

# THE SANVILLE INSTITUTE

FOR CLINICAL SOCIAL WORK AND PSYCHOTHERAPY



2017-2018 Catalog

## THE SANVILLE INSTITUTE

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The Sanville Institute is a private, non-profit, unaccredited school that is approved by the State of California's Bureau for Private Postsecondary Education ([www.bppe.ca.gov](http://www.bppe.ca.gov)). "Approved" means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009 [California Education Code, Title 3, Division 10, Part 59, Chapter 8, §94897(l)].

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THE SANVILLE INSTITUTE  
PhD and Certificate Program Catalog

2017-2018

<b>HISTORY AND OVERVIEW .....</b>	<b>6</b>
DEVELOPMENTAL MILESTONES.....	6
THE FIELD OF CLINICAL SOCIAL WORK.....	7
THE FIELD OF MARRIAGE AND FAMILY THERAPY .....	7
<b>MISSION AND PHILOSOPHY .....</b>	<b>8</b>
MISSION STATEMENT .....	8
VISION STATEMENT.....	8
CORE VALUES .....	8
INSTITUTIONAL OBJECTIVES.....	8
EDUCATIONAL PHILOSOPHY .....	9
RESEARCH PHILOSOPHY .....	10
CLINICAL PRACTICUM .....	10
<b>ADMISSION AND REQUIREMENTS.....</b>	<b>11</b>
APPLICATION FOR ADMISSION .....	11
NONDISCRIMINATION POLICY.....	11
DEMONSTRATION OF CLINICAL COMPETENCE .....	11
WRITING COMPETENCE .....	12
PERSONAL PSYCHOTHERAPY REQUIREMENT .....	12
TRANSFER CREDIT POLICIES .....	12
<i>Transfer Credits .....</i>	<i>12</i>
<i>NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND</i>	
<i>CREDENTIALS EARNED AT OUR INSTITUTION.....</i>	<i>12</i>
<i>Academic Credit Granted to Certificate Program Students Entering</i>	
<i>the Doctoral Program.....</i>	<i>13</i>
HOUSING .....	14
<b>ACADEMIC AND OTHER POLICIES .....</b>	<b>15</b>
STUDENT SERVICES.....	15
INFORMATION AND LEARNING RESOURCES .....	15
DIVERSITY POLICIES AND PROCEDURES.....	16
DISABILITY POLICY AND PROCEDURES .....	17
ANTI-HARASSMENT POLICY .....	18

STATEMENT ON ACADEMIC FREEDOM FOR STUDENTS AND FACULTY .....	18
CONFIDENTIALITY POLICY .....	18
AVAILABILITY OF THE DEAN AND ASSOCIATE DEANS.....	18
STUDENT COMPLAINTS OR GRIEVANCES .....	19
CONSUMER INFORMATION OR COMPLAINTS .....	20
<b>STATE APPROVAL AND ACCREDITATION STATUS .....</b>	<b>21</b>
<b>TUITION AND FEES .....</b>	<b>22</b>
REGISTRATION AND PAYMENT SCHEDULES .....	22
TUITION .....	22
FINANCIAL AID AND STUDENT LOANS.....	22
LOAN INFORMATION .....	22
SCHOLARSHIPS .....	22
<i>Bonne Bearson Memorial Fund</i> .....	22
<i>Elise Blumenfeld Memorial Fund</i> .....	23
<b>OFFICE AND CLASS LOCATIONS .....</b>	<b>24</b>
STATEWIDE ADMINISTRATIVE OFFICE.....	24
DIRECTIONS TO THE INSTITUTE OFFICE FROM INTERSTATE 80 .....	24
NORTHERN & SOUTHERN CALIFORNIA CLASS & CONVOCATION LOCATIONS.....	24
<b>CONTINUING EDUCATION IN MENTAL HEALTH ISSUES .....</b>	<b>25</b>
<b>CERTIFICATE PROGRAM .....</b>	<b>26</b>
CERTIFICATE PROGRAM LEARNING OUTCOMES.....	26
<b>PHD PROGRAM REQUIREMENTS AND POLICIES .....</b>	<b>27</b>
PROGRAM LEARNING OUTCOMES .....	27
PROGRAM LENGTH (TIME TO DEGREE) .....	28
ATTENDANCE POLICY.....	28
ATTENDANCE AT CONVOCATIONS.....	28
LEAVE OF ABSENCE POLICY .....	28
PARTIAL ENROLLMENT PROGRAM .....	29
WITHDRAWN STATUS.....	29
GRADUATION POLICY.....	29
MINIMUM SCHOLARSHIP REQUIREMENTS.....	29
ACADEMIC INTEGRITY .....	30
DEMONSTRATION OF CLINICAL COMPETENCE .....	30

STUDENT RECORDS AND TRANSCRIPTS .....	31
DISMISSAL AND PROBATION POLICY AND PROCEDURES .....	31
<b>THE SANVILLE EDUCATIONAL MODEL .....</b>	<b>32</b>
THE ONE-ON-ONE FORMAT .....	32
<i>Courses Required</i> .....	32
<i>Faculty Roles</i> .....	32
THE SMALL GROUP FORMAT .....	33
<i>Courses Required</i> .....	33
<i>Faculty Roles</i> .....	34
THE LARGE GROUP FORMAT .....	34
<i>Courses Required</i> .....	35
<i>Faculty Roles</i> .....	35
THE INDIVIDUAL LEARNING FORMAT .....	35
<i>Courses Required</i> .....	35
<i>Faculty Roles and Learning Descriptions</i> .....	35
<b>COURSE OF STUDY AND ACADEMIC CREDITS .....</b>	<b>36</b>
COURSE OF STUDY .....	36
CREDIT HOUR POLICY .....	36
TURN-AROUND TIME .....	37
EVALUATION OF COMPETENCE .....	37
CREDIT HOUR REVIEW POLICY .....	37
COURSE CREDITS .....	37
ALLOTMENT OF CREDITS OVER A SAMPLE FIVE-YEAR PERIOD: .....	38
SCHEDULE OF COURSES .....	38
COURSE REQUIREMENTS AND OPTIONS FOR INDEPENDENT STUDY .....	40
<b>CURRICULUM .....</b>	<b>41</b>
DOCTORAL DISSERTATION .....	62
ACCURACY STATEMENT .....	62
<b>FACULTY .....</b>	<b>63</b>
CORE FACULTY .....	63
FACULTY EMERITUS .....	68
CLINICAL CONSULTING FACULTY .....	69
<b>ADMINISTRATION .....</b>	<b>70</b>

**BOARD OF TRUSTEES ..... 70**

**PHD PROGRAM TUITION..... 71**

    CONVOCATION ATTENDANCE AND COSTS ..... 74

    LIBRARY ACCESS ..... 74

    BOOKS/MATERIALS..... 74

    ESTIMATED TOTAL TIME AND TOTAL EXPENSES OF THE PROGRAM..... 74

    PERSONAL PSYCHOTHERAPY..... 74

    TUITION REFUND POLICY..... 75

    REFUNDS GRANTED STUDENTS AFTER THE QUARTER HAS BEGUN ..... 75

**CERTIFICATE PROGRAM TUITION ..... 76**

**2017-2018 ACADEMIC CALENDAR ..... 77**

**UPDATES TO CATALOG..... 78**

## History and Overview

The Sanville Institute is a private, non-profit educational institution offering a PhD in clinical social work and a two-year certificate in the integration of theory and practice in cultural context. The institute offers doctoral students the option of enrolling in a self-paced track, which provides a flexible program length, or a cohort track, which provides a more concentrated timeline and group learning experience.

### Developmental Milestones

- **1974** A group of clinical social workers, together with the California Society for Clinical Social Work founded what was then called the Institute for Clinical Social Work to meet the need for post-master's clinical education and training for clinical social workers.
- **1978** The first five graduates received their doctoral degrees.
- **1984** The Institute's Board of Trustees voted to change the name of the Institute to the California Institute for Clinical Social Work to differentiate it from another similarly named school that was established in Chicago.
- **1992** The Institute expanded its admission policies to include not only MSWs, but also MFTs and other master's-level therapists who demonstrate a commitment to the principles underlying clinical social work.
- **2004** The Institute further broadened its admission criteria to include a master's degree in a field that leads to licensure as a mental health professional, sufficient practice to support clinical learning, and malpractice insurance.
- **2005** The California Institute for Clinical Social Work became The Sanville Institute in honor of our founding dean, clinical social worker Dr. Jean Sanville.
- **2007** A two-year certificate program became part of the curriculum, open to qualified mental health professionals who have a master's degree and are licensed or license-eligible.
- **2014** The Institute began the process of applying for accreditation from the Western Association of Schools and Colleges Senior College and University Commission (WSCUC).

### **The Field of Clinical Social Work**

Clinical social work applies theories of human development and psychotherapy to the treatment and prevention of psychosocial dysfunction, disability, or impairment, including emotional and mental disorders. In keeping with a psychosocial perspective, clinical social work treatment of individuals, families, and groups pays particular attention to social environments and cultural values and experience. Clinical social work encompasses a variety of treatment modalities, including individual counseling, psychotherapy, psychoanalysis, marital therapy, family therapy, child therapy, and group therapy. Clinical social work also includes client-centered advocacy, supervision, consultation, education, and research, as well as a commitment to social justice.

### **The Field of Marriage and Family Therapy**

In California, most marriage and family therapists hold master's degrees from programs in marriage and family therapy or counseling psychology. Others hold master's degrees in related fields, such as nursing, and have fulfilled additional curriculum requirements to qualify for licensure. MFTs are dedicated to understanding and treating individual and family clients from a psychosocial perspective, maintaining awareness of social environments and cultural experience. Many are filling professional roles once filled only by social workers. The clinical social work perspective can productively inform the practice of marriage and family therapy.



## Mission and Philosophy

### Mission Statement

The mission of the Sanville Institute is to provide excellence in doctoral education and ongoing professional growth for a culturally diverse community of master's-level mental health professionals.

### Vision Statement

To promote a healthier world by creating innovative leaders and critical thinkers in the field of mental health and social policy

### Core Values

- 1. Adult Learners**  
The Institute nurtures the capacity of adult learners for professional growth and personal development through education.
- 2. Advanced Clinical Practice**  
The Institute is committed to teaching advanced clinical practice that is grounded in psychodynamic understanding, includes a breadth of psychotherapeutic modalities, and reflects awareness of the impact of society and culture on the development of the self, theory, and knowledge.
- 3. Diversity**  
The Institute encourages diversity of all kinds, including, but not limited to, racial, ethnic, religious, gender expression, physical ability, and sexual orientation in its board, administration, faculty, and student body.
- 4. Integrated Educational Model**  
The Institute strives to make learning a relational process that fosters the integration of theory, experience, practice, and research.
- 5. Promotion of Psychological Understanding**  
The Institute fosters the application of psychological understanding to enhance the well-being of individuals and groups, and specifically values this in relation to itself at all levels, including the board of trustees, faculty, administration, alumni, and students.

### Institutional Objectives

Prepare advanced clinical practitioners skilled at the integration of theory and practice in cultural context.

Build leadership skills in the mental health field to be expressed through writing, teaching, supervision, professional presentations, and social policy.

Enhance critical thinking and the development and analysis of clinical theory, culture, ethics, and contemporary social issues.

Promote deep awareness and support social advocacy on issues related to social justice, social privilege, oppression, diversity, and intersectionality in clinical practice, in the Sanville community, and in society at large.

Design and produce research that will create, critique, expand, or refine clinical theory or practice and social issues.

