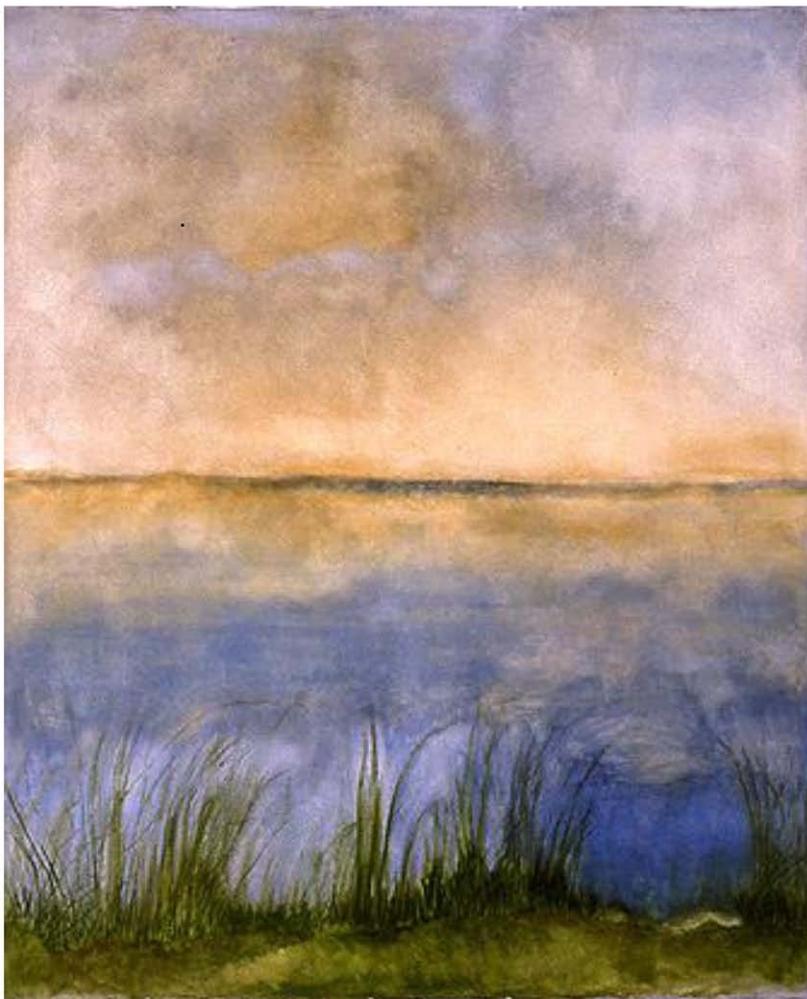


THE SANVILLE INSTITUTE

FOR CLINICAL SOCIAL WORK AND PSYCHOTHERAPY



2012-2013 Catalog

THE SANVILLE INSTITUTE

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Berkeley, CA 94710

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This catalog applies to the 2012-2013 academic year.
Effective July 1, 2012 through June 30, 2013.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the Sanville Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

The Sanville Institute is a private, non-profit, state-approved, unaccredited school, authorized by the Bureau for Private Postsecondary Education to operate a doctoral program. Disclosures and other information relating to approval and accreditation can be found on page 7.

Cover: original painting by Sylvia Sussman

THE SANVILLE INSTITUTE

PhD Program Catalog

2012-2013

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History and Overview

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

Developmental Milestones

- **1974** A group of clinical social workers, together with the Society for Clinical Social Work founded what was then called the Institute for Clinical Social Work as a legal entity separate from the Society to meet the need for post-master's clinical education and training for clinical social workers.
- **1978** The first five graduates received their doctoral degrees.
- **1984** The Institute's Board of Trustees voted to change the name of the Institute to the California Institute for Clinical Social Work 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

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 and Family Therapy or counseling psychology. Others hold master's degrees in related fields, such as nursing, and have fulfilled additional curriculum requirements to qualify for licensure. MFTs are dedicated to understanding and treating individual and family clients from a psychosocial perspective, maintaining awareness of social environments and cultural experience. Many are filling professional roles once filled 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.

Admission and Requirements

Admission Policies

Admission to matriculated status in the 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.

English proficiency at the graduate school level is required. All coursework is taught in English; all papers will be written in English.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

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.

Attendance Policy

Students are required to attend all sessions of required colloquium and seminars, scheduled meetings with Mentor and Clinical Consulting Faculty, and all Convocations. Any absence must be negotiated with appropriate faculty.

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: (a) 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; (b) they are disruptive of the life of group learning experiences; and (c) 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 the colloquium 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.

Grievance Policy

A student who has a grievance with a faculty member attempts first to work through the differences with the faculty member involved. Failing resolution at that level, either party may appeal to the Associate Dean for arbitration. Failing this, the matter is referred to the Academic Dean. The decision reached at this level is binding.

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. (Please note: applications for the Certificate Program are also available online.) For a paper copy, contact the Institute office at 866-848-8430 or email admin@sanville.edu. Submit applications to the PhD Program no later than June 1st for fall admission to:

The Sanville Institute
2110 Sixth Street
Berkeley, CA 94710

State Approval and Accreditation Status

If you are considering applying to The Sanville Institute it is important for you to understand what it means that we are state-approved, and not accredited:

The Sanville Institute is a private, non-profit, state-approved school, authorized to grant the PhD in clinical social work in compliance with state standards as set forth in section of the California Education Code, known as the California Private Postsecondary Act of 2009 and California code of Regulations (Title 5, Division 7.5. Approval status is overseen by the Bureau for Private Postsecondary Education within California's Department of Consumer Affairs, which can be contacted at www.bppe.ca.gov. The Sanville Institute is not accredited by an accrediting agency recognized by the United States Department of Education, by WASC (Western Association of Schools and Colleges), or any other independent accrediting body. The PhD in clinical social work is an academic degree and has no impact on licensure.

Prospective students should be aware that a degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions within the State of California.

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

Although certain limitations are associated with a doctoral degree from an unaccredited institution, it may help a prospective student to know why The Sanville Institute is not accredited, what it means, and what has been the experience of its students and graduates.

