

## **PHD PROGRAM 2011-2012**

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### **HISTORY AND OVERVIEW**

The Sanville Institute is a private, nonprofit educational institution that offers a PhD in Clinical Social Work and a two-year certificate in psychotherapy.

#### **DEVELOPMENTAL MILESTONES**

- **1974** The Society for Clinical Social Work founded what was then called the California Institute for Clinical Social Work to meet the need for post-master's clinical education and training for clinical social workers. The State of California Bureau for Private Postsecondary and Vocational Education approved the granting of the doctoral degree.
- **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 in order to differentiate it from another similarly named school that was established in Chicago
- **1992** The Institute expanded its admission policies to include MFTs and other master's-level therapists who demonstrate a commitment to the principles underlying clinical social work.
- **2004** The Institute 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. For information, please go to [www.sanville.edu](http://www.sanville.edu)

## **THE FIELD OF CLINICAL SOCIAL WORK**

Clinical social work applies theories of human development and psychotherapy in 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 their 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 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 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 doctoral education for master's-level psychotherapists. The Institute educates individuals to work as clinicians, supervisors, teachers, writers, and researchers, and to use their knowledge and experience to contribute to the improvement of mental health and social services in our diverse community.

### **Core Values**

- The Institute nurtures the capacity of adult learners for professional growth and personal development through education.
- The Institute is committed to teaching advanced clinical practice that reflects awareness of the impact of society and culture on the development of the self, theory, and knowledge.
- The Institute strives to make learning a relational process that fosters integration of theory, experience, and practice.

- 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.

## **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 their 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. In Southern California the Institute operates Sanville Psychotherapy Services, a clinic that provides low–fee, long, and short-term psychotherapy. Institute students who do not have sufficient clinical practice in their work settings may arrange for referrals, office space, and supervision through Sanville Psychotherapy Services. In Northern California there is no formal arrangement for providing a clinical practicum. However, efforts will be made to help students arrange clinical practice experience when possible.

## **ADMISSION AND REQUIREMENTS**

### **ADMISSION POLICIES**

Admission to matriculated status in PhD 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.

#### **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 handicap, race, religion, color, nationality, ethnicity, or sexual orientation in its admissions policies, or in any of its policies or programs.

#### **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 for three major reasons:

1) they interrupt the student's momentum through the program, seldom lead to the student producing work on his/her own, and are seldom, if ever, an economy in the long run; 2) they are disruptive of the life of group learning experiences; and 3) they impact the fiscal stability of the Institute, which is not in the interest of students. Therefore, the Board of Trustees has adopted the following leave of absence policy:

1. Leaves of absence are limited to a maximum of one trimester 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 trimesters 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 trimesterly 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 trimesters of leave must schedule a telephone interview with the Dean for an evaluation of his or her readiness to return. After three consecutive trimesters on leave of absence, a student will be withdrawn and must reapply for admission to resume studies.

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

When the Educational Committee determines that a 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 Academic Dean notice of the Committee's determination. The student may

appeal the Committee's decision to the Academic Dean.

Probation of one trimester 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 trimesters.

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 Academic 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.

### **Application for Admission**

Information and instructions on the application process for admission to The Sanville Institute's doctoral program are available on the website at [www.sanville.edu](http://www.sanville.edu). (Please note: applications for the Certificate Program are also available on-line.) For a paper copy, contact the Institute office at 866-848-8430 or email at [admin@sanville.edu](mailto:admin@sanville.edu). Submit applications to the PhD Program no later than June 1<sup>st</sup> for fall admission to:

The Sanville Institute  
2110 Sixth Street  
Berkeley, CA 94710

### **Transfer Students**

The Institute is a competence-based program, and all students must demonstrate competency in the required curriculum. A transfer student is not automatically granted unit credit for courses completed in another institution. However, a student who has developed competence through work in another institution may look forward to accelerated progression through the Institute's program on the basis of advanced readiness to demonstrate competency. Decisions about advance credit will be decided in consultation with the student's mentor and education committee.

### **Library Services**

The Institute provides biennial workshops to students and faculty in the use of the Internet for bibliographic searches and accessing professional journals.

All students are required to obtain borrowing privileges at a major university library. Private libraries in both southern and northern California are available to Institute students.

## **Student Records**

The 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 & Faculty Handbook. The Student & Faculty Handbook is distributed to all students prior to enrollment.

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 code, transcripts will be kept on file for fifty years.

## **TUITION AND FEES**

### **Registration and Payment Schedules**

Students must submit fall trimester tuition in full to the Institute office in Berkeley by August 1, unless they have chosen the optional monthly payment plan. If the optional payment plan is chosen, the student must sign a tuition payment plan agreement and make the first payment by July 20. Winter trimester tuition is due on or before December 1, and tuition for spring trimester is due on or before March 1. Signed enrollment contracts for the academic year are due August 1 for all students matriculating in the fall trimester. For students returning from leave in the winter or spring trimesters, a signed enrollment contract is due by December 1 for winter enrollment and March 1 for spring enrollment.

### **Tuition**

Tuition for 2011-2012 is \$14,500. For additional details, refer to the current Schedule of Student Tuition, Fees, and Tuition Refund Policy in the appendix of this catalog and on the website. Tuition is payable each trimester and is due on the first of the month before the trimester begins: an optional monthly payment plan is available.

### **Consumer Information Center**

For questions, complaints, or more information about students' rights as consumers, contact the State of California Consumer Information Center at 800-952-5210, or write to:

State of California, Department of Consumer Affairs  
Consumer Information Center,  
1625 North Market Blvd, Suite N 112  
Sacramento, CA 95834

## **SCHOLARSHIPS**

### **Barbara B. Baer Scholarship**

In 1996-97, the Institute received a bequest from the Barbara B. Baer Trust. Barbara Baer was a dedicated clinical social worker with a private practice in Encino and an early friend of the Institute. The Barbara B. Baer Scholarship Fund has been established to support one \$1,500 scholarship each year. The scholarship is awarded as a tuition credit of \$500 each trimester for three trimesters. Eligibility requirements and applications are available at the Institute office.