### **Educational Philosophy**

The educational philosophy of The Sanville Institute is based on the principle that learning in the mental health professions occurs in the context of relationships that facilitate growth in the student's integrative capacity. The student's maximum participation in the learning process is encouraged within the context of a supportive academic community. The adult learner brings to the educational process her or his own life experience, value system, learning style, and goals. The effective teacher–learner relationship focuses on these personal strengths to develop the capacity for self-directed study and independent inquiry. As learning is an open-ended, lifelong process, the highest goal of education is to develop the capacity to ask meaningful questions about the unknown and to free the individual to pursue and extend his or her own growth.

### **Research Philosophy**

The research philosophy of The Sanville Institute, consistent with our educational philosophy and clinical focus, stresses critical thinking about empirical research and the assumptions upon which knowledge is based. Students learn to derive research questions from clinical or social problems and to apply appropriate methodologies to study them. The Institute emphasizes qualitative research, believing that the qualitative approach to both descriptive and interpretive research is most relevant to the study of clinical issues and the phenomenology of social problems. An individual who possesses the PhD degree, however, should be conversant with quantitative methodology and a student who wishes to pursue quantitative research is encouraged to do so.

### **Clinical Practicum**

The student's independent or agency-based clinical practice constitutes the core practicum and becomes integrated into his or her curriculum. Theoretical learning flows from clinical practice and in turn refines the student's professional functioning.

## Admission and Requirements

Admission to matriculated status in the PhD program, or to the certificate program, is open to qualified mental health professionals who have a master's degree in a field that leads to licensure as a mental health professional, sufficient practice to support clinical learning, and malpractice insurance.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the Sanville Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. This fact sheet is filed with the Bureau for Private Postsecondary Education. Regardless of any information you may have relating to completion rates, placement rates, starting salaries, or license exam passage rates, this fact sheet contains the information as calculated pursuant to state law.. Any questions a student may have regarding this fact sheet that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833; [www.bppe.ca.gov](http://www.bppe.ca.gov); (916) 431-6959; toll-free, (888) 370-7589; fax, (916) 263-1897.

### Application for Admission

Information and instructions on the application process for admission to The Sanville Institute's doctoral and certificate programs are available on the web at [sanville.edu](http://sanville.edu). For a paper copy, contact the Institute office at 866-848-8430 or e-mail [admin@sanville.edu](mailto:admin@sanville.edu). Submit applications to:

The Sanville Institute  
2198 Sixth Street  
Berkeley, CA 94710

Applications are accepted on a rolling basis throughout the year.

### Nondiscrimination Policy

The Sanville Institute admits each student on the basis of individual merit. The Institute does not discriminate on the basis of age, sex, physical ability, race, religion, color, nationality, ethnicity, gender expression, or sexual orientation in its admissions policies, or in any of its policies or programs. The Institute is committed to creating an environment where diversity thrives and enriches all elements of its program and community. Students who believe they have been a victim of a discriminatory act by The Sanville Institute or one of its agents should follow the grievance procedures described below.

### Demonstration of Clinical Competence

At admission, applicants for the doctoral program must demonstrate a master's-level competence in clinical practice and sufficient ability in scope and depth of practice that, in the judgment of the Admissions Committee, they have a reasonable capacity for achievement of advanced-level competence. In addition to submitting transcripts and letters of reference, all applicants must submit two summaries of cases from their own clinical practice. These documents are carefully reviewed by the Admissions Committee before the interview. In the interview the prospective student will present one of the cases

for discussion and assessment of theoretical and clinical knowledge and approach. At the end of the first year of enrollment in the doctoral program, each student's Educational Committee meets to assess the student's demonstration of clinical competence and suitability to continue in the program. For advancement to candidacy, students must demonstrate advanced competence in scope and depth of practice. The precise settings and means by which students demonstrate advanced competence and who will evaluate them is worked out with each student's Educational Committee.

### **Writing Competence**

Students are expected to write competently at a doctoral level, and students for whom this is a problem may be required by their mentors and other faculty to obtain professional editing of their written work at their own expense. The formatting of all written work is expected to be in conformity with the latest edition of the American Psychological Association Publications Manual. Faculty, at their own discretion, may attempt to help students with their writing, but students should not expect faculty to do so.

A graduate level proficiency in English is required for admission to the program. No English language services, such as instruction in English as a Second Language (ESL), are provided. In the process of enrolling new students, it is our policy to clearly state that the program is conducted solely in English, including coursework and written papers. It is made clear that all documentation concerning the program is written in English, including enrollment agreements, disclosures, and all communications with students. If English is not the student's primary language, and the student is unable to understand the terms and conditions of the enrollment agreement, the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language.

### **Personal Psychotherapy Requirement**

The Institute is committed to the principle that self-reflection and self-development are fundamental to the acquisition of skill as a clinician and that all clinicians should have the experience of personal psychotherapy. All students of the Institute are required to have had personal psychotherapy before the practicum requirement of the basic curriculum can be considered fulfilled. Such personal psychotherapy may be before or after admission to the program. Assessment of the need for further personal psychotherapy will be made by the Educational Committee, together with the student, solely in relation to the student's grasp of clinical processes and his or her demonstration of clinical competence in order to fulfill the practicum requirement.

### **Transfer Credit Policies**

#### *Transfer Credits*

The Institute has not entered into a transfer agreement with any other institution of higher learning nor do we grant credit for prior academic coursework or experiential learning to either PhD or certificate program students.

***NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION***

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

### *Academic Credit Granted to Certificate Program Students Entering the Doctoral Program*

A student who has participated in The Sanville Institute's two-year certificate program and wishes to enroll in the PhD program will submit the full application for the PhD program and go through the full admissions process. At the discretion of the dean, the admissions interview may not be required. Once accepted into the PhD program the student will receive credit for work already completed, as follows:

If the student completes the two-year certificate program, he or she receives six academic credits, or half the credit a PhD student receives for those two years in the Colloquium course. The student is not required to repeat the Colloquium, except as described below.

Since the certificate student may not have written the basic Colloquium papers required of the PhD students, she or he would need to complete these assignments during the first year as a doctoral student, either by continuing to attend the Colloquium up to an additional year, where the writing would be critiqued by fellow students, or by working on the papers together with the mentor and the Colloquium leader.

The decision about spending additional time in the Colloquium will be made by the Colloquium leader and the mentor, in consultation with the student, and will be based on an assessment of the student's educational needs. If the student spends a third year in the Colloquium, she or he might lead discussions on some of the material or in other ways extend their learning by making presentations in the Colloquium, thus gaining experience in "learning through teaching."

To fulfill the minimum credit requirements for graduation, the student may need to do additional independent study to make up for having fewer credits during the Colloquium years.

If a certificate program student transfers into the PhD program before the end of two years, academic credit will be pro-rated, at the rate of one credit per quarter.

Epistemological Considerations: If a person completes and pays for the Epistemological Considerations course as a non-matriculated student while enrolled in the certificate program, full credit (2 credits) will be granted when that student transfers into the PhD program.

For reference, in those two years, the PhD student would typically have earned:

12 credits for Colloquium

- 2 credits for Convocations
- 6 credits for weekly clinical consultation
- 2 credits for Epistemological Considerations
- 2 credits of mentorship

The PhD student would also have written the basic Colloquium papers and at least begun a 4-credit independent study paper. She or he may also have completed one or more 2-credit independent study courses.

### **Housing**

The Sanville Institute is a non-residential program, with no dormitories or other housing facilities. The Institute takes no responsibility to find or assist a student in locating housing. According to a Berkeley Real Estate Overview on Trulia.com, the range of a typical one-bedroom apartment in the vicinity of the Institute is between \$1,000 and \$1,500 per month.

## Academic and Other Policies

### Student Services

Student services are coordinated through The Sanville Institute's administrative office at 2198 Sixth Street in Berkeley, California, and are described on the website at [sanville.edu](http://sanville.edu). To reach the administrative office call toll free 866-848-8430. The student handbook is sent when tuition is received, and the roster with contact information for students, faculty and alumni is updated and made available online. Student access to the library database is available on the Institute website.

All PhD students belong to the Student Association and are invited to participate in its activities. The Association has several important functions, all of which aim to facilitate students' progress in the Institute. Student meetings provide one of the arenas in which work may be presented to fulfill course requirements. The meetings also serve as a support group for any Institute related concerns or problems. In addition students have access to a listserv for online discussions and support. Communication between the Student Association and the deans and faculty about matters of concern takes place at student/faculty meetings held during each convocation. The Student Association elects a student representative to be liaison with the Board of Trustees.

There is no available equipment in the Institute office for students' use. It is expected that today's students will have their own computers on which to research online databases, write their papers, and communicate with faculty and staff.

### Information and Learning Resources

The Sanville Institute Library System is available to students and faculty through remote access. It contains the contents of databases from PsycINFO, Proquest Psychology Journals, and Psychoanalytic Electronic Publishing (PEP) Archives.

Students are also required to obtain borrowing privileges at a major university library in order to supplement the offerings of our online library. University of California libraries in both Southern and Northern California, such as those at UCLA, UC Irvine, and UC Berkeley, are available to Institute students. Private libraries in both Southern and Northern California are also available to Institute students. The library at the Reiss Davis Child Study Center is open to students in Southern California. For information on other private libraries, students should consult with faculty or the institute librarian.

The Institute is committed to helping students in the use of library and other information resources, and the development of information literacy skills. As stated in our program learning outcomes, the student "finds, validates, critiques, and applies appropriate information resources and research materials in the preparation of scholarly works."

To support the development of doctoral level information literacy skills, the Institute employs a reference librarian, experienced in providing academic psychological research services. He is available to students and faculty in person, by phone, or email to respond to individual research inquiries and to provide technical support. The librarian also



conducts workshops in the use of its library system and the use of the internet for bibliographic searches and accessing of professional journals. In addition, the Institute provides group and individual guidance for students in the use of the APA Publication Manual, which is the standard for all written coursework.

Although students are expected to be proficient in the use of MS Word for writing papers and email for communicating with faculty and administration, individual faculty members are available to assist students with basic word processing questions.

On occasion if a student is unable to attend a seminar, they may participate in the seminar through video-conferencing technology. Either the faculty leader or the administrative staff is responsible for setting up the connection at the school's end, and helping the student manage the technology from her or his end.

The Sanville Institute recognizes that all students, and adult learners in particular, have different learning styles; mentors work with students to identify and address particular areas where they may need extra support.

### **Diversity Policies and Procedures**

#### **POLICY**

Central to the Sanville Institute's institutional values is the promotion of deep awareness of issues related to social justice, social privilege, oppression, diversity, and intersectionality in clinical practice, in the Sanville community and in society at large. As stated in our core values, the institute encourages diversity of all kinds, including, but not limited to, racial, ethnic, religious, physical ability, and sexual orientation in its board, administration, faculty, and student body. The Sanville Institute strives to reflect the diversity of society in our community, programmatic offerings, and promotional materials. We believe that diverse participants and perspectives enrich and improve learning environments, and the institute is committed to increasing diversity within its student body, faculty, staff, and board.

#### **PROCEDURE**

An appreciation for diversity and respect for multicultural perspectives are explicitly expressed in the development of all academic material, in faculty hiring, in student admissions, and in board development.

*Diversity in Community:* Marketing efforts strive to reach prospective students from a wide range of backgrounds. Marketing materials are created in conscious effort to attract and reflect diversity. Recruitment efforts for students and faculty involve relationships with organizations that focus on the needs of under-represented students in higher education. In addition to academic credentials and potential for doctoral level scholarship, admissions criteria value candidates with interest in supporting demographic groups with specialized challenges, such as aging, homelessness, chronic illness, disability, veteran status, immigration standing, and others. Recruitment of faculty members and members of the board of trustees emphasizes a diversity of cultural backgrounds and professions.

*Diversity in Programmatic Offerings:* Convocation and continuing education program

planning focuses on cross-cultural and multicultural issues. The dean considers diversity and solicits opinions from students and faculty during the process of selecting the theme and speaker for each event. Faculty continuously engage in a discussion on how to suit the needs and interests of current and potential students from more diverse backgrounds, and to help all students more fully address cross-cultural and multicultural issues in coursework. Independent study courses on the themes of culture, race, and racism are available and encouraged.