- The Bureau for Private Postsecondary Education has developed rigorous standards for approved schools, to protect prospective students from for-profit “diploma mills.” The Sanville Institute is proud of its doctoral program having been approved continuously for over 30 years, with no complaints to the Bureau and with much praise from our students.
- Schools of social work are accredited by the Council on Social Work Education, which does not accredit doctoral programs—only master's programs.

- The Western Association of Schools and Colleges (WASC) is the body that could accredit us, but we have decided not to seek this accreditation so far in our history because we have been advised that our small size and alternative pedagogical model (individualized learning, tutorial as opposed to classroom model, emphasis on qualitative rather than quantitative research) would make us unlikely to qualify.
- Although we make every effort to keep tuition as low as possible, the fact that students cannot get federally funded student loans because the Institute is not accredited is a significant limitation. Students have to find other ways to finance their doctoral education.
- Some students seek a doctoral education because they are interested in teaching in an academic setting, and many of our graduates do go on to teach in California colleges and universities. It is highly unlikely, though, that a graduate from an unaccredited school would be able to attain a tenure track position. Tenure track positions, few as they are these days, go to candidates with doctorates from universities, and graduates from any free-standing institute – accredited or not – would be unlikely to qualify.

Transfer Credits

The Institute has not entered into a transfer agreement with any other institution of higher learning nor do we grant credit for prior academic coursework or experiential learning. However a student who has developed competence through work in another institution may be exempted from certain course requirements and may look forward to accelerated progression through the Institute's program on the basis of advanced readiness to demonstrate competency. Decisions about such exemptions will be decided in consultation with the student's mentor and Education Committee.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at The Sanville Institute is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the PhD degree you earn in Clinical Social Work is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at

this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Sanville Institute to determine if your credits or degree will transfer.

Library Services

The Institute is an affiliate member of the Statewide California Electronic Library Consortium and provides access to select databases for students. Biennial workshops are conducted 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 Services

Student services are coordinated through The Sanville Institute's administrative office at 2110 Sixth Street in Berkeley, California, and are described on the website at www.sanville.edu/student-services/. To reach the administrative office call toll free 866-848-8430. The student handbook is sent to you when tuition is received, and the roster with contact information for the students, faculty and alumni is updated and made available each trimester. Student access to the library database is available on the Institute website.

All students belong to the Student Association and are invited to participate in its activities. The Association has several important functions, all of which aim to facilitate students' progress in the Institute. Student meetings provide one of the arenas in which work may be presented to fulfill course requirements. The meetings also serve as a support group for any Institute related concerns or problems. In addition students have

access to a listserv for online discussions and support. Communication between the Student Association and the deans and faculty about matters of concern takes place at student/faculty meetings held during each convocation. The Student Association elects a student representative to be liaison with the Board of Trustees.

Housing

The Sanville Institute is a non-residential program, with no dormitories or other housing facilities. The Institute takes no responsibility to find or assist a student in finding housing.

Retention of 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 and 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 law, transcripts will be kept on file permanently.

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 2012-2013 is \$15,225. For additional fees and details, refer to the Schedule of Current Student Tuition, Fees, and Tuition Refund Policy at the end 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 or Complaints

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

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

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

Financial Aid and Student Loans

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

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. An annual prize of up to \$1500 may be awarded to a student currently in the dissertation phase of the program.

Bonne Bearson Memorial Fund

An award will be granted from this fund 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 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 three 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 requirements. During the first two years of the program, all students are expected to participate fully in the Colloquium on the Integration of Clinical Theory and Practice and the Epistemological Considerations and Research Concepts, Methods and Process. 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 evaluated by the Educational Committee at the end of the first year, upon completion of the educational course plan, before advancing to candidacy and at other times needed.

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; Epistemological Considerations; Research Concepts, Methods and Process; and has an approved preliminary educational plan, the student is eligible to become a partial enrollment student with the approval of the student's Educational Committee. A partial enrollment student is limited to two meetings with the mentor per trimester and participation in the Writing Seminar or the Dissertation Proposal Tutorial. 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 learning courses: nine 2-unit courses (including Foundation Course #110) and four 4-unit courses. Two-unit courses take a variety of forms, and four-unit courses are written papers integrating theory and practice.
- Meets with the student for a minimum of one hour monthly until the student has moved to the dissertation phase
- Chairs the student's Educational Committee which convenes 1) at end of the first year, 2) when the student's Preliminary Educational Plan is ready for approval, 3) when course requirements have been completed and the student is ready to proceed with preparation of a dissertation proposal and 4) anytime there are educational issues that need to be resolved.

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

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

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.

- Epistemological Considerations

This small group seminar provides a space for students to reflect upon their knowledge bases and aims at conveying the significance of an epistemological or meta way of thinking. Students are encouraged to ask questions regarding the sources (psychological, sociological, cultural, and biological) of the knowledge areas they are exploring, including, for example, common sense, analytic theories, or sociological explanations. The goal is to develop and articulate a point of view toward one's own thinking and the thinking of others. This seminar is meant to give students a broadening and interdisciplinary window for viewing knowledge and prepares the student for thinking epistemologically about research and methodology. This provides the underpinning for Research Concepts, Methods, and Process and is a prerequisite for that course.

- Research Concepts, Methods and Process

Over a period of three trimesters the focus is on qualitative research, including grounded theory. The research sequence includes -- evaluation of research, the formulation of research questions, and methodology. Students may work individually or as a group on a small research project.

- Writing Seminar

This faculty-led writing support group is for students who have completed the

Colloquium. Students develop conceptual frameworks for their individual study projects and critique each other's work, get suggestions, and offer support. The Writing Seminar also provides a setting in which students can earn course credit by making oral presentations to peers.

- Dissertation Proposal Tutorial

This one-year seminar is required of students who have completed Epistemological Considerations and Research Concepts, Methods, and Process and the Colloquium 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 serve 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 Large Group Format

Courses Required

- **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 other members of other the learning community. 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.

Faculty Roles

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

leaders at the Convocations

The Individual Learning Format

Courses Required

- Mentorship
- The Dissertation

Faculty Roles and Learning Descriptions

Individualized Study Courses

The Institute operates on a modified "Oxford 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 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 writes a proposal, submits it along with the Protection of Research Participants application for approval, 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:

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

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

Academic Credits

A student must earn a minimum of 85 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

Epistemological Considerations:

Research Concepts, Methods and Process

Writing Seminar

Independent Study Courses
Dissertation Proposal Tutorial
Dissertation

A significant portion of the student's course credit is earned in independent study 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 transcripts, 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.