### **Verneice D. Thompson Prize Fund**

The Verneice D. Thompson Prize Fund was established to honor our second Dean, Dr. Verneice D. Thompson. The Board and faculty have determined that the income from this fund shall be used to award one \$500 cash prize each year to a student for a paper that includes exploration of a social problem or clinical phenomenon from a social perspective, including the application of social theory that may inform the exploration.

### **Arturo Ricardo de Cordova Sanville Scholarship Fund**

The purpose of this fund is to support the scholarly pursuits of students of Latina and Latino background who enter the Institute in either the two-year Psychotherapy Certificate Program or the full Doctoral Program. The Institute has been moving toward development of this scholarship opportunity over the past several years since initial funding was established by Dr. Jean Sanville to honor her late husband, and with an additional major contribution from Chet and Carla Villalba.

### **Elise Blumenfeld Memorial Fund**

The fund is to memorialize Lise's years of devotion to the Institute. Lise had many passions and pet projects, among them maintaining high academic standards, writing, research, student recruitment, advancement, and well-being. In recent years, 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, we especially wish to focus the Fund on narrative qualitative research, a foundation of our curriculum and dissertation process.

### **Bonne Bearson Memorial Fund**

This fund will be awarded to a student during the first or second year of the PhD program. Bonne was in our doctoral program from 1993 to 2000. She remained active with us until her illness, and was a superb therapist, consultant and supervisor. She was devoted to our profession and particularly cared about the needs of those less fortunate. Bonne's

family made the donation out of love to The Sanville Institute so that Bonne's name and legacy will continue to live on.

## **OFFICE AND CLASS LOCATIONS**

### **Statewide Administrative Office**

We are a state-wide program maintaining an administrative office at:

2110 Sixth Street, Berkeley, CA 94710 Toll-free 866.848.8430, 510.848.8420 or 310.674.8420 FAX: 510.848.8434

Email: [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 one and one-third blocks to 2110 Sixth Street. The Institute office is located on the ground floor.

### **Northern and Southern California Class and Convocation Locations**

Classes and tutorials are held in convenient locations in the Greater Los Angeles and San Francisco Bay Areas: at the Institute office in Berkeley or in 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 convocation are included in the cost of tuition, as are lodging and travel for convocations out of your area. Past convocation programs are listed at <http://www.sanville.edu/convocations.html>.

## **DEGREE REQUIREMENTS**

### **TIMELINE**

A minimum of two years of academic work and completion of a dissertation study are required for the degree. The student should anticipate from four to six years of work to complete requirements for the 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 workload may extend the time required to complete the program.

### **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 expectations. 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 and the Research Seminars I and II. No student may graduate from the Colloquium on the Integration of Clinical Theory and Practice without having completed all colloquium 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 trimesters of the Writing Seminar.

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

### **PARTIAL ENROLLMENT PROGRAM**

When circumstances in a student's life require it and when the student has completed all of the requirements of the Colloquium on the Integration of Clinical Theory and Practice, Research Seminars I and II, 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 trimester and participation in the Writing Seminar. A student is limited to earning no more than four units per trimester when registered in the partial enrollment program. Partial enrollment is not permitted once the student has advanced to candidacy.

### **DEMONSTRATION OF CLINICAL COMPETENCE**

Students' clinical practice competence is evaluated through their demonstration of competence in 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. At the end of the first year of enrollment, each student's Educational Committee meets to assess the student's demonstration of clinical competence and suitability to continue in the doctoral 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.

## **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/her demonstration of clinical competence in order to fulfill the practicum requirement.

## **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 units of credit and integrative courses that earn four units of credit
- 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 academic course requirements
- 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 has fulfilled his/her individual educational plan and is ready to move to the dissertation phase, and 3) any time there are educational issues that needed to be resolved.

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

- Meet 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

### 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 Clinical Theory and Practice in Cultural Context. In this colloquium, 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.
- Research Seminar I: Epistemology: The nature, origins, and social construction of knowledge  
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 Research II and is a pre-requisite for that course.

- Research Seminar II: Research concepts and processes with a focus on qualitative research, including grounded theory

Over a period of three trimesters, Research Seminar II focuses on 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 their peers.

- Research Seminar III- Dissertation Proposal Tutorial

This one-year seminar is required of students who have completed Research Seminars I and II and the Colloquium on the Integration of Clinical Theory and Practice. It is a small group discussion led by a member of the research 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

## Research Faculty

- 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
- Provide students with the tools necessary for completion of the dissertation

## Academic Consulting Faculty

- Academic Consulting Faculty members are known subject experts among the alumni or in the professional community, who are nominated by faculty, students, and the Associate Dean. ACFs are used as consultants to the student and mentor in the development of and evaluation of four-unit papers.
- The ACF serves as the second reader of a student's four-unit paper and critiques the student's presentation of and understanding of the theory being elucidated and applied to the clinical material. The critique should be made using criteria suggested in the ACF Guidelines. The ACF offers specific suggestions for improving the paper and may cite important bibliography that has been overlooked.
- The critique and suggestions are communicated to the student's mentor either verbally or in writing (a written response is strongly encouraged) and the mentor shares them with the student and together they decide which of the ACFs suggestions will be incorporated into the final paper. The ACF should be available to consult to the mentor further by telephone should the mentor request it. The mentor may encourage the student to have direct contact with the ACF.

## THE LARGE GROUP FORMAT

### Courses Required

- Convocations on a wide variety of clinical topics for the entire state-wide Sanville Institute Community
- Attendance and participation at outside conferences is recommended toward gaining support for the development of student work and providing opportunities to get credit for work presented

### Faculty Roles

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

## Course Descriptions

### Convocations

Convocations are at the heart of the Institute. They bring together all students and faculty for two-day conferences, held once each trimester. Students are provided a wide range of learning experiences: the opportunity to hear presentations by outside speakers, faculty, and other students, to make presentations, and to share ideas with

members of other colloquia. Faculty, Board members, and members of the professional community are encouraged to participate in these and other Sanville-sponsored events. Go to <http://www.sanville.edu/convocations.html> to view past convocations.