*Self-Reflection and Policy Improvement:* Student concerns about institutional bias will be addressed and tracked pursuant to our grievance policy. Written quarterly self-assessments related to cultural sensitivity conducted by faculty and students contribute to deepening cultural awareness in the academic environment and maintaining collegiality and an environment of respect. These ongoing evaluations stimulate the institute to identify areas where our commitment to diversity could be strengthened.

### **Disability Policy and Procedures**

#### **POLICY**

The Sanville Institute is committed to making its programs open and accessible to qualified students and faculty with disabilities.

We follow all applicable laws and regulations relating to students with disabilities, including the Americans with Disabilities Act as amended, and the Rehabilitation Act of 1973. Our facilities are wheelchair accessible.

It is our policy to provide reasonable accommodations or academic adjustments when necessary for faculty or students. We will make these accommodations and adjustments in a timely manner and on an individualized and flexible basis.

Students with documented disabilities will be provided with equal access to courses and school activities. No otherwise qualified individual with a disability shall, by reason of such disability, be excluded from participation in Sanville Institute programs.

#### **PROCEDURES**

It is the responsibility of the individual student or faculty member to identify himself or herself as an individual with a disability when seeking an accommodation or adjustment. Individuals with a disability who seek an accommodation should immediately contact the dean. Applicants are not required to identify known disabilities at the time of application.

Requests for accommodations must be accompanied by appropriate documentation. Such documentation should include assessments, diagnoses, and specific recommendations for modification. Requests for accommodations are determined on a case-by-case basis. Students and faculty members are required to maintain institutional standards of performance.

All disability documentation records are confidential and will be kept in the student's or faculty member's files. However, in order to ensure that appropriate accommodations are

provided, the dean may discuss some details about the accommodation records with institute officials and individuals who have an educational need to know as allowed by the Family Educational Rights and Privacy Act.

### **Anti-Harassment Policy**

The Sanville Institute has a zero tolerance for harassment and is committed to maintaining a work and learning environment free from any harassment or discrimination. The Institute will not tolerate any form of harassment of employees (including faculty), volunteers, students, student or employment applicants, or independent contractors by anyone, including board officers and board members. Any form of harassment on the basis of race, color, national origin, sex, religion, physical or mental disability, medical condition, pregnancy, marital status, gender expression, sexual orientation, age, veteran's status, or any category protected by federal, state, or local law is a violation of this policy and will be treated as a disciplinary matter. The full policy, including definitions of harassment and sexual harassment, reporting obligations, investigations, and prohibition against retaliation can be found on the Institute's website.

### **Statement on Academic Freedom for Students and Faculty**

The Institute endorses the principles set forth by the American Association of University Professors. These principles state that although faculty are appointed by the Board of Trustees, once they are appointed they hold an equal and independent place, carrying primary responsibility with respect to educational matters. The freedom of individual faculty members to study and communicate ideas is one dimension of academic freedom, and another dimension is the freedom of students to learn in an unrestricted environment. Accordingly, the Institute endorses the principles set forth in the 1967 Joint Statement on Rights and Freedoms of Students, drafted jointly by the American Association of University Professors and the United States National Student Association, together with other educational organizations.

### **Confidentiality Policy**

As part of the educational process, clinical case material may be used for writing or oral presentations. All students are expected to disguise identifying information. It is understood that the confidentiality of clinical material discussed in oral presentations will be preserved by all in attendance. Students and faculty comply with legal and ethical standards regarding confidentiality for mental health practitioners. Written materials that must be maintained as part of students' academic records are kept in a locked file cabinet in the administrative office.

### **Availability of the Dean and Associate Deans**

Both the dean and the associate deans are available for consultation with students about anything that pertains to the Institute program and their participation and progress in it, and students should feel no constraint in contacting them. As a matter of policy, every effort is made to be responsive to student input and needs. Over the years, this has been

a major source of Institute program and policy development. Much of this input tends to be developed in the student and student/faculty meetings at the three annual convocations, but individual input is always welcome.

## **Student Complaints or Grievances**

### Statement of Intent

The Sanville Institute is committed to ensure that the rights of students are properly recognized and protected.

### Policy

Student complaints and grievances will be resolved in a timely manner.

### Procedure

1. Academic Work  
Disputes or questions concerning evaluation of academic work should be first addressed with the faculty involved. If resolution is not reached at that level, the associate dean, and then the dean, will be consulted and the dean's decision will be final.
2. Facilities  
Complaints involving problems with the facilities should be addressed to the executive director for resolution.
3. Informal Complaints of Unfair Treatment
  - a. Any student who believes a member of the faculty, staff, board, or administration has treated her or him unfairly shall first attempt in good faith to resolve the problem through early informal discussion of the matter with the person directly involved.
  - b. Failing resolution at that level, either party may appeal to the associate dean for arbitration. If the associate dean is an involved party, the appeal may be directly to the dean.
  - c. If a resolution is not forthcoming within 15 days, the matter may be referred to the dean, or if the dean is an involved party, to the chair of the board.
  - d. The dean, or the board chair if the dean is an involved party, will provide a response to the student's complaint within 15 days of receipt.
4. Formal Grievances
  - a. In the unlikely event that a student's complaint has not been resolved through the informal process, the student may initiate a formal grievance procedure, requesting an official examination of the facts.

- b. A formal grievance must be presented in writing to the dean, and must include a narrative description of the complaint, reasons why the informal process failed, the name of the office or individual against whom the grievance is brought, the date or period of time in which the behavior occurred, the location of the incident, a listing of individuals who witnessed any part of the incident in dispute, and the remedies requested. If the dean is an involved party, the grievance will be presented to the board chair.
  - c. The dean, or board chair if the dean is an involved party, may designate an investigative officer from within the institute to review the grievance.
  - d. The officer may convene a panel to conduct a closed hearing with the grievant, respondent, and witnesses. Findings and recommendations will be completed within 60 days of the submission of the grievance.
5. Records  
A record of all complaints and grievances will be kept by the manager of operations and communications for at least six years, and as indicated in the institute's institutional research policy.
6. Prohibition of Retaliation  
Under no circumstances will the filing of a grievance result in retaliation by the party being grieved against or other representatives of the institute.

### **Consumer Information or Complaints**

Any questions a student may have regarding information in the Student and Faculty Handbook or the catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number: (888) 370-7589, or by fax, (916) 263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site, [www.bppe.ca.gov](http://www.bppe.ca.gov)

Disclosure per California Education Code §94909(a): The Institute does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

## State Approval and Accreditation Status

The Sanville Institute is a private, non-profit school approved by the State of California's Bureau for Private Postsecondary Education ([www.bppe.ca.gov](http://www.bppe.ca.gov)). "Approved" means that we are in compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009 [California Education Code, Title 3, Division 10, Part 59, Chapter 8, §94897(l)].

California legislation (SB1247) effective January 2015 requires the following "Notice to Prospective Degree Program Students:"

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017 and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

The Sanville Institute is in compliance with this legislation and has applied for accreditation from the Western Association of Schools and Colleges Senior College and University Commission (WSCUC). This is a multi-year process. For further explanation, please contact us.

Explanation of State Approval: The Bureau for Private Postsecondary Education ([www.bppe.ca.gov](http://www.bppe.ca.gov)) has developed rigorous standards for approved schools to protect prospective students from for-profit "diploma mills." The Sanville Institute is proud that its doctoral program has been approved continuously for over 30 years with no complaints to the bureau and with much praise from students.

Limitations of State Approval: The Sanville Institute is not currently accredited by an accrediting agency recognized by the United States Department of Education, or any independent accrediting body. The PhD in clinical social work is an academic degree and has no impact on licensure.

Prospective students should be aware that a degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions within the State of California and most tenure track academic appointments. Graduates of Sanville, however, do hold teaching positions on the faculties of many universities and institutes.

Additionally students enrolled in an unaccredited educational institution are not eligible for federal financial aid programs.

## Tuition and Fees

### Registration and Payment Schedules

Tuition for each quarter is due at the Berkeley office on August 1, December 1, and March 1. Students may also sign an agreement to pay on a monthly basis at an additional \$10 per payment. For students returning from leave in the winter or spring quarters, a signed enrollment contract is due by December 1 for winter enrollment and March 1 for spring enrollment.

### Tuition

PhD tuition for 2017-2018 is \$18,190 for the self-paced track and \$14,500 for the cohort track. Certificate program tuition is \$4,000. For additional fees and details, refer to the Schedule of Current Student Tuition, Fees, and Tuition Refund Policy in this catalog and on the website.

### Financial Aid and Student Loans

The Institute does not participate in, nor have any agreements with, any financial aid or loan programs, that is, no federal, state, local, or private aid or loan programs. If a student obtains a private loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest per the student's agreement with the lender.

### Loan Information

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. Since The Sanville Institute is not accredited, its students are not eligible for federally funded student loans. However, if the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur: (1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the student is entitled to reduce the balance owed on the loan. (2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

### Scholarships

#### *Bonne Bearson Memorial Fund*

The scholarship associated with this fund is awarded to a student in the first or second year of the PhD program. Bonne was a student in our doctoral program from 1993 to 2000 and remained active with the Sanville community until her illness. She was a superb therapist, consultant, and supervisor, dedicating her life to helping others find joy and peace and self-understanding. She particularly cared about the needs of those less fortunate. Bonne's family established this fund as a way to honor her love of people and her strong connection to The Sanville Institute and to ensure that Bonne's name and legacy will continue to live on.

*Elise Blumenfeld Memorial Fund*

Elise Blumenfeld – or Lise as everyone called her – was a tireless advocate for and supporter of the Institute. This fund was established by her family and many friends to memorialize her years of devotion to the Sanville community. Lise had many passions and pet projects, among them writing, research, critical thinking, well-being, student engagement, and the maintenance of high academic standards. In one of her later endeavors, she began work on an oral history project, interviewing senior clinical social workers in California about the interface between the personal, the professional, and the political. Because of her commitment to stories and to the power of narrative, this fund is focused on narrative qualitative research, a foundation of our curriculum and dissertation process.



## Office and Class Locations

### Statewide Administrative Office

The Sanville Institute is a statewide program maintaining an administrative office at:

2198 Sixth Street, Berkeley, CA 94710  
866.848.8430 (toll-free), 510.848.8420 or 310.674.8420  
[admin@sanville.edu](mailto:admin@sanville.edu)      [www.sanville.edu](http://www.sanville.edu)

### Directions to the Institute Office from Interstate 80

The Institute office is located just off Interstate 80 in Berkeley. Take the University Avenue exit and head east on University Avenue. At the first traffic light, which is Sixth Street, turn right and proceed past Addison St. The Institute is located at 2198 Sixth Street at the corner of Allston Way.

### Northern & Southern California Class & Convocation Locations

Classes and tutorials are held in convenient locations in the greater Los Angeles and San Francisco Bay Areas, including the Institute office in Berkeley and the homes or offices of faculty members. Current classes are often held in Northridge, Santa Monica, and Berkeley; however, locations may change depending on the geographical needs of the student body. Convocations are held at hotel or conference venues: two in the San Francisco Bay Area each year and one in the Los Angeles area. Meals at convocations are included in the cost of tuition, as are lodging and out-of-area travel for convocations.

## Continuing Education in Mental Health Issues

The Sanville Institute offers continuing education courses for the benefit of the clinical professional community. The Institute is recognized by the California Bureau of Behavioral Sciences as a provider of continuing education for LCSWs , MFTs, and LPCCs, and by the California Psychological Association Office of Professional Development (#SAN 150) for psychologists. In order to grant continuing education credit, courses are required to meet the criteria of the BBS and CPA. Appropriate and specific learning objectives are provided, along with a course evaluation form, for each continuing education course offered by The Sanville Institute. Courses are a maximum of 6 hours long, sometimes less, and cover subject areas that are already included in the PhD and certificate programs.