Turn-Around Time

Students may expect that papers will be critiqued and returned to them by mentors and academic faculty members in a maximum of four weeks. Though mentors and academic faculty members may often return papers in a shorter time, students should always assume a four week turn-around time when planning their own productivity goals.

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 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 |
| Epistemological Considerations | 2 at Completion | 2 |
| Research Concepts, Methods and Process | 6 at Completion | 6 |

2012-2013 CATALOG

| | | |
|--------------------------------|-------------------------|-----------|
| Writing Seminar | 1 Per Year | 2 |
| Independent Study Courses | 32 at Completion | 32 |
| Dissertation Proposal Tutorial | 1 at Completion | 1 |
| Dissertation | <u>16 at Completion</u> | <u>16</u> |
| Total | | 85 |

Schedule of Courses

| <u>Year One</u> | Contact <u>Hours</u> | Total <u>Hours</u> | Units <u>Credit</u> |
|--|-------------------------|-----------------------|------------------------|
| Colloquium on the Integration of Clinical Theory and Practice | 60 | 180 | 6 |
| Epistemological Considerations | 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 <u>Hours</u> | Total <u>Hours</u> | Units <u>Credit</u> |
|--|-------------------------|-----------------------|------------------------|
| Colloquium on the Integration of Clinical Theory and Practice | 60 | 180 | 6 |
| Research Concepts, Methods and Process | 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 | – | – | – |
| | 160 | 515 | 21 |

| <u>Year Three</u> | Contact <u>Hours</u> | Total <u>Hours</u> | Units <u>Credit</u> |
|----------------------------------|-------------------------|-----------------------|------------------------|
| Writing Seminar | 18 | – | 2 |
| 3 Convocations | 30 | 30 | 1 |
| Mentorship | 10 | 30 | 1 |
| Dissertation Proposal Tutorial | 18 | 36 | 1 |
| Independent Study Courses | – | 420 | 14 |
| | 86 | 516 | 19 |
| | | | |
| <u>Year Four</u> | Contact <u>Hours</u> | Total <u>Hours</u> | Units <u>Credit</u> |
| 3 Convocations | 30 | 30 | 1 |
| Mentorship | 10 | 30 | 1 |
| DPT (optional) | 18 | 36 | 0 |
| Independent Study Courses | – | 480 | 14 |
| Final Educational Plan submitted | – | – | – |
| | 58 | 576 | 16 |
| | | | |
| <u>Year Five</u> | Contact <u>Hours</u> | Total <u>Hours</u> | Units <u>Credit</u> |
| 3 Convocations | 30 | 30 | 1 |
| Dissertation (once accepted) | n/a | n/a | 16 |
| | 30 | 30 | 17 |
| Totals | 482 | 2051 | 85 |

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.

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

In series 100, units of academic credit earned for Mentorship, Colloquium on the Integration of Clinical Theory and Practice in Cultural Context, Epistemological Considerations, Writing Seminar, Clinical Practicum, Convocations and Course 110. The courses listed in series 200, 300, 500, and 600, are all independent study courses that the student completes with the approval of the mentor. Five 4-unit integrative courses and six 2-unit content courses, comprise a total of 32 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 Concepts, Methods, and Process including a written paper, and three trimesters of the Dissertation Proposal Tutorial.

Curriculum

100 SERIES: FOUNDATIONS

101 Mentorship

The student meets monthly with his/her mentor, discusses progress in the program, decides topics of individual study, and formulates an educational plan. A report of the student's clinical work, the Practicum Survey, is submitted to the mentor in the

student's initial conference and once a year thereafter until candidacy. An on-going case summary is submitted to the mentor at the end of each trimester. The mentor's receipt of the on-going case summary is indicated on the Transcript form that the mentor must sign each trimester. (See Section 6 of this Handbook for an explanation of the educational plan and Section 9 for instructions regarding trimester reports.) **One unit of academic credit per year is granted for fulfilling the mentorship requirements.**

105 Practicum

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

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

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

120 Epistemological Considerations

This first course in the research sequence addresses a meta perspective, considering the nature, sources and social

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

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

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

may be developed with the mentor to fulfill 2-unit independent study course requirements. (See section 5 of this Handbook for further description of the Colloquium.)

140 Writing Seminar

This seminar is a faculty led writing support group. It provides students the opportunity to share the work they are doing to develop 4-unit papers in order to get suggestions and support. It also provides a setting in which students can present 2-unit work to their peers. All students are required to participate in this seminar immediately upon completion of the Colloquium, or sooner, at the discretion of the mentor and writing seminar faculty member. **At the end of three trimesters, two units of 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 credit is granted for attendance at all three.** If students are unable to attend a Convocation, they are expected to listen to the audio-recording of that Convocation, available at the Institute office.

200 SERIES: SOCIAL PHENOMENA

The 200 series considers social phenomena at both the systems level (social structure, social organization) and the ground level (social problems) to help students make the connection between social problems and the structural contexts in which they arise. The student must complete 8 units in this series: one 4-unit course and two 2-unit courses. One of the required 2-unit

courses will be from 210-240. All students must either complete course 240 or integrate a discussion of ethics in a paper written for another course.

Minimum of 8 units required.

210 Social Theory and Social Issues

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

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

220 Applied Social Theory

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

230 Social Structure: Social Institutions and Social Organization

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

240 Ethical Dilemmas and Concerns

The student identifies an ethical issue either from the larger societal context or in clinical practice, critically analyzing the

literature in that area and relating it to a social phenomenon, experience from clinical practice, or a personal dilemma. Alternatively, the ethical dimension may be included as a substantial part of a paper fulfilling requirements for another course

250 Social Problems

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

260 Service Delivery System: Analysis, Evaluation, & Recommendations

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

265 Social Action

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

270 Phenomena of Socio-cultural Change

The student identifies one aspect of culture, such as parenting,

marriage, LGBTQI identity and relationships, the internet, which has undergone change during the past twenty years, analyzing possible causes and effects of the change and describing the impact of the change on clinical practice.

