

Course Requirements and Options for Independent Study

Courses are divided into six series reflecting the six learning areas in which competence must be demonstrated.

Foundations	Series 100
Social Phenomena	Series 200
Psychosocial Theories	Series 300
Theories and Methods of Treatment	Series 500
Clinical Education and Administration	Series 600
Theories and Methods of Research	Series 700

In series 100, credits of academic credit earned for Mentorship, Colloquium on the Integration of Clinical Theory and Practice in Cultural Context, Epistemological Considerations, Writing Seminar, Clinical Practicum, Convocations and Course 110.

The courses listed in series 200, 300, 500, and 600, are all independent study courses that the student completes with the approval of the mentor. Four 4-credit integrative courses and eight 2-credit content courses, comprise a total of 32 credits of independent study courses that are required. The course descriptions that follow specify what is expected for two or four credits in each learning area. Series 700 requirements are met by completing three quarters of Research Concepts, Methods, and Process including a written paper, and three quarters of the Dissertation Proposal Tutorial.

Curriculum

100 SERIES: FOUNDATIONS

101 Mentorship

The student meets monthly with his/her mentor, discusses progress in the program, decides topics of individual study, and formulates an educational plan. A report of the student's clinical work, the Practicum Survey, is submitted to the mentor in the student's initial conference and once a year thereafter until candidacy. An on-going case summary is submitted to the mentor at the end of each quarter. The mentor's receipt of the on-going case summary is indicated on the Transcript form that the mentor must sign each quarter. (See Section 6 of this Handbook for an explanation of the educational plan and Section 9 for instructions regarding quarter reports.) **One credit of academic credit per year is granted for fulfilling the mentorship requirements.**

105 Practicum

The Practicum includes the student's independent or agency-based clinical practice and weekly clinical consultation with a CCF. Two years of the clinical practicum is required. A third year may be arranged at the discretion of the student's Educational Committee. **Students receive three credits for each year of the clinical practicum.** Credit will be granted for a maximum of seven quarters.

110 Foundations of Doctoral Study: Basics of Independent Learning and Integrative Thought

Student and mentor design the content for this 2-credit Foundation tutorial course to address or supplement areas of study specific to the student's needs during the first year. Examples of content for Course #110 might be discussion of a book or selected readings to augment learning in the Colloquium or short writing assignments addressing theory, practice, or components of a longer 4-credit paper, consistent with the APA Publication Manual. **Two credits will be granted.**

120 Epistemological Considerations

This first course in the research sequence addresses a meta perspective, considering the nature, sources and social construction of knowledge. First year students are required to attend three quarters. In keeping with the Institute's philosophy, this colloquium explores basic epistemological questions regarding the nature and sources of knowledge through in-depth study of selected readings. Embedded in these readings is a consciousness and concern with social and cultural perspectives. Students are encouraged to explicate links among theorists, concepts and ideas. Epistemological Considerations meets six hours per quarter, for which **two credits will be granted at the end of the third quarter**. This seminar is a prerequisite to the Research Methods and Process seminar; see the 700 series.

130 Colloquium on the Integration of Clinical Theory and Practice in Cultural Context ("The Colloquium")

All first and second year students are required to participate in this colloquium that meets 20 hours per quarter and continues for a minimum of six and a maximum of seven quarters for which **two credits per quarter will be granted**. At the discretion of the student's Educational Committee, a student may continue in the Colloquium for an additional period of time. The overarching purpose of this colloquium is to facilitate students' learning the properties of theories and how to evaluate and critique theory as it is applied in practice. The skills developed will be used in the preparation of 4-credit papers and later in the dissertation process. Discussion of theories are integrated with students' case material and a consideration of cultural factors. Two Colloquium writing exercises are designed to help students separate theory from practice and then, progressively, reintegrate theory with practice at increasing levels of abstraction. Additional short writing projects will be assigned by the Colloquium leader, on topics related to the theories under study. Some of these short papers may be developed with the mentor to fulfill 2-credit independent study course requirements. (See section 5 of this Handbook for further description of the Colloquium.)

140 Writing Seminar

This seminar is a faculty led writing support group. It provides students the opportunity to share the work they are doing to develop 4-credit papers in order to get suggestions and support. It also provides a setting in which students can present 2-credit work to their peers. All students are required to participate in this seminar immediately upon completion of the Colloquium, or sooner, at the discretion of the mentor and writing seminar faculty member. **At the end of three quarters, two credits of credit are granted.**

150 Convocations

Students are required to attend three statewide convocations per year, one per quarter. Convocations may include didactic presentations, panel discussions, group discussions, or other educational presentations on a selected topic. **One credit of credit is granted for attendance at all three.** If students are unable to attend a Convocation, they are expected to listen to the audio-recording of that Convocation, available at the Institute office.

200 SERIES: SOCIAL PHENOMENA

The 200 series considers social phenomena at both the systems level (social structure, social organization) and the ground level (social problems) to help students make the connection between social problems and the structural contexts

in which they arise. The student must complete 8 credits in this series: one 4-credit course and two 2-credit courses. One of the required 2-credit courses will be from 210-240. All students must either complete course 240 or integrate a discussion of ethics in a paper written for another course. **Minimum of 8 credits required.**

210 Social Theory and Social Issues

a. The student explores and critiques a specific social theory or social concept (e.g. social justice, social organization, power, social change, group dynamics; or concepts such as race, gender, individual freedom, etc.) including its historical developments, underlying assumptions and social context, as well as implications (social, psychosocial and/or ethical).

b. The student explores a social issue (e.g. race, discrimination, poverty) including its history, philosophical roots and impact.