## Certificate Program

The two-year Certificate Program in the Integration of Theory and Practice in Cultural Context is open to master's level mental health professionals – licensed or license-eligible -- who are engaged in clinical practice. Students are admitted every fall. The certificate program is built on a foundational course in the PhD program, the Colloquium, which is a seminar required for first and second year doctoral students and led by core faculty members of the Institute. Certificate students do all of the required readings and participate fully in class discussions, along with the PhD students, but they have minimal writing requirements.

The certificate program enables students who are not ready or able to enroll in the PhD program to deepen their knowledge of psychodynamic theories and methods of treatment and introduces the educational model to those who want to learn more about it before considering enrollment in the PhD program. In one year the curriculum includes Attachment, Neurobiology, and Relational Theories and Methods of Treatment. In the second year the curriculum includes Fundamental Psychodynamic Theories and Methods of Treatment.

The academic year is divided into three quarters, fall, winter, and spring, and the certificate program meets for 20 hours each quarter. For completion of the two-year program 120 classroom hours are required.. If licensed, certificate program students can receive credit for 20 continuing education hours each quarter. Eligibility for graduation from the certificate program is determined by the faculty leader of the Colloquium, based on attendance for the full two years, completion of reading and writing assignments, and class participation. A certificate is awarded to the student at the Institute's spring commencement ceremony.

The certificate program provides advanced education and training for mental health professionals who are already licensed to practice or are license-eligible. It is not designed to prepare students for any particular employment, but it does contribute to their ability to provide in-depth and culturally relevant mental health services.

### Certificate Program Learning Outcomes

#### ***Clinical theory and practice***

Understands and is conversant in a broad range of clinical theories

Masters two or more clinical theories and applies them to first-hand clinical situations

#### ***Socio-cultural context and cultural sensitivity***

Considers, and integrates the relative socio-cultural context within which the practitioner, the client, and the theory exist

#### ***Critical appraisal***

Thinks critically about theory, including its explanatory and ameliorative aspects, strengths, weaknesses and blind spots

#### ***Ethical appraisal***

Develops and applies a discerning ethical attitude while grounded in basic professional standards

## PhD Program Requirements and Policies

### Program Learning Outcomes

#### *Clinical theory and practice*

1. Understands and is conversant in a broad range of clinical theories
2. Masters two or more clinical theories and applies them to first-hand clinical situations
3. Shows evidence of deep and comprehensive understanding and application of the clinical process

#### *Socio-cultural context and cultural sensitivity*

4. Considers, and integrates the relative socio-cultural context within which the practitioner, the client, and the theory exist

#### *Critical appraisal*

5. Thinks critically about theory, including its explanatory and ameliorative aspects, strengths, weaknesses and blind spots
6. Applies critical thinking to own work, that of peers and to the program, as well as to institutions, social policy and research

#### *Articulation*

7. Articulates in a scholarly manner matters related to theory, practice, research and culture in writing and orally
8. Identifies and explicates relationships among theories, concepts, and culture

#### *Ethical appraisal*

9. Develops and applies a discerning ethical attitude while grounded in basic professional standards

#### *Research*

10. Understands the social context of theory; finds, validates, critiques and applies appropriate information resources/research materials when writing scholarly works
11. Produces, designs, and analyzes research that contributes to, expands, evaluates, or refines clinical or social theory or social policy

### **Program Length (Time to Degree)**

A minimum of three years of academic work and dissertation research are required for the doctoral degree. Since the PhD program is designed for clinicians who intend to work in the field while they earn the degree, carrying a full-time practice workload may extend the time required to complete the program. Students who enroll in the self-paced track should anticipate from four to six years of work to complete the requirements for the degree. Students enrolled in the cohort track complete the degree in four years.

### **Attendance Policy**

Students are required to attend all sessions of the required Colloquium and seminar courses, all scheduled meetings with mentors and clinical consulting faculty, and all convocations. Any absence must be negotiated with appropriate faculty.

### **Attendance at Convocations**

Attendance at convocations is a requirement for all doctoral students. If a student is unable to attend, the student is expected to listen to the audio-recording of the presentations and discuss them with the student's mentor. Audio recordings of convocation presentations are available through the Institute office.

### **Leave of Absence Policy**

From the time of initial matriculation through graduation, students are expected to maintain their enrollment and continue progressing through the program without interruption. Leaves of absence are strongly discouraged because they interrupt the student's momentum through the program, seldom lead to the student producing work on his or her own, are disruptive of group learning experiences, and are seldom, if ever, an economy in the long run.. The Institute's leave of absence policy is as follows:

1. Leaves of absence are limited to a maximum of one quarter in the first three years of the program, except in the case of dire personal or family illness or dire financial straits, such as loss of income source. It is during the first three years in the program that students participate in colloquia and seminars, and individual leave-taking is particularly disruptive of the life of these group learning experiences.
2. Leaves of absence are limited to not more than three quarters during the student's tenure in the program, except in the case of dire personal or family illness or dire financial straits, such as loss of income source.

In the event that personal circumstances require a student to take a leave of absence, the student must submit a written request to the dean, including a statement explaining the reason for the leave and the anticipated length of the leave requested.

Students on leave must pay an on-leave fee of 10% of the current quarterly tuition to maintain that status. Failure to pay the fee in a timely way automatically results in withdrawn status. Students do not receive academic credit for work completed while on leave of absence. Dissertation advisement will not be available to students who are on leave of absence. Final approval of the dissertation is granted only to fully matriculated students.

A student returning to the program after two or more consecutive quarters of leave must schedule an interview with the dean, by telephone or in-person, for an evaluation of her or his readiness to return. After three consecutive quarters on leave of absence, a student will be withdrawn and must reapply for admission to resume studies.

### **Partial Enrollment Program**

When circumstances in a student's life require it and when the self-paced student has completed all of the requirements of the Colloquium on the Integration of Clinical Theory and Practice, Epistemological Considerations and Research Concepts, Methods and Process, and has an approved Preliminary Educational Plan, the student is eligible to become a partial enrollment student with the approval of the student's Educational Committee. A partial enrollment student is limited to two meetings with the mentor per quarter and participation in the Writing Seminar or the Dissertation Proposal Tutorial. A student is limited to earning no more than four credits per quarter when registered in the partial enrollment program. Partial enrollment is not permitted once the student has advanced to candidacy. The student may attend convocations at no charge, though that student will be responsible for his or her own travel and lodging.

### **Withdrawn Status**

After three consecutive quarters of leave, a student will be withdrawn and must reapply for admission in order to resume studies. A withdrawn student who wishes to reapply must pay a reapplication fee and submit (1) a personal statement including a discussion of changes that indicate a readiness to return to the program, and (2) any other materials that the dean or the associate dean deem necessary.

### **Graduation Policy**

To graduate and be awarded the PhD degree, a student must complete a minimum of 85 quarter credits, 16 of which are granted for the dissertation. Prior to beginning work on the dissertation, the student will have advanced to candidacy, based on completion of all curriculum requirements described in the catalog and in section 8 of the Student and Faculty Handbook, and submission of an approved Final Educational Plan. The student is also responsible for paying specific fees associated with graduation, listed in the Schedule of Current Tuition and Fees and Tuition Refund Policy for the current academic year.

### **Minimum Scholarship Requirements**

Because students continue to work in their practice settings while in the program, academic productivity varies greatly from student to student, based upon the time each student has available for study. There are, however, minimum requirements. During the first two years of the program, all students are expected to participate fully in the Colloquium on the Integration of Clinical Theory and Practice in Cultural Context (the "Colloquium"); Epistemological Considerations; and Research Concepts, Methods and Process. No student may graduate from the Colloquium without having completed all assignments and without having completed a Preliminary Educational Plan that has been approved by the student's Educational Committee. Beginning in the third year, all students must complete a minimum of three quarters of the Writing Seminar and three quarters of the Dissertation Proposal Tutorial.

In general, students are expected to complete a minimum of twelve credits per year. A student may earn less than twelve credits in a year if her or his mentor approves. The student's suitability to continue in the doctoral program will be evaluated by the Educational Committee at the end of the first year, upon completion of the educational course plan, before advancing to candidacy, and at other times needed.

### **Academic Integrity**

Students and faculty at The Sanville Institute are part of an academic community defined by its commitment to scholarship. The Institute expects its students to adhere to the principles of academic and intellectual integrity in their preparation and submission of written work and oral presentations. All submitted work of any kind must be the original work of the student who must cite all the sources used in its preparation.

Plagiarism, the deliberate use of someone else's language without acknowledging its source, is considered a form of academic dishonesty, and is prohibited. If plagiarism is suspected in a student's work, Institute faculty may ask the student to submit the paper electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly cited and/or original.

Students may unintentionally plagiarize because of confusion over the difference between quoting, paraphrasing, and summarizing. Students are encouraged to read the article by Purdue University's Online Writing Lab (OWL) on "Quoting, Paraphrasing, and Summarizing" at <https://owl.english.purdue.edu/owl/resource/563/1/> to avoid unintentional plagiarism. Another helpful resource is from the Council of Writing Program Administrators: "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" at <http://wpacouncil.org/positions/WPAplagiarism.pdf>

### **Demonstration of Clinical Competence**

Students' clinical practice competence is evaluated through their demonstration of both scope and depth of practice, which includes use of supportive techniques and skills that increase client awareness, the ability to recognize latent or unconscious content, and the ability to make conscious use of transference and countertransference.

At admission, applicants must demonstrate a master's-level competence in clinical practice and sufficient ability in scope and depth of practice that, in the judgment of the Admissions Committee, they have a reasonable capacity for achievement of advanced-level competence. As part of the admissions process, applicants submit two summaries of cases from their own clinical practice. These documents are carefully reviewed by the Admissions Committee before the interview. In the interview the prospective student will present one of the cases that will be discussed and assessed for theoretical and clinical knowledge and approach.

Students meet weekly during the first two years with a member of the clinical consulting faculty, who will report on the student's clinical development to the student's educational committee. The committee takes the CCF's appraisal into account when meeting with the student at the end of the first and second years. For advancement to candidacy, students must demonstrate advanced competence in scope and depth of practice. The precise

settings and means by which students demonstrate advanced competence and who will evaluate them is worked out with each student's Educational Committee.

### **Student Records and Transcripts**

The PhD student is responsible for submitting a number of reports and forms to document completion of academic requirements. Details on these reports and blank forms are located in the Student and Faculty Handbook. The Institute maintains an ongoing transcript for all students documenting the completion of academic requirements.

The Institute retains all records for current students, withdrawn students, and graduates for a minimum of 5 years. This includes all materials submitted with the student's application and all reports, evaluations, and forms documenting student progress through the doctoral program. As required by law, transcripts will be kept on file permanently.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), students of The Sanville Institute have the right to inspect, review, and request copies of their education records; request amendment of their education records; and consent to disclosure of personally identifiable information contained in their records. A full statement of the Institute's policies regarding students' records in compliance with FERPA is available on the website.

### **Dismissal and Probation Policy and Procedures**

When the Educational Committee determines that a PhD student is making insufficient progress to justify the student's investment in tuition and use of Institute resources, the student must be given 30 days' notice in writing that the committee has determined that the student should be either dismissed or placed on probationary status. Concomitantly, the mentor forwards to the dean notice of the committee's determination. The student may appeal the committee's decision to the dean. Probation of one quarter may be granted, if in the opinion of the Educational Committee, a period of special guidance or a tutorial with a member of the faculty or clinical consulting faculty would enable the student to begin to perform adequately. Under no circumstances may a remedial tutorial be offered for more than two quarters.

