to the psychological and physiological human response to disasters, mass violence and the practice of psychological first aid. Using clinical research and case histories, students will examine normal and abnormal psychological reactions, the recovery process and principles of mental health care for victims of and professional responders to mass disasters and mass violence. Differences between natural and man-made disasters are examined and factors that mitigate post-traumatic effects are reviewed. Issues of assessment, diagnosis and treatment of acute stress disorders and other trauma spectrum disorders will be thoroughly addressed.

PSY 5712. Sexual Trauma and Human Trafficking. 2-3 Unit.
This course has been designed to explore the nature of sexual traumas. A foundation and exploration of the sociological and psychological underpinnings and perspective of sexual crimes is provided to further understanding of the physical, emotional, psychological, and spiritual trauma experienced by victims of sexual crimes and human trafficking. A grounded and well-informed understanding of methods involved in recruiting potential victims, the interplays of control, specific terminology in the field, and narrowing the focus to discussing the different strategies of human trafficking will be presented.
PSY 5713. Trauma Ax/Tx Across the Developmental Spectrum. 3-4 Unit.
This course will introduce students to the core concepts (general theory and foundational knowledge), which informs empirically supported assessment and intervention with traumatized children, adolescents and adults. Trauma is broadly defined, and includes exposure to traumatic events including, but not limited to natural disasters, war, abuse and neglect, medical trauma and witnessing interpersonal crime (e.g. domestic violence) and other traumatic events across the developmental spectrum. This course will examine the effects of trauma on emotional, cognitive, neurological and physical human systems. It will address the level of functioning of primary care giving environments and assess the capacity of the community to facilitate restorative processes.

PSY 5714. Exploration of Post Traumatic Growth. 1 Unit.
Recently the field of trauma psychology has directed research and attention beyond recovering from PTSD and traumatic experiences to the possibility of post-traumatic growth. Researchers have investigated not only what makes people resilient but what characteristics and conditions enable people to come through healing and end up wiser, stronger, more fulfilled, and with a deeper meaning to their lives than they had before trauma event. This course provides an overview of the theory and research of individuals’ positive reactions to trauma–often called trauma transformation, self-reinvention, positive life change, posttraumatic growth (PTG), stress-related growth (SRG) or self-transcendence.

PSY 5715. Mind/Body Treatment Interventions With Trauma Survivors. 1 Unit.
In 2013, the DSM-5 published a new definition of trauma, changed the diagnostic criteria for PTSD (for children and adults) and established a new category for Trauma and Stressor-Related Disorders. Instead of being seen as a form of anxiety, symptoms associated with a traumatic event are considered to be the result of a brain injury that impacts an individual's mind and body in clinically significant ways. As a result, mental health professionals are faced with reconceptualizing ways to enhance the quality of their therapeutic relationships; and providing more effective treatment, assessment, intervention and resolution of symptoms presented by trauma survivors. This course will present research regarding the theory of trauma as a brain injury, discuss how traumatic events impact individuals on physical, mental, and emotional levels, explore how interpersonal neurobiology can enhance the therapeutic relationship, and demonstrate effective mind/body treatment interventions such as: Deep Breathing, Full Body Muscle Relaxation, Mindfulness Meditation and Visualization Techniques, Journal Writing, Mirroring, Family Sculptures, EFT and EMDR.

PSY 5716. Using a Trauma-Informed Approach to Targeting Therapy-Interfering Behaviors. 1 Unit.
Recent advances in trauma treatment have highlighted a need for clinicians to go beyond learning the basic principles and interventions associated with empirically-based protocols and be prepared to treat the complex, multi-disordered client that doesn’t fit neatly into clinical trials or academic studies. Researchers have highlighted rates of substance abuse, expressed anger, treatment drop-out, dissociation, therapy ruptures and other symptoms can be higher in clients with a history of trauma, and can lead to negative treatment outcomes in trauma treatments, if not addressed. Therapists treating adults with a complex trauma history utilizing exposure-based treatments (CPT, EMDR, PE, or DBT) are often faced with therapy-interfering behaviors not covered in basic training manuals. These behaviors need to be identified, conceptualized, and addressed with a trauma-informed lens. This course addresses the key problems of retention, motivation, and commitment when applying trauma-focused recovery. It will provide an overview of the current research and methods of addressing several therapy-interfering behaviors, teaching clinicians how to safely observe, describe, and address them with a guiding therapeutic frame grounded in recent advances in trauma treatment. Content will also explicitly address the role of clinical 'burnout', vicarious trauma, compassion fatigue and trauma informed-ecological systems in working effectively with highly traumatized populations, providing discussion and insight on therapist burn-out as a treatable and preventable part of ethical practice.