280 Cross Cultural Phenomena

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

290 Research Topics

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

300 SERIES: PSYCHOSOCIAL THEORIES

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

Course # 304 is required, for either two or four units. Additionally, the student must complete one 4-unit course in the 310 series and one 2-unit or 4-unit course in the 380 series. If 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 are required.

300-309: THE IMPACT OF CULTURE ON PSYCHOSOCIAL THEORY

302 The Impact of Culture on Psychosocial Theory

The student describes and comments on the historical and

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

- 303 Psychosocial Theory or a Body of Theory in Context**
 The student studies the historical development, assumptions, social context, and social implications of a specific psychosocial theory or body of theory that forms a school of thought (e.g. ego psychology, family, or group theory, American Culturalist theory, etc.) This contrasts with course 302 by focusing on the general sources of a theory or body of theory rather than on a specific theorist.
- 304 The Impact of Culture and/or Subculture on the Process of Development (required)**
 Cultures provide frames of reference regarding the perception and interpretation of every aspect of life, of ways of being and of the nature of self. These frames are embedded within language, social institutions, and both implicit and explicit rules of behavior. Primary culture contains conflicts of interest and paradoxes, and sub-cultures reveal variations within a culture. The student selects any aspect of culture and/or subculture and critically examines the relevant literature for 2 units and integrates it with case material for 4 units.
- 305 Historical, Cultural, or Social Influences on the Concepts of Mental Illness**
 The student studies the social and/or historical context(s) in which a particular view of mental illness in general or a diagnostic category have developed or changed. An example is the social and historical context in which the diagnostic category of Post

Traumatic Stress Disorder has developed out of “shell shock”.

310-319: PSYCHODYNAMIC THEORIES

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

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

312 Jungian Analytical Psychology

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

313 Ego Psychology

Ego psychology originally expanded upon Freud’s drive theory by emphasizing the adaptive functions of the ego, elaborated concepts of psychic energy and of development that form the core of traditional psychoanalytic theory today. The student may explore classical ego psychology through the writings and concepts of authors such as Anna Freud, Heinz Hartman, Ernst Kris, Rene Spitz, David Rappaport, Erik Erikson, Edith Jacobson,

or Margaret Mahler. Alternatively, the student may explore later developments in ego psychology through the contributions of authors such as Charles Brenner, Ralph Greenson, Arnold Modell, or Merton Gill or modern ego psychology through the writing of authors such as Fred Pine, Owen Renik, J.F. Chused, Arnold Rothstein, or Nancy Chodorow.

314 Object Relations Theory

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

315 Self Psychology

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

316 Conceptual Synthesis in Contemporary Psychoanalytic Thought

The student explores and critiques writings of recent contributors

to psychoanalytic theory, seeking to criticize and/or synthesize the work of various schools of thought. These contributors include such disparate writers as Lawrence Hedges, Roy Schafer, John Gedo, and Irwin Hoffman. The student may choose to critically analyze one issue, such as drive, defense, metapsychology, or transference; the philosophical biases in various theories; or other topics currently being evaluated in the psychoanalytic literature

317 Attachment Theory

The student explores John Bowlby's original contributions to the understanding of infant-caregiver attachment, separation and loss as well as looking at the theory and research that has been inspired by his work. The Handbook of Attachment (Cassidy and Shaver) is an invaluable reference guide. The student may consider the writings of Mary Ainsworth, Mary Main, Phil Shaver, Mario Mikulincer, Alan Sroufe, Allan Schore, Daniel Siegel, Peter Fonagy, Alicia Lieberman, Arieta Slade, Pat Sable, Beatrice Beebe and others.

318 Interpersonal and Relational Theory

Relational theory emerged out of interpersonal psychoanalysis, object relations theory that emphasize the co-construction of meaning and experience in development and in the therapeutic dyad. The student may explore and critique Harry Stack Sullivan's interpersonal school of psychoanalysis through his writings or those of Clara Thompson, Karen Horney, Erich Fromm, or Edgar Levenson. Alternatively, the student explores and examines relational theory through the writings of authors such as Steven Mitchell, Jay Greenberg or later contributors such as Jessica Benjamin, Irwin Hoffman, Jody Messler-Davies, or Karen Maroda.

319 Intersubjective Models

Models of intersubjectivity include interpersonal mutuality in development, affect arousal and regulation, and defenses, and in the therapeutic relationship. One model of intersubjective theory builds on Heinz Kohut and the self psychologists, though the intersubjectivists emphasize interdependence of the self and object. It is represented by such major intersubjective theorists as Robert Stolorow, Bernard Brandchaft, Robert Atwood, and Frank Lachman. Another model of intersubjectivity builds on object relations theory, and is advanced by such authors as Jessica Benjamin, Thomas Ogden, and Owen Renik. The student may explore one of these theories or how earlier psychoanalytic concepts are re-worked in terms of intersubjectivity, or may choose to emphasize one concept to study in depth.

320 Selected Topics in Psychodynamic Theory

The student examines a special topic, such as transference/counter-transference, depression, shame, envy, idealization, affect, etc., and critically compares and critiques the contributions of different theoretical models to understanding that concept. One example might be enactment as understood through modern ego psychology, intersubjectivity, and/or Jungian analytical psychology.

330-339: THEORIES INFORMED BY PHILOSOPHY AND PSYCHOLOGY

331 Cognitive Theory

The student examines contemporary theorists in cognitive science, which is the interdisciplinary study of mind and intelligence. Thinkers are drawn from various disciplines such as philosophy, psychology, linguistics, neuroscience and cognitive

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

332 Behavioral Theory

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

333 Gestalt Psychology

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

334 Existential Psychology

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

335 Humanistic Psychology

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

350-359: THEORIES OF HUMAN DEVELOPMENT

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

351 Neo Freudian Theories of Development

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

352 Theories of Infant, Child, and Adolescent Development

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

Alternatively, the student examines one concept across related theories.

353 Theories of Adult Development

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

354 Theories of Moral Development

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

355 Theories of Spiritual Development

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

360-369: PSYCHOPHYSIOLOGICAL THEORIES

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

361 Interpersonal Neurobiology

The student explores a topic such as the psychobiology and neurobiology of attachment, the development of psychopathology, mind-body relationships, the role of the right brain in unconscious processes, temperament of the neonate and infant, or others.