Thirty days prior to the close of the probationary period the Educational Committee and the remedial faculty will convene to evaluate the status of the student who is on probation. If in the judgment of the committee the student is still not performing adequately, the student will be dismissed from the Institute. Dismissal necessitates a face-to-face meeting of the student and the Educational Committee. Students may appeal dismissal by written petition to the dean, but the action of dismissal is normally considered final.

Throughout the probationary and dismissal process, the student is permitted to select a fellow student as an advocate. The advocate is permitted to appear with the probationary student in any meetings to which the probationary student is called for discussion of her or his academic status.

If a certificate program student is making insufficient progress, the Colloquium faculty leader and the dean will consult together and with the student to consider options.



## The Sanville Educational Model

The Sanville Institute's educational model is derived from our philosophy and mission. The combination of group and individualized teaching/learning is designed to meet the needs of adult learners in a variety of professional settings who desire to further their clinical education at a doctoral level without giving up their current work activities. The model facilitates students' acquisition of the clinical and academic skills that allow them to progress toward advanced practice, teaching, and writing, and the research scholarship required for a doctoral dissertation.

The model is comprised of courses offered in four major learning formats in which the learner-teacher relationship is matched to the unique learning task. These formats are

- one-on-one,
- small group,
- large group, and
- individual learning.

Academic work is assigned and completed in each format, and course credit is earned by fulfilling requirements in each format.

### The One-on-One Format

#### *Courses Required*

- Mentorship, in which students fulfill academic requirements in the form of content courses that earn two credits and integrative courses that earn four credits
- Clinical supervision with the clinical consulting faculty
- Research/Dissertation advisement

#### *Faculty Roles*

##### **Mentor**

- Serves as educational consultant for the development of the student's individual educational requirements
- Oversees completion and evaluation of the individual learning courses: nine 2-credit courses (including Foundation Course #110) and four 4-credit courses. Two-credit courses take a variety of forms, and four-credit courses are written papers integrating theory and practice
- Meets with the student for a minimum of one hour monthly until the student has moved to the dissertation phase
- Chairs the student's Educational Committee which convenes 1) at end of the first year, 2) when the student's Preliminary Educational Plan is ready for approval, 3) when course requirements have been completed and the student is ready to proceed with preparation of a dissertation proposal and 4) anytime there are educational issues that need to be resolved

**Clinical Consulting Faculty (CCF) (Clinical teachers in active clinical practice)**

- Meets with students in the faculty's practice office for weekly clinical consultation during the first two years
- Enables student to refine their practice
- Facilitates student's integration of theory with practice
- Evaluates the student's clinical work identifying areas in which further development is required, and collaborates with student's Educational Committee

**Academic Consulting Faculty (ACF)**

- Academic consulting faculty are known subject experts among the alumni or in the professional community, who serve as consultants to the student and mentor in the development of and evaluation of four-credit papers.
- The ACF serves as the second reader of a student's four-credit paper and critiques the student's presentation of and understanding of the theory being elucidated and applied to the clinical material.

**Research/Dissertation Advisement Faculty**

- Serves as chair of dissertation committee
- Serves as a member of the candidate's dissertation committee

**The Small Group Format**

Colloquia, seminars, and tutorials are small group teaching formats led by a core faculty member.

*Courses Required*

- *Colloquium on the Integration of Theory and Practice in Cultural Context.*  
In this course, a small number of students learn to think conceptually about clinical data and to critique clinical theory. Readings and discussions in the first year focus on fundamental psychodynamic theories and methods of treatment and in the second year the focus is on attachment, neurobiology and relational theories, and methods of treatment. Study of student case material facilitates integration of theory with practice and cultural context and the identification of clinical research issues.
- *Epistemological Considerations*  
This small group seminar provides a space for students to reflect upon their knowledge bases and aims at conveying the significance of an epistemological or meta way of thinking. Students are encouraged to ask questions regarding the sources (psychological, sociological, cultural, and biological) of the knowledge areas they are exploring, including, for example, common sense, analytic theories, or sociological explanations. The goal is to develop and

articulate a point of view toward one's own thinking and the thinking of others. This seminar is meant to give students a broadening and interdisciplinary window for viewing knowledge and prepares the student for thinking epistemologically about research and methodology. This provides the underpinning for the course in Research Concepts, Methods, and Process and is a prerequisite for that course.

- *Research Concepts, Methods and Process*  
Over a period of three quarters the focus is on qualitative research, including grounded theory. The research sequence includes evaluation of research, the formulation of research questions, and methodology. Students may work individually or as a group on a small research project.
- *Writing Seminar*  
This faculty-led writing support group is for students who have completed the Colloquium. Students develop conceptual frameworks for their individual study projects and critique each other's work, get suggestions, and offer support. The Writing Seminar also provides a setting in which students can earn course credit by making oral presentations to peers.
- *Dissertation Proposal Tutorial*  
This one-year seminar is required of students who have completed Epistemological Considerations and Research Concepts, Methods, and Process and the Colloquium. It is a small group discussion led by a member of the faculty designed to help students start developing their dissertation proposal.

### *Faculty Roles*

#### **Core Faculty**

- Serve as academic resources and foster learning
- Facilitate productive peer interaction toward fulfilling the aims of the colloquium or seminars
- Foster students' integration of theory and practice
- Promote the educational philosophy of the Institute in which students are both learners and teachers of one another
- Provide an accountability function for the Institute and the profession in their assessment of students' educational work and identification of needs for further growth. This function is shared by CCF.
- Facilitate learning of research methodology and evaluation. Facilitate the development of an approach to viewing phenomena that fosters *hypothesis* formation, theory building, and the worldview of a researcher and Provide students with the tools necessary for completion of the dissertation

### **The Large Group Format**

### *Courses Required*

- *Convocations*  
Convocations are at the heart of the Institute. They bring together all students and faculty statewide for two-day conferences, held once each quarter. Students are provided a wide range of learning experiences: the opportunity to hear presentations by outside speakers, faculty, and other students, to make presentations of their own, and to share ideas with other members of the learning community. Faculty, board members, and members of the professional community participate in these events. For more information, go to <http://sanville.edu/academics/past-convocations/>.
- *Outside Conferences*  
Students are encouraged to attend and present their work at outside conferences. Course credit may be earned by such activities planned in conjunction with the student's mentor and consistent with the student's educational plan.

### *Faculty Roles*

- Plan, coordinate, and organize three Convocations each year
- Participate as presenters, moderators, panel leaders, and discussion group leaders at the Convocations

## **The Individual Learning Format**

### *Courses Required*

- Mentorship
- The Dissertation

### *Faculty Roles and Learning Descriptions*

#### **Individualized Study Courses**

The Institute operates on a modified Oxford model in that the student plans a course with the mentor and carries it out in independent study through a combination of reading, written work, and presentations. As described under the one-on-one format above, content courses earn two credits and some may be fulfilled in oral presentation. Integrative courses earn four credits and are always written papers. These individual learning experiences are all part of the Educational Plan for meeting the curriculum requirements of the program prepared by the student with the assistance of the mentor.

#### **The Dissertation**

Upon completion of the requisite number of credits, the student begins the dissertation phase of the program. Here the student, in conjunction with core faculty, chooses a dissertation topic and prepares to make a formal study of that topic. The student forms a committee, writes a proposal, submits it along with the Protection of Research Participants application for approval, conducts research, and writes the dissertation. Once the dissertation is accepted by the committee and the dean, the doctorate is awarded.

## Course of Study and Academic Credits

### Course of Study

The course of study leading to the PhD is divided into six broad learning areas:

- Foundations
- Social Phenomena
- Psychosocial Theories
- Theories and Methods of Treatment
- Clinical Education and Administration
- Theories and Methods of Research

The awarding of the PhD degree is contingent upon the demonstration of competence in each of these areas.

### Credit Hour Policy

A course credit is awarded based on credit hours. A student must earn a minimum of 85 credit hours in order to be awarded a PhD.

One credit hour is equivalent to ten hours spent in class and a corresponding twenty hours spent studying outside of class. Thus one credit hour is equivalent to a total of thirty hours of academic work.

Credits are earned for:

- Participation in Mentorship
- Convocations
- Clinical Supervision
- Colloquium on the Integration of Clinical Theory and Practice in Cultural Context
- Epistemological Considerations
- Research Concepts, Methods, and Process
- Writing Seminar
- Independent Study Courses
- Dissertation Proposal Tutorial
- Dissertation

A significant portion of the student's course credit is earned in independent study measured both qualitatively and quantitatively in relation to hours spent. A minimum of thirty-two credits are earned by independent study in six learning areas: Foundations, Social Phenomena, Psychosocial Theories, Theories and Methods of Treatment, Clinical Education and Administration, Theories and Methods of Research.

A two-credit course requires approximately sixty hours of independent work in conjunction with the mentor. The two-credit course must reflect adequate doctoral level knowledge that includes the ability to identify and assess a major clinical and theoretical issue and to discuss it lucidly with knowledgeable peers. At least four of the required number of two-credit courses must include written papers. The remaining two-credit courses may be completed through oral presentations or written papers.

A four-credit integrative course requires a written work, or oral presentation, that entails approximately 120 hours of independent study in conjunction with the mentor. The quality of work submitted must reflect an extensive investment in research and writing and must demonstrate integration of theory and practice, including case material, at an advanced level.

Sixteen credits are granted for the completed and accepted dissertation.

Credit is assigned for student work that reflects doctoral level proficiency in keeping with the study hours assigned. The student is responsible for submitting to the mentor and the institute office all required quarterly reports, papers, evaluations, and forms documenting completion of academic work for credit to be granted.

### **Turn-Around Time**

Students may expect that papers will be critiqued and returned to them by mentors and academic faculty members in a maximum of two weeks. Though mentors and academic faculty members may return papers in a shorter time, students should always assume a two week turn-around time when planning their own productivity goals. A longer turn-around time may be arranged in situations when the faculty member needs more than two weeks to critique the student's work, as long as the arrangement is mutually agreed upon by the student and the faculty member.

### **Evaluation of Competence**

The Institute does not confer grades. It grants credits as a measure of competence, and credits are given only when a sufficient standard has been met.

### **Credit Hour Review Policy**

Faculty members and the dean review each course syllabus on an annual basis to update readings and assignments and consider the amount of academic work required relative to the credit students will receive. Faculty members and the dean review new courses for compliance with the credit hour policy. A review of the credit hour policy is incorporated into the Institute's academic program review every five years.

### **Course Credits**

The following tables illustrate how course credits are allotted and how a student's program may be scheduled over a five-year period in the self-paced track. Schedules will vary according to each student's individual progress and seminar scheduling. This sample schedule assumes 12-14 hours per week of academic work and results in 88 course credits which are three over the minimum requirement of 85. Students in the cohort track will proceed together a four-year course of study.