220 Applied Social Theory

The student applies a social theory to a specific social topic (which may or may not be listed in the 250-280 series), including an articulation of the lens of the theory as well as its assumptions and implications. In this case, as contrasted with courses 230-280, the theory is the primary focus, its application and limitations, whereas in courses 230-280 the primary focus is on the topic.

230 Social Structure: Social Institutions and Social Organization

The student analyzes a specific social system, such as the criminal justice system, the family, the educational system, the mental health system, or particular social organization.

240 Ethical Dilemmas and Concerns

The student identifies an ethical issue either from the larger societal context or in clinical practice, critically analyzing the literature in that area and relating it to a social phenomenon, experience from clinical practice, or a personal dilemma. Alternatively, the ethical dimension may be included as a substantial part of a paper fulfilling requirements for another course

250 Social Problems

The student identifies a problem/population such as homelessness, alcoholism, delinquency, mental illness and describes the nature and extent of the problem; traces its history; postulates causation; analyzes implications for social policy or planning

260 Service Delivery System: Analysis, Evaluation, & Recommendations

The student selects a service delivery system that has been mobilized to address a particular social problem. The student describes the delivery system, analyzes its effectiveness in addressing the social problem and when possible applies an identified theoretical framework as part of their critique. The student may consider how that particular problem could be addressed more effectively. Recommendations may include a plan of social action, outlining a piece of social legislation or other means of influencing social policy.

265 Social Action

The student addresses a social concern, social policy, or social problem and designs and evaluates an intervention.

270 Phenomena of Socio-cultural Change

The student identifies one aspect of culture, such as parenting, marriage, LGBTQI identity and relationships, the internet, which has undergone change during the past twenty years, analyzing possible causes and effects of the change and describing the impact of the change on clinical practice.

280 Cross Cultural Phenomena

The student studies a specific cross-cultural phenomenon such as raising children in a family where the parents are from diverse cultural backgrounds or school integration and its implications.

290 Research Topics

Research in any of the following areas: ethics, social service delivery, socio-cultural change, or socio-cultural phenomena is examined and critiqued by the student.

300 SERIES: PSYCHOSOCIAL THEORIES

The 300 series takes up theories that explore individual development, organization of the self, and the psychosocial and cultural nature and contexts of these processes. As well as explicating specific theories, the intent of this series is to broaden the student's focus epistemologically upon the social and cultural contexts and sources of such theoretical formulations

Course # 304 is required, for either two or four credits. Additionally, the student must complete one 4-credit course in the 310 series and one 2-credit or 4-credit course in the 380 series. If 2-credit courses are chosen to meet the requirements in the 300 series, one must be in the form of a paper. **Minimum of 8 credits are required.**

300-309: THE IMPACT OF CULTURE ON PSYCHOSOCIAL THEORY

302 The Impact of Culture on Psychosocial Theory

The student describes and comments on the historical and cultural context in which a particular theorist conceptualized and developed his/her theory, elucidating the influences that the historical era and contemporary cultural trends contributed to the theory.

303 Psychosocial Theory or a Body of Theory in Context

The student studies the historical development, assumptions, social context, and social implications of a specific psychosocial theory or body of theory that forms a school of thought (e.g. ego psychology, family, or group theory, American Culturalist theory, etc.) This contrasts with course 302 by focusing on the general sources of a theory or body of theory rather than on a specific theorist.

304 The Impact of Culture and/or Subculture on the Process of Development (required)

Cultures provide frames of reference regarding the perception and interpretation of every aspect of life, of ways of being and of the nature of self. These frames are embedded within language, social institutions, and both implicit and explicit rules of behavior. Primary culture contains conflicts of interest and paradoxes, and sub-cultures reveal variations within a culture. The student selects any aspect of culture and/or subculture and critically examines the relevant literature for 2 credits and integrates it with case material for 4 credits.

305 Historical, Cultural, or Social Influences on the Concepts of Mental Illness

The student studies the social and/or historical context(s) in which a particular view of mental illness in general or a diagnostic category have developed or changed. An example is the social and historical context in which the diagnostic category of Post Traumatic Stress Disorder has developed out of “shell shock”.

310-319: PSYCHODYNAMIC THEORIES

311 Freud’s Drive Theory and the Development of Psychoanalytic Thought

In developing drive theory, Freud enunciated numerous concepts, e.g. a theory of mind, the topographic model, the unconscious, structural theory, dreams, and transference. The student examines and critiques an aspect of the writings of Sigmund Freud or his earliest associates such as Karl Abraham, Otto Rank, Sandor Ferenczi, and Wilhelm Reich.

312 Jungian Analytical Psychology

The student explores and critiques Jung’s dynamic model of transformation, in which from birth out of the primal self, the ego individuates in an archetypal pattern of development toward realization of the potentialities of the Self. This examination may address some or all of the concepts of libido or psychic energy, teleology and the prospective view of symptoms, ego, Self, anima, animus, individuation, archetype, complex, persona, shadow and other major archetypes of the collective unconscious, including those associated with major developmental stages, such as mother, child, hero, father and trickster (Mercurious).