PSY 5717. Attch-Inf. Grief Ther. 1 Unit.
The goal of this workshop is to deepen students' understanding of the relationship between early childhood attachment and grief reactions. This course will explore how attachment styles inform one's ability to integrate, adapt to and accommodate a significant loss. Students will identify the difference between natural and complicated grief and the role of attachment in the mourning process. Students will learn clinical applications, treatment models, and interventions to treat grief through an attachment-informed lens. This workshop will also address cultural considerations in attachment styles, grief reactions, the mourning process and treatment.

PSY 5718. Trauma and Addiction. 1 Unit.
The goal of this workshop is to deepen students' understanding of the relationship between substance use disorders and trauma histories. In this course, students will be exposed to complex trauma disorders and current treatment models for both addiction and trauma. This workshop will broaden awareness about the biopsychosocial factors that impact trauma, addiction and relapse prevention. This workshop will also incorporate dual-diagnosing trauma-related and substance use disorders, as well as how to simultaneously treat both. Additionally, the course will address neurobiological factors that contribute to substance use and how shame perpetuates the addiction cycle. Furthermore, there will be discussion around viewing addiction through a trauma lens, thus reducing shame surrounding addiction, and how that improves treatment efficacy and outcomes.

PSY 5720G. Spousal Abuse and Domestic Violence. 2-3 Unit.
Essential issues of domestic violence are considered in this course, including dynamics related to spousal, child and elder abuse, family issues and multigenerational patterns. Students' knowledge and confidence are strengthened through examination of the cycle of domestic violence. Also included are applications for gay and lesbian couples, and review of students' personal attitudes and experiences, as a contribution to future clinical competence. Required for all MFT students; offered all day on two Fridays or two Sundays.
PSY 5720H. Treating Internalized Homophobia in Relationships: LGBT Approaches to Domestic Violence. 2 Units.

PSY 5720J. Exposure to Community Violence: Effects On Children and Adolescents. 1 Unit.

PSY 5720M. Trauma & Its Aftermath: Evidence Based Treatment of Traumatized Children and Adolescents. 1-2 Unit.

PSY 5720P. Domestic Violence: Child, Intimate Partner, and Elder. 3 Units.

This hybrid course has been designed to foster a grounded and well-informed understanding of the individual and inter-generational effects of domestic violence in children, intimate relationships, and the elderly and to equip mental health professionals to recognize, assess, and effectively intervene in these cases. The course will begin by presenting a global perspective on violence and oppression and interventions being utilized around the world. It will then narrow the focus to issues specific to intimate partner, elder, and child abuse within the United States. There will be 2 full day class meetings along with four online learning modules, which consist of reading, viewing, researching, and responding. The course will conclude with a final paper of approximately 9-12 pages.

PSY 5721H. Family Violence & Abuse within LGBTQIA Communities. 3 Units.

This hybrid course will foster a well-informed understanding of the individual and inter-generational effects of family, with a special emphasis on how members of the LGBTQIA community are affected by these. Intersectionality of race, ethnicity, class, culture, ability, and other cultural groups will be explored as it applies to family violence. Family violence includes intimate partner violence (IPV), child abuse, adult dependent abuse, and elder abuse. Students will develop an understanding of family violence, including myths and misconceptions about various forms of family violence, the cycle of violence, and traumatic bonding. Students will begin to understand the dynamics that lead to adult victims staying in abusive relationships and why abusers abuse and the role of internalized homo/bi/transphobia in these processes. This course will teach students how to help LGBTQIA clients dealing with these issues develop better self-esteem. This class will train mental health professionals to recognize, assess, and effectively intervene in cases where abuse is occurring. Resources (or lack thereof) for LGBTQIA clients dealing with family violence will be identified and explored. Mandated reporting requirements for child abuse, elder and adult dependent abuse are discussed.

PSY 5725. Mind/Body Treatment Interventions With Trauma Survivors. 2 Units.

 Greater recognition has been given to the understanding that the mind/body interaction has important implications for the way we view health, wellness and the way we prevent illness and treat disease. Recently, a variety of integrative mind-body intervention modalities have emerged that are increasingly employed in the treatment of PTSD. This experiential course is designed to introduce students to mind/body interventions. They will learn strategies to skillfully work with thoughts, emotions, and sensations, while developing their capacity to enhance mind-body awareness of present-moment experience. They will study theory and research in the field of mind/body treatment and the emerging science that shows promising, beneficial effects for trauma survivors. Further, this course provides knowledge and skills to effectively examine and apply theories and models of mind/body treatment in clinical settings.

PSY 5730K. Melanie Klein: Object Relations for Relational Therapies. 2-3 Unit.

PSY 5730S. Introduction to Attachment Theory. 1 Unit.

Early attachments have a profound effect on the nature and quality of relationships throughout life. Secure attachments in infancy foster healthy relationships in adulthood, while insecure attachments, trauma and loss hinder the development of healthy relationships and may lead to emotional disorders. This workshop focuses on the development of early attachments and their effect on subsequent relationships, as well as clinical implications for effective treatment.

PSY 5730T. Attachment and Affective Neuroscience. 2 Units.