### Outside Conferences

Students are urged to attend and present their work at outside conferences. Course credit may be earned by such activities planned in conjunction with the Mentor and the student's educational plan.

## THE INDIVIDUAL LEARNING FORMAT

### Courses Required

- Mentorship
- The Dissertation

### Faculty Roles and Learning Descriptions

#### Individualized Study Courses

The Institute operates on a modified "Oxford Plan" 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 units of credit and some may be fulfilled in oral presentation.

Integrative courses earn four units of credit and are always written papers. These individual learning experiences are all part of the Educational Plan for meeting the curriculum requirements of the program which are prepared by the student with the assistance of the mentor.

#### The Dissertation

Upon completion of the requisite number of units, the student begins the dissertation phase of the program. Here the student, in conjunction with the research faculty, chooses a dissertation topic and prepares to make a formal study of that topic. The student prepares a proposal, has it approved, forms a committee, does his or her research, and writes the dissertation. Once accepted by the committee, 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:

- Clinical Foundations

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

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

### Academic Credits

A student must earn a minimum of 86 course credit units in order to earn a PhD. As a general academic guideline, one unit of course credit is equivalent to ten hours spent in class and a corresponding twenty hours spent studying outside of class. Thus one unit of course credit is equivalent to a total of thirty hours of academic work. Units are earned for:

Mentorship

Convocations

Clinical Supervision (CCF)

Colloquium on the Integration of Clinical Theory and Practice in Cultural Context

Research Seminars I, II and III

Writing Seminar

Independent Study Courses

Dissertation

A significant portion of the student's course credit is earned in independent study that is measured both qualitatively and quantitatively in relation to hours spent in study. Unit credits are 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 trimester reports, papers, evaluations, and forms documenting completion of academic work for credit to be granted. All submissions are made electronically with the exception of the end-of-year transcript, which must be signed by the mentor and student and submitted in hard copy.

A minimum of thirty-two units are earned through independent study in the six learning areas listed above.

A two-unit content course requires approximately sixty hours of independent work in conjunction with the mentor. The two-unit content 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 three of the required number of two-unit courses must be written papers. The remaining two-unit courses may be completed through oral presentations or written papers.

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

Sixteen units are granted for the completed and accepted dissertation.

### Evaluation of Competence

The Institute does not grant grades. It grants units as a measure of competence, and units are granted only when a sufficient standard has been met.

### Course Credits

The following tables illustrate how course credits are allotted and how a student's program prior to the dissertation phase may be scheduled over a five-year period. 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. Students who have prior experience and/or knowledge may be able to complete some independent study courses in considerably less time.

#### Allotment of Credits Over a Sample Five-Year Period;

Course	Units	Total Units
Mentorship	1 Per Year	4
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
Research Seminar I	2 at Completion	2
Research Seminar II	6 at Completion	6
Writing Seminar	1 Per Year	2
Independent Study Courses	32 at Completion	32
Research Seminar III	1 at Completion	1
Dissertation	<u>16 at Completion</u>	<u>16</u>
Total		86

## Schedule of Courses

<u>Year One</u>	Contact	Total	Units
	<u>Hours</u>	<u>Hours</u>	<u>Credit</u>
Colloquium on the Integration of Clinical Theory and Practice	60	180	6
Research Seminar I	18	54	2
Clinical Supervision	30	60	3
3 Convocations	30	30	1
Mentorship	10	30	1
Independent Study Course	110	<u>60</u>	<u>2</u>
	148	414	15

<u>Year Two</u>	Contact	Total	Units
	<u>Hours</u>	<u>Hours</u>	<u>Credit</u>
Colloquium on the Integration of Clinical Theory and Practice	60	180	6
Research Seminar II	30	90	6
Clinical Supervision	30	60	3
3 Convocations	30	30	1
Mentorship	10	30	1
Independent Study Courses	–	120	4
Prelim. Educational Plan accepted	<u>–</u>	<u>–</u>	<u>–</u>
	160	515	21

<u>Year Three</u>	Contact	Total	Units
	<u>Hours</u>	<u>Hours</u>	<u>Credit</u>
Writing Seminar	18	–	2
3 Convocations	30	30	1
Mentorship	10	30	1
Research Seminar III	18	36	1
Independent Study Courses	<u>–</u>	<u>420</u>	<u>14</u>
	86	516	19

<u>Year Four</u>	Contact	Total	Units
	<u>Hours</u>	<u>Hours</u>	<u>Credit</u>
3 Convocations	30	30	1
Mentorship	10	30	1
Research III (optional)	18	36	0
Independent Study Courses	–	480	14
Final Educational Plan submitted	–	–	–
	<u>58</u>	<u>576</u>	<u>16</u>

<u>Year Five</u>	Contact	Total	Units
	<u>Hours</u>	<u>Hours</u>	<u>Credit</u>
3 Convocations	30	30	1
Dissertation (once accepted)	n/a	n/a	16
	<u>30</u>	<u>30</u>	<u>17</u>
Totals	482	2051	88

With the addition of 4-5 hours work per week, an additional 6 units could be earned 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.

Clinical 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 of Research	Series 700

In series 100, units of academic credit earned for Mentorship, Colloquium on the Integration of Clinical Theory and Practice in Cultural Context, Research I, Writing Seminar, Clinical Practicum and Convocations.

The courses listed in series 200, 300, 500, and 600, are all independent study courses along with Course 110, are all independent study courses that the student completes with the approval of the mentor. Five 4-unit integrative courses

and seven 2-unit content courses, which includes Course 110, comprise a total of 34 units of independent study courses that are required. The course descriptions that follow specify what is expected for two or four units in each learning area. Series 700 requirements are met by completing three trimesters of Research Seminar II, including a written paper, and three trimesters of Research Seminar III.