313 Ego Psychology

Ego psychology originally expanded upon Freud’s drive theory by emphasizing the adaptive functions of the ego, elaborated concepts of psychic energy and of development that form the core of traditional psychoanalytic theory today. The student may explore classical ego psychology through the writings and concepts of authors such as Anna Freud, Heinz Hartman, Ernst Kris, Rene Spitz, David Rappaport, Erik Erikson, Edith Jacobson, or Margaret Mahler. Alternatively, the student may explore later developments in ego psychology through the contributions of authors such as Charles Brenner, Ralph Greenson, Arnold Modell, or Merton Gill or modern ego psychology through the writing of authors such as Fred Pine, Owen Renik, J.F. Chused, Arnold Rothstein, or Nancy Chodorow.

314 Object Relations Theory

The student explores object relations theory through the writings and concepts offered by English object relations pioneers such as Melanie Klein, W.R.D. Fairbairn, Harry Guntrip, W.D. Winnicott, W.R. Bion, or through contemporary American object relations theorists such as Otto Kernberg, or the later contributions of James Grotstein, Thomas Ogden, David and Jill Scharff, or Althea Horner. Or the student may examine contemporary Kleinian theory through the work of Betty Joseph, Edna O’Shaughnessy, or others.

315 Self Psychology

The student examines the concepts that comprise Heinz Kohut’s psychology of the self. The student may put Kohut’s work into historical context in psychoanalytic theory. Alternatively, the student surveys the theoretical developments in self psychology of theorists who were influenced by Kohut, such as Arnold Goldberg, Michael Basch, Joseph Lichtenberg, or works that compare self psychology with other theories, such as comparative studies by Howard Bacal or Judith Teicholz.

- 316 Conceptual Synthesis in Contemporary Psychoanalytic Thought**
The student explores and critiques writings of recent contributors to psychoanalytic theory, seeking to criticize and/or synthesize the work of various schools of thought. These contributors include such disparate writers as Lawrence Hedges, Roy Schafer, John Gedo, and Irwin Hoffman. The student may choose to critically analyze one issue, such as drive, defense, metapsychology, or transference; the philosophical biases in various theories; or other topics currently being evaluated in the psychoanalytic literature
- 317 Attachment Theory**
The student explores John Bowlby's original contributions to the understanding of infant-caregiver attachment, separation and loss as well as looking at the theory and research that has been inspired by his work. The Handbook of Attachment (Cassidy and Shaver) is an invaluable reference guide. The student may consider the writings of Mary Ainsworth, Mary Main, Phil Shaver, Mario Mikulincer, Alan Sroufe, Allan Schore, Daniel Siegel, Peter Fonagy, Alicia Lieberman, Arieta Slade, Pat Sable, Beatrice Beebe and others.
- 318 Interpersonal and Relational Theory**
Relational theory emerged out of interpersonal psychoanalysis, object relations theory that emphasize the co-construction of meaning and experience in development and in the therapeutic dyad. The student may explore and critique Harry Stack Sullivan's interpersonal school of psychoanalysis through his writings or those of Clara Thompson, Karen Horney, Erich Fromm, or Edgar Levenson. Alternatively, the student explores and examines relational theory through the writings of authors such as Steven Mitchell, Jay Greenberg or later contributors such as Jessica Benjamin, Irwin Hoffman, Jody Messler-Davies, or Karen Maroda.
- 319 Intersubjective Models**
Models of intersubjectivity include interpersonal mutuality in development, affect arousal and regulation, and defenses, and in the therapeutic relationship. One model of intersubjective theory builds on Heinz Kohut and the self psychologists, though the intersubjectivists emphasize interdependence of the self and object. It is represented by such major intersubjective theorists as Robert Stolorow, Bernard Brandschaft, Robert Atwood, and Frank Lachman. Another model of intersubjectivity builds on object relations theory, and is advanced by such authors as Jessica Benjamin, Thomas Ogden, and Owen Renik. The student may explore one of these theories or how earlier psychoanalytic concepts are re-worked in terms of intersubjectivity, or may choose to emphasize one concept to study in depth.
- 320 Selected Topics in Psychodynamic Theory**
The student examines a special topic, such as transference/counter-transference, depression, shame, envy, idealization, affect, etc., and critically compares and critiques the contributions of different theoretical models to understanding that concept. One example might be enactment as understood through modern ego psychology, intersubjectivity, and/or Jungian analytical psychology.

330-339: THEORIES INFORMED BY PHILOSOPHY AND PSYCHOLOGY

- 331 Cognitive Theory**
The student examines contemporary theorists in cognitive science, which is the interdisciplinary study of mind and intelligence. Thinkers are drawn from various disciplines such as philosophy, psychology, linguistics, neuroscience and cognitive anthropology. The student might explore the body of thought of thinkers as varied

as Jean Piaget, Noam Chomsky, Claude Levi-Straus, Jerome Bruner, Howard Gardiner, John R. Searle, Roy D'Andrade, Charles Frake, The student critiques the theory and/or research in terms of its relevance to individual, group, or cultural development/organization.

332 Behavioral Theory

The student explores and critiques learning theory, such as operant conditioning, through the writings of, for example, Ivan Pavlov, Edward Thorndike, Hans Eysenck, Joseph Wolpe, John B. Watson, or B.F. Skinner in terms of their relevance to personality development and personality organization.

333 Gestalt Psychology

Gestalt psychology is a school of thought that looks at the human mind and behavior as a whole. The student may explore the theories of Wolfgang Kohler, Kurt Koffka, or Max Wertheimer, or the application of Gestalt psychology to an understanding of personality structure through the writing of Paul Goodman or others.

