

Center for Programs in Psychology

The Center for Programs in Psychology offers intensive, challenging programs of graduate study emphasizing multidimensional learning, integration of theory and practice, and the interweaving of personal and professional development. The Center offers five programs:

Art Therapy (AT/MHC or AT/CCFT)

Programs: (1) Combined with MHC or CCFT: specialized graduate-level training for clinical competencies in art therapy, and (2) art therapy post-master's certificate: specialized post-graduate-level training for clinical competencies in art therapy

Child, Couple and Family Therapy (CCFT)

Program: professional training for treating clinical problems in the context of child, couple and family relationships

Integrative Studies in Psychology (ISP)

Program: self-directed study of psychology for varied applications

Mental Health Counseling (MHC) Program:

professional training for ethical, creative and socially responsible counselors

Psy.D. Program (PSD): doctoral-level study and training in the theory and application of psychology that meets requirements for a clinical psychologist license

Center Faculty and Staff

Center Director

L. Tien

Program Chairs

Bill Forisha – Child, Couple and Family Therapy Program

Ned Farley – Mental Health Counseling Program, Integrative Studies Program Coordinator

Janice Hoshino – Art Therapy Program

Patricia Linn – Psy.D. Program

Core Faculty

Ann Blake

Phil Brown

Paul David

Jayashree George

Gwendolyn Jones

Mary Wieneke

Haiwen Yang

Affiliate Faculty

Andrew Benjamin

Associate Faculty

Rebecca Bloom

Larry D'Arienzo

Gail Dubin

Ann Lazaroff

Adjunct Faculty

Timothy Cahn

Darla Capetillo

Philip Cushman

Lorraine Fish

Michael Galloway

Leah Green

Alexandra Hepburn

Angie Hoffpauir

Duncan Hollomon

Kirk Honda

William James

Karen Lee

Marianne Lewis

Karen MacQuivey

Craig Matsu-Pissot

Steven Maybell

Walter McGerry

Sandra Meggert

Zanny Milo

Jackie Moorey

John Moritsugu

Maya Richardson

Jerry Saltzman

Lynne Seibert

Lara Weed

Kris Wheeler

George Yancey

Professor Emeritus

Anthony Collis

Yvonne Palka

Program Associates

Margaret Conley

Michelle Honey

Carolyn McKenna


Administrative Assistant to the Director

Katy Callaghan Huston

Explanation of Symbols

*Titles designated with an asterisk meet only on weekends. It is imperative that you check First Class to determine if there are assignments to be done ahead of the first class meeting. Please be sure and check the syllabus carefully so that you will be prepared for the first class!

(\$) Courses with this sign have a fee to cover supplies or materials. Please see course description for amount.


 These courses are open to cross-program enrollment for the entire registration period. Be sure to check the particular course description for any prerequisites and/or instructor's permission.

Note: Syllabi will be available ONLY on First Class. Hard copies will not be available the first day of class. In order to access the syllabi, go to your FirstClass desktop, click on My Courses, then open the file for each course you are taking. Your syllabus will be in that file. Please print off a copy of the syllabus and bring it to class.

IMPORTANT CALENDAR NOTE

Winter quarter start date: January 2, 2006

Martin Luther King, Jr. Holiday Information: Classes will not take place Monday, Jan. 16. Make-up classes will be held Monday, March 13.


 **PSY492: Lifespan Development (3)**
Note: This is an undergraduate course.

Gail Dubin

Thursday, 3:30 to 6:30 p.m.; Room 119;
Limit 20

Core faculty teaching liaison: Haiwen Yang

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

 **PSY490: Theories of Personality (3)**
Note: This is an undergraduate course.

Alexandra Hepburn

Wednesday, 3:30 to 6:30 p.m.; Room 116;
Limit 20

Core faculty teaching liaison: Ann Blake

In this class, the major personality theorists are presented sequentially within their cultural and

historical contexts. This provides students with a broad understanding of the evolution of ideas concerning human nature. An exploration of theories is limited to those that apply specifically to the practice of counseling. Attention is paid to the interaction of the individual with the social milieu, the cultural biases within theory, and the effect of personal history on theoretical claims.

MAP626C: Advanced Theories: Cognitive Behavior Therapy (3)

Karen Lee

Friday, 1 to 4 p.m.; Room 202; Limit 16

Core faculty teaching liaison: Ned Farley

Cognitive behavior therapy (CBT) is especially useful for beginning therapists because it provides clear, specific strategies and a well-defined structure which can be flexibly modified as one gains experience. CBT emphasizes the development of a cooperative therapeutic relationship in which the therapist and client work together to set goals, establish a treatment plan, make changes and evaluate on an ongoing basis the client's progress and satisfaction with therapy. This practice-oriented class uses films, role playing and case discussions to introduce students to the major cognitive behavioral approaches. Special attention is given to the practice of CBT in a gender-sensitive and culturally responsive manner. *Prerequisite: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or by Program and instructor permission for students outside of the clinical programs.*

MAP626A: Advanced Theories: Existential (3)

Ned Farley

Wednesday, 3:30 to 6:30 p.m.; Room 117; Limit 16

Core faculty teaching liaison: Bill Forisha

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

MAP607F: Applied Couple Therapy (3)

Paul David

Friday, 4:15 to 7:15 p.m.; Room 202; Limit 16

Core faculty teaching liaison: Bill Forisha

This course provides an integrated systems perspective for conducting couples therapy.