PSY 5730W. Making Melanie Klein Relevant: Accessing And Transforming Infantile States. 1 Unit.

PSY 5750E. Psychoeducational Groups and In-Service Training Development. 3-4 Unit.

This course introduces students to fundamental elements of designing and implementing psychoeducational programs for the general public and allied professionals (educators, social service agency personnel, etc.). The course emphasizes a hands-on approach, as each student develops a psychoeducational program or in-service training on a topic of his or her choice. Topics include: the fundamentals of group training, audience assessment, how to develop topics, how to generate effective handouts and audio-visual aids, presentation skills, and evaluation and assessment. Prerequisite: PSY 545C. Required for students in Applied Community Psychology Specialization; may be open to others.


This course is designed to develop participants’ capacities as skillful facilitators and to enable them to design and conduct effective group processes for exploration, conflict transformation, decision-making and collaborative action. The course is structured around three all-day class sessions that are complemented by observation of real meetings and mentored, applied practice as facilitators in the community. We will learn methods appropriate for guiding community and organizational meetings, conducting public processes, and for enabling difficult dialogues across conflict divides. Participants will learn how to assess the needs of a group and to design processes to address them. This will include processes to help groups improve understanding, strengthen relationships, engage in collaborative problem solving, engage in effective decision-making, and mobilization for community change. Participants will become familiar with a variety of methods and techniques to achieve process goals with groups ranging in size from three to 3,000. Through a variety of readings, exercises and reflections, the course will assist participants’ formation as reflective practitioners facilitating group processes. We will focus on developing awareness of group dynamics, while cultivating openness and offering a calm presence even in the midst of high levels of anxiety and conflict. We will consider a variety of facilitator roles and functions and critically assess the ethics and appropriateness of these roles and functions for different types of situations. The approach presented in this course emphasizes the Engagement Streams Framework developed by the National Coalition for Dialogue & Deliberation and a North American peacebuilding paradigm, we will aim to also explore facilitation in other cultural traditions and raise awareness of the challenges of facilitating cross-culturally and in multicultural contexts.
PSY 5770G. Jungian Dream Work. 1 Unit.
Carl Jung believed that dreams were meaningful expressions of the unconscious psyche—the source of creativity, memory, desires, and collective myth. This workshop provides students with an opportunity to explore the therapeutic value of Jungian dream work techniques. The intention is to support students in their creative process, psychological awareness, and personal growth. Each student is encouraged to gain an increased appreciation of creative uses of dream work for personal and clinical practice.

PSY 5770H. Working With Dreams on Multiple Levels. 1 Unit.
This course is designed to teach students how to work with dreams from an individual process standpoint, a family relational and process perspective, and a community and ecological perspective. This workshop is two fold: process and technique. The process piece will focus on: 1) How to understand and work with the relational/intersubjective dimension of dreams. 2) How to establish the therapeutic dream framework with children, families, and community. 3) How to work with affect expressed in dreams. 4) How to work with transference and counter-transference issues and dreams. 5) How to decide your approach to dream work, what language to use, and how to really contact/integrate the Unconscious. The technique piece will focus on how to work with clients experiencing issues with trauma and nightmares, family conflict and dysfunction, and community level distress. The workshop will address three techniques for dream decoding; and three types of dream work from individual, family, and group perspectives. Overall this workshop should load your tool bag with new ways and techniques to work with dreams, a dimension of clinical practice so often overlooked. The Workshop will make use of readings, lecture, video presentations, role play, and class discussion. Prerequisites: Psy 543C Child and Adolescent Development.

PSY 5800. Beyond the Diagnosis: Dementia's Impact On Families and Interventional Strategies for therapy. 1 Unit.
This course focuses on providing students with an overview of dementia and issues encountered by families of patients with a dementia diagnosis. Topics include the impact of dementia for individuals/families, psychosocial impact of caring for a person with dementia (with an emphasis on stress), relationship issues, and social issues. At the end of the course, students will have working knowledge of the process of dementia, stages of dementia and their correlation to challenges faced by families, community resources, and theoretical models and useful interventional strategies (i.e. advocacy training) for working with individuals and families impacted by dementia.

PSY 5810J. Inner Theater: Working With Active Imagination (SDP). 1 Unit.

PSY 5810N. The Creative Arts in Psychotherapy: Using Movement, Games and Art to Create Change. 1 Unit.
Increasingly, mental health practitioners are using various creative arts in conjunction with therapy. This workshop examines how visual arts, movement, drama and theater improvisation techniques can be incorporated into the therapeutic practice as positive healing tools in processing emotions, experience, and behaviors. This course will also introduce narradrama, a method in drama and narrative therapy that integrates action methods and the creative arts. The course will examine the benefits of using these new action-oriented and creative tools in therapy both theoretically and practically. A portion of the day will be spent with hands-on experience to allow students to grasp the power of these tools and to experience the effects of applying these methods.