334 Existential Psychology

The student explores the application of existential philosophy to a psychology that revolves around the contemplation of existence in the work of philosophers such as S. Kierkegaard, M. Heidegger, J.P. Sartre, A. Camus, or Martin Buber or in the applications to psychology by Rollo May, or Ludwig Binswanger.

335 Humanistic Psychology

Humanistic psychology began as a reaction to psychoanalysis and behaviorism, and adopts a holistic approach to human existence that emphasizes such values as individual potential, growth, and self-actualization. The student may explore the contributions of Carl Rogers, Abraham Maslow, Clark Moustakas, or others.

350-359: THEORIES OF HUMAN DEVELOPMENT

Theories in the 350 Series have either developmental components or a fully articulated developmental system that explains personality and emotional development with a particular emphasis.

351 Neo Freudian Theories of Development

The student explores and critiques the theory of a neo Freudian theorist such as Otto Rank, Alfred Adler, Theodore Reich, or Sandor Ferenczi.

352 Theories of Infant, Child, and Adolescent Development

The student may select a theorist such as Anna Freud, John Bowlby, Heinz Kohut, Jean Piaget, Margaret Mahler, or Erich Neumann, or a neurobiologist such as Allan Schore, Dan Siegel, Ed Tronick, or Louis Cozolino and traces one theory of early development; or the student may select a theory focused on a particular developmental stage, such as adolescence, or a particular developmental stage within a larger theory. Alternatively, the student examines one concept across related theories.

353 Theories of Adult Development

The student describes a theory or concept of adult development such as ego psychological adaptation, adult attachment styles (Main, George, Hesse, Mikulincer, and Shaver), Jung's concept of individuation, or Steven Mitchell's concept of the developmental tilt, and explores its implications.

354 Theories of Moral Development

The student explores a concept of moral development in childhood such as the Freudian superego, Winnicott's concept of ruth, Klein's depressive position, or Lawrence Kohlberg's ideas on moral development.

355 Theories of Spiritual Development

Students may choose to study the spiritual dimension of a larger theory such as Jungian, Existential or Humanistic. Alternatively, the student may choose to explore a psychological theory that specifically incorporates spirituality, such as transpersonal psychology, or has a basis in the spiritual practices of religious or philosophical schools such as Christianity or Buddhism.

360-369: PSYCHOPHYSIOLOGICAL THEORIES

Developments in the neurosciences, in developmental psychopathology, and information processing have contributed to our understanding of how brain function is shaped by experience and how life experience can continually transform perception and biology. There has been an explosion of knowledge about how experience shapes the central nervous system and the formation of the self.

361 Interpersonal Neurobiology

The student explores a topic such as the psychobiology and neurobiology of attachment, the development of psychopathology, mind-body relationships, the role of the right brain in unconscious processes, temperament of the neonate and infant, or others. The student reviews and critiques the literature by such authors as Allan N. Schore, Daniel Siegel, Colwyn Trevarthan, Myron Hofer, Beatrice Beebe, Ed Tronick, or the Boston Study Group on a topic relating to personality organization and development.

362 Trauma Theory

The study of psychological trauma is helping to develop a deeper understanding of the interrelationship among emotional, cognitive, social, and biological forces that shape human development, as expressed in post-traumatic stress disorder (PTSD) in adults and in early attachment phenomena and efforts to cope with overwhelming experiences in childhood. The student reviews theories about how experience is processed and organized on an unconscious level and at a non-verbal, emotional level. The literature may include the work of Bessel van der Kolk, J. Douglas Bremner, Allan Schore, Robert Pynoos, Alexander McFarlane, or Alicia Lieberman among others.

363 Theories of Affect and Emotion

The student demonstrates knowledge of a particular affect theory (such as psychoanalytic, attachment, social psychological, cognitive, neurobiological, cross-cultural) or of an affect theorist (Charles Darwin, Sylvan Tompkins, Carroll Izard, Paul Eckman, Judith Nelson) and traces its historical development; or the student may select a concept from affect theory such as appraisal, social communication, facial expression, or an affect (anger, fear, sadness, joy) or expressions of affect (aggression, violence, crying, laughing), and relate it to a particular theory.

380-389: THEORIES ADDRESSING SOCIAL INTERACTION, SOCIAL STRUCTURES AND SOCIAL SYSTEMS

381 Sociological theories

The student elucidates a theory or theorist who addresses identity development and social interaction or the

relation of social structures (institutions) to individual identity, such as G. H. Mead, Cooley, Erving Goffman, Erik Erikson, or Anthony Giddens.

382 Family Dynamics

The student selects a theorist of family structure and family dynamics such as Virginia Satir, Nathan Ackerman, Gregory Bateson, Salvador Minuchin, Murray Bowen and explores the concepts that explain family dynamics.

383 Couple Dynamics

The student selects a theorist or theoretical approach that addresses the dynamics of couples, and explores the concepts that explain couple dynamics. Examples of theories that might be studied are the Tavistock Center model, the work of Jill and David Scharff or other psychoanalytic models; attachment based models such as Sue Johnson's Emotionally Focused Couples Therapy, or the work of David Wallen or Stan Tatkin; John Gottman's research on happily married couples; Judith Wallerstein's work on long term marriages; or Pete Pearson and Ellyn Bader's couple developmental model.