Developmental, interactional and multicultural aspects of assessment and intervention are amalgamated into a working model of couples therapy. Emphasis is on application of this model and the development of clinical skills in working with couples, including defining relevant problems, establishing the therapeutic contract, implementing treatment strategies and homework, and facilitating closure and follow-up to treatment. *Prerequisite: Systems Perspectives in Family Therapy and either Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern or Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior.*

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

Craig Matsu-Pissot

Sunday, 10 a.m. to 4 p.m., Jan. 22, 29;

Limit 20

Core faculty teaching liaison: Ann Blake

This course takes place in two sessions. The practice of meditation is an important part of both sessions. During the first session students explore and discuss various meditations as well as aspects of being which are importantly related to meditation practice. Investigation into the psychological benefits of meditation and how to use these practices as therapeutic interventions take place during the second session. Practice of the meditations is integral to both sessions. In the weeks between sessions students engage in a regular meditation practice.

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

Janice Hoshino

Times and Dates by arrangement with instructor

Core faculty teaching liaison: Jayashree George

The art therapy master's project is an individualized process designed mutually by the student and art therapy faculty to expand scholarship in and make a contribution to the field of art therapy. This may be done through various media, including film, presentations and visual imagery. *Prerequisite: Core art therapy coursework.*

MAP540G: Art Therapy Practicum (1-3) (\$)

Janice Hoshino

Times and Dates by arrangement with instructor

Core faculty teaching liaison: Jayashree George

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

by-case basis. *Prerequisite: Adviser's approval. Note: Those registering for this course must pay a \$12 fee each quarter to cover liability insurance.*

MAP640D: Art Therapy Research II (3) (\$)

Jayashree George /Janice Hoshino

Wednesday, 3:30 to 6:30 p.m.; Room 211;

Limit 20

Core faculty teaching liaison: L. Tien

Art Therapy Research II is a continuation of Art Therapy Research I. In the second class, students implement the research proposal completed in Art Therapy Research I. In addition, students complete the project and write up the study that includes a literature review, methodology and results section, and future research options. *Prerequisite: All other art therapy classes and Art Therapy Research I. Note: Those registering for this course must pay a \$15 lab fee for supplies.*

MAP650B: Art Therapy Thesis (1-5)

Janice Hoshino

Times and Dates by arrangement with instructor.

Core faculty teaching liaison: Jayashree George

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

MAP613C: Career Development and Counseling (3) (\$)

Marianne Lewis

Friday, 4:15 to 7:15 p.m.; Room 203; Limit 20

Core faculty teaching liaison: Ann Blake

This course provides students with an understanding of the practical and personal issues involved in making career choices and transitions. Students explore the meaning of work in people's lives, and how family, society and economic change influence them. This exploration includes an opportunity to experience resources to help people through this process, as well as look at ways to address these issues with various populations. *Prerequisite: Communication and Counseling Skills. Note: Those registering for this course must pay a \$10 lab fee for supplies.*

MAP601J: Case Consultation: Art Therapy /Child, Couple and Family Therapy (1) (\$)

Rebecca Bloom

Friday, 9 a.m. to noon; Room 211; Limit 8

MAP601M: Case Consultation: Art Therapy/ Mental Health Counseling (1) (\$)

Rebecca Bloom

Friday, 1 to 4 p.m.; Room 211; Limit 8

Core faculty teaching liaison: Janice Hoshino

The Art Therapy Case Consultation is a four-quarter, integrated sequence of classes. Each quarter's work builds on that of the prior quarter. The first quarter focuses on individual assessment. The second quarter focuses on relational/family assessment as well as taking the appropriate clinical practice exam. The third quarter focuses on the integration of theory and practice. The fourth quarter focuses on the demonstration of one's competence in assessment, diagnosis and counseling/psychotherapy. *Prerequisite: Core required coursework and be concurrently enrolled in Art Therapy internship. Note: Those registering for this course must pay a \$15 lab fee for supplies.*

MAP601N: Case Consultation: Child, Couple and Family Therapy (1)

Kirk Honda

Friday, 9:30 a.m. to noon; Room 209; Limit 8

Core faculty teaching liaison: Bill Forisha

The Child, Couple and Family Therapy Case Consultation is a four-quarter, integrated sequence of classes involving group consultation on cases. Each quarter's work builds on that of the prior quarter. The first quarter focuses primarily on individual assessment, whereas the second quarter focuses on relational/family assessment as well as taking the appropriate clinical practice exam. The third quarter focuses on the integration of theory and practice, and the fourth quarter on the demonstration of one's competence in assessment, diagnosis and counseling/psychotherapy. *Prerequisite: Core required coursework and concurrent enrollment in CCFT internship.*

MAP601S: Case Supervision: CCFT (1)

Angie Hoffpauir

Friday, 1 to 4 p.m.; Room 101; Limit 6

Core faculty teaching liaison: Bill Forisha

MAP601T: Case Supervision: CCFT (1)

Bill Forisha

Friday, 1 to 4 p.m.; Room 102; Limit 6

Core faculty teaching liaison: Paul David

MAP601U: Case Supervision: CCFT (1)

Larry D'Arienzo

Friday, 1 to 4 p.m.; Room 103; Limit 6

Core faculty teaching liaison: Bill Forisha

MAP601U-2: Case Supervision: CCFT (1)

Michael Galloway

Friday, 9 a.m. to noon; Limit 6

Core faculty teaching liaison: Bill Forisha

MAP601U-3: Case Supervision: CCFT (1)

Angie Hoffpauir

Friday, 9 a.m. to noon; Limit 6

Core faculty teaching liaison: Bill Forisha

MAP601U-4: Case Supervision: CCFT (1)