PSY 5810Q. Introduction to Art Therapy: Attachment And the Brain. 1 Unit.

PSY 5840. Therapy As a Profession Disorders. 1 Unit.

PSY 5860. Eating Disorders: Theoretical and Clinical Implications. 2-3 Unit.
This course is designed for the student who wants to understand and implement a psychodynamic approach in the treatment of eating disorders. Etiology and treatment of anorexia nervosa, bulimia, and compulsive overeating are explored from the perspectives of object relations theory, self psychology, and attachment theory. Essential medical, family and social characteristics of eating disorders are considered.

PSY 5860C. Dynamics and Treatment of Eating Disorders. 1 Unit.
This course is designed for the student who wants to understand and implement a psychodynamic approach in the treatment of eating disorders. Etiology and treatment of anorexia nervosa, bulimia, and compulsive overeating are explored from the perspectives of object relations theory, self psychology, and attachment theory. Essential medical, family and social characteristics of eating disorders are considered.

PSY 5860F. Narrative Therapy & Eating Disorders: Developing Skills for Remaining Collaborative While Working With Dangerous Problems. 1 Unit.

PSY 5880C. Profiles of Self-Injury. 1 Unit.

PSY 5890S. Trauma in Childhood & Adolescence. 1 Unit.

PSY 5900B. Treatment of HIV/STD Related Clinical Issues with LGBT Clients. 1 Unit.
HIV continues to be a public health crisis in the United States that has disproportionately affected the LGBTQ community since its inception. While much has changed in the availability and types of treatments that now make HIV a chronic non-lethal disease, infection rates continue to remain steady at approximately 40,000 new infections per year. Most of these new infections are within the gay male community. However a disproportionate number affect MSM Latino and African-American men as well as the transgender communities. While the disease is now medically manageable, the psychosocial needs of the LGBTQ individuals living with and affected by HIV deserve clinical understanding and attention on the role of possible oppressions related to various identity components of each individual and how this might influence physical and mental health to support a self-valuing LGBTQ sense of self. An LGBTQ affirmative position empathetically and clinically appreciates the often complex interplay and trauma-related responses between sexual orientation, gender, racism, socioeconomic challenges, religion, sexual abuse and the still powerful stigma attached to HIV and LGBTQ identities. This workshop will be facilitated from a broad-based perspective that encourages understanding of issues related to the treatment of HIV-infected and affected populations with the LGBTQ community. We will specifically consider the psychological, social and cultural influence of HIV on the LGBTQ community. Therapeutic skills will be taught that will assist student clinicians with a basic framework with which to provide compassionate and ethical treatment of HIV and co-occurring sexually transmitted diseases including the advances to prevention through the administration of PEP and PrEP protocols.
This one-day workshop will explore the social and political context in which today's counselors will provide affirmative therapy to bisexuals and others who identify as sexually fluid. Theories of bisexual identity development, myths about bisexuality, patterns of bisexuality, and post-modern concepts of sexual fluidity will be discussed. In addition, bisexual mental health issues will be examined in the context of their intersections with gender fluidity and cultural diversity. Workshop participants will explore ways of providing bi-affirmative therapy that is trans-affirmative and culturally competent. This workshop will incorporate both didactic instruction and experiential learning opportunities.

PSY 5930JJ. Transgender & Gender Diverse Clients: an Affirmative Approach. 1-2 Unit.

PSY 5930K. Healing Historical Oppression in the LG BT Communities. 3 Units.

This course explores how LGBT historical (and current) oppression negatively affects personal development of LGBT individuals through the experiences of minority stress. This process will be explored with both systemic and psychodynamic lenses. Although the labels included in LGBT (and any number of other labels) communities have not always existed, people with non-heteronormative or non-cisgender identities have always existed through history. A therapist with the ability to help clients reclaim LGBTQ+ history can help in psychological healing through providing twinship, altering internal objects, and healing the internal split, thereby reducing internalizing homo/bi/transphobia. The historical treatment of LGBT people in psychotherapy and psychiatry will be explored, as well as ways to navigate how this manifests in negative transference. Through learning in this course, students will learn to deliver interventions that help in building the self-efficacy of LGBTQ+ individuals through historical/cultural appreciation and understanding.
life change, posttraumatic growth (PTG), stress-related growth (SRG) or self-transcendence. Researchers have investigated not only what makes people resilient but what characteristics and conditions enable people to exist in the therapist's clinical practice through education and sensitization. Through reading, online exercises, discussions and creative use of the hybrid class environment, we will attempt to engage the clinician's expertise in different modalities (e.g., humanistic; psychodynamic; CBT; postmodern; and existential) to achieve a preliminary and respectfully eclectic working model of how to do Affirmative therapy.