## **CURRICULUM**

### **100 SERIES: CLINICAL FOUNDATIONS**

#### **101 Mentorship**

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

#### **105 Clinical 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. **Students receive three units of academic credit for each year of the clinical practicum.**

#### **110 History of Psychoanalytic Thought**

All first year students are required to read a fixed bibliography and demonstrate to their mentor an understanding of the material, for which two units of academic credit will be granted.

#### **120 Research Seminar I: Epistemology: The nature, origins, and social construction of knowledge**

First year students are required to attend three trimesters. In keeping with the Institute's philosophy, this seminar explores basic epistemological questions regarding the nature and sources of knowledge through in-depth study of selected readings. Embedded in these readings is a consciousness and concern with social and cultural perspectives. Students are encouraged to explicate links among theorists, concepts, and

ideas. Research Seminar I meets six hours per trimester for three trimesters, for **which two units of academic credit will be granted at the end of the third trimester**. This seminar is usually prerequisite to Research Seminar II.

**130 Colloquium on the Integration of Clinical Theory and Practice**

All first-year students are required to participate in this colloquium, which meets 20 hours per trimester and continues for a minimum of six trimesters. **Two units of academic credit per trimester will be granted**. Students encouraged to attend beyond the requirement but no additional credit is given.

**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 four-unit papers in order to get suggestions and support. It also provides a setting in which students can present two-unit work to their peers. All students are required to participate in this seminar immediately upon completion of the Colloquium on the Integration of Clinical Theory and Practice. It meets for three two-hour sessions per trimester. **At the end of three trimesters, two units of academic credit are granted**.

**150 Convocations**

Students are required to attend three statewide convocations per year, one per trimester. Convocations may include didactic presentations, panel discussions, group discussions, or other educational presentations on a selected topic. **One unit of academic credit is granted for attendance at all three**. If students are unable to attend a Convocation, they are expected to listen to the audiotape of that Convocation, which will be available at the Institute Office.

**200 SERIES: SOCIAL PHENOMENA**

The student must complete 8 units in this series, comprised of one 4-unit integrative course and two 2-unit content courses. One of the required 2s must be selected from curriculum numbers 210-240. The optional paper for Research Seminar I (120) may be used to fulfill this requirement. A discussion of ethics must be integrated into one of these courses if a separate ethics paper is not chosen. Minimum of eight units required.

**210 Social Theory and Social Issues**

- a. The student explores and critiques a specific social theory, body of social theory, or social philosophy (e.g., “social justice”) including its historical developments, assumptions, social context, social, psychosocial, and/or ethical implications, such as theories of social organization, power, social change, and group dynamics (including communication theory and other theories relevant to small group interaction).
- b. The student explores a social issue, including its history and philosophical roots (how it has been constructed) and application. An example would be the nature and application of concepts of social justice.

**220 Applied Social Theory**

The student applies a social theory to a specific social topic (which may or may not be listed in the 250-280 series), including the assumptions and implications of the theory.

**230 Social Structure: Social Institutions and Social Organization**

The student studies a specific social system, such as the criminal justice system, the family, the educational system, the mental health system, or particular social organization(s), such as The Sanville Institute, the ACLU, etc.

**240 Ethical Dilemmas and Concerns**

The student identifies an ethical issue either from the larger societal context or clinical practice, critically analyzing the literature in that area and relating it to a social phenomenon, experience from clinical practice, or a personal dilemma.

**250 Social Problems**

The student identifies a problem/population (e.g., homelessness, alcoholism, delinquency, mental illness) and describes the nature and extent of the problem; traces its history; postulates causation; analyzes implications for social policy planning; makes predictions about its future course; and identifies areas of investigation and research which may lead to a further understanding.

**260 Service Delivery System: Analysis, Evaluation, & Recommendations**

The student selects a service delivery system, which has been mobilized to address a particular social problem, describes the delivery system, and analyzes it in the context of an identified theoretical framework. In addition to analyzing the effectiveness of the system in addressing the social problem, the student will consider how that particular problem might be addressed more

effectively, either within the delivery system being studied or in some other way. 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 evaluates a social concern, social policy, or social problem and creates an intervention.

**270 Phenomena of Socio-Cultural Change**

The student identifies one aspect of culture (e.g., parenting, marriage, identity formation) 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 and its manifestations.

**290 Research Topics**

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

**300 SERIES: PSYCHOSOCIAL THEORIES**

The student must complete 8 units in this series. The required courses are: 304, as a 2-unit or 4-unit course and one 4-unit course chosen from 311-319. If one 2-unit courses are chosen to meet the requirements in the 300 series, one must be in the form of a paper. **Minimum of 8 units required.**

**302 The Impact of Culture on Psychosocial Theory**

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

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

Cultures provide frames of reference—embedded within language and social institutions, mores, rules of behavior—regarding the perception and interpretation of every aspect of life, ways of being, the nature of self—that is, what a self is, in relation to both individual identity and in relationship of

self to others. 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 subcultures and critically examines the literature on that topic for 2 units and integrates it with case material from his/her own practice for 4 units.

### **310 FUNDAMENTAL PSYCHODYNAMIC THEORIES**

One 4-unit course is required from among 311 to 319.

#### **311 Freud and the Development of Psychoanalytic Thought**

Freud developed his conflict theory in numerous directions: a theory of mind (drive theory, topographic model/unconscious, structural theory, dreams, etc.), a body of fundamental principles of clinical interaction (transference, counter-transference, etc.) and the idea of internal object relations (“Mourning and Melancholia”), and wrote the first psychobiography and the first psychoanalytic analysis of social groups and societies. The student examines and critiques an aspect of the writings of Sigmund Freud and his associates (Abraham, Fenichel, Jones, Reich, etc.) for 2 units and integrates relevant aspects of the theory with case material from his/her own practice for 4 units.