Maya Richardson

Friday, 1 to 4 p.m.; Limit 6

Core faculty teaching liaison: Bill Forisha

Case Supervision: CCFT is a four-quarter, integrated sequence of classes involving group consultation on cases. Videotaping, audio taping and/or direct observation are required. Each quarter's work builds on that of the prior quarter. The first quarter focuses primarily on individual assessment, whereas the second quarter focuses on relational/family assessment as well as taking the appropriate clinical practice exam. The third quarter focuses on the integration of theory and practice, and the fourth quarter on the demonstration of one's competence in assessment, diagnosis and counseling/psychotherapy. *Prerequisite: Core required coursework and concurrent enrollment in CCFT internship.*

MAP601W: Case Supervision: CCFT/AT (1)

Janice Hoshino

Friday, Limit 6

Core faculty teaching liaison: TBD

The emphasis of Case Supervision: CCFT/AT is progressive and sequential. Case Supervision involves intensive individual and group supervision of cases and is seen as an interactive process between students and supervisor. There will be a total of 25 hours of group supervision and 5 hours of individual supervision per quarter. Students will also receive one hour minimum of supervision from the internship site supervisor. Videotaping, audio taping and/or direct observation is required. Expectations build upon the prior quarter. For example, the first quarter focuses more on individual art therapy and clinical assessment, in a relational context, whereas the second quarter focuses on relational/family art therapy assessment as well as taking the appropriate clinical practice exam. The third quarter focuses on the integration of theory and practice, and the fourth quarter on the demonstration of one's competence in assess-

ment, diagnosis and counseling/psychotherapy. *Prerequisite: Core required coursework and be concurrently enrolled in CCFT/AT internship.*

MAP601L: Case Consultation: Mental Health Counseling (1)

Kris Wheeler

Friday, 9:30 a.m. to noon; Room 207; Limit 8

MAP601O: Case Consultation: Mental Health Counseling (1)

Walter McGerry

Friday, 1 to 3:30 p.m.; Room 207; Limit 8

MAP601Q: Case Consultation: Mental Health Counseling (1)

Ann Blake

Friday, 1 to 3:30 p.m.; Room 206; Limit 8

MAP601R: Case Consultation: Mental Health Counseling (1)

Michael Galloway

Friday, 1 to 3:30 p.m.; Room 208; Limit 8

Core faculty teaching liaison: Ned Farley

The Mental Health Counseling Case Consultation is a four-quarter, integrated sequence of classes. Each quarter's work builds on that of the prior quarter. Expectations build upon the prior quarter. The first quarter focuses on individual assessment. The second quarter focuses on relational/family assessment as well as taking the appropriate clinical practice exam. The third quarter focuses on the integration of theory and practice, and the fourth quarter on the demonstration of one's competence in assessment, diagnosis and counseling/psychotherapy. *Prerequisite: Core required coursework and concurrent enrollment in MHC internship.*

MAP611Q: Clinical Treatment of Infancy and Early Childhood (3)

Zanny Milo

Monday, 7 to 10 p.m.; Room 202; Limit 20

Note: Class will not be held Monday, Jan. 16. A make-up class will take place 7 to 10 p.m., Monday, March 13.

Core faculty teaching liaison: Paul David

This class introduces students to the richness and complexity of infancy and early childhood, with particular emphasis on emotional development in the first two years of life. This course draws on object relations, developmental psychology and multicultural perspectives to contextualize infant development in the family and to emphasize the importance of relationships in normal development. Attention also is given to assessment and intervention and to the importance of observation as a clinical skill. This course is designed

as a survey. While the information presented is directly relevant to clinical work, it is not a skills-focused class.

MAP508D-1: Communication and Counseling Skills (3)

Haiwen Yang

Monday, 3:30 to 6:30 p.m.; Room 119, Breakout 114; Limit 16

Note: Class will not be held Monday, Jan. 16. A make-up class will take place 3:30 to 6:30 p.m., Monday, March 13.

Core faculty teaching liaison: Ned Farley

MAP508D-2: Communication and Counseling Skills (3)

Sandra Meggert

Friday, 9 a.m. to noon; Room 202; Limit 16

Core faculty teaching liaison: Haiwen Yang

This course offers students the opportunity to acquire and practice basic counseling tools such as listening skills, congruent communication, use of self as instrument, and specific aspects of interviewing and contracting with a client. In-class role playing and practice, as well as additional practice assignments, supplement the readings.

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

John Moritsugu

Saturday, 9 a.m. to 4:30 p.m., Jan. 14, 28, Feb. 11, 25, March 11; Limit 20

Core faculty teaching liaison: Gwendolyn Jones

This course will offer an opportunity for students to explore the cultural considerations that are necessary in providing relevant assessment and treatment. Students are expected to complete assigned readings prior to the class. More specific course content and assignments will be provided in the syllabus. *Prerequisite: Multicultural Perspectives.*

MAP506F-1: Ethics and Professional Issues (3)

Karen MacQuivey

Thursday, 7 to 10 p.m.; Room 202; Limit 20

Core faculty teaching liaison: Gwendolyn Jones

MAP506F-2: Ethics and Professional Issues (3)

Jerry Saltzman

Friday, 4:15 to 7:15 p.m.; Room 204; Limit 20

Core faculty teaching liaison: Paul David

The purpose of this course is to educate students about the specific ethical guidelines for counselors and therapists, with attention to the broader

historical and cultural contexts of helping behavior. It provides each student with a framework for developing the ability to think about clinical situations in ethical terms.

***MAP619: Ethics in Family Practice (1)**

Jerry Saltzman

Sunday, Feb. 12, 26; 9 a.m. to 3:30 p.m.; Limit 20

Core faculty teaching liaison: Paul David

This course provides an overview of special topics in family law, ethics, and professional issues related to the practice of couple and family therapy. Case-focused presentation is integrated with review of the relevant ethical codes and principles. CCFT students must take Ethics in Family Practice concurrently with Ethics and Professional Issues.