PSY 5930KCT. Lgbt History and Mythology. 3 Units.
This class is based on the idea that for LGBT*clients to develop self-esteem, personal*empowerment, self-efficacy, and social*consciousness, they will be best served by*clinicians who can share with them their LGBT*history. This class explores the clinical*importance of understanding and being able to*impart to LGBT clients a reclaiming of LGBT*history, rooted in essentialist ideals that LGBT*people have an inborn, archetypal, erotic,*romantic, relational, psychological, even soulful*connection to LGBT ways of being in the world.*This course posits a clinically relevant*hypothesis that same-sex eros, gender variance,*and transgender identities, have always existed*and must be studied through a lineage of*interconnectedness and consciousness building.

PSY 5930NN. Treating Families Through the LGBT Affirmative Lens. 3-4 Unit.

In accordance with the focus on Relationships and Families contained within APA Guidelines for the Treatment of LGBT Clients (see APA, 2000), practitioners taking this certificate class will be invited to explore the various ways in which clients create LGBT couples and families within existing heterosexist societal conditions so as to discover and utilize the clinical interventions needed to create the most affirmative psychological conditions possible.

PSY 5930PP. LGBT Soul Psychology: the Alchemy of Same-Sex Love, Bi-Love and Gender Variance. 1 Unit.

PSY 5930QQ. Therapeutic Process With Transgender Clients (LGBT). 2 Units.

This course will study and apply literature from a wide variety of theoretical orientations (psychoanalytic, self psychology, CBT, humanistic, existential, sex therapy, and narrative) to clinical work with LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Ally) clients/patients. An integration of theory is important to the effective treatment of LGBTQIA clients/patients. The historical context of ideas will be discussed, especially in relationship to the LGBTQIA-Affirmative movement. Intersections of socio-cultural factors that influence minority mental health will have a strong emphasis. Clinical concepts to be discussed in context of working with LGBTQIA clients include (but are not limited to): unconditional positive regard, the unconscious, true/false self, self-object transferences, negative cognitions & schemas, intersections of identity, multiculturalism, empowerment, egalitarianism, homeostasis, and externalization) as they relate to LGBTQIA psychological healing. This course meets the additional process class, representing an alternative theoretical orientation (2 units) requirement for students. This course meets the LGBT Specialization elective unit requirement.

PSY 5930SS. Working with LGBTQIA Clients: Theoretic Applications. 2-3 Unit.
This course will study and apply literature from a wide variety of theoretical orientations (psychoanalytic, self psychology, CBT, humanistic, existential, sex therapy, and narrative) to clinical work with LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Ally) clients/patients. An integration of theory is important to the effective treatment of LGBTQIA clients/patients. The historical context of ideas will be discussed, especially in relationship to the LGBTQIA-Affirmative movement. Intersections of socio-cultural factors that influence minority mental health will have a strong emphasis. Clinical concepts to be discussed in context of working with LGBTQIA clients include (but are not limited to): unconditional positive regard, the unconscious, true/false self, self-object transferences, negative cognitions & schemas, intersections of identity, multiculturalism, empowerment, egalitarianism, homeostasis, and externalization) as they relate to LGBTQIA psychological healing. This course meets the additional process class, representing an alternative theoretical orientation (2 units) requirement for students. This course meets the LGBT Specialization elective unit requirement.

PSY 5930V. Feminism - Not for Women Only: Theory and Clinical Practice <LGBT>. 1 Unit.

PSY 5930X. Contemporary Mental Health With Queer Women. 1-2 Unit.


PSY 5930Z. Affirmative Psychotherapy. 3-4 Unit.

PSY 5930ZCT. Affirmative Psychotherapy. 3 Units.
The goal of this class is designed to provide working professionals with an introduction to the principles of the school of Affirmative psychotherapy that emerged in the 1970s LGBT liberation movement. This class also attempts to develop a practical and general form to address these historic guidelines in the therapist's clinical practice through education and sensitization. Through reading, online exercises, discussions and creative use of the hybrid class environment, we will attempt to engage the clinician's expertise in different modalities (e.g., humanistic; psychodynamic; CBT; postmodern; and existential) to achieve a preliminary and respectfully eclectic working model of how to do Affirmative therapy.