The student reviews and critiques the literature by such authors as Allan N. Schore, Daniel Siegel, Colwyn Trevarthan, Myron Hofer, Beatrice Beebe, Ed Tronick, or the Boston Study Group on a topic relating to personality organization and development.

362 Trauma Theory

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

363 Theories of Affect and Emotion

The student demonstrates knowledge of a particular affect theory (such as psychoanalytic, attachment, social psychological, cognitive, neurobiological, cross-cultural) or of an affect theorist (Charles Darwin, Sylvan Tompkins, Carroll Izard, Paul Eckman, Judith Nelson) and traces its historical development; or the student may select a concept from affect theory such as

appraisal, social communication, facial expression, or an affect (anger, fear, sadness, joy) or expressions of affect (aggression, violence, crying, laughing), and relate it to a particular theory.

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

381 Sociological theories

The student elucidates a theory or theorist who addresses identity development and social interaction or the relation of social structures (institutions) to individual identity, such as G. H. Mead, Cooley, Erving Goffman, Erik Erikson, or Anthony Giddens.

382 Family Dynamics

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

383 Couple Dynamics

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

384 Group Dynamics

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

390 Research Topics in the Development and Organization of the Person

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

500 SERIES: THEORIES AND METHODS OF TREATMENT

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

501-509: THE DEVELOPMENT AND APPLICATION OF CLINICAL PRACTICE

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

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

changes in mental health delivery systems.

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

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

503 Cultural Sensitivity in Clinical Practice

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

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

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

505 Social Work Practice Theories and Methods (2 units)

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

506 Clinical Practice In An Organizational Setting

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

507 Issues in the Evolution of Clinical Practice

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

510-520: INDIVIDUAL TREATMENT MODELS IN PSYCHODYNAMIC THEORIES

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

511 Classical Freudian Analysis

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

512 Jungian Approaches to Psychotherapy and Analysis

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

513 Ego Psychology

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

514 Object Relations Theory

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

the paranoid-schizoid and depressive positions, transitional space, or holding environment.

515 Self Psychology

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

516 Conceptual Synthesis in Contemporary Psychoanalytic Practice

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

517 Attachment Theory and Psychotherapy

The student explores the clinical usefulness of attachment theory including attachment history, neurobiology, attachment styles, and the therapeutic attachment relationship for psychotherapy – such as descriptive interpretation and elucidation of early attachment experiences and their manifestation in “working models” —against the background of the writings of John Bowlby or contemporary

attachment based psychodynamic attachment practitioners such as Marion Solomon, David Wallin, Judith Nelson and Susanne Bennett , Allan Schore, or Daniel Siegel.

518 Interpersonal and Relational Models of Therapy

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

519 Intersubjective Models

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

520 Selected Topics in Psychodynamic Treatment

The student chooses to highlight and study in detail one issue or practice method from those listed below or one of their choice,

exploring the theoretical background through a study of the literature and addressing unanswered questions. Potential issues include: transference, counter-transference, projective identification, enactment, the clinical relationship, the therapeutic alliance, the use of dreams, therapeutic technique, diagnostic schemata, long term treatment, or termination.

530-539: TREATMENT MODELS INFORMED BY PHILOSOPHY AND PSYCHOLOGY

531 Cognitive and Cognitive-Behavioral Therapy

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

532 Behavior Therapy

The student elucidates the methods and techniques arising from the principles of behavior modification (operant conditioning, respondent conditioning, positive and negative reinforcement, systematic desensitization), learning theory, and psycho-education, as they are applied to the treatment of a wide range of problems, including phobias, panic disorder, social phobia, social skills training, childhood and adolescent behavior problems using

the theoretical writings of such theorists as B. F. Skinner, J. Wolpe, M. Mahoney, A. Bandura, H. Eysenck, E. Foa, D. Barlow, C. Franks, G. Patterson, among others.

533 Gestalt Therapy

The student elucidates the methods and techniques of Gestalt therapy—such as promoting the enactment of imaginal interactions between the client and inner and outer objects -- against the theoretical background in the work of Fritz and Laura Perls or of their followers.

534 Existential Therapy

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

535 The Humanistic Approach to Treatment

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

540-549: OTHER CONTEMPORARY TREATMENT MODELS

541 Case Management

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

- 542 Short Term Therapy**
The student explains, compares and contrasts the methods and techniques of several models of psychodynamically-oriented short term therapy—such as James Mann, Peter Sifneos—as well as behaviorally oriented models—such as Reid and Epstein—or the Functional School of casework practice – against the background of their theoretical foundations.
- 543 Crisis Intervention**
The student examines the methods and techniques of crisis intervention, contrasting its goals and methods with other forms of brief treatment, against the background of their theoretical foundations—such as can be found in the writings of Gerald Caplan, Naomi Golan, Lydia Rapoport, or Howard Parad among others.
- 544 Psychotropic Medication and Psychotherapy**
The student critically examines the literature regarding indications for referral of patients to psychiatrists for evaluation of the need for psychotropic medication and examines the dynamic issues that can arise in the treatment when such referrals are made—such as split transference, attitudes toward suffering, etc.
- 545 Integrative Psychotherapy**
The student elucidates the implications for the methods and techniques of psychotherapy of assumptions of integrative psychotherapy found in the writings of such authors as P. Wachtel (integration of psychoanalysis and behavior therapy), M. Linehan (dialectic behavior therapy), M. Goldfried, J. Norcross, L. Beutler, H. Arkowitz, M. Messler, Stricker and Gold, P. Clarkson, T.

Carere and others—such as: 1) there is the potential for two or more divergent methods and techniques of psychotherapy to complement one another; 2) empirically, virtually all psychotherapists work eclectically, using methods and techniques that work; 3) integrative psychotherapy is concerned with why particular methods and techniques work; 4) there is a need for a meta-theory of principles of psychotherapeutic change.

546 Post-Modern Psychotherapies

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

550-559: DEVELOPMENTAL THERAPIES

551 Treatment Based on a Neo Freudian Theory of Development

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

552 Infant, Child and Adolescent Therapy

The student discusses the methods and techniques that apply to work with children, which may include play, use of the

relationship, level and model of interpretation, collaboration or treatment of both parent and child. Or the student may select a theoretician in the field of child therapy such as Melanie Klein, Anna Freud, Virginia Axline, Selma Fraiberg, or Dora Kalf; a theoretician in the field of adolescent therapy such as August Aichorn, Kaspar Kiepenheuer, or Peter Blos; or discuss a theory or a particular concept in depth.