MAP603C-1: Family of Origin Systems (3)

Ann Blake

Thursday, 7 to 10 p.m.; Room 203; Limit 16

Core faculty teaching liaison: Paul David

MAP603C-2: Family of Origin Systems (3)

Paul David

Friday, 1 to 4 p.m.; Room 203; Limit 16

Core faculty teaching liaison: Phil Brown

This course introduces a family of origin systems perspective as a basic interpretive framework for understanding and addressing issues of human development in the context of multigenerational family dynamics. Particular emphasis is placed on students examining their own personal and professional development in terms of their family history, ethnicity, relationships and conflicts. This course is the first in a two-quarter sequence, and is a prerequisite for the second course, Multicultural Perspectives. *Prerequisite: First-quarter clinical students or by Program and instructor permission for students outside of the clinical programs.*

***MAP604: Group Counseling (3)**

William James

Saturday, 9 a.m. to 4:30 p.m., Jan. 7, 21, Feb. 4, 18, March 4; Room 202; Limit 16

Core faculty teaching liaison: Ann Blake

This course introduces students to the theory and practice of group counseling. The class emphasizes integrating various theoretical approaches to group counseling, as well as learning basic skills needed to prepare for leading a variety of client groups. *Prerequisite: Communication and Counseling Skills.*

MAP514J: Historical And Socio-Cultural Perspectives In Psychology: Ecopsychology (3)

Lorraine Fish

Friday, 4:15 to 7:15 p.m.; Room 212; Limit 20
Core faculty teaching liaison: Ann Blake

This course explores the field of Ecopsychology - the emerging discipline that views the human psyche in relationship to the natural world. Through the need to fully understand the human condition, psychology has steadily broadened its context to include family and society. Ecopsychology has extended this process to take into consideration the human relationship with the natural environment, with the understanding that humans are not separate from nature and psychological well-being is dependant upon a healthy relationship with the natural world. This course engages in such subjects as: Western history and the human split from nature; how nature shapes childhood development; how new scientific paradigms inform the field of Ecopsychology; the importance of acquiring a sense of place; consumerism and addiction; the role of spirituality and activism in healing; and the various professional ways in which Ecopsychology is applied in the therapeutic process. The course is interdisciplinary, integrative in nature, relevant to a variety of work with people and environmental issues, and appropriate for students from all of Antioch's degree programs.

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

Jayashree George

Thursday, 3:30 to 6:30 p.m.; Room 211; Limit 16

Core faculty teaching liaison: Janice Hoshino

This course provides a comprehensive overview of the history and founders of the field of art therapy. Therapeutic approaches, philosophical frameworks, theoretical emphasis and the formation of the American Art Therapy Association (AATA) are examined. This course gives students a comprehensive knowledge of pioneers and founders of the art therapy field as well as theoretical approaches in clinical art therapy practice. *Note: Those registering for this course must pay a \$15 lab fee for supplies.*

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

Gail Dubin

Friday, 4:15 to 7:15 p.m.; Room 205; Limit 20

Core faculty teaching liaison: Gwendolyn Jones

This course provides an overview of current theories and a variety of perspectives regarding the development of gender identity and gender role from infancy through old age. Drawing on sources ranging from psychology, sociology and

social biology to politics and literature, students also explore the psychological, interpersonal and societal issues related to the interface of gender with Western culture. Particular attention is given to the students' individual experiences of their own developing gender identity. This course helps the beginning clinician to recognize how issues related to gender impact the developmental tasks throughout all stages of one's life.

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

Lara Weed

Friday, 9 a.m. to noon; Room 203; Limit 20

Core faculty teaching liaison: Bill Forisha

This course focuses on the basic developmental tasks of individuals throughout the lifespan, as well as how these tasks impact and are impacted by the developmental cycles of the family of origin and family of choice. This course explores how individual and family development is affected by interpersonal, interactional and cultural components. This course also examines how the family life cycle is affected by a number of stressors common to contemporary American families. *Prerequisite: Lifespan Development.*

MAP615B: Human Sexuality (3)

Ann Lazaroff

Thursday, 3:30 to 6:30 p.m.; Limit 20

Core faculty teaching liaison: Paul David

This course focuses on the psychological aspects of human sexuality, and the development of interpersonally intimate relationships. The content areas include sexual attitudes and values, sexual issues in counseling intimacy and communication, and the influence of social contexts in the meaning and experience of sexual behavior.

MAP599: Independent Studies (1-6)

Instructor, dates and times by individual arrangement

Core faculty teaching liaison: Student's academic adviser

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

MAP600: Internship: Child, Couple and Family Therapy (1-3) (\$)

Note: To be taken concurrently with Case Consultation

Instructor: Case Consultation instructor

Dates and times are by individual arrangement

This learning activity allows students to apply their academic learning and skills in practical settings such as mental health centers, adolescent treatment facilities, and youth and family service agencies. CCFT students in this track must complete their internships over four quarters accumulating a minimum of 600 on-site hours of experience. At least 300 of the internship hours must involve direct face-to-face client contact and at least 150 hours of these direct client hours must be with couples and families. *Prerequisite: Minimum of 39 credits of the CCFT required core courses. Note: Those registering for an internship pay a \$12 fee that covers liability insurance. This \$12 is paid each quarter the student is enrolled in internship.*