**Allotment of Credits Over a Sample Five-Year Period:**

<b>Course</b>	<b>Credits</b>	<b>Total Credits</b>
Mentorship	1 per year	4
Independent Study Course 110	2 at completion	2
Convocations	1 per year	5
Individual Clinical Supervision	3 per year	6
Colloquium on the Integration of Clinical Theory and Practice	6 per year	12
Epistemological Considerations	2 at completion	2
Research Concepts, Methods and Process	6 at completion	6
Writing Seminar	2 at completion	2
Independent Study Courses	32 at completion	32
Dissertation Proposal Tutorial	1 at completion	1
Dissertation	<u>16 at completion</u>	<u>16</u>
<b>Total</b>		<b>88</b>

**Schedule of Courses**

<u>Year One</u>	<u>Contact Hours</u>	<u>Total Hours</u>	<u>Credits</u>
Colloquium on the Integration of Clinical Theory and Practice	60	180	6
Epistemological Considerations	18	60	2
Clinical Supervision	30	90	3
3 Convocations	30	30	1
Mentorship	10	30	1
Independent Study Course 110	--	60	2
	<u>148</u>	<u>450</u>	<u>15</u>

<u>Year Two</u>	<u>Contact Hours</u>	<u>Total Hours</u>	<u>Credits</u>
Colloquium on the Integration of Clinical Theory and Practice	60	180	6
Research Concepts, Methods and Process	30	180	6
Clinical Supervision	30	90	3
3 Convocations	30	30	1
Mentorship	10	30	1
Independent Study Courses	--	120	4
Preliminary Educational Plan approved	--	--	--
	<u>160</u>	<u>630</u>	<u>21</u>

## 2017-2018 CATALOG

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<u>Year Three</u>	Contact <u>Hours</u>	Total <u>Hours</u>	<u>Credits</u>
Writing Seminar	18	60	2
Convocations	30	30	1
Mentorship	10	30	1
Dissertation Proposal Tutorial	18	30	1
Independent Study Courses	–	420	14
	<u>76</u>	<u>570</u>	<u>19</u>

<u>Year Four</u>	Contact <u>Hours</u>	Total <u>Hours</u>	<u>Credits</u>
3 Convocations	30	30	1
Mentorship	10	30	1
DPT (optional)	18	30	0
Independent Study Courses	–	420	14
Final Educational Plan approved	–	–	–
	<u>58</u>	<u>510</u>	<u>16</u>

<u>Year Five</u>	Contact <u>Hours</u>	Total <u>Hours</u>	<u>Credits</u>
3 Convocations	30	30	1
Dissertation (once accepted)	10	480	16
	<u>40</u>	<u>510</u>	<u>17</u>
Totals	482	2670	88

With the addition of 4-5 hours of work per week, an additional 6 credits could be earned in each of the first three years. This would allow the student to begin the dissertation phase in the fourth year.



### 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

**Socio-Cultural Context:** Sanville's vision represents an overarching commitment to diversity and understanding the impact of culture. All courses are addressed through a socio cultural lens, and include a socio-cultural critique of the literature, theory(ies), phenomena, research methodology and clinical methods under study.

In series 100, academic credit is 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. There is no series 400. Four 4-credit integrative courses and eight 2-credit content courses comprise a total of 32 credits of required independent study.. 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.

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## Curriculum

### 100 SERIES: FOUNDATIONS

- 101 Mentorship**  
The student meets monthly with his or 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 the Student and Faculty Handbook for an explanation of the educational plan and section 9 for instructions regarding quarter reports.) One 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 an awareness of 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 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 is integrated with students’ case material and a consideration of cultural factors. Two Colloquium writing exercises are designed to help students distinguish theoretical approach from practice and then progressively integrate theory with practice at increasing levels of skill and sophistication. 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 the Student and Faculty 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. Attendance may be continued beyond three quarters, but **at the end of three quarters, two credits 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 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 drawn from the 250-280 series), including an articulation of the perspective of the theory, including its assumptions and implications. In this case, as contrasted with courses 230-280, the primary focus is on theoretical applications 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, or mental illness and describes the nature and extent of the problem, traces its history, postulates causation,

- and 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 the 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, or 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 or 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, or 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 of the psyche, the unconscious, structural theory, dreams, and transference. The student examines and critiques an aspect of Freud's writings or those of 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 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 (Mercurius).

- 313 Ego Psychology**  
Ego psychology originally expanded upon Freud's drive theory by emphasizing the adaptive functions of the ego and elaborating 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) serves as 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 and object relations theory that emphasizes 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 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. The model is represented by such major intersubjective theorists as Robert Stolorow, Bernard Brandchaft, 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 investigate 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 neo-Freudian theories such as those of 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 to trace a 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 may examine 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

There has been an explosion of knowledge about how experience shapes the central nervous system and the formation of the self. 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.

- 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 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, or 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, Rutan 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.

(NO 400 SERIES)

**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 affected. 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 its development from marriage counseling, pastoral counseling, and 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 theories 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.: 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 transmuted 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 by 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 developed by Aaron Beck; the 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, or 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, and 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 or 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 a background of 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 of the methods and techniques of integrative psychotherapy found in the writings of such authors as P. Wachtel (integration of psychoanalysis and behavior therapy), M. Linehan (dialectic behavior therapy), or M. Goldfried, J. Norcross, L. Beutler, H. Arkowitz, M. Messler, Stricker and Gold, P. Clarkson, T. Carere and others. Assumptions to be considered include 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 techniques of post-modern psychotherapy, found in, for example, narrative therapy (M. White, D. Epston, etc.) and brief solution focused therapy (Insoo Kim Berg, Steve de Shazer). Assumptions to be considered include 1) social constructivism, 2) disavowal of the role of the expert, 3) the collaborative and consultative stance with clients, 4) highlighting of client strengths, 5) non-pathological view of human functioning, and 6) identifying oppressive dominant cultural narratives and the creation of alternative, constructive life stories.

**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 therapeutic work with children, which may include play, use of the relationship, level and model of interpretation, and 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 Kalf; 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 PSYCHO-PHYSIOLOGICAL 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 Lineha), or Trauma Focused CBT (Judith Cohen); or the work of Judith Herman, Lenore Terr, and Peter Janet. Alternatively, the student might chose 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; or people with medical problems such as HIV, AIDS, chronic illnesses, or addictions.

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

With as little reliance on existing theory as possible, the student articulates his or 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 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 V), 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.

**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)**  
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)**  
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 at a convocation, the CEU evaluations will suffice. The method of evaluation of presentations in other settings is described in section 9 of The Student and Faculty 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)**  
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 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 the courses in their educational plan..

### **Doctoral Dissertation**

A candidate for the PhD degree is required to complete a dissertation research project related to clinical practice and/or social/cultural phenomena. The research must constitute a scholarly attempt to illuminate an issue relevant to the profession of clinical social work. An appropriate theoretical frame of reference must be set forth in relation to the research question and procedures. In empirical studies, collection and analysis of data must be outlined. Empirical studies are not necessarily quantitative in nature, but some empirical testing is usually required. In theoretical dissertations, established criteria must be met. Each dissertation is subject to the canons of criticism relevant to that type of dissertation project.

The dissertation project is expected to culminate in a contribution to the body of clinical social work knowledge. Acceptable research designs include the following:

- Grounded theory research
- Hypothesis formation studies of an exploratory nature
- Small sample intensive studies
- Hypothesis testing studies

A list of all dissertations completed by Institute students is available from the Institute office or on the web site at [www.sanville.edu](http://www.sanville.edu).

### **Accuracy Statement**

The administration of The Sanville Institute verifies that all statements made in this catalog are accurate and describe the academic program requirements in effect as of July 2017. As a standard ongoing process, the faculty continually reviews courses, credits, and requirements.

## Faculty

### Core Faculty

#### DEAN

**Zonya Johnson, PhD:** BA, Psychology, University of Michigan; MA, Clinical Psychology, Boston University; PhD, Clinical Psychology, Boston University. Dr. Johnson is a clinical and health psychologist who has been in practice and teaching for over 40 years. She received her degrees from the University of Michigan and Boston University. She has taught courses in clinical psychology, social psychology, multiculturalism, personality, developmental psychology, and health related issues. She has served on the faculties of several universities including San Francisco State University, the Wright Institute, CSU East Bay, Tufts University, Harvard Medical School, and Saybrook University. She recently served as the Director of the Certificate in Multicultural Psychology and Social Justice at Saybrook University. Dr. Johnson has developed and administered clinical training programs for doctoral students and supervised graduate students in their clinical work and their research from an eclectic perspective informed by humanistic and relational psychodynamic approaches. She has had a multiculturally diverse clinical practice of psychotherapy with individuals and couples, including work with the severely mental ill and substance abusers. She offers consultation and coaching on the ongoing process of developing cultural competence, working with graduate students and clinicians on multicultural awareness in mental health agencies and in the broader health care system. Particular interests include chronic health issues; cancer, assisted reproductive technology; multicultural families; biracial individuals; and the intersection between health, culture, and psychotherapy. She began serving as dean of The Sanville Institute in 2016.

#### ASSOCIATE DEAN – North

**Whitney van Nouhuys, PhD, MFT:** BA, Stanford University; MS, San Jose State University; PhD, The Sanville Institute. Dr. van Nouhuys is a licensed marriage and family therapist in private practice in Menlo Park and Berkeley since 1981; she works with individuals, couples, and families. She served as consultant to the staff of Peninsula School in Menlo Park for many years, and is currently on the supervising faculty of The Psychotherapy Institute in Berkeley and Women's Therapy Center in Berkeley. She is a clinical member of the International Association for Psychoanalytic Self Psychology and has presented on self psychology in a variety of settings. She has also lectured on transference in the medical relationship to primary care residents at Highland Hospital in Oakland. Earlier in her career, Dr. van Nouhuys worked for a community based organization that placed foreign high school students in American communities, for the Department of Public Social Services in South Central Los Angeles, as director of a co-operative elementary school, and as a legal worker in a community law office. She joined the faculty of The Sanville Institute in 2007 and served as academic dean 2009-2014 and acting dean in 2016.

#### ASSOCIATE DEAN – South

**Judith R. Schore, PhD, LCSW:** BA, University of Rochester, 1964; MSW, University of Pittsburgh, 1966; PhD, California Institute for Clinical Social Work, 1983. Dr. Schore has a



background in child guidance. She has been in private practice treating children, adults, and couples since 1971. Currently, she is a consulting supervisor at Five Acres Residential Treatment Faculty and Halcyon Center for therapists working in the public school system. Her theoretical orientation is developmental object relations, attachment theory, and neurobiology. Dr. Schore is licensed both as a clinical social worker and a marriage and family therapist. She has served as a lead examiner and expert witness for the Board of Behavioral Sciences. She is an approved supervisor for the California Association for Marriage and Family Therapy. Dr. Schore was appointed dean of students in 1999 and associate dean in 2009.

**DIRECTOR OF RESEARCH**

**Sylvia Sussman, PhD:** BA, University of California, Berkeley, 1960; PhD, London School of Economics and Political Science, 1963; Postdoctoral research, Tavistock Institute, London. Dr. Sussman is a sociologist with extensive research and teaching experience, specializing in qualitative/interpretive research methods and epistemology, social context and social structure. She is currently on the faculty of the Center for Psychological Studies in Albany, California; she has served on the faculty of the Wright Institute in Berkeley, Hayward State University and the San Francisco Art Institute in humanities. She has held research positions with Dr. Margaret Singer, NIMH, Agnews State Hospital and Kaiser Medical Center as a Project Co-Director. Dr. Sussman's independent research includes a field study of interaction in a school for autistic children. She has published in *Views Quarterly* (London) and the *American Journal of Orthopsychiatry*, and has made presentations on the subject of "clinicians as social researchers."

### CORE FACULTY

**Samoan Barish, MSW, DSW, PhD:** AB, City University of New York, 1959; MSW, University of California, Berkeley, 1961; DSW, University of Southern California, 1975; PhD, Southern California Psychoanalytic Institute, 1992. Dr. Barish has served on the faculties of the Wright Institute and the University of Southern California. She is currently on the faculties of the Institute for Contemporary Psychoanalysis and the Southern California Psychoanalytic Institute as well as serving on their boards. She has practiced and consulted in numerous agency and hospital settings and social service agencies. She maintains an independent practice in Pasadena and Santa Monica. Her publications have appeared in the *Clinical Social Work Journal* and *American Journal of Psychoanalysis*. She is a frequent presenter and workshop participant at statewide and national conferences. Dr. Barish currently serves as a social service commissioner for the City of Santa Monica. She is a founding fellow of The Sanville Institute and served as dean from 1992 to 1999.