#### **312 Ego Psychology**

Ego psychology originally expanded upon Freud’s theory by emphasizing the adaptive functions of the ego. It has continued to emphasize the role of conflict, but has incorporated modern ideas such as the mutual influence of client and therapist, particularly through transference and counter-transference and enactments. The student explores and critiques classical ego psychology through the writings of authors such as Anna Freud, Heinz Hartman, Ernst Kris, Rene Spitz, David Rappaport, Merton Gill, Erik Erikson, Edith Jacobson, and Margaret Mahler, and others in the field for 2 units. Alternatively, the student may explore and critique later developments in ego psychology (through the writings of authors such as Brenner, Robert Stone, Greenson, Wealder, and others) or modern ego psychology (through the writing of authors such as Jacobs, Pine, Knight, Michels, Renik, Chused, Rothstein, and others) for 2 units. The student may integrate relevant aspects of the theory(s) with case material from his/her own practice for 4 units.

#### **313 Object Relations Theory**

The student explores and critiques object relations theory through the writings of Melanie Klein, W.R.D. Fairbairn, Harry Guntrip, W.D. Winnicott, W.R. Bion or other contemporary authors, such as James Grotstein, Thomas Ogden, Stephen Mitchell, David and Jill Scharff, and Althea Horner for 2

units, or, alternatively, the student may critically examine contemporary Kleinian theory through such authors as Britton, Caper, Joseph, O'Shaughnessy, Steiner, Bott-Spillium Ferro, Meltzer, and others for 2 units. The student may integrate relevant aspects of the theory(s) with case material from his/her own practice for 4 units.

### **314 Self Psychology**

The student surveys and summarizes the theories of Heinz Kohut and puts his work into historical context in psychoanalytic theory. Alternatively, the student surveys and summarizes the theoretical developments in Self-Psychology in the writings of theorists after Kohut (see, for example, *Progress in Self Psychology*, Arnold Goldberg, ed., vols. 1+). Or, a student well-grounded in Self-Psychological theory could summarize and critically discuss the work of one or two key writers in Self Psychology or a concept from the theory (such as narcissistic rage, or pathological narcissism, or one of the self-object transferences). Or, the student might explore the historical development of Self-psychology and its relationship to intersubjective and relational theories (see, for example, *Psychoanalytic Dialogues*, 5(3), 1995).

For 2 units. The student integrates his/her understanding of the topic with case material from his/her own practice for 4 units.

### **315 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 Otto Kernberg. The student critically analyzes one issue, such as drive and defense metapsychology compared to Self Psychology; philosophical biases in various theories; or other topics currently being evaluated in the psychoanalytic literature for 2 units and integrates his/her understanding of the topic with case material from his/her own practice for 4 units.

### **316 Attachment Theory**

The student explores and critiques John Bowlby's original contributions to the understanding of the development of personality through early experiences and includes consideration of the contemporary writings of Mary Ainsworth, Mary Main, Alan Sroufe, Allan Schore, Daniel Siegel, Peter Fonagy, Alicia Lieberman, Arieta Slade, Pat Sable, Beatrice Beebe and others for 2 units and integrates relevant aspects of the theory(s) with case material from his/her own practice for 4 units.

### **317 Jungian Analytical Psychology as a Developmental Model**

The student explores and critiques Jung's dynamic model of transformation, in which from birth out of the primal self, the ego individuates in an archetypal pattern of development toward realization of the potentialities of the Self. This examination includes the concepts of ego, Self, ego-Self axis, archetype, the persona and shadow and other major archetypes of the collective unconscious, including those at the nexi of major developmental stages, such as mother/child, hero, father, trickster, animus and anima and their associated complexes and patterns of immaturity. These concepts are examined and critiqued for 2 units or integrated with case material from the student's own practice for 4 units.

### **318 Relational Theory**

Relational theory has emerged out of object relations theory and self-psychology. It has emphasized the co-construction of meaning and experience in the therapeutic dyad. The student explores and critically examines the theory through the writings of authors such as Benjamin, Hoffman, Messler-Davies, Mitchell, and Greenberg for 2 units, or integrates relevant aspects of the theory(s) with case material from his/her own practice for 4 units.

### **319 Intersubjective Models**

Challenges to the Freudian notion of neutrality have a long history, including the work of Helene Deutsch, C. G. Jung (whose writings include the implicit idea of the "third," and his idea of synchronicity), Paula Heineman, Melanie Klein and the British Middle School (in ideas such as projective identification and potential space), Michael Fordham, Heinrich Racker, Harry Stack Sullivan, Kurt Lewin, Robert Langs, William Goodheart, Heinz Kohut and the Self Psychologists (in their emphasis on the interdependence of the self and object in the self-object function), and Irwin Hoffman (in his constructivist theory that stresses the co-construction of meaning). All of these have led to an appreciation of the role of countertransference as a means of understanding. This in turn has led to various models in contemporary psychoanalysis of intersubjectivity, or mutual influence in the therapeutic relationship and in the construction of meaning. Models of intersubjectivity include the mutual influence of transference-countertransference and enactment in modern ego psychology, the intersubjectivity of self psychologists such as Stolorow, Brandschaft, and Atwood, and the "intersubjective third" of Thomas Ogden. The student may focus on the historical antecedents of contemporary psychoanalytic models of intersubjectivity, or the student may examine and critique one of these models for 2 units. The student integrates relevant aspects of the chosen theory or theories with case material from her/his own practice for 4 units.

**320 Special Topics in Psychodynamic Theory**

The student examines a special topic, such as transference/counter-transference, depression, shame, envy, idealization, etc., and critically compares and critiques the contributions of different theoretical models—such as the concept of mutual influence in modern ego psychology, in intersubjectivity, or in Jungian analytical psychology—for 2 units, or integrates relevant aspects of the theory(s) with case material from his/her own practice for 4 units.

**330 LEARNING THEORIES**

**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, Levi-Straus, Jerome Bruner, Howard Gardiner, John R. Searle, Roy D'Andrade, Charles Frake, and Clifford Geertz. The student critiques the theory and/or research in terms of its relevance to individual, group, or cultural development/organization for 2 units and integrates her/his understanding of the theory and/or research with case material from her/his own practice for 4 units.