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

Note: To be taken concurrently with Case Consultation: COAMFTE CCFT

Instructor: Case Consultation instructor

Dates and times are by individual arrangement

This learning activity focuses on helping students apply their academic learning and skills in practical settings such as mental health centers, adolescent treatment facilities, and youth and family service agencies. CCFT students in this track must complete their internships over a minimum of four quarters. At least 500 hours must involve direct face-to-face client contact and at least 250 hours of these direct client hours must be with couples and families. *Prerequisite: Minimum of 41 credits of the CCFT required core courses. Note: Those registering for an internship pay a \$12 fee that covers liability insurance. This \$12 is paid each quarter the student is enrolled in internship.*

MAP600: Internship: Child, Couple and Family Therapy/Art Therapy (1-3) (\$)

Note: To be taken concurrently with Case Consultation

Instructor: Case Consultation instructor

Dates and times are by individual arrangement

This learning activity allows students to apply their academic learning and skills in practical settings such as mental health centers, adolescent treatment facilities and youth and family service agencies, with an added emphasis on the use of art therapy in the therapeutic arena. CCFT/AT students must complete their internships during four quarters for a minimum of 700 on-site hours. At least 350 of the internship hours must

involve direct face-to-face client contact and at least 150 hours of these direct client hours must be with couples and families. Please note that in an ideal internship placement, direct AT and CCFT contact hours overlap if students are able to use art therapy techniques and interventions in their clinical work. However, if this condition is not met, students should be prepared to complete more than the 350 hours of direct client contact in order to meet both AT and CCFT direct service requirements. *Prerequisite: Core CCFT and art therapy classes. Note: Those registering for an internship pay a \$12 fee that covers liability insurance. This \$12 is paid each quarter the student is enrolled in internship.*

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

Note: To be taken concurrently with Case Consultation: COAMFTE CCFT / AT

Instructor: Case Consultation instructor

Dates and times are by individual arrangement

This learning activity focuses on helping students apply their academic learning and skills in practical settings such as mental health centers, adolescent treatment facilities and youth and family service agencies, with an added emphasis on the use of art therapy in the therapeutic arena. CCFT/AT students in this track must complete their internship over a minimum of four quarters. At least 500 of the internship hours must involve direct face-to-face client contact and at least 250 hours of these direct client hours must be with couples and families and 300 direct client hours must use art therapy. Please note that in an ideal internship placement, direct AT and CCFT contact hours overlap if students use art therapy techniques and interventions with couples and families. However, if this condition is not met, students should be prepared to complete more than the 300 hours of direct client contact in order to meet both AT and COAMFTE direct service requirements. *Prerequisite: Core CCFT and art therapy classes. Note: Those registering for an internship pay a \$12 fee that covers liability insurance. This \$12 is paid each quarter the student is enrolled in internship.*

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

Note: To be taken concurrently with Case Consultation

Instructor: Case Consultation instructor

Dates and times are by individual arrangement

This course allows students to apply their academic learning and skills in practical settings such as community mental health centers, inpatient facilities, college counseling centers and other public or private agencies that serve the mental health needs of individuals, groups and families. MHC students must complete their

internships during a minimum of four quarters for a minimum of 600 on-site hours. At least 300 of the internship hours must involve direct face-to-face client contact. *Prerequisite: Minimum of 42 credits, including the MHC core, required courses. Note: Those registering for an internship pay a \$12 fee that covers liability insurance. This \$12 is paid each quarter the student is enrolled in internship.*

MAP600: Internship: Mental Health Counseling/Art Therapy (1-3) (\$)

Note: To be taken concurrently with Case Consultation

Instructor: Case Consultation instructor

Dates and times are by individual arrangement

This course allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups and families, with an added emphasis on the use of art therapy in the counseling arena. These are settings such as community mental health centers, inpatient facilities, college counseling centers and other public or private agencies. MHC/AT students must complete their internships during a minimum of four quarters for a minimum of 700 on-site hours. At least 350 of the on-site hours must involve direct face-to-face client contact. In a perfect placement, direct AT and MHC hours overlap by using art therapy techniques and interventions in sessions. However, students should be prepared to complete more than the 350 hours of direct client contact in order to meet both AT and MHC direct service requirements. *Prerequisite: Core MHC and art therapy classes. Note: Those registering for an internship pay a \$12 fee that covers liability insurance. This \$12 is paid each quarter the student is enrolled in internship.*

MAP600: Internship: Post-Masters Art Therapy (1-3) (\$)

Note: To be taken concurrently with Case Consultation

Instructor: Case Consultation instructor

Dates and times are by individual arrangement

This course allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups and families, with an added emphasis on using art therapy in the counseling environment. These are settings such as community mental health centers, inpatient facilities, college counseling centers and other public or private agencies. This course allows students to complete their internships during a minimum of four quarters, for a total of 700 on-site hours with at least 350 hours of direct client contact. *Prerequisite: Core art therapy courses. Note: Those registering for an internship pay a \$12 fee that covers liability insurance. This \$12 is paid each quarter the student is enrolled in internship.*

MAP598A: Internship Preparation (0)

Wednesday, 4 to 6 p.m.; Feb. 1; Room 212; Limit 30 (Meeting)

MAP598A-2: Internship Preparation (0)

Friday, noon to 1 p.m.; Feb. 3, 10; Room 202; Limit 30 (Meeting)

Internship Preparation meetings assist students in identifying their professional practice goals and finding prospective internship sites consistent with those goals. It also helps students negotiate and complete their internship contract and other related requirements. *Prerequisite: MHC/CCFT students; required for students starting their internship Fall 2006.*

MAP597: ISP Application Project (1-9)