560-569: TREATMENT GROUNDED IN PSYCHOPHYSIOLOGICAL THEORIES

561 The Implications of Interpersonal Neurobiology for Psychotherapy

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

562 Treatment of Traumatic States

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

563 The Somatic Therapies

The somatic therapies emphasize the mind-body connection and the concept of embodied experience. Approaches include body-

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

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

571 Treatment Models with specific populations.

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

572 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 in Cultural Context. When it is completed in the Colloquium, credit is given when the mentor receives the completed paper and the formal written critique provided by a member of the Colloquium.

573 Theories and Methods of Treatment

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

574 Issues in Psychotherapy

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

Transference and Counter-transference

Case Management and Therapeutic Alliance

The Use of Dreams in Psychotherapy

Issues of Therapeutic Technique

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

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

Termination

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

581 Theory or Method of Treatment in Context

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

582 Family Therapy

The student elucidates the methods and techniques of one contemporary school of family therapy—such as psychoanalytic or object relations (e.g. Nathan Ackerman, Jill Scharff), structural (e.g. Salvador Minuchin), strategic (e.g. Milton Erickson, Mara Selvini-Palazzoli), systemic (e.g. MRI group), or intergenerational (e.g. Murray Bowen, Helm Steirlin)—against the background of their theoretical foundations.

583 Couple Therapy

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

584 Group Therapy

The student selects one method and technique or one model or theory of group function and behavior for elucidation. The student then examines the group dynamic processes—such as developmental stages of a group, issues in preparation and

selection for entry into the group, group contracts, individual and group resistance, defense mechanisms, transference and counter-transference manifestations, and termination phenomena.

590 RESEARCH ISSUES IN CLINICAL PRACTICE

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

600 SERIES: CLINICAL EDUCATION AND ADMINISTRATION

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

601 Clinical Supervision

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

602 Clinical Consultation

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

- 603 Administration in a Clinical Setting**
The student explores administration at several levels, selecting themes for examination. Among these may be: splitting and projective process in organizations, skills and criteria for managerial effectiveness, organizational issues in designing programs, establishing program goals and strategies, maximizing staff performance, program and performance evaluation, building effective staff relations.
- 604 The Advanced Professional: Unique Educational Issues**
The student critically analyzes the literature relating to special learning issues confronting the advanced, autonomously functioning professional who resumes the student role.
- 605 Theories of Education: Historical Development, Social Context, and Implications**
The student examines the historical development, assumptions, social context, social implications, and impact of a specific theory of education as applied to clinical education such as Charlotte Towle's theory of learning style, or Rudolph Ekstein and Robert Wallerstein's theory of clinical learning.
- 606 Preparation of Papers for Publication (2 units of credit)**
The student rewrites a 4-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 4-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 is described in Section 9 of The Handbook, and will be worked out by the mentor and the student to suit the situation. [Outside Presentation Evaluation forms are in Appendix C of The Handbook]

608 Course development (2 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

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

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

Considerations is prerequisite to these seminars.

740 Dissertation Proposal Tutorial (maximum of 1 unit)

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

Doctoral Dissertation

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

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

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

A list of all dissertations completed by Institute students is available from the Institute Office or on the web site at www.sanville.edu.

Accuracy Statement

The administration of The Sanville Institute hereby verifies that all statements made in this catalog are accurate and describe the academic program requirements in effect as of July 2012. As a standard ongoing process, the faculty continually reviews courses, units, and requirements.

FACULTY

ACADEMIC DEAN

Whitney van Nouhuys, PhD: BA, Stanford University; MS, San Jose State University; PhD, The Sanville Institute. Dr. van Nouhuys is a Licensed Marriage and Family Therapist in private practice in Menlo Park and Berkeley since 1981; she works individuals, couples, and families. She served as consultant to the staff of Peninsula School in Menlo Park for many years, and is currently on the supervising faculty of The Psychotherapy Institute in Berkeley and Women's Therapy Center in El Cerrito. She is a clinical member of the International Association for Psychoanalytic Self Psychology and has presented on self-psychology in a variety of settings. She has also lectured on Transference in the Medical Relationship to primary care residents at Highland Hospital in Oakland. Earlier in her career, Dr. van Nouhuys worked for an agency that placed foreign high school students in American communities, for the Department of Public Social Services in South Central Los Angeles, as director of a co-operative elementary school, and as a legal worker in a community law office. She joined the faculty of The Sanville Institute in 2007 and became Academic Dean in 2009.

ASSOCIATE DEAN

Judith R. Schore, MSW, PhD: BA, University of Rochester, 1964; MSW, University of Pittsburgh, 1966; PhD, California Institute for Clinical Social Work, 1983. Dr. Schore has a background in Child Guidance. She has been in private practice treating children, adults and couples since 1971. Currently she is a consulting supervisor at Five Acres Residential Treatment Facility and Halcyon Center for therapists working in the public school system. Her theoretical orientation is developmental object relations, attachment theory and neurobiology. Dr. Schore is licensed both as a Clinical Social Worker and a Marriage and Family Therapist. She has served as a Lead Examiner and Expert Witness for the Board of Behavioral Sciences. She is an approved supervisor for the California Association for Marriage and Family Therapy. Dr. Schore was appointed Dean of Students in 1999 and Associate Dean in 2009.

Samoan Barish, DSW, PhD: AB, City University of New York, 1959; MSW, University

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

Gregory Bellow, PhD: AB, and MS, University of Chicago; PhD, California Institute for Clinical Social Work, 1981. Trained in Child Psychotherapy at the Mt. Zion Clinic, Dr. Bellow has had a commission in the U.S. Public Health Service and held various agency and clinic positions. He maintains a part time private practice as well as a position in the community mental health agency of San Mateo County. His professional interests are in direct service, teaching and consultation with a theoretical orientation that is consonant with psychoanalytic ego psychology and self-psychology.