PSY 5931. Intersex Clients: Biomedical, Ethical And Psychological Considerations. 1-2 Unit.
Recently the field of trauma psychology has directed research and attention beyond recovering from PTSD and traumatic experiences to the possibility of post-traumatic growth. Researchers have investigated not only what makes people resilient but what characteristics and conditions enable people to come through healing and end up wiser, stronger, more fulfilled, and with a deeper meaning to their lives than they had before trauma event. This course provides an overview of the theory and research of individuals' positive reactions to trauma—often called trauma transformation, self-reinvention, positive life change, posttraumatic growth (PTG), stress-related growth (SRG) or self-transcendence.
PSY 5932. Lesbian Love, Identity, Sexuality: Working with Clients. 1 Unit.
Students will enter into a journey that aims to honor the Lesbian as a whole and complete person with her own psyche, soul, developmental organization, historical, and unfolding liberational potential. As part of this journey, students will be provided with a rich and textured Lesbian- affirmative theory of Lesbian identity and psychological development, charting a potential path on how therapists and their clients alike can learn how to embody a healthy and eroticized Lesbian sense of self. We will examine some of the ways in which psychoanalytic theorists such as Freud and others have attempted to explain the phenomenon of erotic love between women promulgating the millennial homophobia that denies Lesbians her own personhood, thus continuing the tragic legacy of internalized lesbianphobia and misogyny for women who love women. We will also examine ways in which modern Lesbian- affirmative theorists and activists have heroically worked under oppressive conditions towards a reclaiming of Lesbian selfhood by tackling these heterosexist and lesbian-phobic psychological dilemmas. This workshop will introduce students to how to work with the particular trauma associated with growing up Lesbian in a heterosexist and heteronormative world by working with the idea of The Sapphic Complex, a concept of lesbian development, in order for budding therapists to learn how to help all Lesbians achieve self-liberation within the clinical setting.

PSY 5933. Dismantling Privilege and Oppression Within LGBT Communities. 3 Units.
This class is designed to provide students with culturally competent affirmative methodology to work clinically with LGBT people of color and other people struggling with oppressions related to identity, difference and disadvantage. In keeping with the LGBT Specialization mission, the class will employ an integral approach based in psychodynamic/Jungian methodology that also utilizes strength-based methodologies such as CBT, family systems, narrative therapy and existential humanist Interventions. This synthesis will assist in effectively and therapeutically honoring the unconscious and feeling life as it relates to LGBT core traumas and the attempt to survive homophobic and heterosexist world cultures, alongside the effects of multiple oppressions such as racism, sexism, ableism, ageism, and the intersection of religion/spirituality/family and other psychosocial concerns impacting LGBT clients. Students will be asked to explore LGBT multiculturalism through theory (via a mastery of the existing literature) and application (in the treatment planning assignments). This will include a validation on the cultural contributions in contemporary and ancient times by LGBT people of color. And, throughout the class, there will be significant focus on student self-awareness in regard to one’s own personal/cultural/sexual history vis-à-vis cultural diversity, as well as biases and attitudes related to LGBT people of diverse cultures and backgrounds through an attitude of ongoing attentiveness towards one’s own internalized homophobia, lesbianphobia, biphobia, transphobia, heterosexism, sexism and toxic shame as it intersects with racism and resulting multiple oppressions in the lives of LGBT people of color. To this aim, postmodernism and Queer Theory can be supportive in deconstructing heteronormativity and unjust power and other forms of colonialism. However, the class goals are in line with the LGBT Specialization’s stance that these orientations are best employed in support of LGBT Studies and the study of the unconscious psyche, in an effort to not reinforce dominant heterosexist attitudes undermining LGBT affirmative identity and healing.

PSY 5940D. Life and Teaching of the Historical Buddha. 3-4 Unit.

PSY 5940G. Art of Relationship in Tibetan Buddhism. 4 Units.

PSY 5940K. Buddhism and Psychoanalysis in Dialogue: Implications for Current Clinical Practice. 1 Unit.
Buddhism and psychoanalysis both provide technologies and practices that promote psychological mindfulness and self-realization. While these two traditions are steeped in cultural perspectives that are radically different in some respects, a significant and growingly lively courtship between psychoanalysis and Buddhism has been taking place through theoretical discourse as well as the emergence of Buddhist informed principles into clinical practice. This workshop overviews aspects of the history of this relationship, considers varying perspectives on ideas such as ego, self, neurosis, mindfulness, and self-realization. The clinical implications of an integrative (East/West) depth psychological modality will be explored. There will also be the opportunity to practice classical mindfulness-based exercises.

PSY 5940M. Frontiers in Integrative Depth Psychology. 3-4 Unit.

PSY 5940N. David Epston: Master Class in Narrative Therapy. 1-2 Unit.

PSY 5940P. The Shadow Side of Spirituality: a Clinical Consideration of the Traumatizing Legacy of Organized Religion. 1 Unit.

PSY 5940Q. Spiritual & Depth Psychology Research Seminar. 1 Unit.

PSY 5940R. Depth Psychological Inquiry: Research And Soul. 1 Unit.

PSY 5940S. The Embodied Spirit: Integration of Mind, Body, Brain and Spirit & the Emergence of Authenticity. 1 Unit.
Emerging research demonstrates the integration of science and spirituality; specifically the physiological basis for mindfulness practice. Expanding on these findings, this workshop is designed to explore mind/body/spirit integration utilizing the chakra system as a framework for understanding the ways that various aspects of our human experience manifest through our physical form. Students will explore somatic therapeutic techniques including tracking, somatic resourcing, non-verbal attunement, and somatic countertransference as ways to integrate their learning into the clinical setting. Students will have the opportunity to explore these concepts through reading and reflection as well as experiential practices (including dyadic work) that directly access the body’s innate wisdom including movement, sound, and breath work.
PSY 5940T. The Myth of Osiris & African American Male Identity Development. 1 Unit.