**332 Behavioral Theory**

The student explores and critiques learning theory, such as operant conditioning, through the writings of Pavlov, Thorndike, Eysenck, Wolpe, Watson, and Skinner in terms of their relevance to personality development and personality organization for 2 units and integrates relevant theoretical concepts with case material from her/his own practice for 4 units.

**350 PSYCHOPHYSIOLOGICAL THEORIES**

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

**351 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, and others. The student reviews and critiques the literature (including work by Allan N. Schore, Daniel Siegel, Colwyn Trevarthan, Myron Hofer, Beatrice Beebe, Ed Tronick, and the Boston Study Group) on the topic relating to personality organization and development for 2 units and integrates relevant aspects of the theory(s) with case material from his/her own practice for 4 units.

### **352 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 research findings and theories about how experience is processed on an unconscious level and how treatment addresses these issues at a non-verbal, emotional level. The literature will include the work of Bessel van der Kolk, J. Douglas Bremner, Allan Schore, Robert Pynoos, Alexander McFarlane, Alicia Lieberman among others for 2 units and integrates relevant aspects of the theory with case material from his/her own practice for 4 units.

## **360 PSYCHODYNAMIC THEORIES OF HUMAN DEVELOPMENT**

In addition to psychodynamic theories in the 300 Series, which have either developmental components or a fully articulated developmental system, as in Freudian theory, other theories have emerged to explain personality and emotional development. They are included here.

### **361 Neo Freudian Theories of Development and Personality Organization**

The student explores and critiques the work of one or more neo Freudian theorists, such as Otto Rank, Alfred Adler, Theodore Reich, or Sandor Ferenczi for 2 units and integrates relevant theory with her/his own case material for 4 units.

### **362 Culturalist Theories of Development and Personality Organization**

The student explores and critiques the writings of one or more members of the American culturalist school, such as Karen Horney and Eric Fromm for 2 units and integrates that theory with case material from his/her own practice for 4 units.

### **363 Interpersonal Theory of Development and Personality Organization**

The student explores and critiques the writings of Harry Stack Sullivan for 2 units and integrates that theory with her/his own practice for 4 units.

**364 Special Topics in Development and Personality Organization**

With permission of the Educational Committee, the student explores and critiques the writings of one or more theoreticians in the field of Personality Development and Personality Organization not included elsewhere in this series of Independent Study Courses.

**370 OTHER THEORIES IN DEVELOPMENTAL PSYCHOLOGY**

**371 Theories of Infant Development**

**372 Theories of Adult Development**

**373 Theories of Moral Development**

**374 Theories of Spiritual Development**

**375 Theories of Affect & Emotion**

The student defines affect and emotion and demonstrates knowledge of a particular affect theory (such as psychoanalytic, attachment, social psychological, cognitive, neurobiological, cross-cultural) or affect theorist (Darwin, Tompkins, Izard, Eckman) or traces the historical development of a particular line of affect theory (psychoanalytic, attachment, neurobiological) for 2 units. Alternatively, the student may select a concept or concepts from affect theory such as appraisal, social communication, facial expression, or particular affects (anger, fear, sadness, joy) or expressions of affect (aggression, violence, crying, laughing, or the renderings of affect by creative artists in music, painting, literature, or film) and relate them to a particular theory or theories of affect for 2 units. The student may integrate a case or several cases or examples from literature, film or other creative work with the theory and critique the theory for 4 units.

**380 SOCIOLOGICAL THEORIES OF DEVELOPMENT, SOCIALIZATION, & SOCIAL INTERACTION**

The student elucidates a theory or theorist who addresses identity development and social interaction as well as the relation of social structures (institutions) to individual identity, such as G. H. Mead, Cooley, Erving Goffman, Anthony Giddens, and others for 2 units or critically evaluates the theory and integrates it with a case for 4 units.

**390 RESEARCH TOPICS IN PERSONALITY DEVELOPMENT & PERSONALITY ORGANIZATION**

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, (e.g. Daniel Stern, Robert Emde, Beatrice Beebe, Arieta Slade) and criticizes it from a research point of view as well as commenting on its significance to the clinician.

**500 SERIES: THEORIES AND METHODS OF TREATMENT**

The student must complete six units in this series: a 4-unit course and a 2-unit. The required 4-unit course must be selected from courses 521, 522, 523, 524, 525, 526 or 527. The required 2-unit course must be in the form of a paper. **Minimum of six units required.**

**501 Social History and the Evolution of Clinical Practice (2 units)**

The student studies the impact of particular social phenomena on clinical practice—such as, for example, the relationship of heightened awareness, increased reporting, and the enactment of legislation regarding sexual abuse of patients in therapy, the impact of feminism on collective awareness of this problem, and the consequent tightening of ethical standards as conditions for the development of relational and intersubjective models of therapy.

**502 DEVELOPMENT OF THE FIELD OF CLINICAL SOCIAL WORK (2 units)**

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

**503 Development of the Field of Marriage and Family Therapy (2 units)**

The student traces the field of marriage and family therapy from marriage counseling, including pastoral counseling, through marriage, family and child counseling to marriage and family therapy, including the history of licensure, against the background of changes in mental health delivery systems and other mental health professions.

**504 Theory or Method of Treatment in Context (2 units)**

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

**505 Historical and Social Context of Changing Views of Mental Illness or Concepts of “Madness” (2 units)**

The student studies the social and/or historical context(s) in which a particular view of mental illness in general or particular diagnostic categories have developed or changed, including the impact of these developments and changes on treatment. An example is the social and historical context in which the diagnostic category of Post-Traumatic Stress Disorder has developed out of “shell shock” and other views of trauma. Another example is the varying social contexts in the same era that produce biological, psychological, and spiritual models of and approaches to treatment of mental illness.

**506 Cultural Differences in Views of Mental Illness or Concepts of “Madness” (2 units)**

The student studies particular cross cultural differences in conceptualizing mental illness or “madness” and how these differences influence conceptions of and approaches to treatment.

**507 Cultural Sensitivity in Clinical Practice**

The student reviews the literature on cultural sensitivity in clinical practice, elucidating the cultural dimensions of the presenting situation and clinical work with clients of a particular culture for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**510 Social Work Practice Theories and Methods (2 units)**

The student undertakes a critical analysis of the processes and methods of social work practice: 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.