Instructor, dates and times by individual arrangement

Core faculty teaching liaison: Student's academic adviser

The application project is the culminating project for students in the Integrative Studies in Psychology Program. Students design a project in collaboration with their degree committee and project evaluator. The application project can be a creative project, a formal research thesis or an internship. The student's academic adviser must approve the project design prior to the student registering for application project credits. *Prerequisite: Core Integrative Studies courses and approval of adviser.*

MAP596: ISP Application Project Literature Review (3)

Instructor, dates and times by individual arrangement

Core faculty teaching liaison: Student's academic adviser

The application project literature review is a comprehensive survey of the literature relevant to an integrative studies student's application project. The student compiles an annotated bibliography of 15–20 sources and submits the completed bibliography to his or her evaluator for review. This literature review forms the foundation for further work in the student's area of interest. *Prerequisite: Core Integrative Studies courses.*

MAP502X: ISP Seminar (2)

Ned Farley

Tuesday 3:30 to 6 p.m.; Jan. 3, 17, 31; Feb. 14, 28; Room 103; Limit 20

Core faculty teaching liaison: Ann Blake

The ISP seminar provides a conceptual, intrapersonal, and interpersonal context for understanding historical and cultural dimensions of the field of psychology and each

student's chosen role in the field. This includes specific attention to the developmental and ethical domains necessary for a rounded interdisciplinary degree. In addition, the seminar is a forum for building a sense of community among students in the Integrative Studies Program, orienting them to graduate school (climate, culture, and parameters), and providing them support throughout their work in the ISP program (degree process, coursework, and application project). The ISP Seminar occurs across six quarters (fall, winter, spring for two years) totaling 12 credits. *Prerequisite: Open only to ISP students.*

MAP616B: Loss and Grief (3)

Alexandra Hepburn

Friday, 9 a.m. to noon; Room 204; Limit 20

Core faculty teaching liaison: Bill Forisha

This course explores the experience of loss and grief from a variety of perspectives – personal, sociocultural, psychological, therapeutic, symbolic and spiritual. The emphasis is on increasing awareness of one's own grief process and its potential impact on counseling work, as well as on developing an understanding of principles and practices involved in grief counseling and grief therapy.

MAP609E-1: Multicultural Perspectives (3)

Instructor TBA

Monday, 7 to 10 p.m.; Room 203; Limit 16

Note: Class will not be held Monday, Jan. 16. A make-up class will take place 7 to 10 p.m., Monday, March 13.

Core faculty teaching liaison: Gwendolyn Jones

MAP609E-2: Multicultural Perspectives (3)

Gwendolyn Jones

Tuesday, 3:30 to 6:30 p.m.; Room 117; Limit 16

Core faculty teaching liaison: Ned Farley

MAP609E-3: Multicultural Perspectives (3)

Haiwen Yang

Friday, 1 to 4 p.m.; Room 212; Limit 16

Core faculty teaching liaison: Gwendolyn Jones

The purposes of this course are two-fold. First, the class promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and the impact of such differences on the theory and practice of psychology. Second, the course enhances students' abilities to apply their knowledge in this area to their professional work. Multicultural Perspectives is the second course in a two-quarter sequence (following Family of Origin Systems) for entering clinical students. *Prerequisite: Family of Origin Systems (for CCFT/MHC students); space may be available for other students during late registration.*

MAP609L Multicultural Perspectives and Art Therapy (3) (\$)

Janice Hoshino

Thursday, 7 to 10 p.m.; Room 211; Limit 16

Core faculty teaching liaison: Jayashree George

This course provides an introduction and framework to aid students in gaining a heightened awareness of a variety of cultures in art therapy treatment and research. Given the language barriers that may inhibit conventional verbal psychotherapy, the non-verbal aspects of art therapy can be extremely effective with numerous cultures. The course provides an opportunity for students to comprehensively evaluate their own ethnic belief systems, and to expand their knowledge of numerous cultures and their potential views of therapy and treatment. This course is the second course in a two-quarter sequence (following Family of Origin Systems and Art Therapy) for entering clinical art therapy students. *Prerequisite: Art therapy major; others by permission of liaison. Note: Those registering for this course must pay a \$15 lab fee for supplies.*

MAP509C-1: Psychodiagnostics and Treatment Planning (3)

Darla Capetillo

Tuesday, 7 to 10 p.m.; Room 117; Limit 20

MAP509C-2: Psychodiagnostics and Treatment Planning (3)

Ann Lazaroff

Friday, 1 to 4 p.m.; Room 204; Limit 20

Core faculty teaching liaison: Ned Farley

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

MAP509B-1: Psychopathology (3)

Angie Hoffpauir

Tuesday, 3:30 to 6:30 p.m.; Room 203; Limit 20

MAP509B-2: Psychopathology (3)

Instructor TBA

Friday, 1 to 4 p.m.; Room 205; Limit 20

Core faculty teaching liaison: Ned Farley

This course provides orientation to the etiology and symptoms of the major DSM-IV-TR categories of psychopathology, as understood from a variety of perspectives. The class includes discussion of schizophrenia; major affective disorders; borderline, narcissistic and other personality disorders; and anxiety disorders. Focus is on

the role of the symptom in the inner world of the individual, and in the broader interpersonal and cultural contexts. *Prerequisite: Abnormal Psychology.*

***MAP512C: Research in Family Practice (1)**

George Yancey

Sunday, Feb. 5, March 5; 9 a.m. to 3:30 p.m.; Limit 20

Core faculty teaching liaison: Paul David

This course addresses special topics in research concerning child/couple/family studies and therapy. An overview of basic research issues in the field is presented, and students then develop and pursue a relevant research question for themselves. *Prerequisite: Completion of Introduction to Research, or to be taken concurrently with that course with same instructor. (If students have been waived from Introduction to Research at admission, they are encouraged to complete this course concurrently with Research in Family Studies and/or Therapy.) Note: CCFT students must take Research in Family Practice concurrently with Introduction to Research.*