PSY 5940V. The Psychological Teachings of the Historical Buddha. 4 Units.

PSY 5940W. Introduction to Jungian Sandplay Therapy. 1 Unit.

PSY 5940X. Depth in Nature: Trauma, Somatic, Mindfulness, & Equine Assisted Psychotherapy (SDP). 1 Unit.

PSY 5960. Independent Learning. 1-5 Unit.
PSY 5960 A/B is the course designation for independent study directed and evaluated by a faculty member or approved evaluator. The learning activity may be designed to incorporate workshops, seminars or undergraduate classes with appropriate additional graduate-level reading and writing. The first independent learning activity in a student's program is designated 5960A, with subsequent activities as 5960B, C and so on.(To register for PSY 5960, the student must submit Form A, Permission to register for Independent Learning Activity, with signature of the appropriate faculty member.).

PSY 5970A. Assessment & Treatment of Clients With Posttraumatic Stress Disorder & Co-Occurring Substance/Alcohol Abuse, Dependency, Or Addiction. 3 Units.

PSY 5970B. Assesment & Treatment of Military Personnel/First Responders With Posttraumatic Stress Disorder (ptsd) & Co-Occurring Substance/Alcohol Abuse, Dependency, Or Addiction. 3 Units.

PSY 5970C. Assessment & Treatment of Trauma Posttraumatic Stress Disorder in the Civilian Population--Ptd 3. 2 Units.

PSY 5970CT. Advanced Clinical Assessment And Treatment of the Spectrum of Traumatic Stress Injury Beyond Ptds. 3 Units.
This advanced course emphasizes the cutting-edge in our understanding, assessment, and treatment of the spectrum of traumatic stress injuries, beyond PTSD, including but not limited to co-occurring substance use disorders, post-traumatic anger, guilt, traumatic grief, moral injury, medically unexplained physical symptoms, phantom limb pain, depression and suicide, dissociative disorders, misconduct stress behaviors, malingering, sleep disorder, transgenerational trauma, and traumatic brain injury. The course also surveys prevention-related interventions used to promote resilience and post-traumatic growth, along with care-giver screening and treatment for compassion stress injury.

PSY 5970D. Ax/Tx of Military and First Responders Posttraumatic Stess Disorder (PTSD) in The Military/First Responder Population --PTSD IV. 2 Units.

PSY 5970E. Domestic Violence & Posttraumatic Stress Disorder in the Civilian Population. 1 Unit.

PSY 5970F. Domestic Violence & Posttraumatic Stress Disorder in Military Personnel, & Military Couples/Families. 1 Unit.

PSY 5970G. Working With Refugee Populations: Cultural Perspective Series. 2 Units.

PSY 5970H. Trauma & Addictive Behaviors (CRT). 3 Units.

PSY 5971. PTSD: Military and the Family. 2 Units.
This hybrid course has been designed to provide a well-informed understanding of military culture and its environment, chronic effects of posttraumatic stress, and the traumatic legacies of war and terror on the service member and their families. Topics included, but not limited to, are post-traumatic stress, co-occurring substance use disorders, dissociative disorders, sleep disturbances, anger and aggressive behaviors, sexual assault, moral injury, and suicidal intentions. The course also surveys prevention related interventions that are utilized to promote resilience.

PSY 5980C. Psychology of Personal Control. 1 Unit.

PSY 5989. MPIC Degree Planning Workshop. 0 Units.
MPIC Degree Planning Workshop.

PSY 5990. Master's Document. 1-6 Unit.
PSY 5990 is the course designation for approved independent work on the Master's Thesis or Master's Project under the direction of a faculty member. Students may elect 4-12 units over one or several quarters of study, but may register for no more than 6 units in a single quarter. Required for students in MPIC; may be elected by others. (To register for PSY 5990, Form K with appropriate signatures is required.).

PSY 5991. Proseminar in Graduate Research. 1 Unit.
The major purpose of this required, core course is to increase competency in the application of research methods. Class experiences will increase both knowledge and skills in the design and carrying out of research, program evaluation, or psychosocial programs/trainings/group work relevant to diverse populations. This required course is the in-class component of the master's project experience and must be taken concurrently with it. As every MAPS student is required to Through the use of structured discussions and peer and instructor-provided consultation, this course is designed to enhance and support the students' research experiences by providing academic consultation. The course will address issues of professional development. This course is taken by all MAPS students in a consecutive, three quarter sequence designed to provide a consultation, scaffolding, and mentorship for students in all aspects of designing a master's level thesis project (or project of thesis-level equivalence), collecting and analyzing research data using culturally sensitive methodology, and interpreting research results. These courses serve as an intervening link between basic research methods courses, and the dissertation application of designing research projects, workshop.
PSY 6200. Applied Psychotherapeutic Techniques. 1-6 Unit.
PSY 620 A/B is the course designation for clinical training practicum in marriage and family therapy providing experience in psychotherapeutic counseling of individuals, couples and/or families under professional supervision. The training takes place in an approved clinical training site and generally includes participation in staff meetings and training activities. The student's first training site is designated 620A with subsequent traineeships in different settings as 620B, C and so on. Prerequisites: PSY 501A, PSY 541, and PSY 548, as well as attendance at the Clinical Training Orientation and PERFECT meetings. (To register for PSY 620, the student must submit Form D, Permission to register for MFT Traineeship and the Clinical Training Agreement.) 9 units are required for MFT Concentration students; a maximum of 18 units may be elected with no more than 6 units in a single quarter.