**511 Case Management (2 units)**

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

**512 Clinical Social Work Practice In An Organizational Setting**

The student elucidates the impact of a particular organization’s dynamics on the delivery of services to clients for 2 units and integrates this elucidation with case material from his/her own practice in that organization for 4 units.

**520 Psycho-Dynamic Models of Open Ended Therapy With Individuals**

The student is required to select one 4 unit course from 521, 522, 523, 524, 525, 526 and 527. In this series, a range of psychoanalytically-oriented treatment models is available for study. For 4 units, the

student analyzes the model in its historical context, identifying central substantive issues and evaluating its underlying theory with respect to clarity, consistency, logic, parsimony, and applicability to the student's own practice. Limitations of the theory are to be identified. The student may also wish to consider six meta-concepts that are indispensable to any clinical theory of psychoanalytically oriented psychotherapy, as abstracted by Gregory Bellow, PhD, which are: illness; health; diagnosis; psychic structure and function; development; and amelioration.

**521 Classical Freudian Analysis**

The student elucidates classical psychoanalytic therapeutic methods and techniques, such as the analytic stance, free association, resistance, neutrality, analytic regression, complex analysis, transference analysis and interpretation, dream interpretation, etc., against the background of one or more central theoretical themes from classical theory (e.g., structural theory, topographic theory, drive theory) for 2 units and integrates this elucidation with case material from his/her own practice in that organization for 4 units.

**522 Ego Psychology**

The student elucidates therapeutic methods and techniques specific to ego psychology—such as resolution of conflict through supporting and strengthening the ego toward becoming a flexible and resilient mediator between id and superego demands, analysis of ego defenses, analysis of transference, counter-transference and enactments in the therapy relationship—against the background of a selected ego psychology theory, as described under course 312, for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**523 Kleinian Theory**

The student elucidates therapeutic methods and techniques specific to Kleinian and neo-Kleinian analysis—such as transference interpretation and innate phantasy, innate aggression, envy, and greed, analysis of splitting, the paranoid-schizoid and depressive positions—against the background of basic Kleinian and neo-Kleinian theory, as described under course 313, for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**524 British Object Relations Theory**

The student elucidates therapeutic methods and techniques specific to one or more of the relational/structural models developed by W.R.D. Fairbairn, Harry Guntrip, D.W. Winnicott, or Wilfred Bion and other contemporary writers as described under course 313—W. D. Winnicott's concepts of holding environment, transitional space, and play in the therapeutic relationship, or Bion's concept of

therapeutic action are examples—for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**525 Self Psychology**

The student elucidates therapeutic methods and techniques specific to Self Psychology—such as ways of relating in the self-object transferences, empathy and interpretation of empathic failure toward supporting the capacity for transmuting internalization, and understanding of anger and aggression in the therapeutic relationship—against the background of Self-Psychology theory in the writings of Heinz Kohut and his followers, including Goldberg, Stolorow, Lachmann, and the Ornsteins, for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**526 Contemporary Neo Analytic Practice Theories**

The student elucidates 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, Otto Kernberg and John Gedo—Robert Langs's concept of frame and the interpretive use of the phenomenology of the transference and counter-transference relationship, for example—for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**527 Attachment Theory & Psychotherapy**

The student elucidates the clinical usefulness of attachment theory and research, 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 internal “working models”—against the background of the writings of John Bowlby and contemporary psychodynamic attachment practitioners, as described under course 316, for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**528 Jungian Analytic Psychology as a Model of Therapy**

The student elucidates the methods of Jungian therapy, encompassing the developmental/clinical and the synthetic/symbolic models—such as archetypal versus regressive transference, mutuality and the role of counter-transference, use of dreams, active imagination, amplification, and the expressive methods: sandplay, dance/movement, and art—for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**529 Relational and Intersubjective Models of Therapy**

The student elucidates the implications of the concepts of the relational and intersubjective models for the therapeutic relationship and the conduct of therapy—such as mutual influence and the co-construction of meaning and experience, therapeutic and intersubjective fields, the “intersubjective third,”—against the background of the writings of such theorists as those listed under courses 318 and 319, for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**530 OTHER MODELS OF THERAPY**

**532 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, and Medard Boss, for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**533 The Humanistic Approach to Treatment**

The student elucidates the methods and techniques of the client centered system of Carl Rogers and his followers—such as non directive therapy, unconditional positive regard, and therapist-patient congruence—for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**534 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 Perls and his followers for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**540 CONTEMPORARY TREATMENT MODALITIES**

**541 Family Therapy**

The student elucidates the methods and techniques of one contemporary school of family therapy—such as structural (Minuchin), strategic (Palazzoli), communications/systemic (MRI), and intergenerational (Bowen, Steirlin)—against the background of their theoretical foundations, for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**542 Couple Therapy**

The student elucidates the methods and techniques of one or more approaches to couples therapy—such as, Virginia Satir’s work or Carol Jenkin’s theory of interlocking subjectivities—against the background of their theoretical foundations, for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**543 Child Therapy**

The student elucidates the methods and techniques—including level and model of interpretation, treatment of both parent and child—of a selected theoretician in the field of child therapy—such as Melanie Klein, Anna Freud, Virginia Axline, Selma Fraiberg, and Richard Gardner—against the background of the underlying theory, for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**544 Short Term Therapy**

The student elucidates, compares and contrasts the methods and techniques of several models of psychodynamically oriented short term therapy—such as James Mann, Peter Sifneos—as well, behaviorally oriented models—such as Reid and Epstein—or the Functional School of casework practice—against the background of their theoretical foundations, for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**545 Crisis Intervention**

The student elucidates the methods and techniques of crisis intervention, contrasting its goals and methods with other forms of brief treatment, against the background of their theoretical foundations—such as can be found in the writings of Gerald Caplan, Naomi Golan, Lydia Rapoport, and Howard Parad, among others—for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**546 Psycho-tropic 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.— for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**547 Group Therapy**

The student elucidates methods and techniques of one model or theory of groups and examines 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-- for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**548 Behavior Therapy**

The student elucidates the methods and techniques arising from the principles of behavior modification (operant conditioning, respondent conditioning, positive and negative reinforcement, systematic desensitization), learning theory, and psycho-education, as they are applied to the treatment of a wide range of problems, including phobias, panic disorder, social phobia, social skills training, childhood and adolescent behavior problems, communication training, behavioral self-control training, sexual dysfunctions, and others, using the theoretical writings of such theorists as B. F. Skinner, J. Wolpe, M. Mahoney, A. Bandura, H. Eysenck, E. Foa, D. Barlow, C. Franks, G. Patterson, among others, for two units and integrates this elucidation with case material from his/her own practice for 4 units.