Mary M. Coombs, PhD: BA, University of Wisconsin, 1966; MSW University of Pennsylvania, 1971; PhD, Rutgers University, New Brunswick, NJ, 1986. Before moving from Philadelphia to Berkeley in 1995, Dr. Coombs has practiced as a clinical social worker in community mental health doing direct practice, administration, as well as supervising MSW students from the University of Pennsylvania and Bryn Mawr College. She was on the faculty of Rutgers University serving as the Graduate Field Work Director and Lecturer. She has been in independent practice since 1984. She completed a NIMH Post-Doctoral Fellowship in mental health research at UC Berkeley

from 1995-1997, where she focused on the role of emotion in psychotherapeutic change, and cross-cultural differences in psychological definitions of normal and abnormal development. She has been a Lecturer at the U.C. Berkeley School of Social Welfare teaching Family Therapy and Foundations of Social Work Practice since 1998. She is a member of the Berkeley Psychotherapy Research Group in the department of clinical psychology at UC Berkeley, where she is doing process-outcome research on differences in the handling of emotion in Cognitive-Behavioral Therapy, and Interpersonal Psychotherapy using the NIMH Treatment of Depression Collaborative Research Program data. She is on the Board of Directors of the Association of Family Therapists of Northern California, and the Bio-energetic Society of Northern California. She is a member of the Society for the Exploration of Psychotherapy Integration and the Society for Psychotherapy Research. Current interests include a focus on socialization of emotion in the family, and on the process by which therapists integrate different treatment modalities in effective practice.

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

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

object relations theory and siblings. She is in the private practice of psychoanalytic psychotherapy with adults in Los Angeles.

Rita Ledesma, PhD: BA, UCLA, California 1979; MSW, UCLA, California 1981; PhD, UCLA, California. She is a Professor of Social Work at California State University Los Angeles in the School of Social Work. She received an undergraduate degree in history, MSW and PhD in Social Welfare from UCLA. Dr. Ledesma currently serves as the Chair of the Department of Child and Family Studies.

Silvio Machado, PhD: BA, Psychology, Sonoma State University; MA, Counseling, Sonoma State University; MA, Psychology, Saybrook University; PhD, Clinical Psychology, Saybrook University. Dr. Machado holds a PhD in clinical psychology from Saybrook University, where he specialized in lesbian, gay, and bisexual mental health, depth psychology, and qualitative research methods. He is a licensed psychologist with experience in community mental health, primary care, non-profit, and public health settings providing individual, couples, and group psychotherapy services to adolescents and adults. Currently he works as a staff psychologist at a federally qualified health center in West Sonoma County and is on the adjunct faculty in the department of counseling at Sonoma State University. His primary areas of scholarship interest include depth psychologies/psychotherapies and their application to sexual minority issues. He is particularly interested in the archetypal underpinnings of gay identity development, internalized homophobia, psychotherapy with gay men, and the psychological impact of HIV/AIDS. He has extensive training in Existential-Humanistic psychotherapy and joined the faculty at Sanville after a year of study in the Psychodynamic Psychotherapy Certificate Program. Dr. Machado utilizes qualitative methods in his research, particularly performative and arts-based approaches. His dissertation research was a poetic inquiry into gay men's experience with facing negative parental reactions to their disclosure of gay identity and he has presented nationally and published his work in peer-reviewed journals.

Judith Kay Nelson, PhD: BA, Wheaton College, Wheaton, Illinois, 1963; MSW, University of California, Berkeley, 1967; PhD, California Institute for Clinical Social Work, 1979. Dr. Nelson is a Licensed Clinical Social Worker and has been in private practice in Napa and Berkeley since 1974. She has taught seminars and led consultation groups on Self Psychology, DSM-III, III-R and IV, Transference and Countertransference, Crisis Intervention, and on the theory of Crying and Attachment, which she developed in her dissertation and subsequently. She is the author of several articles on crying and attachment and of a training manual on crisis intervention for paraprofessionals. She has served as consultant and trainer for numerous social and mental health agencies. She was a Peace Corps volunteer in Kano, Nigeria, for two years working in the area of child welfare and family counseling and was a community worker in East Harlem, New York City, working with adolescents and their families. Dr. Nelson appointed Interim Dean in 2007- 2009.

Cynthia O'Connell, PhD: BA, LeMoyne College; MSW, Syracuse University, 1969; PhD, California Institute for Clinical Social Work, 1986. Dr. O'Connell is a certified Jungian Analyst and a member of the C.G. Jung Institute of San Francisco and the International Association of Analytical Psychology. She became a Board Certified Diplomate in Clinical Social Work, 1988. She has been in private practice from 1977 to the present. Her clinical focus is Jungian analysis, psychotherapy and case consultation, both individual and group. Her current groups are focused on transference and counter transference issues in clinical practice.

Donald E. Polkinghorne, PhD: BA, Washington University, St. Louis, Missouri, 1959; BD, Yale University, New Haven, Connecticut, 1962; MA, Hartford Seminary Foundation, Hartford, Connecticut, 1968; PhD, Union Graduate School, Yellow Springs, Ohio, 1972. Dr. Polkinghorne is a Professor of Counseling Psychology and holder of the Attallah Chair in Humanistic Psychology at the Rossier School of Education at the University of Southern California. He served as president of the Saybrook Institute in San Francisco from 1975-1987, and was the founding director of the counseling center

at the University of California, Irvine. His writing has focused on relation between research developed knowledge and psychotherapy practice. He has authored four books: *An Existential-Phenomenological Approach to Education*, *Methodology for the Human Science*, *narrative Knowing and the Human Sciences*, and *Practice and the Human Sciences*.

Alexis Selwood, PhD: BA, Smith College, 1964; MSW, University of Southern California, 1980; PhD, University of Southern California, 1987. Dr. Selwood has served on the faculties of the University of Southern California and University of California, Los Angeles. She was Director of the Student Intern Program at Catholic Social Service, and has practiced in a psychiatric hospital and in mental health and family service agencies. Her research has focused on adult survivors of childhood incest and she is currently sponsoring a Parents Anonymous Speakers group for adult survivors of childhood abuse. She is in full-time private practice specializing in adult psychotherapy with individuals, couples and small groups, as well as supervision and consultation.