384 Group Dynamics

The student selects from the literature on groups, group dynamics and the various forms of group therapy a theory that explores the powerful effects of the group on its members or the effect of groups on the larger society. Examples of theorists writing on group psychology and group psychotherapy are: Kurt Lewin, Wilfred Bion, Freud, Irvin Yalom, Rutter and Stone, and S.H. Foulkes.

390 Research Topics in the Development and Organization of the Person

The student selects a piece of research relevant to development, such as one of the attachment studies by John Bowlby, M.D.S. Ainsworth, Mary Main, or neonate research relevant to object relations theory, and criticizes it from a research point of view as well as commenting on its significance as a theory.

500 SERIES: THEORIES AND METHODS OF TREATMENT

The 500 series focuses on the concepts within a theory that explain psychic change and how it is effected. The required 4-credit course must be selected from courses in the 510 series that cover the basic psychodynamic theories. The required 2-credit course must be in the form of a paper. **Minimum of six credits required.**

501-509: THE DEVELOPMENT AND APPLICATION OF CLINICAL PRACTICE

501 Development of the Field of Clinical Social Work (2 credits)

The student traces the field of clinical social work, for example, examining the settlement house movement and social casework through psychiatric and child guidance work to clinical social work, including the history of licensure, against the background of changes in mental health delivery systems.

502 Development of the Field of Marriage and Family Therapy (2 credits)

The student traces the field of marriage and family therapy with a focus, for example, on the development from marriage counseling, pastoral counseling, family and child counseling including the history of licensure against the background of changes in mental health delivery systems.

503 Cultural Sensitivity in Clinical Practice

The student reviews an element of cultural sensitivity in clinical practice, reviews the literature and its impact on clinical work with clients of a particular culture.

504 Historical, Social or Cultural Impact on Views of the Treatment of Mental Illness

The student studies how historical, social, or cultural differences influence conceptions of mental illness and approaches to treatment, or explores cross cultural differences in conceptualizing mental illness or “madness” Alternatively, the student may apply a theory such as the culturalist theory of Erich Fromm or Karen Horney, to the conceptualization of mental illness.

505 Social Work Practice Theories and Methods (2 credits)

The student undertakes a critical analysis of the processes and methods of social work practice, such as: casework method as a form of psychotherapy; small group work; and community organization practice in the field of community mental health, against the background of their underlying theories and world views.

506 Clinical Practice In An Organizational Setting

The student elucidates the impact of a particular organization's dynamics on the delivery of services to clients.

507 Issues in the Evolution of Clinical Practice

The student studies the impact of particular social phenomena on clinical practice such as the increased reporting requirements regarding sexual abuse, the impact of feminism, attitudes towards sexual orientation, race, or culture on therapy.

510-520: INDIVIDUAL TREATMENT MODELS IN PSYCHODYNAMIC THEORIES

One 4-credit course is required from the 510 series. The student chooses one theory, considers it in its historical context and, in conjunction with a case application, focuses on the strengths and limitations offered by its concepts of how psychic change is achieved. The student may also wish to consider one or more of the six meta-concepts that are indispensable to any clinical theory of psychoanalytically oriented psychotherapy, as abstracted by Gregory Bellow, Ph.D., which are: illness; health; diagnosis; psychic structure and function; development; and amelioration.

511 Classical Freudian Analysis

The student selects and explores classical psychoanalytic therapeutic methods and techniques, such as the analytic stance, free association, resistance, neutrality, analytic regression, complex analysis, or the interpretation of transference and dream against the background of classical theory as described in course 311.

512 Jungian Approaches to Psychotherapy and Analysis

The student describes methods of Jungian therapy, encompassing the classical, developmental, and archetypal models (Andrew Samuel's *Jung and the Post-Jungians* offers an explication of the three "schools"). Consideration should be given to the different Jungian approaches to clinical practice. In particular, the student may explore the differential between amplification and regressive transference (Jung, Henderson, Edinger, Von Franz, Fordham, Sidoli, Barbara Sullivan); mutuality in the transference-countertransference field (Jung, Schwartz-Salant, Sidoli, Goodheart); dream work (Jung, Hillman); use of typology (Jung, John Beebe); active imagination (Jung, Barbara Hannah); and the expressive methods of sandplay (Kalff, Bradway), dance and movement (Woodman), and art.

513 Ego Psychology

The student expands upon therapeutic methods and techniques specific to ego psychology—such as resolution of conflict through supporting and strengthening the ego, analysis of ego defenses, of transference, counter-transference, or enactments against the background of an ego psychological theory as described in course 313.

514 Object Relations Theory

The student examines therapeutic methods and techniques specific to an object relations theorist of the American or British school as described in course 314, that might include W.R.D. Fairbairn, Harry Guntrip, D.W. Winnicott, Wilfred Bion, Melanie Klein, or the contemporary Kleinian school. The student might explore issues such as transference interpretation and innate phantasy, innate aggression, envy and greed, analysis of splitting, the paranoid-schizoid and depressive positions, transitional space, or holding environment.

515 Self Psychology

The student focuses on therapeutic methods and techniques specific to Heinz Kohut's Self Psychology—such as ways of relating in the self-object transferences, empathy and interpretation of empathic failure toward supporting the capacity for transmuting internalization, and understanding of anger and aggression in the therapeutic relationship—against the background of self-psychology theory that might also include Kohut's followers such as Michael Basch, Arnold Goldberg, or the Ornsteins.