PSY 6210. Clinical Practicum. 0 Units.
This required course is the in-class component of the field-based clinical training experience and must be taken concurrently with it. Through the use of structured discussions and peer and instructor-provided consultation, this course is designed to enhance and support the students' clinical experiences by providing academic oversight. The course will address issues of professional development, supervision utilization, and it will offer training in case documentation and case presentation.

PSY 6230. Personal Psychotherapy. 0 Units.
PSY 6230 A/B is the course designation for students registering to fulfill the MFT Concentration psychotherapy requirement. Students gain experience as a client in individual, conjoint, family or group psychotherapy provided by a licensed therapist throughout the 12-week quarter, at a minimum of one hour per week. If a student begins work with a second therapist or changes to a different form of therapy with the same therapist, the new learning activity is designated PSY 6230B. (To register for PSY 6230, the student must submit Form C, Permission to register for Personal Psychotherapy.) Students in MFT Concentration are required to register for two or more quarters of PSY 6230.

PSY 6240L. LGBTQIA Affirmative Therapy Clinical Case Consultation. 3 Units.
This required course is an online component of the LGBT-Affirmative Psychology Certificate Program that utilize learners' actual case experiences in their existing practices by allowing them to apply LGBT-Affirmative Theory and Practice learned in the certificate program into their current clinical work. There is increased documentation (e.g., American Psychological Association, 2013; American Counseling Association, 2010; also see Bilbarz & Stacey, 2010 and Gartrell and Bos, 2010) of an articulated need for the inclusion of courses that provide trainees in mental health services the opportunity to receive guided supervision in working with lesbian, gay, bisexual, and transgender queer, questioning, intersex and asexual LGBTQIA. Such a course is aligned with the mission and goals of the LGBT-Affirmative Psychology Certificate Program to develop competent clinicians who are particularly skilled in working with LGBT clients in an affirmative manner. This course teaches students how to take all of the theories learned and synthesize them in a uniquely LGBT-affirmative way through the implementation of practical clinical skills, which will help in the formulation of a final case presentation that may serve as a capstone of their learning.

PSY 6240TCR. Trauma-Focused Clinical Case Consultation. 3 Units.
This required course is an online component of the trauma certificate program that utilize learners' actual clinical experiences in their existing practices by allowing them to apply trauma-focused theory learned in the program into their current clinical work. There is increased documentation (e.g., Brown, 2008) of an articulated need for the inclusion of courses that provide participants with an opportunity to discuss clinical material and receive feedback from colleagues, as well as trauma experts, facilitating the class. Such a course is aligned with the mission of the department and goals of the trauma certificate program to develop competent clinicians who are particularly skilled in working with trauma clients in an affirmative manner. This course also serves as a way for participants to apply theories and integrate the constructs learned, with practical clinical skills, which will help to formulate a final case presentation that may serve as a capstone of their learning.

PSY CHC. Clinical Hours Confirmation. 0 Units.

PSY X2000. Psychology / Social Science Domain. 1-9 Unit.
General Education Transfer Credit Equivalency: Do not make any sections from this course.

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General Education Transfer Credit Equivalency: Do not make any sections from this course.

PSY X2004. Psych & Psych / Social Science Domain. 1-9 Unit.
General Education Transfer Credit Equivalency: Do not make any sections from this course.

PSY X2005. Psych & UCE / Social Science Domain. 1-9 Unit.
General Education Transfer Credit Equivalency: Do not make any sections from this course.

PSY X4000. Psychology / Social Science Domain. 1-9 Unit.
General Education Transfer Credit Equivalency: Do not make any sections from this course.

General Education Transfer Credit Equivalency: Do not make any sections from this course.

General Education Transfer Credit Equivalency: Do not make any sections from this course.

PSY X4004. Psych & Psych / Social Science Domain. 1-9 Unit.
General Education Transfer Credit Equivalency: Do not make any sections from this course.
PSY X4005. Psych & UCE / Social Science Domain. 1-9 Unit.
General Education Transfer Credit Equivalency: Do not make any sections from this course.

PSY X5000. MA Psychology Elective. 1-9 Unit.
General Education Transfer Credit Equivalency: Do not make any sections from this course.