MAP512D: Research Methods: Introduction to Research (3)

George Yancey

Friday, 9 a.m. to noon; Room 205; Limit 20

Core faculty teaching liaison: Paul David

This course provides an overview of research perspectives and methods employed in the social sciences, as well as an introduction to the fundamental strategies of inquiry in psychology. The course covers quantitative methods, descriptive and inferential statistics, the logic of hypothesis development and testing, and the fields of qualitative methodology. *Prerequisite: Students who have not had an introductory social science research course in the past 10 years must take Introduction to Research. MHC Students who have already completed an introductory research course in the past 10 years should take Tests and Measurements. CCFT students who have already completed an introductory research course in the past 10 years must take Research in Family Studies and/or Therapy.*

MAP501B-1: Systems Perspectives in Family Therapy (3)

Jackie Moorey

Monday, 3:30 to 6:30 p.m.; Room 202, Breakout 204; Limit 20

Note: Class will not be held Monday, Jan. 16. A make-up class will take place 3:30 to 6:30 p.m., Monday, March 13.

MAP501B-2: Systems Perspectives in Family Therapy (3)

Ann Lazaroff

Tuesday, 7 to 10 p.m.; Room 116; Limit 20

MAP501B-3: Systems Perspectives in Family Therapy (3)

Larry D'Arienzo

Friday, 4:15 to 7:15 p.m.; Room 119; Limit 20

Core faculty teaching liaison: Paul David

This course provides an introduction to systems theory and practice in family therapy. Systemic theory is applied across a wide variety of family structures with a diverse range of presenting problems. Clinical interventions examined address the whole family system as well as its individual, couple, sibling and parental subsystems. Multicultural perspectives are also addressed. This course is required for all students in the Mental Health Counseling Program and the Child, Couple and Family Therapy Program. *Prerequisite: None for ISP students; for CCFT/MHC students, Family of Origin Systems, or may be taken concurrently.*

MAP510E-1: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern (3)

Duncan Hollomon

Wednesday, 7 to 10 p.m.; Room 119, Breakout 114; Limit 16

MAP510E-2: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern (3)

Leah Green

Wednesday, 3:30 to 6:30 p.m.; Room 119, Breakout 114; Limit 16

Core faculty teaching liaison: Ann Blake

This course links the theoretical foundations of humanistic, transpersonal and Eastern theories to their application in the practice of counseling. The course is comprised of three components: (1) a review of several models of human functioning; (2) applied training in the skills corresponding to the models; and (3) an opportunity for students to engage with and expand upon the models and applications as they continue their exploration of "self-as-therapist." Each theory is considered critically with regard to multicultural application. This course is part of a two-quarter sequence of MAP510D and MAP510E. Students can start with either course, but ideally should take the courses in succession starting with MAP510D. Courses are not to be taken concurrently. CCFT students need to take only one of these, and should choose the one that most interests them. *Prerequisite: Communication and Counseling Skills and Theories of Personality.*

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

Walter McGerry

Friday, 9 a.m. to noon; Room 119, Breakout 114; Limit 16

Core faculty teaching liaison: Ann Blake

This course links the theoretical foundations of psychodynamic and cognitive behavior theories to their application in the practice of counseling. The course is comprised of three components: (1) a review of several models of human functioning, (2) applied training in the skills corresponding to the models and (3) an opportunity for students to engage with and expand upon the models and applications as they continue their exploration of “self-as-therapist.” Each theory is considered critically with regard to multicultural application. This course is part of a two-quarter sequence of MAP510D and MAP510E. Students can start with either course, but ideally should take the courses in succession starting with MAP510D. Courses are not to be taken concurrently. CCFT students need to take only one of these courses, and should choose the one that most interests them. *Prerequisite: Communication and Counseling Skills and Theories of Personality.*

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

Instructor TBA

Thursday, 7 to 10 p.m.; Room 119, Breakout 114; Limit 16

Core faculty teaching liaison: Phil Brown

This course is the first part of a two-quarter sequence. Major theories of couple/family therapy and the different therapeutic practices associated with them are introduced. Students are encouraged to explore and experiment with these different approaches. The history and development of the field of couple/family therapy is discussed. *Note: This course is required for all students in the Couple and Family Therapy Program and should be immediately followed by Theories & Practice of Family Therapy II, which is taught by the same instructor on the same day and time for the following quarter. Prerequisite: Family of Origin Systems and Systems Perspectives in Family Therapy.*

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

Phil Brown

Tuesday, 3:30 to 6:30 p.m.; Room 119, Breakout 114; Limit 16

Core faculty teaching liaison: Bill Forisha

This course is the second part of a two-quarter sequence that examines the different approaches to the theory and practice of couple/family ther-

apy. Students continue to explore these different approaches as well as experiment with various levels of clinical treatment (individual, couple, family and extended family). Professional practice issues are also addressed. *Note: This course is required for all students in the Child, Couple and Family Therapy Program and must be taken immediately following the completion of Theories and Practice of Family Therapy I. Prerequisite: Theories and Practice of Family Therapy I.*

Psy.D. Program Courses

Open to matriculated Psy.D. Program students only.