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

Sylvia Sussman, PhD: BA, University of California, Berkeley, 1960; PhD, London School of Economics and Political Science, 1963; Postdoctoral research, Tavistock Institute, London. Dr. Sussman is a sociologist with extensive research and teaching experience, specializing in qualitative/interpretive research methods and epistemology, social context and social structure. She is currently on the faculty of the Center for

Psychological Studies in Albany, California; she has served on the faculty of the Wright Institute in Berkeley, Hayward State University and the San Francisco Art Institute in humanities. She has held research positions with Dr. Margaret Singer, NIMH, Agnews State Hospital and Kaiser Medical Center as a Project Co-Director. Dr. Sussman's independent research includes a field study of interaction in a school for autistic children. She has published in *Views Quarterly* (London) and the *American Journal of Orthopsychiatry*, and has made presentations on the subject of "clinicians as social researchers."

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

FACULTY EMERITUS

William M. Dombrowski, PhD: BS, Illinois Institute of Technology, 1964; MA, University of Chicago School of Social Service Administration, 1967; and PhD, University of Chicago School of Social Service Administration, 1985. Dr. Dombrowski has a background in family and youth services and has taught social work practice and research at the University of Wisconsin-Milwaukee and the University of Southern California. He has been on the staff of Didi Hirsch Community Mental Health Center in Los Angeles since 1981 and appointed Director of Substance Abuse Services for the agency in 1986. He joined the faculty of the Institute for Clinical Social Work in 1987. His interests include small group dynamics; outcome and process in psychotherapy; and social service delivery systems.

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

Judith D. Schiller, PhD: BA, Ohio State University, 1964; MSW, University of California, Berkeley, 1974; PhD, University of California, Berkeley, 1978. Dr. Schiller is a graduate of the San Francisco Psychoanalytic Institute. She serves as a member of the Board of Trustees of the San Francisco Psychoanalytic Institute and Society, and is a member of the Fellowship Committee of the American Psychoanalytic Association.

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

Donna Sexsmith, PhD: BA, Queen's University, Kingston, Ontario, Canada; MSW McGill University, Montreal, Canada; PhD International University, Los Angeles. Dr. Sexsmith has served on the staff of the Department of Psychiatry of general and state hospitals in Canada and the U.S.A. and has been Clinical Administrator and Clinical Director in mental health clinics in Florida and California. She has extensive supervisory and teaching experience with students and interns in social work, psychology and psychiatry, as well as consulting to residential treatment centers for children and to schools. She is Board Certified Diplomat in Psychotherapy and a Certified Group Psychotherapist by the American Group Psychotherapy Association. She maintains a private practice with adults, children, and couples. Dr. Sexsmith is a Founding Fellow of The Sanville Institute.

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

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**SCHEDULE OF CURRENT STUDENT TUITION & FEES
 AND TUITION REFUND POLICY
 2012-2013 ACADEMIC YEAR**

(Tuition and Fees may vary in subsequent academic years.)
 Checks should be made payable to The Sanville Institute.

Tuition

Annual tuition for the 2012-2013 academic year..... \$15,225.00

Tuition includes the following convocation expenses:

For all students:

Convocation meals

For students residing outside the region of convocation location:

Transportation costs, not to exceed economy airfare

One night's lodging, double occupancy, plus breakfast

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

| | | |
|------------------|--------------|------------|
| Fall Trimester | due 08/01/12 | \$5,075.00 |
| Winter Trimester | due 12/01/12 | \$5,075.00 |
| Spring Trimester | due 03/01/13 | \$5,075.00 |

Optional Monthly Payment Plans

12 monthly installments @ \$1268.75 + \$10 service charge.....\$1278.75

You must request a contract from the Institute Office in time to make first payment by July 20, 2012. Subsequent payments due 20th of each month

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

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

Application Fees:

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

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

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

Enrollment Deposit.....\$100.00

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

Student Tuition Recovery Fund Fee (STRF).....\$37.50

Title 5, California Code of Regulations Division 7.5, Section 76215:

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

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

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

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

"The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

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

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

Partial Enrollment Program Tuition (per trimester)..... \$3,383.33

PEP is a special program for students who have completed the Clinical/Theoretical Colloquium, the research seminars, the preliminary educational plan, and for whom it is deemed appropriate by the Educational Committee. It includes two hours of mentoring, participation in the Writing Seminar, and up to four units for work completed.

Non-Matriculated Student Fee (per trimester).....\$780.00

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

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

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

Readmission Fee.....\$500.00

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

Summer Advisement Fee.....\$100.00

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

Graduation Fee.....\$300.00

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

Dissertation Binding Fee.....\$400.00

Payable at the time approved dissertation is submitted to the Institute Office. Covers the cost of binding and of distributing bound copies of the dissertation.

Cap and Gown Rental Fee.....\$50.00

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

Dissertation Return Fee.....\$25.00

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

Transcript Fee.....\$10.00

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

Convocation Attendance and Costs

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

Library Access

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

Books/Materials

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

Estimated Total Time and Total Expenses of the Program

Our program is highly individualized, and students are allowed to progress at their own self-defined pace. Because of this, there is no set time or total cost that can be applied to the program. A minimum of three years of academic work and a dissertation research study are required for the degree. The candidate should anticipate from four to six years of work prior to the awarding of the degree. Although the PhD program is designed for clinicians who intend to work in the field while they earn a degree, it should be emphasized that carrying a full-time workload will extend the time required to complete the program. Based on the 2012-2013 tuition of \$15,250 and the estimated time of four to six years for completion of the doctoral program, the tuition cost is estimated at \$61,000 - \$91,500, in addition to fees as described above. Students are subject to any increases in tuition and fees in effect during the entire period of their enrollment.

Personal Psychotherapy

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

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

Tuition Refund Policy

Refunds Granted Students Prior to Beginning the Trimester

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

Refunds Granted Students After the Trimester Has Begun

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

Example: Tuition for the trimester of \$5,075 paid in advance in full. Assuming a total of 50 hours of instruction in the trimester, if the student has completed 15 hours of instruction at the time of withdrawal, the student has paid for 35 hours of instruction that have not been received.

$$\begin{array}{r r r r r r}
 \$5,075 & \times & & & 35 & \\
 & & & & \text{-----} & = \\
 & & & & 50 & \$3,552.50 \text{ refund}
 \end{array}$$

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

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