516 Conceptual Synthesis in Contemporary Psychoanalytic Practice

The student considers the specific implications for therapeutic method and technique of a body of neo analytic theory such as those developed by Michael Balint, Jacques Lacan, Larry Hedges, Roy Schafer, George Klein, Robert Langs, John Gedo or Robert Langs's concept of frame and the interpretive use of the phenomenology of the transference and counter-transference relationship, for example.

517 Attachment Theory and Psychotherapy

The student explores the clinical usefulness of attachment theory including attachment history, neurobiology, attachment styles, and the therapeutic attachment relationship for psychotherapy – such as descriptive interpretation and elucidation of early attachment experiences and their manifestation in “working models” — against the background of the writings of John Bowlby or contemporary attachment based psychodynamic attachment practitioners such as Marion Solomon, David Wallin, Judith Nelson and Susanne Bennett , Allan Schore, or Daniel Siegel.

518 Interpersonal and Relational Models of Therapy

The student considers the implications for the methods and techniques of psychotherapy based on assumptions in the works of Harry Stack Sullivan, Clara Thompson, Edgar Levenson, Eric Fromm, or Freida Fromm Reichmann whose theories emphasize that humans live in and are in interaction with the social world. Alternatively the student may choose the writings of relational authors such as Steven Mitchell, Jay Greenberg or later contributors such as Lewis Aron, Irwin Hoffman, Jody Messler-Davies, or Karen Maroda, who take up issues such as mutual influence and the co-construction of meaning and experience in the therapeutic field.

519 Intersubjective Models

The student may choose to pursue the therapeutic writings of Robert Stolorow and other intersubjective authors who expand on self-psychology to re-construct the therapeutic process as an intersubjective experience. Therapeutic issues such as defense, regression, and developmental arrest, transference, and diagnosis are recast. Alternatively, the student may explore the therapeutic writings of intersubjectivists from the object relations school, such as Jessica Benjamin, Thomas Ogden, and Owen Renik.

520 Selected Topics in Psychodynamic Treatment

The student chooses to highlight and study in detail one issue or practice method from those listed below or one of their choice, exploring the theoretical background through a study of the literature and addressing unanswered questions. Potential issues include: transference, counter-transference, projective Identification, enactment, the clinical relationship, the therapeutic alliance, the use of dreams, therapeutic technique, diagnostic schemata, long term treatment, or termination.

530-539: TREATMENT MODELS INFORMED BY PHILOSOPHY AND PSYCHOLOGY

531 Cognitive and Cognitive-Behavioral Therapy

The student elucidates the methods and techniques of a treatment theory—such as: CBT treatment of depression of Aaron Beck; appraisal theory of R. Lazarus; rational-emotive therapy of A. Ellis; self-instructional therapy of D. Meichenbaum; mood therapy of D. Burns—all of which highlight the effect of cognitive distortions, negative thoughts, automatic thinking, and underlying negative cognitive schemata upon dysfunctional emotion and behavior. The student might choose to explore “constructivist” cognitive approaches, which are more compatible with psychoanalytic thinking than some of the other cognitive approaches.

532 Behavior Therapy

The student elucidates the methods and techniques arising from the principles of behavior modification (operant conditioning, respondent conditioning, positive and negative reinforcement, systematic desensitization), learning theory, and psycho-education, as they are applied to the treatment of a wide range of problems, including phobias, panic disorder, social phobia, social skills training, childhood and adolescent behavior problems using the theoretical writings of such theorists as B. F. Skinner, J. Wolpe, M. Mahoney, A. Bandura, H. Eysenck, E. Foa, D. Barlow, C. Franks, G. Patterson, among others.

533 Gestalt Therapy

The student elucidates the methods and techniques of Gestalt therapy—such as promoting the enactment of imaginal interactions between the client and inner and outer objects -- against the theoretical background in

the work of Fritz and Laura Perls or of their followers.

534 Existential Therapy

The student elucidates the implications for psychotherapeutic methods of such concepts as "I Thou", personal freedom and responsibility, and the "absurd" in the writings of such thinkers as Martin Buber, Rollo May, Ludwig Binswanger, Andras Angyal, Victor Frankl, Irvin Yalom, or Medard Boss.

535 The Humanistic Approach to Treatment

The student explores the methods and techniques of humanistic psychotherapy as promoted by Carl Rogers, Abraham Maslow, Clark Moustakas, and others. For example, the student might elucidate the client centered system of Carl Rogers, including non directive therapy, unconditional positive regard, and therapist-patient congruence.

540-549: OTHER CONTEMPORARY TREATMENT MODELS

541 Case Management

The student reviews the literature on case management and elucidates the relevance of clinical concepts to the effective practice of case management.

542 Short Term Therapy

The student explains, compares and contrasts the methods and techniques of several models of psychodynamically-oriented short term therapy—such as James Mann, Peter Sifneos—as well as behaviorally oriented models—such as Reid and Epstein—or the Functional School of casework practice – against the background of their theoretical foundations.

543 Crisis Intervention

The student examines the methods and techniques of crisis intervention, contrasting its goals and methods with other forms of brief treatment, against the background of their theoretical foundations—such as can be found in the writings of Gerald Caplan, Naomi Golan, Lydia Rapoport, or Howard Parad among others.

544 Psychotropic Medication and Psychotherapy

The student critically examines the literature regarding indications for referral of patients to psychiatrists for evaluation of the need for psychotropic medication and examines the dynamic issues that can arise in the treatment when such referrals are made—such as split transference, attitudes toward suffering, etc.