**Mary M. Coombs, PhD:** BA, University of Wisconsin, 1966; MSW University of Pennsylvania, 1971; PhD, Rutgers University, New Brunswick, NJ, 1986. Before moving from Philadelphia to Berkeley in 1995, Dr. Coombs practiced as a clinical social worker in community mental health doing direct practice and administration, as well as supervising MSW students from the University of Pennsylvania and Bryn Mawr College. She was on the faculty of Rutgers University serving as the Graduate Field Work Director and lecturer. She has been in independent practice since 1984. She completed a NIMH post-doctoral fellowship in mental health research at UC Berkeley from 1995-1997, where she focused on the role of emotion in psychotherapeutic change, and cross-cultural differences in psychological definitions of normal and abnormal development. She has been a lecturer at the U.C. Berkeley School of Social Welfare teaching family therapy and foundations of social work practice since 1998. She is a member of the Berkeley Psychotherapy Research Group at UC Berkeley, where she is doing process-outcome research on differences in the handling of emotion in Cognitive-Behavioral Therapy, and Interpersonal Psychotherapy using the NIMH Treatment of Depression Collaborative Research Program data. She is on the Board of Directors of the Association of Family Therapists of Northern California, and the Bioenergetic Society of Northern California. She is a member of the Society for the Exploration of Psychotherapy Integration and the Society for Psychotherapy Research. Interests include a focus on socialization of emotion in the family, and on the process by which therapists integrate different treatment modalities in effective practice.

**Elinor D. Grayer, MSW, PhD:** BS, University of Michigan, 1954, MSW, University of California at Los Angeles, 1958; PhD, California Institute for Clinical Social Work, 1981. Dr. Grayer has extensive clinical and consultative experience in a variety of settings. She has served as supervisor and administrator in a mental health center and was a clinical associate of the University of Southern California School of Social Work. She has been a frequent presenter at local, state and national meetings, with special interests in counter transference, self-psychology, group psychotherapy and trauma theory.

**Judith Kay Nelson, MSW, PhD (on sabbatical 2017-2018):** BA, Sociology, Wheaton College, Wheaton, Illinois, 1963; MSW, University of California, Berkeley, 1967; PhD, California Institute for Clinical Social Work, 1979. Dr. Nelson is a Licensed Clinical Social Worker who retired after 36 years from the private practice of psychotherapy in Napa and Berkeley. Her area of specialty is attachment theory and research. Her first book, *Seeing Through Tears: Crying and Attachment* grew out of her Sanville dissertation. Her second book, *What Made Freud Laugh: An Attachment Perspective on Laughter*, builds on the earlier work. She is co-editor of the book *Adult Attachment in Clinical Social Work: Practice, Research, and Policy*, and is the author of numerous articles on crying, grief, laughter, and attachment, and of a training manual on crisis intervention for paraprofessionals. She has taught seminars and led consultation groups on self psychology, DSM-III, III-R and IV, transference and countertransference, crisis intervention, and global grief. For six years she taught attachment and neurobiology at the Smith College School for Social Work doctoral program as part of the Sanville/Smith collaboration. She has served as consultant and trainer for numerous social and mental health agencies, private and public. She was a Peace Corps volunteer in Kano, Nigeria for two years working in the area of child welfare and family counseling, and was a community worker in East Harlem, New York City, working with adolescents and their families. Dr. Nelson served as dean of The Sanville Institute from 2007-2009, and as Accreditation Liaison Officer from 2014-2017.

**Alexandra Kivowitz, PhD, LCSW:** AB, Smith College, 1964, MSW, Boston University School of Social Work, 1976; Certificate, Post Graduate Fellow in Clinical Psychology, Wright Institute Los Angeles, 1983. PhD, California Institute for Clinical Social Work, 1994. She has served as Clinical Consulting Faculty, The Sanville Institute; Facilitator, Forum for Learning, The Sanville Institute, 1998-2000; Facilitator, Consultation group for LAUSD School Social Workers, The Sanville Institute, 2001-2002; She is the author of articles in *Clinical Social Work Journal*, 1988, 1990, and 1995 on subjects including object relations theory and siblings. She is in the private practice of psychoanalytic psychotherapy with adults in Los Angeles.

**Silvio Machado, PhD:** BA, Psychology, Sonoma State University; MA, Counseling, Sonoma State University; MA, Psychology, Saybrook University; PhD, Clinical Psychology, Saybrook University. At Saybrook, Dr. Machado specialized in lesbian, gay, and bisexual mental health, depth psychology, and qualitative research methods. He is a licensed psychologist with experience in community mental health, primary care, non-profit, and public health settings providing individual, couples, and group psychotherapy services to adolescents and adults. He is on the faculty in the Department of Counseling at Sonoma State University and works as a staff psychologist at a federally qualified health center in West Sonoma County. His primary areas of scholarly interest include depth psychologies/psychotherapies and their application to sexual minority issues. He is particularly interested in the archetypal underpinnings of gay identity development, internalized homophobia, psychotherapy with gay men, and the psychological impact of

HIV/AIDS. He has extensive training in Existential-Humanistic psychotherapy. Dr. Machado utilizes qualitative methods in his research, particularly performative and arts-based approaches. His dissertation research was a poetic inquiry into gay men's experience with facing negative parental reactions to their disclosure of gay identity and he has presented nationally and published his work in peer-reviewed journals.

**Alexis Selwood, PhD, LCSW:** BA, Smith College, 1964; MSW, University of Southern California, 1980; PhD, University of Southern California, 1987. Dr. Selwood has served on the faculties of the University of Southern California and University of California, Los Angeles. She was director of the student intern program at Catholic Social Services, and has practiced in a psychiatric hospital and in mental health and family service agencies. Her research has focused on adult survivors of childhood incest and sponsors a Parents Anonymous speakers group for adult survivors of childhood abuse. She is in full-time private practice specializing in adult psychotherapy with individuals, couples and small groups, as well as supervision and consultation.

**Susan Spiegel, PhD:** MSW, California State University San Diego, CA 1979; PhD, California Institute for Clinical Social Work I, 2001. Dr. Spiegel became a core faculty member of The Sanville Institute in 2011. Among her other professional positions, she served as coordinator of the family, child, and adolescent therapy program of The Maple Counseling Center since 2004, and is an instructor for the Reiss-Davis Post- Doctoral Child Fellowship Program. She is a certified trainer of Sensorimotor Psychotherapy. She has a private practice in Beverly Hills.

**Steven E. Zimmelman, MSW, PhD:** BA, University of California at Berkeley; MSW, UCLA; PhD, California Institute for Clinical Social Work. Dr. Zimmelman is certified to practice as a Jungian Analyst by the C. G. Jung Institute of San Francisco. He is as an Assistant Clinical Professor in the Department of Psychiatry at the University of California at San Francisco, a lecturer in the School of Social Welfare at University of California at Berkeley, a member of the clinical faculty at The Psychotherapy Institute in Berkeley, and a core faculty member of The Sanville Institute. Most of his work is as a therapist and analyst working with children, adolescents, individual adults, and couples.

## Faculty Emeritus

**Gregory Bellow, PhD, LCSW:** AB, and MSS, University of Chicago; PhD, California Institute for Clinical Social Work, 1981. Trained in child psychotherapy at the Mt. Zion Clinic, Dr. Bellow has had a commission in the U.S. Public Health Service and held various agency and clinic positions. He joined the faculty of The Sanville Institute in the fall of 1984 and retired spring 2015. In 2014 he retired from part time private practice as well as a position in the community mental health agency of San Mateo County. His professional interests are in direct service, teaching and consultation with a theoretical orientation that is consonant with psychoanalytic ego psychology and self psychology. He is currently conducting research on the effects of early socio-emotional child neglect.

**William M. Dombrowski, PhD, LCSW:** BS, Illinois Institute of Technology, 1964; AM, University of Chicago School of Social Service Administration, 1967; and PhD, University of Chicago School of Social Service Administration, 1985. Dr. Dombrowski has a background in family and youth services and has taught social work practice and research at the University of Wisconsin, Milwaukee and the University of Southern California. He has been on the staff of Didi Hirsch Community Mental Health Center in Los Angeles since 1981 and was appointed director of substance abuse services for the agency in 1986. He joined the faculty of The Sanville Institute in 1987 and retired in spring 2012. His interests include small group dynamics, outcome and process in psychotherapy, and social service delivery systems.

**Gareth S. Hill, MSW, PhD, LCSW:** BA, University of California, Berkeley, 1960; MSW, University of California, Berkeley, 1962; PhD, California Institute for Clinical Social Work, 1978. Dr. Hill has been a certified analyst member of the C.G. Jung Institute of San Francisco and the International Association for Analytical Psychology since 1976. He has been on the faculty of The Psychotherapy Institute in Berkeley and was assistant clinical professor of social work in psychiatry, Langley Porter Institute, University of California at San Francisco. He has clinical experience in family service, child guidance, and adult outpatient psychiatric services. He is the author of *Masculine and Feminine: the Natural Flow of Opposites in the Psyche* (Shambhala Publications, 1992). Dr. Hill is a founding fellow of The Sanville Institute and served as dean from 1999-2007.

**Cynthia O'Connell, PhD, LCSW/MFT:** BA, LeMoyne College; MSW, Syracuse University, 1969; PhD, California Institute for Clinical Social Work, 1986. Dr. O'Connell is a certified Jungian analyst and a member of the C.G. Jung Institute of San Francisco and the International Association of Analytical Psychology. She became a board certified diplomate in clinical social work in 1988. She has been in private practice since 1977. Her clinical focus is Jungian analysis and case consultation, both individual and group. Her current groups are focused on transference and counter transference issues in clinical practice.

**Judith D. Schiller, PhD, LCSW:** BA, Ohio State University, 1964; MSW, University of California, Berkeley, 1974; PhD, University of California, Berkeley, 1978. Dr. Schiller is a graduate of the San Francisco Psychoanalytic Institute. She serves as a member of

the Board of Trustees of the San Francisco Psychoanalytic Institute and Society, and is a member of the Fellowship Committee of the American Psychoanalytic Association. She has been in private practice in San Francisco since 1983. She has served as a clinical supervisor for a variety of mental health agencies serving children and adults, and as clinical consulting faculty for The Sanville Institute. Her clinical focus is on psychoanalysis of adults and psychotherapy of children and adults. She has written and presented on clinical empathy, self and other in pathological mourning, and enactments. Her theoretical interests and clinical influences include modern ego psychology, control mastery theory, and neo-Kleinian theory. She served as dean of The Sanville Institute from 1989-1992.

**Donna Sexsmith, PhD, LCSW:** BA, Queen's University, Kingston, Ontario, Canada; MSW McGill University, Montreal, Canada; PhD, International University, Los Angeles. Dr. Sexsmith has served on the staff of the Department of Psychiatry of general and state hospitals in Canada and the U.S.A. and has been clinical administrator and clinical director in mental health clinics in Florida and California. She has extensive supervisory and teaching experience with students and interns in social work, psychology and psychiatry, as well as consulting to residential treatment centers for children and to schools. She is a board certified diplomate in psychotherapy and certified as a group psychotherapist by the American Group Psychotherapy Association. She maintains a private practice with adults, children, and couples. Dr. Sexsmith is a founding fellow of The Sanville Institute.

**Eileen Soden, PhD, LCSW:** BA, University of Portland, Oregon; MSW, University of California, Berkeley, PhD, Center for Psychological Studies, Albany, California.