PSD701: Assessment: Intelligence Testing (3)

Mary Wieneke

Friday, 9 a.m. to noon; Room 118; Limit 25

Core faculty teaching liaison: L. Tien

This course focuses upon assessment theory and technique as they apply to cognition and intelligence. Students are exposed to a variety of cognitive and intellectual measures throughout the course of the quarter. However, primary focus is given to the Wechsler Scales, both child and adult. In addition to developing a facility with the Wechsler scales, this course addresses a number of core topics, including the fundamentals of test construction, psychometric properties, the history and future of assessment, contemporary controversies, diversity and special populations. The course is designed as a hands-on, pragmatic primer that provides a beginning framework for all subsequent psychological testing endeavors. *Prerequisite: Psychopathology.*

PSD707: Ethics (3)

Timothy Cahn/L. Tien

Friday, 1 to 4 p.m.; Room 118; Limit 25

Core faculty teaching liaison: Andy Benjamin

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

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

Andy Benjamin

Friday, 4:15 to 7:15; Room 118; Limit 25

Core faculty teaching liaison: L. Tien

This is a three-quarter, linked seminar for students who are in this concentration. The purpose of the seminar is to: 1) provide an ongoing group that focuses on the application of the concentration; 2) provide faculty and peer support for students while conducting evaluation and treatment cases in this concentration; and 3) develop supervision skills while working with

peers who present video of their evaluation and treatment cases in this concentration. Students are expected to work an additional three hours per week conducting services or report writing. One hour of individual supervision will occur each week to be scheduled at a mutually convenient time. *Prerequisite: Forensic I: Integration of Law and Psychology.*

***PSD710: Historical and Socio-Cultural Perspectives in Psychology (3)**

Philip Cushman

Saturday, 2 to 5 p.m.; Room 116; Limit 25

Core faculty teaching liaison: Patricia Linn

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

PSD750: Humanistic-Existential I (3)

Ned Farley/Craig Matsu-Pissot

Friday, 1 to 4 p.m.; Room 117; Limit 25

Core faculty teaching liaison: L. Tien

In the first quarter, after a brief overview of the main tenets of Humanistic-Existential theories, the major focus is on the paradox of “Choice (Freedom) and Responsibility.” Students engage in the study of how this paradox emerges in both healthy and unhealthy ways, as well as how one might approach treatment. Towards the end of this quarter, students begin to explore the paradox of “Isolation and Desire for Connection.” Writers explored may include Yalom, Nietzsche, Sartre, Horney, Farley, and Suzuki.

PSD777C: Professional Seminar I: Family Systems (3)

Instructor TBA

Friday, 4:15 to 7:15 p.m.; Room 117; Limit 15

Core faculty teaching liaison: Pat Linn

This is a four-quarter, linked seminar to accompany students who are in a specific concentration. The purpose of this is to: 1) provide an ongoing group that focuses on the application of a concentration/theoretical perspective; 2) provide additional faculty and peer support for students working in their practicum placements; 3) provide additional resources for case conceptualization and therapeutic work, including attention to cultural influences and diverse contexts; and 4) give students the opportunity to learn about the consultation process, including presentation of one's work to a group.

***PSD749: Psychopharmacology (3)**

Lynne Seibert

Saturday, 9 a.m. to noon; Room 117; Limit 25

Core faculty teaching liaison: Mary Wieneke

This course focuses exclusively on the pharmacology of agents used in treating diseases of the central nervous system and other agents that might be causative factors in diseases of the central nervous system. The role of special populations and multicultural differences is included. This course introduces students to the basic principles of pharmacology as background for learning the clinical uses, mechanisms of action, drug interactions, contraindications, and controversies regarding each class of psychopharmacologic drug currently in use. Drugs of abuse are also covered to provide a basic understanding of the mechanism of action and neuropsychological problems associated with their use. *Prerequisite: Psychophysiology.*

***PSD727: Quantitative Methods and Analysis II (3)**

Patricia Linn

Saturday, 2 to 5 p.m.; Room 116; Limit 25

Core faculty teaching liaison: Mary Wieneke

This course is the second in a two-course series on approaches to and methods used in quantitative research in psychology. Students will study quasi-experimental design, quantitative descriptive methods, program evaluation, and analogue research, plus the data analytic strategies used with them. Students will complete the survey study started in the previous term, analyze the data, and create an APA-style report. *Prerequisite: Quantitative Methods and Analysis I.*

PSD720: Research Seminar III (3)

Patricia Linn

Friday, 9 a.m. to noon; Room 117; Limit 25

Core faculty teaching liaison: L. Tien

This is a continuation of the Research Seminar series. This class facilitates students in the data collection and analysis phases of their dissertation, or drafting of their doctoral paper. Students have the opportunity to present their data collection design, data analysis plan, and discuss problems/progress. *Prerequisite: Research Seminar II.*

PSD729: Theories and Practice of Family Therapy I (3)

Instructor TBA

Friday, 1 to 4 p.m.; Room 119; Limit 25

Core faculty teaching liaison: L. Tien

This course is the first part of a three-quarter sequence. Major theories of child, couple and family therapy and the different therapeutic practices associated with them are introduced. Students are encouraged to explore and experiment with these different approaches. The history and development of the field of child, couple and family therapy is discussed. *Prerequisites: Family of Origin Systems and Systems Perspectives in Family Therapy.*

***PSD746: Theory: Adlerian (3)**

Steven Maybell

Saturday, 9 a.m. to noon; Room 119; Limit 25

Core faculty teaching liaison: Patricia Linn

This course provides an understanding of Adlerian psychology theory and its application to the practice of psychotherapy, couple and family therapy, and parent education. Adlerian psychology provides a comprehensive foundation that is at the same time relevant, radical, practical and hopeful. Students are introduced to a variety of concepts within this theoretical orientation, including addressing the individual within society, the role of early memories/recollections, family relationships, the inferiority complex and the schema of apperception. Students have the opportunity to explore both the formation of the theory and the practical application of these concepts.