**549 Cognitive and Cognitive-Behavioral Therapy**

The student elucidates the methods and techniques of a treatment theory—such as: CBT treatment of depression of Aaron Beck; appraisal theory of R. Lazarus; rational-emotive therapy of A. Ellis; self-instructional therapy of D. Meichenbaum; mood therapy of D. Burns—all of which highlight the effect of cognitive distortions, negative thoughts, automatic thinking, and underlying negative cognitive schemata upon dysfunctional emotion and behavior for two units and integrates this elucidation with case material from his/her own practice for 4 units. Other influential CBT theorists are: J. Persons; S. Hollon; L. Craighead; P. M. G. Emmelkamp; S. P. Hinshaw, J. Safran, and the student will notice that there are “rationalist” and “constructivist” cognitive approaches, the constructivist approach being more compatible with psychodynamic ways of thinking.

**550 Integrative Psychotherapy**

The student elucidates the implications for the methods and techniques of psychotherapy of assumptions of integrative psychotherapy found in the writings of such authors as P. Wachtel (integration of psychoanalysis and behavior therapy), M. Linehan (dialectic behavior therapy), M. Goldfried, J. Norcross, L. Beutler, H. Arkowitz, M. Messler, Stricker and Gold, P. Clarkson, T. Carere and others—such as: 1) there is the potential for two or more divergent methods and techniques of psychotherapy to complement one another; 2) empirically, virtually all psychotherapists work

eclectically, using methods and techniques that work; 3) integrative psychotherapy is concerned with why particular methods and techniques work; 4) there is a need for a meta-theory of principles of psychotherapeutic change—for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**551 Post-Modern Psychotherapies**

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

**552 Interpersonal and Cultural Approaches to Therapy**

The student elucidates the implications for the methods and techniques of psychotherapy of the assumptions in the works of writers such as Harry Stack Sullivan, Karen Horney, William Allison White or Eric Fromm—such as, the human being is an organism in interaction with the social world and lives in a cultural context--for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**560 SPECIAL TOPICS IN THEORIES AND METHODS OF TREATMENT**

With permission of the Educational Committee, 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

**561 The Student's Theory of Therapy (2 units of credit)**

With as little reliance on existing theory as possible, the student articulates his/her own ideas as to how therapy works. The theory will necessarily include the student's view of human nature, what brings clients to therapy, and what in the therapeutic process leads to change in clients. This course, with the consent of the mentor, may be completed in the Colloquium on the Integration of Clinical Theory and Practice. 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.

**562 Models and methods of treatment with special populations.**

The student elucidates theoretical models and methods of treatment related to special groups, including, but not limited to, older adults, individuals with disabilities, individuals with special medical problems, such as HIV, AIDS, chronic diseases, addictions, etc., for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**570 ISSUES IN PSYCHOTHERAPY**

Independent study courses 571 through 575 require the student to elucidate, disparate practice methods and theories relating to their chosen topic, exploring the theoretical background and unanswered questions, for 2 units and integrates this elucidation with case material from his/her own practice for 4 units.

**571 Transference and Counter-transference**

**572 Case Management and Therapeutic Alliance**

**573 The Use of Dreams in Psychotherapy**

**574 Issues of Therapeutic Technique**

**575 Diagnostic Schemata and Methods**

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

**576 Phases/Stages of Long Term Treatment**

The student studies the shifting emphases during the beginning, middle and termination phases of treatment.

**577 Termination**

**590 RESEARCH ISSUES IN CLINICAL PRACTICE**

Research is examined by the student in the area of clinical practice. The student critically analyzes the material 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 unit course is required in this series. **A minimum of two units required.**

### **601 Clinical Supervision**

The student explores issues such 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. 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 supervisory process.

### **603 Administration in a Clinical Setting**

The student explores administration at several levels, selecting themes for examination. Among these are: 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, & Implications**

Historical development, assumptions, social context, social implications, and impact of a specific theory of education as applied to clinical education (e.g., Charlotte Towle's theory of learning styles or Ekstein's and Wallerstein's theory of learning problems and problems about learning.).

### **606 Preparation of Papers for Publication (2 units of credit)**

The student rewrites a four-unit 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 units of credit)**

The student reworks a four-unit paper making it suitable for oral presentation to a professional group and presents it, obtaining evaluations of the presentation. If the presentation is made in convocation, the CEU evaluations will suffice. The method of evaluation of presentations in other settings will be worked out by the mentor and the student to suit the situation.

**608 Course development (2 units of credit)**

The student develops a course outline, including the basic components of the course (its objectives, subject matter to be covered, and teaching/learning methods to be used), and a syllabus for the course describing how the course will be carried out (specific course components, such as lectures, specific assignments to be made to the students, such as required papers and examinations, and accompanying bibliography of required and recommended readings).

**700 SERIES: THEORIES AND METHODS OF RESEARCH**

Four courses are required. Requirements in this learning area are met in the classroom rather than in Independent Study.

**710, 720, 730 Research Seminar II: Theory, Concepts, and Process  
(Two units each. Six total units.)**

This is a three trimester course which begins in the 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 trimester. Research I is prerequisite to these seminars.

**740 Research Seminar III: Dissertation Proposal Tutorial (Maximum of one unit)**

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