### Clinical Consulting Faculty

Claire Allphin  
Gabie Berliner  
Beverly Burch  
Karla Clark  
Joan H. Cole  
Linda Cozzarelli  
Karol Darsa  
Joan Dasteel  
Carmely Estrella  
Lynn Alicia Franco  
Roberta Green  
Judith Greene  
Ruth Hill

Lili Hodis  
Rebecca Jacobson  
Carol Jenkins  
Cheryl Jern  
Muriel Kessler  
Elaine Leader  
Janet Linder  
Maggie Magee  
Terrence McBride  
Russell McCloud  
Tanya Moradians  
Idell Natterson  
Tracye Polson

Ellen G. Ruderman  
Pat Sable  
Terese Schulman  
Penny Schreiber  
Norman Sohn  
Mario Starc  
Evelyn Tabachnik  
Billie Lee Violette  
Karlyn Ward  
Linda Waters  
Steven Zimmelman

## Administration

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Marc Slavin, JD, PhD

### Chief Financial Officer

Larry Stites, CPA

### Manager of Operations and Communications

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La Shonda Coleman

Geri Goldmann

**SCHEDULE OF CURRENT STUDENT TUITION & FEES  
AND TUITION REFUND POLICY  
2017-2018 ACADEMIC YEAR**

(Tuition and fees may vary in subsequent academic years.)

**PhD Program Tuition**

Annual tuition for the cohort track in the 2017-2018 academic year	\$14,500.00
Annual tuition for the self-paced track in the 2017-2018 academic year	\$18,190.00

Tuition includes the following convocation expenses:

- For all students: Convocation meals
- For students residing outside the region of convocation location: Transportation costs, not to exceed economy airfare, one night's lodging, double occupancy, plus breakfast

Tuition is paid by the quarter and is due and payable as follows:

Fall	due 08/01/17	cohort: \$4833.33	self-paced: \$6,063.33
Winter	due 12/01/17	cohort: \$4833.33	self-paced: \$6,063.33
Spring	due 03/01/18	cohort: \$4833.33	self-paced: \$6,063.33

**Optional Monthly Payment Plans**

12 monthly installments of \$1515.83 + \$10 monthly service charge \$1525.83

You must request a contract from the Institute office to qualify for monthly payments.

Payments are due on the first of each month.

**Late Fee** .....5% of overdue balance

If tuition is received after due date, the 5% late fee will apply to the amount that is due, (e.g., entire quarter tuition or monthly installment payment).

**Application Fees:**

Initial fee submitted with application (non-refundable).....\$150.00

Admissions Conference Fee (non-refundable)..... \$100.00

Required for applicants who qualify for Part III of the admissions process. Submitted prior to the admissions conference.

**Enrollment Deposit**.....\$100.00

Submitted when the student makes a commitment to become a matriculated student. It is applied to tuition for the first quarter in which student enrolls.

**Partial Enrollment Program Tuition (per quarter)**-..... \$3,850.00

PEP is a special program for students who have completed the Clinical/ Theoretical



Colloquium, the research seminars, the preliminary educational plan, and for whom it is deemed appropriate by the Educational Committee. It includes two hours of mentoring, participation in the Writing Seminar, and up to four credits for work completed.

**Student Tuition Recovery Fund Fee (STRF)**..... \$ 0.00  
(Title 5, California Code of Regulations Division 7.5, Section 76020-76140)

As of January 1, 2015, the STRF assessment rate for students has been reduced to \$0.00 (zero) while the Bureau for Private Postsecondary Education (BPPE) re-writes the regulations to comply with SB 1247, legislation that requires regional accreditation.

The Student Tuition Recovery Fund (STRF) exists to relieve or mitigate economic losses suffered by a student in an educational program at a qualifying institution if the student was a California resident. The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by BPPE.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to

closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act..

**Non-Matriculated Student Fee (per fall, winter, spring)**.....\$ 861.66

This permits attendance at the Clinical/Theoretical colloquium and convocation plenary sessions only. It does not include any other educational services or meals, accommodations, or travel costs.

**Leave of Absence Fee (per quarter)**..... 10% of current tuition

Students on leave must pay a fee of 10% of the current tuition per quarter to maintain that status. Failure to pay the fee in a timely way automatically results in withdrawn status.

**Readmission Fee**.....\$500.00

For students who have been withdrawn for one or more quarters and who wish to apply for readmission, there is a \$500 readmission fee. The student will not be required to go through the initial application process but will have a readmission interview.

**Summer Advisement Fee**.....\$100.00

Per contact hour with faculty during the months of July and August, payable to the Institute Office directly. Students do not receive a bill for this fee. They are responsible for submitting payment. Faculty who offer summer advisement report the number of contact hours to the Institute Office and are paid by the Institute.

**Graduation Fee**.....\$300.00

Payable at the time approved dissertation is submitted to the Institute Office.

**Dissertation Binding Fee**.....\$400.00

Payable at the time approved dissertation is submitted to the Institute Office.

Covers the cost of binding and of distributing bound copies of the dissertation.

**Cap and Gown Rental Fee**.....\$85.00

Payable at the time approved dissertation is submitted to the Institute Office.

**Dissertation Return Fee**.....\$25.00

For any dissertation not correctly submitted to the Dean's Office. Pages not correctly collated, missing pages, or requests for substitution of pages will result in the return of the dissertation to the student.

**Transcript Fee**.....\$10.00

Official transcripts must be requested in writing and are sent directly to agencies or educational institutions. Students may request an unofficial copy of the transcript to be mailed directly to the student.

**Estimated Total Charges for the Entire**

**Educational Program Payable to the Institute.....\$72,760-\$109,140**

This is based on 2017-2018 tuition for the self-paced track of \$18,190 and the estimated time of four to six years for completion of the doctoral program. Total cost for the cohort track will be \$14,500 per year for four years, or \$58,000. In addition, there will be separate annual fees for library and materials up to \$500 per year plus an optional \$85 for cap and gown rental, and the cost for required dissertation editing and technical review.

**Convocation Attendance and Costs**

Attendance at convocations is required of all PhD students. The costs of convocation and meals are included in tuition, as are economy airfare, breakfast, and double occupancy accommodation on the Saturday of convocation weekend for those students who live outside the region where the convocation is held. There will be no refund or credit of airfare, food, or lodging for failure to attend convocation for any reason. Airline tickets for convocation travel are purchased by the Institute or may be purchased by the student, to be reimbursed by the Institute after the convocation at the economy rates used for that convocation. Any student desiring other arrangements will be responsible for making those arrangements and for any additional costs. Mileage (\$.25/mi) is reimbursed for those who drive from outside the convocation area (not to exceed economy airfare used for that convocation.)

**Library Access**

All students are required annually to obtain borrowing privileges at a major university library.

**Books/Materials**

Students will need to purchase a limited amount of duplicated materials for the Colloquium and the research seminars. These costs tend to be \$50-100 per quarter. It is also customary for students to copy articles and purchase books needed for continued use or when necessary materials cannot be obtained through a library.

**Estimated Total Time and Total Expenses of the Program**

Our program is highly individualized. For students on the self-paced track there is no set time or total cost that can be applied to the program. A minimum of three years of academic work and dissertation research are required for the degree. The candidate should anticipate from four to six years of work prior to the awarding of the degree. Although the PhD program is designed for clinicians who intend to work in the field while they earn a degree, it should be emphasized that carrying a full-time workload will extend the time required to complete the program.

**Personal Psychotherapy**

Students of the Institute are required to have had personal psychotherapy before the practicum requirement of the basic curriculum can be considered fulfilled. Such personal psychotherapy shall be for a minimum of one year and may have been before or after admission to the program. Assessment of the need for further personal psychotherapy needed to fulfill the practicum requirement will be made by the

Educational Committee, together with the student, solely in relation to the student's grasp of clinical processes and his/her demonstration of clinical competence.

### Tuition Refund Policy

#### Refunds Granted Students Prior to Beginning of the Quarter

Upon written application for cancellation of the enrollment agreement, delivered to the Institute Office, either in person, by first class mail, or by email, by the seventh day after enrollment or through attendance at the first class session, whichever is later, the student shall be refunded all tuition monies paid to the school for that quarter except an amount not to exceed \$100 which may be retained by the Institute as a registration fee. In the case of new students, the amount retained for application fees may not exceed \$250.

#### **Refunds Granted Students After the Quarter Has Begun**

Students have the right to withdraw from the course of instruction at any time. Students who withdraw from the program during the course of any given quarter and have completed 60% or less of the course of instruction will be granted a pro rata tuition refund. For purposes of determining a refund, the withdrawal date will be the date that a written request for cancellation or withdrawal is received from the student at the Institute office. The refund will be made within 30 days of receipt of such request. The refund amount shall be the amount the student has paid for the quarter multiplied by a fraction, the numerator of which is the number of hours of instruction for which the student has paid but not received and the denominator of which is the total number of hours of instruction for which the student has paid.

**Example:** Tuition of \$6,033.33 for the quarter paid in advance in full.

Assuming a total of 50 hours of instruction in the quarter, if the student has completed 15 hours of instruction at the time of withdrawal, the student has paid for 35 hours of instruction that have not been received.

$$\begin{array}{r}
 \$6,033.33 \quad \times \quad \begin{array}{r} 35 \\ \hline 50 \end{array} = \quad \$4,244.33 \text{ refund}
 \end{array}$$

The number of hours of instruction in any given quarter will vary depending on where the student is in the program.

Official transcripts must be requested in writing and are sent directly to agencies or educational institutions. Students may request an unofficial copy of the transcript to be mailed directly to the student.

### Certificate Program Tuition

Application fee.....	\$50
Annual Tuition.....	\$4000

Tuition is paid by the quarter and is due and payable as follows:

Fall	due 08/01/17	\$1333.33
Winter	due 12/01/17	\$1333.33
Spring	due 03/01/18	\$1333.33

Annual tuition includes attendance at the seminar (20 hours per quarter, earning 20 hours of continuing education credits.) Also included is free tuition at one Sanville state-wide convocation.

### 2017-2018 Academic Calendar

Tuition Due for Fall Quarter	Aug. 1
Office Closed: Labor Day	Sept. 4
Fall Quarter Begins	Sept. 5
Fall Convocation, Berkeley	Oct. 6-8
Dissertation Step 1	Sat. Oct. 1
Dissertation Step 2	Nov. 1
Office Closed: Veteran's Day .	Nov. 10
Office Closed: Thanksgiving Holiday	Nov. 22-23
Tuition Due for Winter Quarter	Dec. 1
Dissertation Step 3	Dec. 1

Holiday Break	Dec. 11 – Jan. 3
Office Closed	Dec. 25 – Jan. 2

Fall Quarter Reports Due	Jan. 2
Winter Quarter Begins	Jan. 2
Dissertation Step 1	, Jan. 8
Office Closed: MLK Holiday	Jan. 15
Winter Convocation, LA	Jan. 26-28
Dissertation Step 2	Feb. 1
Office Closed: Presidents' Day	Feb. 19
Tuition Due for Spring Quarter	Mar. 1
Dissertation Step 3	Mar. 15

Spring Break	Mar. 26 – Apr. 9
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Spring Quarter Begins	Apr. 9
Dissertation Step 1	Apr. 9
Winter Quarter Reports Due	Apr. 16
Dissertation Step 2	May 1
Office Closed: Memorial Day	May 28
Dissertation Step 3	Jun. 1
Spring Convocation, Berkeley	Jun. 22-24
Spring Quarter Ends	Jun. 22
Office Closed: Independence Day	Jul. 4
Spring Quarter Reports Due	Jul. 23

Tuition Due for Fall Quarter	Aug. 1
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Step 1: Completed dissertation signed off by committee to APA copy editor  
 Step 2: Edited, complete dissertation to dean for final review  
 Step 3: Final copy of dissertation for binding, with signed Certificate of Approval, Academic Requirements and Intent to Graduate forms to the office

### Updates to Catalog

The catalog is updated annually, and the dates covered by the current catalog are printed inside the cover. If changes in educational programs, educational services, procedures or policies required to be included in the catalog by statute or regulation are implemented before the issuance of the annually updated catalog, those changes shall be reflected at the time they are made in supplements or inserts accompanying the catalog.