545 Integrative Psychotherapy

The student elucidates the implications for the methods and techniques of psychotherapy of assumptions of integrative psychotherapy found in the writings of such authors as P. Wachtel (integration of psychoanalysis and behavior therapy), M. Linehan (dialectic behavior therapy), M. Goldfried, J. Norcross, L. Beutler, H. Arkowitz, M. Messler, Stricker and Gold, P. Clarkson, T. Carere and others—such as: 1) there is the potential for two or more divergent methods and techniques of psychotherapy to complement one another; 2) empirically, virtually all psychotherapists work eclectically, using methods and techniques that work; 3) integrative psychotherapy is concerned with why particular methods and techniques work; 4) there is a need for a meta-theory of principles of psychotherapeutic change.

546 Post-Modern Psychotherapies

The student elucidates the implications for the methods and techniques of psychotherapy of the assumptions of post-modern psychotherapy—including 1) social constructivism; 2) disavowal of the role of the expert; 3) collaborative and consultative stance with clients; 4) highlighting of client strengths; 5) non-pathological view of human functioning; 6) identifying oppressive dominant cultural narratives and the creation of alternative, constructive life stories—found in, for example, narrative therapy (M. White, D. Epston, etc.) and brief solution focused therapy (Insoo Kim Berg, Steve de Shazer).

550-559: DEVELOPMENTAL THERAPIES

551 Treatment Based on a Neo Freudian Theory of Development

The student explores and critiques the theory of a neo Freudian theorist such as Otto Rank, Alfred Adler, Theodore Reich, or Sandor Ferenczi. An example might be Ferenczi's revisions of Freudian concepts to apply to therapy with severely disturbed clients.

552 Infant, Child and Adolescent Therapy

The student discusses the methods and techniques that apply to work with children, which may include play, use of the relationship, level and model of interpretation, collaboration or treatment of both parent and child. Or the student may select a theoretician in the field of child therapy such as Melanie Klein, Anna Freud, Virginia Axline, Selma Fraiberg, or Dora Kalff; a theoretician in the field of adolescent therapy such as August Aichorn, Kaspar Kiepenheuer, or Peter Blos; or discuss a theory or a particular concept in depth.

560-569: TREATMENT GROUNDED IN PSYCHOPHYSIOLOGICAL THEORIES

561 The Implications of Interpersonal Neurobiology for Psychotherapy

The student will explore the basics of interpersonal neurobiology through the works of authors such as Allan Schore, Dan Siegel, Lou Cozzolino, Stephen Porges, Pat Ogden, Iain McGilchrist and others. The application of these ideas to developmental diagnosis as well as psychotherapy should be considered.

562 Treatment of Traumatic States

The student selects a treatment approach for trauma from among such theories as the following: Sensorimotor Psychotherapy (Pat Ogden), Somatic Experiencing (Peter Levine), EMDR (Francine Shapiro), Internal Family Systems Theory (Richard Schultz), DBT (Marsha Linehan), or Trauma Focused CBT (Judith Cohen); or examining the work of Judith Herman, Leonore Terr, and Peter Janet. Alternatively, the student might choose to compare and contrast several treatment models.

563 The Somatic Therapies

The somatic therapies emphasize the mind-body connection and the concept of embodied experience. Approaches include body-work as well as physical and verbal activities to elicit and identify sensing, feeling, and emotional patterns. The student may explore historical roots of somatic therapies in the work of Pierre Janet and Wilhelm Reich, or focus on contemporary applications, such as Alexander Lowen's Bioenergetics, Eugene Gendlin's Focusing, the somatically based therapies of Pat Ogden's Sensorimotor Psychotherapy or Peter Levine's Somatic Re-experiencing.

570-579: SPECIAL TOPICS IN THEORIES AND METHODS OF TREATMENT

571 Treatment Models with specific populations.

The student considers theoretical models and methods of treatment related to particular groups such as older adults, individuals with disabilities, medical problems such as HIV, AIDS, chronic illnesses, or addictions.

572 The Student's Theory of Therapy (2 credits of credit)

With as little reliance on existing theory as possible, the student articulates his/her own ideas as to how therapy works. The theory will necessarily include the student's view of human nature, what brings clients to therapy, and what in the therapeutic process leads to change in clients. This course, with the consent of the mentor, may be completed in the Colloquium on the Integration of Clinical Theory and Practice in Cultural Context. When it is completed in the Colloquium, credit is given when the mentor receives the completed paper and the formal written critique provided by a member of the Colloquium.

573 Theories and Methods of Treatment

With permission of the mentor, the student selects and critically examines the writings of a theoretician of significant stature in the field who has made an important contribution to treatment theory

574 Issues in Psychotherapy

The student may choose one of the following topics as an independent study course, or, with the permission of the mentor, may select some other topic of comparable importance. The student is required to explain and discuss disparate practice methods and theories relating to their chosen topic, exploring the theoretical background and unanswered questions.

Transference and Counter-transference

Case Management and Therapeutic Alliance

The Use of Dreams in Psychotherapy

Issues of Therapeutic Technique

Diagnostic Schemata and Methods: the student critically examines the contrasting emphases of psychodynamic diagnosis, psychiatric diagnosis (DSM IVR), structural/systemic diagnosis, and a phenomenological perspective and the relevance of diagnosis to treatment.

Phases/Stages of long term treatment: the student studies the shifting emphases during the beginning, middle and termination phases of treatment.

Termination

580-589: TREATMENT MODELS ADDRESSING SOCIAL INTERACTION, SOCIAL STRUCTURES AND SOCIAL SYSTEMS

581 Theory or Method of Treatment in Context

The student studies the historical development, assumptions, social and cultural context, and social implications of a specific theory or method of treatment.

582 Family Therapy

The student elucidates the methods and techniques of one contemporary school of family therapy—such as

psychoanalytic or object relations (e.g. Nathan Ackerman, Jill Scharff), structural (e.g. Salvador Minuchin), strategic (e.g. Milton Erickson, Mara Selvini-Palazzoli), systemic (e.g. MRI group), or intergenerational (e.g. Murray Bowen, Helm Steirlin)—against the background of their theoretical foundations.

583 Couple Therapy

The student explores the methods and techniques of one or more approaches to couples therapy—such as that of Virginia Satir, John Gottman, Neil Jacobson, David Schnarch, Harville Hendrix's Imago Therapy, Dan Wile's Collaborative Couple Therapy, Marion Solomon's use of self psychology and attachment theory, Sue Johnson's Emotionally Focused Therapy, or Carol Jenkins' theory of interlocking subjectivities—against the background of their theoretical foundations.

584 Group Therapy

The student selects one method and technique or one model or theory of group function and behavior for elucidation. The student then examines the group dynamic processes—such as developmental stages of a group, issues in preparation and selection for entry into the group, group contracts, individual and group resistance, defense mechanisms, transference and counter-transference manifestations, and termination phenomena.

590 RESEARCH ISSUES IN CLINICAL PRACTICE

The student critically analyzes an issue in clinical practice from a research point of view as well as commenting on its significance to the clinician.

600 SERIES: CLINICAL EDUCATION AND ADMINISTRATION

One 2 or 4 credit course is required in this series. **A minimum of two credits required.**

601 Clinical Supervision

The student explores models of supervision such as described by Mary Gail Frawley-O'Dea and Joan Sarnat, and the writings of Anne Alonso, Claire Allphin and others. The student may focus on such issues as: parallel process, teaching the use of counter-transference in psychotherapy, supervision as contrasted with therapy, use of process recording as a teaching instrument, learning styles and blocks and special issues pertinent to group supervision, or legal, ethical and cultural issues related to supervision. The learning stage of both the supervisee and the supervisor are considered.

602 Clinical Consultation

The student examines the parameters of clinical consultation, differentiating it from both therapy and from the ongoing consultation process applying the literature that might include the work of Claire Allphin and/or authors listed in Course 601.

603 Administration in a Clinical Setting

The student explores administration at several levels, selecting themes for examination. Among these may be: splitting and projective process in organizations, skills and criteria for managerial effectiveness, organizational issues in designing programs, establishing program goals and strategies, maximizing staff performance, program and performance evaluation, building effective staff relations.

- 604 The Advanced Professional: Unique Educational Issues**
The student critically analyzes the literature relating to special learning issues confronting the advanced, autonomously functioning professional who resumes the student role.
- 605 Theories of Education: Historical Development, Social Context, and Implications**
The student examines the historical development, assumptions, social context, social implications, and impact of a specific theory of education as applied to clinical education such as Charlotte Towle's theory of learning style, or Rudolph Ekstein and Robert Wallerstein's theory of clinical learning.
- 606 Preparation of Papers for Publication (2 credits of credit)**
The student rewrites a 4-credit paper, making it suitable for publication in a specific journal, adapting the paper to the various requirements of the journal. The paper must be submitted to the journal, and, at the mentor's discretion, the student may be required to rework the paper according to whatever critique of the paper is received from the journal. Actual publication of the paper is not required in order for the student to receive credit.
- 607 Preparation of Papers for Oral Presentation (2 credits of credit)**
The student reworks a 4-credit paper making it suitable for oral presentation to a professional group and presents it, obtaining evaluations of the presentation. If the presentation is made in convocation, the CEU evaluations will suffice. The method of evaluation of presentations in other settings is described in Section 9 of The Handbook, and will be worked out by the mentor and the student to suit the situation. [Outside Presentation Evaluation forms are in Appendix C of The Handbook]
- 608 Course development (2 credits of credit)**
The student develops a course outline, including the basic components of the course (its objectives, subject matter to be covered, and teaching/learning methods to be used), and a syllabus for the course describing how the course will be carried out (specific course components, such as lectures, specific assignments to be made to the students, such as required papers and examinations, and accompanying bibliography of required and recommended readings).

700 SERIES: THEORIES AND METHODS OF RESEARCH

710, 720, 730 Research Seminar: Concepts, Methods and Process (2 credits each; 6 total credits)

This is a three quarter course that begins in the student's second year with an introduction to research theories and discussion of fundamental epistemological questions faced by the researcher. The focus is on inculcating research thinking with reference to clinical data and other social phenomena. Research designs and methods, both quantitative and qualitative, are discussed. The dissertation process is covered in the last quarter. Foundations course 120 Epistemological Considerations is prerequisite to these seminars.

740 Dissertation Proposal Tutorial (maximum of 1 credit)

This is a tutorial that meets six hours per quarter, three quarters of which are required for students who have completed the Colloquium and Research Seminars and who are anticipating the dissertation, though they may not have completed their educational plan courses.